Undergraduate Academic Board

Agenda

August 29, 2014
2:00-5:00
ADM 204

I. Roll
( ) Alberta Harder (FS)
( ) Utpal Dutta (FS)
( ) Francisco Miranda (CAS, Chair)
( ) Barbara Harville (CAS)
( ) Vacant (CAS)
( ) Vacant (CAS)
( ) Vacant (CBPP)
( ) Vacant (COH)
( ) Vacant (COH)
( ) Irasema Ortega (COE)
( ) Carrie King (CTC)
( ) Vacant (CAS)
( ) Jeff Hoffman (SOE)
( ) Kevin Keating (LIB)
( ) Rick Adams (KPC)
( ) Sheri Denison (Mat-su)
( ) Jared Griffin (Kod)
( ) Christina Stuive (ADV)

Ex-Officio Members
( ) Susan Kalina
( ) Lora Volden
( ) Scheduling and Publications

II. Approval of the Agenda (pg. 1-5)

III. Approval of Meeting Summary (pg. 6-9)

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

V. Chair’s Report
A. UAB Chair- Francisco Miranda
B. GERC

VI. New Business
A. Physics Prerequisite Change Request (pg. 10)

VII. Program/Course Action Request- Second Readings

VIII. Program/Course Action Request- First Readings

<table>
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<tr>
<th>Chg</th>
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<tr>
<td>Add</td>
<td>AE A403</td>
<td>Arctic Engineering (Stacked with AE A603)(3 cr)(3+0)</td>
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<td>Alaska Native Drummaking Techniques: Athabascan and Southeast Style (Cross listed w/MUS A218A)(3 cr)(1+2)</td>
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Chg SPAN A320 Studies in Contemporary Hispanic Cultures (3 cr)(3+0)(pg. 35-42)
Chg ENGL A109 Introduction to Writing in Academic Contexts (3 cr)(3+0)(pg. 43-49)
Chg CE A405 Transportation Engineering I (3 cr)(3+0)(pg. 50-54)
Chg CE A406 Transportation Engineering II (3 cr)(3+0)(pg. 55-59)
Add PRT A280 Industrial Petrochemical Processes (3 cr)(3+0)(pg. 60-64)
Chg Post-Bac Certificate, Elementary Education (pg. 65-74)
Del OEC, CAD for Building Construction (pg. 75-76)
Del AAS, Architectural and Engineering Technology (pg. 77-78)
Del UC, Architectural Drafting (pg. 79-80)
Del UC, Structural Drafting (pg. 81-82)
Del UC, Civil Drafting (pg. 83-84)
Del UC, Mechanical and Electrical Drafting (pg. 85-86)
Add STAT A401 Statistical Methods (stacked with STAT A601)(3 cr)(3+0)(pg. 87-94)
Chg STAT A402 Scientific Sampling (stacked with STAT A602)(3 cr)(3+0)(pg. 95-102)
Chg STAT A403 Regression Analysis (stacked with STAT A603)(3 cr)(3+0)(pg. 103-108)
Chg STAT A404 Analysis of Variance (stacked with STAT A604)(3 cr)(3+0)(pg. 109-115)
Del STAT A405 Nonparametric Statistics (3 cr)(3+0)(pg. 116)
Chg STAT A407 Time Series Analysis (stacked with STAT A607)(3 cr)(3+0)(pg. 117-124)
Chg STAT A408 Multivariate Statistics (stacked with STAT A608)(3 cr)(3+0)(pg. 125-132)
Chg Minor, Statistics (pg. 133-135)
Add VTCH A101 Introduction to Veterinary Technology (1 cr)(1+0)(pg. 136-140)
Add VTCH A102 Veterinary Medical Terminology (1 cr)(1+0)(pg. 141-144)
Add VTCH A110 Medical Calculations for Veterinary Technicians (1 cr)(1+0)(pg. 145-150)
Add VTCH A111 Veterinary Office Procedures and Hospital Management (3 cr)(3+0)(pg. 151-157)
Add VTCH A112 Veterinary Anatomy and Physiology (3 cr)(3+0)(pg. 158-163)
Add VTCH A112L Veterinary Anatomy and Physiology Laboratory (1 cr)(0+3)(pg. 164-170)
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<td>Large Animal Medicine and Clinical Procedures (2 cr)(2+0)</td>
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<td>Large Animal Medicine and Clinical Procedures (1 cr)(0+3)</td>
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<td>AAS, Veterinary Technology</td>
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<td>ANTH A336</td>
<td>Peoples and Cultures of Scandinavia (3 cr)(3+0)</td>
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Chg  ANTH A415  Applied Anthropology (Stacked with ANTH A615)
       (3 cr)(3+0)(pg. 314-322)

Del  ANTH A435  Northwest Coast Cultures (3 cr)(3+0)(pg. 323)

Chg  ANTH A454  Culture and Ecology (GER)(Stacked with ANTH A654)
       (3 cr)(3+0)(pg. 324-342)

Add  ANTH A465  Culture and Globalization (GER)(stacked with ANTH A665)
       (3 cr)(3+0)(pg. 343-360)

Del  ANTH A483  Archaeology of Animals (stacked with ANTH A683)
       (4 cr)(3+2)(pg. 361-362)

Del  ANTH A484  Lithic Technology (3 cr)(3+0)(pg. 363)

Del  ANTH A485  Human Osteology (Stacked with ANTH A685) (4 cr)(3+2)(pg. 364-365)

Del  ANTH A486  Applied Human Osteology (Stacked with ANTH A686)
       (3 cr)(3+0)(pg. 366-367)

Chg  Bachelor of Arts, Anthropology (pg. 368)

Chg  Bachelor of Science, Anthropology (pg. 369-379)

Biology Courses to be reviewed on September 12th
Add  BIOL A108  Principles and Methods in Biology (6 cr)(3+9)
Add  BIOL A442  Experiential Learning: Animal Behavior (3 cr)(1+4)
Chg  BIOL A451  Microbial Biotechnology (3 cr)(3+0)
Add  BIOL A453  Experiential Learning: Microbial Ecology (4 cr)(2+4)
Add  BIOL A454  Experiential Learning: Microbial Biotechnology (4 cr)(2+4)
Add  BIOL A455  Experiential Learning: Bioinformatics (4 cr)(2+4)
Add  BIOL A463  Molecular Biology of Cancer (3 cr)(3+0)
Add  BIOL A464  Metals in Biology (3 cr)(3+0)
Chg  BIOL A471  Immunology (Crosslisted with CHEM A471)(3 cr)(3+0)
Chg  CHEM A471  Immunology (Crosslisted with BIOL A471)(3 cr)(3+0)
Chg  BIOL A472  Biogeography (3 cr)(3+0)
Chg  BIOL A473  Conservation Biology (GER)(3 cr)(3+0)
Add  BIOL A474  Ecotoxicology (3 cr)(3+0)
Add  BIOL A475  Fish Ecology (3 cr)(3+0)
Add  BIOL A476  Wildlife Population Dynamics and Management (3 cr)(3+0)
Chg  BIOL A478  Biological Oceanography (stacked with BIOL A678)(3 cr)(3+0)
Add  BIOL A480  Ecological and Conservation Genetics (3 cr)(3+0)
Chg  BIOL A481  Marine Biology (GER)(3 cr)(3+0)
Add  BIOL A482  Spatial Ecology (3 cr)(3+0)
Add  BIOL A483  Exploration Ecology (2 cr)(2+0)
Add  BIOL A484  Experiential Learning: Exploration Ecology Field Study (4 cr)(0+8)
Add  BIOL A486  Evolutionary Ecology (3 cr)(3+0)
Chg  BIOL A487  Comparative Anatomy of Vertebrates (3 cr)(3+0)
Chg  BIOL A488  Experiential Learning: Development Biology (4 cr)(2+4)
Chg  BIOL A489  Population Genetics and Evolutionary Processes (GER)(3 cr)(3+0)
Chg  BIOL A495  Instructional Practicum: Laboratory (1 cr)(0+3)
Chg  Bachelor of Arts, Biological Sciences
Chg  Bachelor of Science, Biological Sciences
Chg  Bachelor of Science, Natural Sciences
IX. Old Business

X. Informational Items and Adjournment
   A.
Undergraduate Academic Board
Summary

April 25, 2014
2:00-5:00
ADM 204

I. Roll
(x) Alberta Harder (FS)
(x) Soren Orley (FS)
(x) Francisco Miranda (CAS, Chair)
(x) Barbara Harville (CAS)
(x) Mari Ippolito (CAS)
(e) Len Smiley (CAS)
(x) Dave Fitzgerald (CBPP)
(e) Eileen Weatherby (COH)
(x) Irasema Ortega (COE)
(x) Cheryl Smith (CTC)
(x) Upal Dutta (SOE)
(x) Kevin Keating (LIB)
(x) Michael Hawfield (KPC)
(x) Sheri Denison (Mat-su)
(x) Kathrynn Hollis Buchanan
(x) Kathryn Smiley (Kod)
(x) Christina Stuive (ADV)

Ex-Officio Members
( ) Susan Kalina
(x) Lora Volden
(x) Scheduling and Publications

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

III. Approval of Meeting Summary (pg. 5-9)
Approved

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

Grades are due May 7th

V. Chair’s Report
A. UAB Chair- Francisco Miranda
B. GERC

Approved BIOL A108, BIOL/ASTR A365, and DNCE A170

Approved GELO general education outcomes

VI. New Business
A. Elect 2014-15 UAB Chair

Francisco Miranda is the new 2014-15 UAB Chair

B. Curriculum Handbook Changes from AAC (pg. 10-213)

1st Mari Ippolito
2nd Alberta Harder

Unanimously Approved

C. Subcommittee Updates

Joint GAB/UAB Curriculum Documents committee has not met since the joint meeting

Joint GAB/UAB Credit Hour subcommittee presented to the Policy Advisory Committee (PAC)

VII. Program/Course Action Request- Second Readings
Add BIOL A108 Principles and Methods in Biology (6 cr)(3+9)(pg. 214-216)

Accepted for Second Reading, will come back in the fall

Chg BIOL A365 Astrobiology (GER)(cross-listed w/ ASTR A365)(3 cr)(3+0)(pg. 217-221)
Chg ASTR A365 Astrobiology (GER)(cross-listed w/BIOL A365)(3 cr)(3+0)(pg. 222-226)

Unanimously Approved

6
Add **BIOL A417**  Applied Kinesiology and Exercise Physiology (3 cr)(3+0)(pg. 227-230)
*Unanimously Approved*

Add **AKNS A218A**  Alaska Native Drummaking Techniques: Athabascan and Southeast Style
(Cross listed with MUS A218A)(3 cr)(1+2)(pg. 231-234)
*Accepted for Second Reading, will come back in the fall*

Add **MUS A218A**  Alaska Native Drummaking Techniques: Athabascan and Southeast Style
(Cross listed with AKNS A218A)(3 cr)(1+2)(pg. 235-238)
*Accepted for Second Reading, will come back in the fall*

Add **AKNS A218B**  Alaska Native Drummaking Techniques: Inupiaq and Yup’ik Style
(Cross listed with MUS A218)(3 cr)(1+2)(pg. 239-242)
*Accepted for Second Reading, will come back in the fall*

Add **MUS A218B**  Alaska Native Drummaking Techniques: Inupiaq and Yup’ik Style
(Cross listed with AKNS A218B)(3 cr)(1+2)(pg. 243-246)
*Accepted for Second Reading, will come back in the fall*

**VIII. Program/Course Action Request- First Readings**

Add **AKNS A230**  Oral Traditions of Alaska Native People (3 cr)(3+0)(pg. 247-251)

11 In Favor
2 Opposed
*Approved for second reading*

Chg **DNCE A170**  Dance Appreciation (GER)(3 cr)(3+0)(pg. 252-257)
*Waive first reading, approve for second*

Add **THR A132**  Introduction to Theatrical Design (3 cr)(2+2)(pg. 258-261)
*Waive first reading, approve for second*

Chg **THR A141**  Stagecraft I (3 cr)(2+2)(pg. 262-265)
*Waive first reading, approve for second*

Chg **THR A243**  Scene Design (3 cr)(3+0)(pg. 266-269)
*Waive first reading, approve for second*

Chg **THR A257**  Costume Design (3 cr)(3+0)(pg. 270-273)
*Waive first reading, approve for second*

Chg **THR A321**  Meisner Acting Technique (3 cr)(2+3)(pg. 274-277)
*Waive first reading, approve for second*

Chg **THR A325**  Theatre Speech and Dialects (3 cr)(3+0)(pg. 278-281)
*Waive first reading, approve for second*

Chg **THR A328**  Acting Shakespeare (3 cr)(2+3)(pg. 282-285)
*Waive first reading, approve for second*

Chg **THR A347**  Lighting Design (3 cr)(3+0)(pg. 286-289)
*Waive first reading, approve for second*

Chg **THR A357**  Costume Construction (3 cr)(1+4)(pg. 290-293)
*Waive first reading, approve for second*
Add  THR A450  Resume & Portfolio Workshop (1 cr)(1+2)(pg. 294-298)
Waive first reading, approve for second

Chg  THR A490  Selected Topics in Performance (3 cr)(2+2)(pg. 299-301)
Waive first reading, approve for second

Chg  THR A495  Advanced Practicum: Technical (1-3 cr)(0+3-9)(pg. 302-305)
Accepted for first reading

Chg  BA, Theatre and Dance (pg. 306-318)
Waive first reading, approve for second

Add  JPN A490  Selected Topics: Studies in Japanese Literature and Culture
(3 cr)(3+0)(pg. 319-323)
Waive first reading, approve for second

Chg  SPAN A320  Studies in Contemporary Hispanic Cultures (3 cr)(3+0)(pg. 324-331)
Postponed until Fall

Chg  BA, Mathematics (pg. 332-333)
Chg  BS, Mathematics (pg. 334-346)
Waive first reading, approve for second

Chg  ENGL A109  Introduction to Writing in Academic Contexts (3 cr)(3+0)(pg. 347-353)
Chg  CE A405  Transportation Engineering I (3 cr)(3+0)(pg. 354-358)
Chg  CE A406  Transportation Engineering II (3 cr)(3+0)(pg. 359-363)
Chg  Post-Bac Certificate, Elementary Education (pg. 364-373)
Add  BIOL A442  Experiential Learning: Animal Behavior (3 cr)(1+4)(pg. 374-377)
Chg  BIOL A451  Microbial Biotechnology (3 cr)(3+0)(pg. 378-381)
Add  BIOL A453  Experiential Learning: Microbial Ecology (4 cr)(2+4)(pg. 382-386)
Add  BIOL A454  Experiential Learning: Microbial Biotechnology (4 cr)(2+4)(pg. 387-391)
Add  BIOL A455  Experiential Learning: Bioinformatics (4 cr)(2+4)(pg. 392-397)
Add  BIOL A463  Molecular Biology of Cancer (3 cr)(3+0)(pg. 398-401)
Add  BIOL A464  Metals in Biology (3 cr)(3+0)(pg. 402-406)
Chg  BIOL A471  Immunology (Crosslisted with CHEM A471)(3 cr)(3+0)(pg. 407-412)
Chg  CHEM A471  Immunology (Crosslisted with BIOL A471)(3 cr)(3+0)(pg. 413-418)
Chg  BIOL A472  Biogeography (3 cr)(3+0)(pg. 419-422)
Add  BIOL A474  Ecotoxicology (3 cr)(3+0)(pg. 423-426)
Add  BIOL A475  Fish Ecology (3 cr)(3+0)(pg. 427-430)
Add  BIOL A476  Wildlife Population Dynamics and Management (3 cr)(3+0)(pg. 431-435)
Add  BIOL A480  Ecological and Conservation Genetics (3 cr)(3+0)(pg. 436-440)
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<td>Exploration Ecology (2 cr)(2+0)(pg. 446-450)</td>
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IX. **Old Business**

X. **Informational Items and Adjournment**

A. CAS Program Student Learning Outcomes (pg. 535-537)
To: Undergraduate Academic Board

The Physics department is requesting a minor curriculum change to the course PHYS A211 ("General Physics I"). Although the change is to the course's prerequisites, it is not a change to the substance of the prerequisites, only to how they are organized electronically.

In particular, a "placement test" can be used to substitute for one of the existing prerequisites (PHYS A130). This placement test, administered by the Advising and Testing Center, was not codable in Banner, and so it was mentioned in the "Registration Restrictions" instead of the "Prerequisites". Recently, a Banner code was created for the placement test ("APPE") together with a passing score (18 out of 30). Advising and Testing has graciously agreed to enter their database of placement test scores into Banner, as well as to record scores under this code for all students taking the placement test from now on.

So to summarize, now the placement test is codable, and thus it can be moved from "Registration Restrictions" into "Prerequisites". This will streamline the registration process greatly for students and alleviate workload on our academic advisors and faculty.

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<td>[MATH A200 with a minimum grade of C], and [MATH A201 with a minimum grade of C or concurrent enrollment], and [PHYS A130 with a minimum grade of C]</td>
<td>[MATH A200 with a minimum grade of C], and [MATH A201 with a minimum grade of C or concurrent enrollment], and [PHYS A130 with a minimum grade of C or passing score on Physics 211 placement test*]</td>
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<th>Current Registration Restrictions</th>
<th>Proposed Registration Restrictions</th>
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<tr>
<td>A passing score on the departmental placement exam can be substituted for the PHYS A130 prerequisite. For full details on substitution options, see the physics department website.</td>
<td>For details on additional substitution options for the PHYS A130 prerequisite, see the physics department website. **</td>
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</table>

**"APPE" in Banner. If there is standard language for this kind of thing, we can of course use standard language.

** This text is still needed, because despite this proposed change, there are still other alternatives that are accepted by faculty as fulfilling the prerequisite (such as AP scores, etc).

This change should have no effect on any other courses, departments, or programs.

Please consider accepting this minor curriculum change. Thank you!

Katherine Rawlins
Jim Pantaleone (chair)

Patricia Linton (CAS/academics)
# Course Action Request

## University of Alaska Anchorage

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

<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
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<td>Civil Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>A403</td>
<td>CE A403</td>
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<td>(Lecture + Lab)</td>
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<table>
<thead>
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<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
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<table>
<thead>
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<th>Catalog Page(s)</th>
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<th>Chair/Coordinator Contacted</th>
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<tr>
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<td>Osama Abaza</td>
</tr>
<tr>
<td>2. BS of Construction Management</td>
<td>223</td>
<td></td>
<td>2/4/2014</td>
<td>Jeffrey Callahan</td>
</tr>
<tr>
<td>3. BS of Engineering, EE/ME</td>
<td>260, 261</td>
<td></td>
<td>12/6/2013</td>
<td>Jens Munk/Jeff Hoffman</td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Hannele Zubeck**  
**Initiator Signed Initials:** ___________________________  
**Date:** ____________

**13b. Coordination Email:**  
submitted to Faculty Listserv: [ uaafaculty@lists.uaa.alaska.edu ]

**13c. Coordination with Library Liaison:**  
**Date:** ____________

## 14. General Education Requirement

Mark appropriate box:

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

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

Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.

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

<table>
<thead>
<tr>
<th>N/A</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrenct enrollment required)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
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</tbody>
</table>

## 16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

Junior or senior standing in an accredited undergraduate program in engineering or construction management.

## 17. Mark if course has fees Standard Engineering fee

- [ ] Mark if course is a selected topic course

## 19. Justification for Action

For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannele Zubeck</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: February 20, 2014

II. Course Information
A. College: College of Engineering
B. Course Title: Arctic Engineering
C. Course Subject/Number: AE A403
D. Credit Hours: 3.0
E. Contact: 3+0
F. Grading Information: A-F
G. Course Description: Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.

H. Status of course relative to degree or certificate program:
   Applies to the BS programs in Civil Engineering, Engineering with Mechanical and Electrical Engineering concentrations, and Construction Management.

I. Lab Fees: Standard Engineering Fee
J. Coordination: UAA/CoEng/CE faculty list serves
K. Course Prerequisites: NA
L. Registration Restrictions: Junior or senior standing in an accredited undergraduate program in engineering or construction management.

III. Course Activities
Faculty presentations, homework assignments, exams and class discussions.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments and exams.
V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that of upper class standing in engineering or construction management programs.

VI. Course Outline

• Global Perspectives and Climate Change
• Units of Measure and Heat Transfer
• Ice Engineering
• Snow Engineering
• Frozen Ground Engineering
• Arctic Roads
• Arctic Buildings
• Arctic Utilities
• Arctic Construction
• Mechanical and Electrical Engineering Issues in Cold Regions
• Winter Safety and Survival

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Introduce the students to a variety of Arctic Engineering issues and prepare them for further study in each topic in the course outline.
   2. Provide students with understanding and skills to evaluate the effects of ice, snow and freezing temperatures on the design and construction of arctic buildings and infrastructure.
   3. Provide students with understanding and skills to include climate variation conditions in arctic design.
   4. Provide students with understanding and skills to calculate basic heat transfer and moisture migration in buildings.
B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Include climate variation considerations in arctic designs.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>2. Conduct basic heat transfer calculations with an ability to convert units of measure.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>3. Evaluate the effects of ice and snow on arctic infrastructure.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>4. Evaluate the effects of ground freezing on foundations and roads.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>5. Evaluate the effects of freezing air temperatures and snow on building design.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>6. Avoid design failures of arctic utilities due to arctic conditions.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>7. Evaluate the effects of arctic conditions on construction, winter safety and survival.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>8. Use psychrometric chart and calculate moisture migration in structures.</td>
<td>Homework assignments and exams</td>
</tr>
<tr>
<td>9. Evaluate the effects of arctic conditions on electrical engineering projects.</td>
<td>Homework assignments and exams</td>
</tr>
</tbody>
</table>

VIII. Suggested Text

No suggested text. References are drawn from the professional literature and equivalent online sources of technical information, such as data from the NOAA's National Climatic Data Center and manuals from the ERDC/CRREL USA Corps of Engineers (e.g. 2002. Engineering and Design: Ice Engineering. U.S. Army Corps of Engineers Engineer Manual 1110-2-1612.)

IX. Bibliography and Resources

### Course Action Request

**University of Alaska Anchorage**

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

---

1. **School or College**: EN SOENGR  
2. **Division**: No Division Code  
3. **Department**: Civil Engineering

---

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>A603</td>
<td>CE A603</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

---

6. **Complete Course Title**:  
   Arctic Engineering  
   **Abbreviated Title for Transcript** (30 character): Engineering prefix.

---

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

---

8. **Type of Action**:  
   - [ ] Add  
   - [x] Change  
   - [ ] Delete

   **If a change, mark appropriate boxes:**  
   - [x] Prefix  
   - [x] Credits  
   - [ ] Title  
   - [ ] Grading Basis  
   - [ ] Course Description  
   - [ ] Test Score Prerequisites  
   - [ ] Other Restrictions  
   - [ ] College  
   - [ ] Major  
   - [ ] Other  
   (please specify)

---

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

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

11. **Implementation Date**  
   - Semester/year:  
   - From: Spring/2015  
   - To: 99/9999

12. **Cross Listed with**:  
   - [x] Stacked with AE A403  
   - Cross-Listed Coordination

---

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1. MS of Arctic Engineering</td>
<td>336</td>
<td>1/24/2014</td>
<td>Hannele Zubeck</td>
</tr>
<tr>
<td>2. BS of Engineering, EE/ME</td>
<td>280, 261</td>
<td>12/8/2013</td>
<td>Jeff Hoffman/Jens Munk</td>
</tr>
</tbody>
</table>

---

13b. **Coordination Email**:  
   [Submit to Faculty Listserv](mailto:uaa-faculty@lists.uaa.alaska.edu)

**Date**: 2/4/2014

---

13c. **Coordination with Library Liaison**:  
   **Date**: 2/4/2014

---

14. **General Education Requirement**

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

---

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

   Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study. Students must submit a research paper.

---

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

16b. **Test Score(s)**
   - N/A

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

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

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

   Graduate standing with a baccalaureate degree in engineering. No previous credit for CE/AE A403.

17. **Mark if course has fees**

   [x] Standard Engineering Fee

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

---

19. **Justification for Action**

   For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

---

Initiator (faculty only): Hannele Zubeck

**Initiator Signed Initials**: _________

**Date**: 2/4/2014

---

**Provost or Designee**

**Date**: 2/4/2014

---

**Dean/Director of School/College**

**Date**: 2/4/2014

---

**Undergraduate/Graduate Academic Board Chairperson**

**Date**: 2/4/2014

---

**Provost or Designee**

**Date**: 2/4/2014

---

**Curriculum Committee Chairperson**

**Date**: 2/4/2014

---

**Department Chairperson**

**Date**: 2/4/2014

---

**Faculty Listserv**

Jeff Hoffman/Jens Munk

---

**To Faculty Listserv**

Hannele Zubeck
I. Initiation Date: February 20, 2014

II. Course Information
   A. College: College of Engineering
   B. Course Title: Arctic Engineering
   C. Course Subject/Number: AE A603
   D. Credit Hours: 3.0
   E. Contact: 3+0
   F. Grading Information: A-F
   G. Course Description: Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study. Students must submit a research paper.
   H. Status of course relative to degree or certificate program: Applies to the MS program in Arctic Engineering, and BS program in Engineering, with Mechanical and Electrical concentrations.
   I. Lab Fees: Standard Engineering Fee
   J. Coordination: UAA/CoEng/CE faculty list serves
   K. Course Prerequisites: NA
   L. Registration Restrictions: Graduate standing with a baccalaureate degree in engineering. No previous credit for CE/AE A403.

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course’s term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor’s degree in engineering.
VI. Course Outline

- Global Perspectives and Climate Change
- Units of Measure and Heat Transfer
- Ice Engineering
- Snow Engineering
- Frozen Ground Engineering
- Arctic Roads
- Arctic Buildings
- Arctic Utilities
- Arctic Construction
- Mechanical and Electrical Engineering Issues in Cold Regions
- Winter Safety and Survival
- Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will
1. Introduce the students to a variety of Arctic Engineering issues and prepare them for further study in each topic in the course outline.
2. Provide students with understanding and skills to evaluate the effects of ice, snow and freezing temperatures on the design and construction of arctic buildings and infrastructure.
3. Provide students with understanding and skills to include climate variation conditions in arctic design.
4. Provide students with understanding and skills to calculate basic heat transfer and moisture migration in buildings.
5. Explain how to prepare conference papers.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Include climate variation considerations in arctic designs.</td>
<td>Homework assignments, exams and term paper.</td>
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<td>2. Conduct basic heat transfer calculations with an ability to convert units of measure.</td>
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<td>4. Evaluate the effects of ground freezing on foundations and roads.</td>
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<tr>
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<td>6. Avoid design failures of arctic utilities due to arctic conditions.</td>
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<tr>
<td>9. Evaluate the effects of arctic conditions to electrical engineering projects.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>10. Author papers acceptable for publication.</td>
<td>Term paper.</td>
</tr>
</tbody>
</table>

VIII. Suggested Text

No suggested text. References are drawn from the professional literature and equivalent online sources of technical information, such as data from the NOAA's National Climatic Data Center and manuals from the ERDC/CRREL USA Corps of Engineers (e.g. 2002. Engineering and Design: Ice Engineering. U.S. Army Corps of Engineers Engineer Manual 1110-2-1612.)

IX. Bibliography and Resources

## Course Action Request

**University of Alaska Anchorage**

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

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

### 1b. Division
- **AHUM Division of Humanities**

### 1c. Department
- **AKNS**

### 2. Course Prefix
- **AKNS**

### 3. Course Number
- **A218A**

### 4. Previous Course Prefix & Number
- **n/a**

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

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

### 6. Complete Course Title

**Alaska Native Drummaking Techniques: Athabascan and Southeast Style**

**AK Native Drummaking I**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course
- **Academic**

### 8. Type of Action:
- **Add**

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

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

### 11. Implementation Date
- **From:** Fall/2015
- **To:** 9999

### 12. Cross Listed with
- **MUS A218A**

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

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

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<th>Chair/Coordinator Contacted</th>
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<td>3/6/14</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Maria Williams

Initiator Signed Initials: ______

Date: __________

### 13b. Coordination Email
- **Date:** 8/26/14
- **submitted to Faculty Listserv:** (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- **Date:** __________

### 14. General Education Requirement

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<th>Mark appropriate box:</th>
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<tbody>
<tr>
<td>Oral Communication</td>
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<tr>
<td>Written Communication</td>
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<td>Quantitative Skills</td>
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<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

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

Studio course in which students learn the fundamentals of making hand drums in the Athabascan and Southeast Alaskan Indian style. Students will also study the living tradition of Alaska Native drum practices.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
- **n/a**

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

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

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

### 17. Mark if course has fees
- **☐**

### 18. Mark if course is a selected topic course
- **☐**

### 19. Justification for Action

Previously offered as a 290 Selected topics and it should become a permanent course offering.

Initiator (faculty only) Maria Williams

Initiator (TYPE NAME)

Approved

Disapproved

Date

Dean/Director of School/College

Undergraduate/Graduate Academic Board Chair

Provost or Designee

Date

19
I. Date Initiated
   August 26, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Alaska Native Studies
   Program: Alaska Native Studies
   Course Title: Alaska Native Drum Making Techniques: Athabascan and Southeast Style
   Course Number: AKNS A218A
   Credits: 3
   Contact Hours: 1+4
   Grading Basis: A-F
   Course Description: Studio course in which students learn the fundamentals of making hand held frame drums in the Athabascan and Southeastern Alaska Native style. Students will also study the living tradition of Alaska Native drum practices.
   Cross Listed: Yes – with MUS A218A
   Course Prerequisites: None
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   Studio course in which students learn the basic construction techniques developed by Alaska Native cultures for single headed, hand held frame drums. The course will involve the process of preparing wood, and steaming the wood to bend into round frames, use of traditional and contemporary material for the drum heads. Students will apply the techniques and design principles to create their own drum. Students will also learn about the living traditions of Alaska Native drum practices.

IV. Course Level Justification
   This 200-level class requires no prerequisite and provides skills in drum making.

V. Course Outline
   This studio style class focuses on the construction of a hand held frame drum, common to Athabascan and Southeastern Indians (Tlingit, Haida & Tsimshian). Students will learn the basics, from cutting and stretching of the hides, to design work and painting. The frames will be made from a bentwood steaming process. Students will examine the different styles of hand held drums in Alaska and gain a basic understanding of the relationship of design and use to the Indigenous culture(s).

VI. Instructional Goals and Student Learning Outcomes
A. Instructional Goals.
The instructor will:

1. Provide historical information and cultural uses of drum making through lecture and hands-on learning, bringing the subject matter to a level within their comprehension.

2. Facilitate class discussion and hands-on learning using Indigenous techniques of steaming and bending wood for drum frames and knowledge of how to prepare material for stretching across the frame to make the drum heads.

3. Teach students to use new tools and create their own designs for the drum heads.

4. Provide interactions with guest lecturers who provide a high level of expertise in their art form to foster student learning and mentorship.

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

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate how to use a steam box and make a frame</td>
<td>Make a completed drum frame</td>
</tr>
<tr>
<td>2. Articulate the importance of traditional design(s) on drum heads</td>
<td>Class discussions, in-class exercises, and final design on the students drum</td>
</tr>
<tr>
<td>3. Demonstrate how to prepare material(s) to stretch over the drum frame to make a drum head</td>
<td>In-class exercises, and hands-on learning and final drum of the students making</td>
</tr>
<tr>
<td>4. Demonstrate a basic understanding of how to make a frame drum</td>
<td>Final product of a drum, with drum head and painted design. Final class critique and discussion</td>
</tr>
</tbody>
</table>

VIII. Suggested Text

None required.

IX. Bibliography
Reading selections will include articles from a variety of sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.

http://www.ankn.uaf.edu/publications/Alaska_Science/Drum.html

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

<table>
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<tr>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
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</table>

**6. Complete Course Title**

Alaska Native Drummaking Techniques: Athabascan and Southeast style
AK Native Drummaking I

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

**7. Type of Course**

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

**8. Type of Action:**

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

**9. Repeat Status No**

# of Repeats
Max Credits

**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

From: Fall/2015 To: 9999

**12. Cross Listed with**

AKNS A218A

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS minor</td>
<td>3/3/14</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13b. Coordination Email**

Initiator Signed Initials: ________
Date: __________

**13c. Coordination with Library Liaison**

Date: __________

**14. General Education Requirement**

Mark appropriate box:

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

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

Studio course in which students learn the fundamentals of making hand held frame drums in the Athabascan and Southeast Alaskan Indian style. Students will also study the living tradition of Alaska Native drum practices.

**16a. Course Prerequisite(s)**

(list prefix and number or test code and score)

**16b. Co-requisite(s)**

(concurrent enrollment required)

**16c. Other Restriction(s)**

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**16d. Registration Restriction(s)**

(non-codable)

**17. Mark if course has fees**

[ ]

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

[ ]

**19. Justification for Action**

Music department is cross-listing Indigenous and Alaska Native music classes with the Alaska Native Studies program to expand the department’s offering in the area of world music.

**Initiator (faculty only)**

Christopher Sweeney

Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

Date

**Dean/Director of School/College**

[ ] Approved
[ ] Disapproved

Date

**Undergraduate/Graduate Academic Board Chair**

[ ] Approved
[ ] Disapproved

Date

**Provost or Designee**

[ ] Approved
[ ] Disapproved

Date
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE

I. Date Initiated
   August 26, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Music
   Program: Music
   Course Title: Alaska Native Drum Making Techniques: Athabascan and Southeastern Style
   Course Number: MUS A218A
   Credits: 3
   Contact Hours: 1+4
   Grading Basis: A-F
   Course Description: Studio course in which students learn the fundamentals of making hand held frame drums in the Athabascan and Southeastern Alaska Native style. Students will also study the living tradition of Alaska Native drum practices.
   Cross Listed: Yes – with AKNS A218A
   Course Prerequisites: None
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   Studio course in which students learn the basic construction techniques developed by Alaska Native cultures for single headed, hand held frame drums. The course will involve the process of preparing wood, and steaming the wood to bend into round frames, use of traditional and contemporary material, for the drum heads. Students will apply the techniques and design principles to create their own drum. Students will also learn about the living traditions of Alaska Native drum practices.

IV. Course Level Justification
   This 200-level class requires no prerequisite and provides skills employed in drum making.

V. Course Outline
   This studio style class focuses on the construction of a single-headed hand-held frame drum, common to Athabascan and Southeastern Indians (Tlingit, Haida & Tsimshian). Students will learn the basics, from cutting and stretching of the material for the drum head and designing an image for the head. The frames will be made from a bentwood steaming process. Students will examine the different styles of hand held drums in Alaska and gain a basic understanding of the relationship of design and use to the Indigenous culture(s).
### VI. Instructional Goals and Student Learning Outcomes

**A. Instructional Goals.**

The instructor will:

1. Provide historical information and cultural uses of drum making through lecture and hands-on learning, bringing the subject matter to a level within their comprehension.

2. Facilitate class discussion and hands-on learning using Indigenous techniques of steaming and bending wood for drum frames and knowledge of how to prepare material for stretching across the frame to make the drum heads.

3. Teach students to use new tools and create their own designs for the drum heads.

4. Provide interactions with guest lecturers who provide a high level of expertise in their art form to foster student learning and mentorship.

**B. Student Learning Outcomes.**

Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate how to use a steam box and make a frame</td>
<td>Make a completed drum frame</td>
</tr>
<tr>
<td>2. Articulate the importance of traditional design(s) on drum heads</td>
<td>Class discussions, in-class exercises, and final design on the students drum</td>
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<tr>
<td>3. Demonstrate how to prepare material(s) to stretch over the drum frame to make a drum head</td>
<td>In-class exercises, and hands-on learning and final drum of the students making</td>
</tr>
<tr>
<td>4. Demonstrate a basic understanding of how to make a frame drum</td>
<td>Final product of a drum, with drum head and painted design. Final class critique and discussion</td>
</tr>
</tbody>
</table>

### VIII. Suggested Text

None required.
IX. Bibliography
Reading selections will include articles from a variety of sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.

http://www.ankn.uaf.edu/publications/Alaska_Science/Drum.html

# Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>AKNS</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>AKNS</td>
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<table>
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<th>6. Complete Course Title</th>
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<tr>
<td>Alaska Native Drummaking Techniques: Inupiaq and Yup'ik Style</td>
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<tr>
<td>AK Native Drummaking II</td>
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<table>
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<th>7. Type of Course</th>
<th>Academic</th>
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<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other

9. Repeat Status No | # of Repeats | Max Credits
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10. Grading Basis | A-F | P/NP | NG |
|------------------|-----|-----|----|

11. Implementation Date | semester/year |
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<tr>
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<td>To: /9999</td>
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12. Cross Listed with MUS A218B

13a. Impacted Courses or Programs

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<th>1. AKNS minor</th>
<th>2.</th>
<th>3.</th>
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Initiator Name (typed): MW  
Initiator Signed Initials: ________  
Date: __________

13b. Coordination Email | Date: 8/26/14 |
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<td></td>
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</tbody>
</table>

13c. Coordination with Library Liaison | Date: 3/1/2014 |

14. General Education Requirement

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

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

Studio course in which students learn the fundamentals of making hand held frame drums in the Inupiaq and Yup'ik Alaskan Native tradition. Students will also study the living tradition of Alaska Native drum practices.

16a. Course Prerequisite(s) (list prefix and number or test code and score) | 16b. Co-requisite(s) (concurrent enrollment required)
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<tbody>
<tr>
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</tbody>
</table>

n/a

16c. Automatic Restriction(s) | 16d. Registration Restriction(s) (non-codable)

- College
- Major
- Class
- Level

17. Mark if course has fees | 18. Mark if course is a selected topic course
<table>
<thead>
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<th></th>
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</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

19. Justification for Action

Previously offered as a 290 Selected topics and it should become a permanent course offering

Initiator (faculty only)

Maria Williams

Initiator (TYPE NAME)

Approved

Disapproved

Date

Dean/Director of School/College

Date

Undergraduate/Graduate Academic

Date

Board Chair

Date

Provost or Designee

Date
I. Date Initiated
   August 26, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Alaska Native Studies
   Program: Alaska Native Studies
   Course Title: Alaska Native Drum Making Techniques: Inupiaq & Yup'ik Style
   Course Number: AKNS A218B
   Credits: 3
   Contact Hours: 1+4
   Grading Basis: A-F
   Course Description: Studio course in which students learn the fundamentals of making hand held frame drums in the Inupiaq and Yup’ik Alaska Native style. Students will also study the living tradition of Alaska Native drum practices.
   Cross Listed: Yes – with MUS A218B
   Course Prerequisites: None
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   Studio course in which students learn the basic construction techniques developed by Alaska Native cultures for single headed, hand held frame drums. The course will involve the process of preparing wood, and steaming the wood to bend into round frames, use of traditional and contemporary material for the drum heads. Students will apply the techniques and design principles to create their own drum. Students will also learn about the living traditions of Alaska Native drum practices.

IV. Course Level Justification
   This 200-level class requires no prerequisite and provides skills employed in drum making.

V. Course Outline
   This studio style class focuses on the construction of a single-headed hand held frame drum, common to Inupiaq and Yup’ik peoples. Students will learn the basics, from cutting and stretching of the hides, to design work and painting. The frames will be made from a bentwood steaming process. Students will examine the different styles of hand held drums in Alaska and gain a basic understanding of the relationship of design and use to the Indigenous culture(s).
VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Provide historical information and cultural uses of drum making through lecture and hands-on learning, bringing the subject matter to a level within their comprehension.

2. Facilitate class discussion and hands-on learning using Indigenous techniques of steaming and bending wood for drum frames and knowledge of how to prepare material for stretching across the frame to make the drum heads.

3. Teach students to use new tools and create their own designs for the drum heads.

4. Provide interactions with guest lecturers who provide a high level of expertise in their art form to foster student learning and mentorship.

B. Student Learning Outcomes.

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</table>

VIII. Suggested Text

None required.
IX. Bibliography

Reading selections will include articles from a variety of sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.

http://www.ankn.uaf.edu/publications/Alaska_Science/Drum.html

**Course Action Request**

**University of Alaska Anchorage**

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

---

1a. School or College  
AS CAS

1b. Division  
AFAR Division of Fine Arts

1c. Department  
MUS

2. Course Prefix  
MUS

3. Course Number  
A218B

4. Previous Course Prefix & Number  
n/a

5a. Credits/CEUs  
3

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

---

**6. Complete Course Title**  
Alaska Native Drummaking Techniques: Inupiaq and Yup'ik Style  
AK Native Drummaking II

Abbreviated Title for Transcript (30 character)  
AK Native Drummaking II

---

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

---

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

If a change, mark appropriate boxes:

- Prefix  
- Credits  
- Title  
- Grading Basis  
- Course Description  
- Test Score Prerequisites  
- Automatic Restrictions  
- Other

---

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

---

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

---

11. Implementation Date  
semester/year  
From: Fall 2014  
To: /9999

---

12. Cross Listed with  
☐ AKNS A218B

Stacked with

---

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

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

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<td>4/18/14</td>
<td>Maria Williams</td>
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Initiator Name (typed): Maria Williams  
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email  
Date: 8/26/14  
submitted to Faculty Listserv: (uaa-faculty@lists.ualaska.edu)

13c. Coordination with Library Liaison  
Date: 3/1/2014

14. General Education Requirement  
Mark appropriate box:

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

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

Studio course in which students learn the fundamentals of making hand held frame drums in the Inupiaq and Yup'ik Alaska Native style. Students will also study the living tradition of Alaska Native drum practices

16a. Course Prerequisite(s) (list prefix and number or test code and score)

n/a

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

16c. Automatic Restriction(s)

- College  
- Major  
- Class  
- Level

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Music department is cross-listing Indigenous and Alaska Native music classes with the Alaska Native Studies program to expand the department's offering in the area of world music.

Initiator (faculty only)  
Christopher Sweeney  
Initiator (TYPE NAME)

☑ Approved  
☐ Disapproved

Date: __________

---

☑ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved  
☑ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved

Date: __________  
Date: __________  
Date: __________
I. Date Initiated
   August 26, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Music
   Program: Music
   Course Title: Alaska Native Drum Making Techniques: Inupiaq & Yup’ik Style
   Course Number: MUS A218B
   Credits: 3
   Contact Hours: 1+4
   Grading Basis: A-F
   Course Description: Studio course in which students learn the fundamentals of making hand held frame drums in the Inupiaq and Yup’ik Alaska Native style. Students will also study the living tradition of Alaska Native drum practices.
   Cross Listed: Yes – with AKNS A218B
   Course Prerequisites: None
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   Studio course in which students learn the basic construction techniques developed by Alaska Native cultures for single headed, hand held frame drums. The course will involve the process of preparing wood, and steaming the wood to bend into round frames, use of traditional and contemporary material for the drum heads. Students will apply the techniques and design principles to create their own drum. Students will also learn about the living traditions of Alaska Native drum practices.

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   This 200-level class requires no prerequisite and provides skills employed in drum making.

V. Course Outline
   This studio style class focuses on the construction of a single-headed hand held frame drum, common to Inupiaq and Yup’ik peoples. Students will learn the basics, from cutting and stretching of the hides, to design work and painting. The frames will be made from a bentwood steaming process. Students will examine the different styles of hand held drums in Alaska and gain a basic understanding of the relationship of design and use to the Indigenous culture(s).
VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Provide historical information and cultural uses of drum making through lecture and hands-on learning, bringing the subject matter to a level within their comprehension.

2. Facilitate class discussion and hands-on learning using Indigenous techniques of steaming and bending wood for drum frames and knowledge of how to prepare material for stretching across the frame to make the drum heads.

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4. Provide interactions with guest lecturers who provide a high level of expertise in their art form to foster student learning and mentorship.

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VIII. Suggested Text

None required.
IX. Bibliography

Reading selections will include articles from a variety of sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.

http://www.ankn.uaf.edu/publications/Alaska_Science/Drum.html

### Course Action Request

**University of Alaska Anchorage**

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

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<th>1b. Division</th>
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<td>AHUM Division of Humanities</td>
<td>Languages</td>
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<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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6. **Complete Course Title**

**Studies in Contemporary Hispanic Cultures**

Contemporary Hispanic Cultures

Abbreviated Title for Transcript (30 character)

7. **Type of Course**

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

8. **Type of Action:**

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

*If a change, mark appropriate boxes:*

- [ ] Prefix
- [ ] Credits
- [ ] Contact Hours
- [ ] Title
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Course Prerequisites
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] General Education Requirement
- [ ] Other Update CCG: Course Outline and Bibliography (please specify)

9. **Repeat Status**

- [ ] Yes

- [ ] # of Repeats: 1

- [ ] Max Credits: 6

10. **Grading Basis**

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

11. **Implementation Date**

- [ ] semester/year

From: Fall/2014

To: 9999/9999

12. **Cross Listed with**

- [ ] Stack with

Cross-Listed Coordination Signature

13a. **Impacted Courses or Programs:**

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

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<tr>
<td>International Studies, p.114, 2013-14 UAA Catalog</td>
<td>11/27/13</td>
<td>Dorn Van Dommelen, Chair</td>
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<td>3.</td>
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Initiator Name (typed): **Rebeca Maseda**

Initiator Signed Initials: _________

Date: __________________

13b. **Coordination Email**

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

Date: November 26, 2013

13c. **Coordination with Library Liaison**

Date: November 27, 2013

14. **General Education Requirement**

Mark appropriate box:

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

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

Examines contemporary Hispanic cultures through various media (printed, electronic, and audiovisual). Critical analysis through a variety of disciplinary methodologies (e.g. historical, cultural, artistic); terminology also explored and developed. Additionally enhances Spanish language skills in writing, reading, speaking, and listening. Special note: Course taught in Spanish, and may be repeated once for credit with change of subtitle.

16a. **Course Prerequisite(s)** *(list prefix and number or test code and score)*

SPAN A302 with a minimum grade of "C"

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

N/A

16c. **Other Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

N/A

17. **Mark if course has fees**

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

19. **Justification for Action**

Course is being changed from 4.0 to 3.0 credits given that students are now able to complete course E-Portfolio Projects independently and effectively outside of laboratory classroom with new software platforms. With this one-credit reduction, course will now better accommodate student demand and course scheduling timeslots at the upper-division level without compromising any course content material or Student Learning Outcomes.
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University of Alaska Anchorage

Course Content Guide

Department of Languages

SPAN A320

Studies in Contemporary Hispanic Cultures

I. Initiation Date: January 13, 2014

II. Course Information:
   A. College: College of Arts and Sciences
   B. Course Title: Studies in Contemporary Hispanic Cultures
   C. Course Subject/Number SPAN A320
   D. Credit Hours: 3.0
   E. Contact Time: 3 + 0 hours per week
   F. Grading Information: A-F
   G. Course Description: Examines contemporary Hispanic cultures through various media (printed, electronic, and audiovisual). Critical analysis through a variety of disciplinary methodologies (e.g. historical, cultural, artistic); terminology also explored and developed. Additionally enhances Spanish language skills in writing, reading, speaking, and listening.
   Special note: Course is conducted in Spanish, and may be repeated once for credit with change of subtitle.

H. Status of Course Relative to Degree or Certificate Programs:
   Course may be used as an elective to satisfy the upper-division requirement of a Spanish major or minor.

I. Course Attributes: Applies toward the upper-division requirement for Spanish majors and minors.

J. Lab Fees: Yes

K. Coordination: UAA Faculty List Serve

L. Course Prerequisite: SPAN A302 with a minimum grade of “C”

III. Instructional Goals and Defined Student Learning Outcomes:

Instructional Goals: The instructor will

1. Conduct the class in Spanish, soliciting student collaboration via discussion of course material.
2. Present representative authentic media and relate them to the cultural contexts in which they were composed.
3. Enhance stylistic and rhetorical skills through engagement with a variety of works.
4. Guide students in critically analyzing and interpreting cultural artifacts using appropriate disciplinary approaches and terminology.

<table>
<thead>
<tr>
<th>Defined Student Learning Outcomes:</th>
<th>Assessment Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate comprehension of class instruction.</td>
<td>Class participation and discussion</td>
</tr>
<tr>
<td>Identify representative contemporary works and relate them to the cultural context in which they were composed.</td>
<td>Quizzes, Exams, Oral Presentations, and Papers</td>
</tr>
<tr>
<td>Demonstrate analytical skills in Spanish through engagement with cultural artifacts.</td>
<td>Quizzes, Exams, Oral Presentations, and Papers</td>
</tr>
<tr>
<td>Apply appropriate disciplinary approaches and terminology in investigative analyses executed in the target language.</td>
<td>Final Project Portfolio and Oral Presentation</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Course-level Justification:
Course requires prior formal study of college Spanish language at the upper-division level.

VI. Course Outline:
The following is a possible version of the course: “Diverse Voices: Peninsular Society and Culture.” This course addresses the sociocultural realities of Spain with a focus on linguistic and cultural diversity and delves into a variety of topics from cross-cultural perspectives.

1.0 Daily Life, Social Conventions, and Economy

1.1 Employment

1.2 Gastronomy and eating etiquettes

1.3 Pastimes, holidays and celebrations

1.4 Conversational and behavioral taboos
1.5 Life conditions
1.6 Housing conditions and social assistance
1.7 Education
1.8 Resources
1.9 Migration

2.0 Social relations
2.1 Gender
2.2 Family
2.3 Generations
2.4 Communities
2.5 Work situations
2.6 Administration and government institutions
2.7 Political and religious groups

3.0 Values, beliefs, and attitudes
3.1 Social class and class division
3.2 Security, institutions, tradition and social change
3.3 Historical figures and representative events
3.4 Minorities
3.5 National identity
3.6 Foreign diplomacy
3.7 Politics, arts, religion, and humor

4.0 Entertainment
4.1 Music and dance
4.2 Classical and contemporary cinema
4.3 Theater

4.4 Radio and television

4.5 Internet

4.6 Sports

VII. Suggested texts


VIII. Bibliography


Bravo Bosch, M.C. "Lava más blanco, o la publicidad en la clase de E/LE."


Díaz Pérez, Juan Carlos. "Del cine y los medios tecnológicos en la enseñanza de 


Fernández Pinto, Jimena. E/LE con internet! Internet paso a paso para las clases 

Ferráez Martínez, Antonio. El lenguaje de la publicidad. 4ª ed. Madrid: Arcos 

García González, Javier. "Métodos de enseñanza de lenguas segundas y su aplicación 
a la enseñanza del español como lengua extranjera a inmigrantes." Didáctica 7 

Garnacho López, Pilar. "¡De cine en la red!" Cuadernos Cervantes de la Lengua 


Henning, Sylvia Debevec. "The Integration of Language, Literature, and Culture: 

Kramsch, Claire. "The Cultural Components of Language Teaching." Language, 

Leskes, Andrea and Barbara D Wright. The Art and Science of Assessing General Education 
Outcomes: A Practical Guide. Washington DC: Association of American Colleges and 

Light, Penny T., Helen L. Chen, and John C. Ittelson. Documenting Learning with ePortfolios. 

Tran. Ministerio de Educación, Cultura y Deporte. Madrid:


This course has always been on the books; however, in recent years, it has only been taught at Mat-Su College. Many students are unprepared to take ENGL A111 when they begin their college studies; PRPE A108 and ENGL A109 help prepare students to succeed in ENGL A111. While students who place appropriately can take either course, ENGL A109 students focus on creating texts in electronic environments. This is particularly important since ENGL A111 courses are most frequently taught online or in electronic classrooms. ENGL A109 students also write purpose-driven essays, such as analytical or evaluative papers, which will help them adjust to assignments in ENGL A111. Finally, for those PRPE A108 students who need more practice in essay writing before moving on to ENGL A111, ENGL A109 offers an opportunity to do so without having to retake a course.

Most of the changes made to ENGL A109 have been made to update pedagogy and to increase the use of electronics in the course. The types of assignments have also been updated to reflect recent trends in composition studies.
## Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>ENGL</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>A109</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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</table>

### 6. Complete Course Title

**Introduction to Writing in Academic Contexts**  
Intro Writing Acad Contexts  
Abbreviated Title for Transcript (30 character)

### 7. Type of Course

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

### 8. Type of Action:

- [ ] Add  
- [X] Change  
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Course Description  
- [ ] Test Score Prerequisites  
- [ ] Automatic Restrictions  
- [ ] Other (please specify)

- [ ] Course Number  
- [ ] Contact Hours  
- [ ] Repeat Status  
- [ ] Cross-Listed/Stacked  
- [ ] Course Prerequisites  
- [ ] Co-requisites  
- [ ] Registration Restrictions  
- [ ] General Education Requirement

### 9. Repeat Status

- [ ] No  
- [ ] # of Repeats  
- [ ] Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- Semester/year
  - From: Fall/2014  
  - To: 9999/

### 12. Cross Listed with

- [ ] N/A

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

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<thead>
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<th>Date of Coordination</th>
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Initiator Name (typed): SAD  
Initiator Signed Initials: _________  
Date: __________

### 13b. Coordination Email

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

### 13c. Coordination with Library Liaison

Date: 4/24/12

### 14. General Education Requirement

Mark appropriate box:

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

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

Emphasizes longer essays, annotated bibliography, and digital literacy skills in a computerized environment. Teaches students to analyze audience, purpose, and context; to apply conventions of academic writing and basic research; and to use sound revision strategies (including editing for grammar and punctuation). Special Note: Serves as an alternative or complement to PRPE A108 and prepares students for ENGL A111.

### 16a. Course Prerequisite(s)

- [ ] PRPE A086 with a minimum grade of C  
- [ ] Accuplacer combined Reading Comp and Sentence Skills score of 140-169

### 16b. Co-requisite(s)

- [ ] concurrent enrollment required

### 16c. Automatic Restriction(s)

- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

### 16d. Registration Restriction(s)

- [ ] non-codable

### 17. Mark if course has fees

- [ ] standard ENGL fees

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

### 19. Justification for Action

To update course CCG and pedagogy.
| Initiator (faculty only) |  | Date |
|-------------------------|  |      |
| Sheri Denison          |  |      |
| Initiator (TYPE NAME)  |  |      |

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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Revision Date: February 25, 2014

II. Course Information
A. College: College of Arts and Sciences
B. Course Prefix: ENGL—English
C. Course Number: ENGL A109
D. Credits: 3.0
E. Contact Hours: (3 + 0)
F. Course Title: Introduction to Writing in Academic Contexts
G. Grading Basis: A-F
H. Implementation Date: Fall 2014
I. Cross Listing/Stacking: N/A
J. Course Description: Emphasizes longer essays, annotated bibliography, and digital literacy skills in a computerized environment. Teaches students to analyze audience, purpose, and context; to apply conventions of academic writing and basic research; and to use sound revision strategies (including editing for grammar and punctuation). Special Note: Serves as an alternative or complement to PRPE A108 and prepares students for ENGL A111.
K. Special Attributes: N/A
L. Course Prerequisites: [PRPE A086 with a minimum grade of C] OR [Accuplacer combined Reading Comp and Sentence Skills score of 140-169]
M. Course Fees: Yes

III. Course Level Justification
ENGL A109 prepares students for successful completion of ENGL A111 and serves as an introductory course to college composition.

IV. Instructional Goals and Student Learning Outcomes
A. Instructional Goals:
The instructor will:
- Familiarize students with digital environments, including basic word processing tools and Blackboard.
- Demonstrate basic research strategies, including information literacy practices, source handling, and APA documentation.
- Introduce principles of academic writing generated for specific purposes, including summary and response, explanatory, analytical, and persuasive writing.
- Demonstrate effective revision strategies.
B. Student Learning Outcomes and Assessment Methods. The student will:

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Construct papers using word processing tools and submit assignments on Blackboard</td>
<td>Word-processed essays, group work, electronic discussion boards, quizzes, and/or class exercises</td>
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<tr>
<td>Analyze, synthesize, summarize, and use sources responsibly</td>
<td>Word-processed essays, annotated bibliographies, group work, quizzes, reading journals, and/or class exercises</td>
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<tr>
<td>Prepare papers in a variety of academic genres, each focused on fulfilling a specific purpose</td>
<td>Word-processed essays, short writing assignments, and exams</td>
</tr>
<tr>
<td>Analyze written texts prior to revision, revise papers, and proofread for appropriate use of Standard American English</td>
<td>Peer reviews, drafts, exams, quizzes, and/or class exercises</td>
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</tbody>
</table>

V. Guidelines for Evaluation or Assessment Methods

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 some or all of the following: peer reviews and drafts, essays, exercises, reading journals, quizzes and exams, and attendance and participation.

VI. Course Outline

A. Digital Environment
   1. Electronic techniques for writing papers
   2. Electronic techniques for in-class writing
   3. Electronic techniques for revising writing
   4. Electronic course platforms such as Blackboard

B. Academic Writing
   1. Rhetorical situation
   2. Summaries
   3. Reading responses
   4. Annotated bibliographies
   5. Writing generated by specific purposes as selected from the following choices (generally, 3-4 per semester):
      a. Explanatory essays
      b. Analytical essays
c. Persuasive essays
d. Investigative essays
e. Evaluative essays
f. Observational essays
g. Research-supported essays (400-800 words)

C. Basic Research Strategies
1. Libraries and databases
2. Internet sources
3. Source evaluation and information literacy
4. APA documentation

D. Conventions and Style of Standard American English
1. Structure
2. Correctness
3. Error patterns
4. Academic style

E. Revision
1. Drafting
   a. Technology aids
   b. Drafting and revising
2. Coherence and focus
3. Purpose
4. Editing and proofreading

VII. Suggested Texts


VIII. Bibliography


# Course Action Request

## University of Alaska Anchorage

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

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| Cross-Listed Coordination Signature |

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<td>Bart Quimby</td>
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<td>_________________________</td>
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<table>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Introduction to planning and engineering of transportation systems and their functions, components, and operation. Those systems include highways, airports, railroads, and water transportation. Emphasis is on highway system planning and traffic operations.</td>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>[ES A210 and GEO A155] with a minimum grade of C.</td>
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<td>Date</td>
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50
I. **Date Initiated:** March 31, 2014, Revised April 8, 2014

II. **Course Information:**
   a. College: Engineering
   b. Course Prefix: CE
   c. Course Number: A405
   d. Number of credits and contacts hours: Three (3)
   e. Course title: Transportation Engineering I
   f. Grading basis: Letter grade A-F
   g. Implementation date: Spring 2015
   h. Cross listing: None
   i. Stacking: None
   j. Course Description: Introduction to planning and engineering of transportation systems and their functions, components, and operation. Those systems include highways, airports, railroads, and water transportation. Emphasis is on highway system planning and traffic operations.
   k. Course attributes: None
   l. Course prerequisites: [ES A210 and GEO 155] with a minimum grade of C.
   m. Course fees: Std CoEng Fee

III. **Course Level Justification**
   This course is founded upon a chain of prerequisite courses typical of the first three years of a BS Civil Engineering program. The course requires the ability to synthesize knowledge to develop designs for transportation system components.

IV. **Topical Course Outline**
   A. Introduction to transportation systems engineering
      1. Introduction to the transportation sector
      2. Transportation systems characteristics
      3. Modes of transportation
      4. Fields of transportation engineering
      5. Transportation systems issues and challenges
B. Characteristics of the driver, pedestrian, vehicle and road
   1. Driver characteristics
   2. Perception-reaction process
   3. Pedestrian characteristics
   4. Vehicle characteristics
   5. Road characteristics
C. Traffic engineering studies
   1. Spot speed studies
   2. Volume studies
   3. Travel time and delay studies
   4. Parking studies
D. Fundamental principles of traffic flow
   1. Traffic flow elements
   2. Flow-Density relationships
E. Intersection design and controls
   1. Types and design of at-grade intersections
   2. Concepts of traffic control
   3. Conflict points at intersections
   4. Types of intersection control
   5. Signal timing for different color indications
F. Introduction to transportation planning
   1. Basic elements of transportation planning
   2. Urban transportation planning
   3. Forecasting travel demand
   4. Evaluation of transportation alternatives
G. Introduction to railroad engineering
   1. Types
   2. Location and route layout
   3. The railway cross-section
   4. Geometrical design
H. Introduction to airport engineering
   1. Airport components
   2. The airport passenger terminal
   3. Principles of airport design
I. Introduction to water engineering
   1. Inland waterways
   2. Design of harbors
   3. Design of ports
J. Pipeline transportation
V. Instructional Goals and Student Learning Outcomes

A. Instructional goals: The instructor will:
   1. Introduce transportation systems and characteristics.
   2. Introduce fundamentals in the different fields of transportation.
   3. Address contemporary issues and challenges in transportation engineering.
   4. Introduce the basic characteristics of roadway elements, and principles of intersection design and controls.
   5. Introduce the different traffic engineering studies and the fundamentals of traffic flow.
   6. Address the basic analysis of route surveying, location, and evaluation.
   7. Introduce the transportation planning processes.
   8. Introduce the components of railroads, airports, and water transportation.
   9. Introduce communication skills needed in engineering practice.
  10. Introduce a wider perspective and diversity of the engineering profession when dealing with the social, economic, and environmental aspects in transportation engineering.

B. Student learning outcomes and assessment: Students who successfully complete this course will be able to:

<table>
<thead>
<tr>
<th>Student learning outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the components of different transportation systems.</td>
<td>Exams, quizzes, and homework assignments.</td>
</tr>
<tr>
<td>2. Recognize and review fields of transportation engineering and identify issues of concern.</td>
<td>Exams, quizzes, homework assignments, and presentation of a review of a scientific paper.</td>
</tr>
<tr>
<td>3. Review the different traffic studies and discuss intersection design issues.</td>
<td>Exams, quizzes, homework assignments, and presentation of scientific paper.</td>
</tr>
<tr>
<td>4. Review the basic issues in transportation planning.</td>
<td>Exams, quizzes, and homework assignments.</td>
</tr>
<tr>
<td>5. Discuss the components of railroads, airports, and water transportation.</td>
<td>Exams, quizzes, and homework assignments.</td>
</tr>
<tr>
<td>6. Prepare as a team a course project/paper in transportation.</td>
<td>Presentation of a course project/paper.</td>
</tr>
<tr>
<td>7. Review a journal article in transportation.</td>
<td>Written review of a journal article.</td>
</tr>
</tbody>
</table>

VI. Suggested Text:
VII. Alternative texts and references:


VIII. Manual References


IX. Web References

Airport Technology  
[www.airport-technology.com](http://www.airport-technology.com)

American Association of State Highway and Transportation Officials (AASHTO)  
[www.transportation.org](http://www.transportation.org)

American Public Transit Association  
[www.apta.com](http://www.apta.com)

Automotive Technology  
[www.automotive-technology.com](http://www.automotive-technology.com)

Institute of Transportation Engineers  
[www.ite.org](http://www.ite.org)

ITS Research Center, Texas A&M  
[www.rce.tamu.edu](http://www.rce.tamu.edu)

Transportation Research Board  
[www.trb.org](http://www.trb.org)

U.S. Bureau of Transportation Statistics  
[www.bts.gov](http://www.bts.gov)

U.S. Department of Transportation  
[www.dot.gov](http://www.dot.gov)

For other web references check:  
[www.yousefi.netfirms.com/tra.html](http://www.yousefi.netfirms.com/tra.html)
## Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>CE</td>
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### Complete Course Title

**Transportation Engineering II**

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

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<td>☒ Academic</td>
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### Type of Action: Add or Change or Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other CCG (please specify)

### Repeat Status No

<table>
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<th>10. Grading Basis</th>
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<tr>
<td>☒ A-F</td>
<td>Spring/2015 To: /9999</td>
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</table>

### Cross Listed with

- ☐ Stacked with
  - Cross-Listed Coordination Signature

### Impacted Courses or Programs

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>Civil Engineering</td>
<td>251</td>
<td>3/31/2014</td>
<td>Orson Smith</td>
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### General Education Requirement

Mark appropriate box:

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Integrative Capstone

### Course Description

(suggested length 20 to 50 words)

Introduce highway systems and its functions, components, and operation. Emphasis is on highway geometry, safety, operation, and pavement design.

### Course Prerequisite(s)

CE A405 with a minimum grade of C and concurrent with CE A435.

### Test Score(s)

N/A

### Co-requisite(s)

N/A

### Other Restriction(s)

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### Registration Restriction(s)

N/A

### Mark if course has fees Std CoEng Fee

N/A

### Mark if course is a selected topic course

N/A

### Justification for Action

Curriculum revisions

### Initiator Name (typed): Osama A. Abaza
Initiator Signed Initials: ___________________ Date: __________

### Coordination Email
submitted to Faculty Listserv: oabaza@uaa.alaska.edu

### Coordination with Library Liaison
Date: 3/31/2014

### Course Prerequisite(s)

CE A405 with a minimum grade of C and concurrent with CE A435.

### Test Score(s)

N/A

### Co-requisite(s)

( concurrent enrollment required)

### Registration Restriction(s)

N/A

### Mark if course is a selected topic course

N/A

### Initiation for Action

Curriculum revisions

### Initiator (faculty only)

GHULAM H. BHAM
Initiator (TYPE NAME)

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

### Approved

Dean/Director of School/College
Date

### Undergraduate/Graduate Academic

Date

### Board Chairperson

Date

### Provost or Designee

Date

55
COURSE CONTENT GUIDE

University Of Alaska Anchorage, College of Engineering

I. Date Initiated: March 31, 2014, Revised April 14, 2014

II. Course Information:
   a. College: Engineering
   b. Course Prefix: CE
   c. Course Number: A406
   d. Number of credits and contacts hours: Three (3)
   e. Course title: Transportation Engineering II
   f. Grading basis: Letter grade A-F
   g. Implementation date: Spring 2015
   h. Cross listing: None
   i. Stacking: None
   j. Course Description: Introduce highway systems and its functions, components, and operation. Emphasis is on highway geometry, safety, operation, and pavement design.
   k. Course attributes: None
   l. Course prerequisites: CE A405 with a minimum grade of C and concurrent with CE A435.
   m. Course fees: Std CoEng Fee

III. Course Level Justification
   This course is founded upon a chain of prerequisite courses typical of the first three years of a BS Civil Engineering program. The course requires the ability to synthesize knowledge to develop designs for highway system components.

IV. Topical Course Outline
   A. Highway surveys and location
      1. Principles of highway location
      2. Highway survey methods
      3. Highway earthwork
   B. Geometric design of highway facilities
      1. Factors influencing highway design
      2. Highway cross sectional elements
      3. Design of horizontal alignment
      4. Design of vertical alignment
      5. Bicycle facilities
      6. Parking facilities
C. Traffic safety
   1. Crash statistics and crash databases
   2. Crash causality and countermeasures
   3. Strategic highway safety plans
   4. Performance measures
   5. Safety effectiveness evaluation methods
   6. Geographic Information Systems (GIS) and traffic safety

D. Highway capacity and quality of service
   1. Determine capacity
   2. Determine Level of Service (LOS)

E. Highway drainage
   1. Highway drainage structures
   2. Subsurface drainage

F. Soil engineering for highway design
   1. Soil characteristics
   2. Classification of soils for highway use
   3. Soil survey for highway construction
   4. Soil compaction
   5. Tests for pavement design

G. Bituminous materials
   1. Properties of asphalt materials
   2. Tests for asphalt materials
   3. Introduction to Superpave systems

H. Design of flexible pavements
   1. Components of flexible pavements
   2. Principles of flexible pavement design
   3. Thickness design

I. Design of rigid pavements
   1. Materials used
   2. Joints in concrete pavements
   3. Types of rigid pavements
   4. Principles of rigid pavement design; stresses in rigid pavements
   5. Thickness design

J. Introduction to pavement management

V. Instructional Goals and Student Learning Outcomes

A. Instructional goals: The instructor will introduce:
   1. Skills in transportation systems and characteristics.
   2. Characteristics of roadway elements.
   3. Highway surveys.
   4. Highway geometrical design.
   5. Traffic safety.
   6. Highway capacity and quality of service.
8. Materials used in highway construction.
9. Issues in design of flexible and rigid pavements.
10. Communication skills needed in engineering practice.

B. Student learning outcomes and assessment: Students who successfully complete this course will be able to:

<table>
<thead>
<tr>
<th>Student learning outcome</th>
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<tbody>
<tr>
<td>1. Identify the highway design.</td>
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<td>2. Identify components of highway geometrical design.</td>
<td>Exams, quizzes, homework assignments, and presentation of scientific paper and/or transportation project.</td>
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<td>3. Identify and discuss issues in traffic safety.</td>
<td>Exams, quizzes, homework assignments, and presentation of scientific paper and/or transportation project.</td>
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<tr>
<td>4. Determine capacity and quality of service of a highway facility.</td>
<td>Exams, quizzes, homework assignments, and presentation of scientific paper and/or transportation project.</td>
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<td>5. Identify the issues in drainage and highway materials.</td>
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<td>6. Realize basic issues in highway pavement design.</td>
<td>Exams, quizzes, and homework assignments.</td>
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<td>7. Prepare as a team a course project/paper in transportation.</td>
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<td>8. Review a journal article in transportation.</td>
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VI. Suggested Text:

VII. Manual References
Highway Safety Manual, (2010), AASHTO.
Standard specification for transportation materials, methods sampling and of testing (2007), AASHTO.
VIII. Web References

American Association of State Highway and Transportation Officials (AASHTO)  
www.transportation.org
Institute of Transportation Engineers  
www.ite.org
ITS Research Center, Texas A&M  
www.rce.tamu.edu
Transportation Research Board  
www.trb.org
U.S. Bureau of Transportation Statistics  
www.bts.gov
U.S. Department of Transportation  
www.dot.gov
For other web references check:  
www.yousefi.netfirms.com/tra.html
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<th>Chair/Coordinator Contacted</th>
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<tr>
<td>☐ Humanities</td>
<td>☐ Integrative Capstone</td>
</tr>
</tbody>
</table>

| 15. Course Description (suggested length 20 to 50 words) |
| Surveys industrial petrochemical reaction processes, catalysis, and aspects of petrochemical productions. Covers industrial start-up and production technologies, shared systems, and methods of industrial chemical processes. Surveys safety hazards and environmental impacts. Covers natural gas reforming and industrial chemical reaction processes and examines current marketing and shipping strategies. |

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>PRT A230 (C or better):</th>
</tr>
</thead>
<tbody>
<tr>
<td>16b. Test Score(s)</td>
<td>None</td>
</tr>
<tr>
<td>16c. Co-requisite(s) (concurrent enrollment required)</td>
<td>None</td>
</tr>
<tr>
<td>16d. Other Restriction(s)</td>
<td>☐ College</td>
</tr>
<tr>
<td>16e. Registration Restriction(s) (non-codable)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Admitted students in Petroleum Technology Undergraduate Certificate program or Process Technology A.A.S. or Industrial Process Instrumentation A.A.S. major.</td>
</tr>
</tbody>
</table>

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

| 19. Justification for Action |
| Add new major elective and coordinate course offerings with industry within the program. |

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Jeffrey Laube</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
</tr>
<tr>
<td>☐ Approved</td>
<td>☐ Disapproved</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
</tr>
<tr>
<td>Board Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Initiation Date: March 18, 2014

II. Course Information
A. College: Kenai Peninsula College
B. Course Title: Industrial Petrochemical Processes
C. Course Subject/Number: PRT A280
D. Credit: 3.0 credits
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: Surveys industrial petrochemical processes, catalysis, and aspects of petrochemical productions. Covers industrial start-up and production technologies, shared systems, and methods of petrochemical processes. Surveys safety hazards and environmental impacts. Covers natural gas reforming and industrial petrochemical reaction processes and examines current marketing and shipping strategies.
H. Status of course relative to degree or certificate programs: Elective for Associates of Process Technology A.A.S. or Industrial Process Instrumentation A.A.S.
I. Lab Fee: None
K. Course Prerequisite: PRT A230 (C or better)

III. Course Level Justification
This course incorporates foundational knowledge obtained in PRT A230 to introduce specific operations knowledge and procedures in the area of industrial petrochemical processes.

IV. Instructional Goals
The instructor will:
A. Provide an overview of the history of industrial petrochemical processes and its importance for manufacturing many resources today and in the future.
B. Discuss industrial chemical processes, catalysts, and distillations.
C. Explain petrochemical operations: equipment, systems, and terminology.
D. Examine start-up, shutdown, and emergency procedures.
E. Describe production, storage, and transportation operations and associated
equipment, systems, and terminology.

F. Discuss environmental and safety impacts.
G. Analyze impact and demand of the changing world of industrial petrochemical processes.

V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the different types of industrial petrochemical process and safety issues</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>associated with each.</td>
<td></td>
</tr>
<tr>
<td>2. Explain the history of industrial petrochemical processes, current changes, and their</td>
<td>Written assignment and tests</td>
</tr>
<tr>
<td>effect on the industrial petrochemical process industry.</td>
<td></td>
</tr>
<tr>
<td>3. Identify and list the primary safety, health, and environmental considerations associated</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>with industrial chemical and petrochemical production.</td>
<td></td>
</tr>
<tr>
<td>4. Sketch and describe the function of industrial chemical process equipment.</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>5. Differentiate between equilibrium and rate limited reaction processes.</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>6. Explain recovery and recycle in a reaction process.</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>7. Explain various steps of an industrial chemical process operation.</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>8. Sketch and describe the function of an industrial chemical production process.</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>9. Describe common techniques used to store and ship produced industrial chemicals.</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
<tr>
<td>10. Define applicable petrochemical process nomenclature.</td>
<td>Quizzes, Blackboard assignments and tests</td>
</tr>
</tbody>
</table>

VI. Course Content Outline

A. Industrial chemical Industry
   1. History
   2. Energy and the industrial chemical industry
   3. Global trends in the industrial chemical industry

B. Production of Syngas
   1. Synthesis gas from natural gas
   2. Shared processes and systems
   3. Acid gas removal
   4. Methanation
5. Environmental and safety considerations

C. Bulk Industrial Petrochemicals and Synthetic Fuels Derived from Synthesis Gas
   1. Ammonia
   2. Commercial ammonia synthesis reactors
   3. Ammonia synthesis loop
   4. Reactions, thermodynamics, and catalysts
   5. Production of urea
   6. Nitrogen displacement procedures
   7. Environmental and safety considerations

D. Industrial Petrochemical Process Operations
   1. Main process
   2. Shared processes and systems
   3. Utilities
   4. Sub systems
   5. Flares
   6. Venting
   7. Environmental and safety considerations

E. Gas Preparation
   1. Separation
   2. Organic sulfur removal
   3. Temperature
   4. Steam injection
   5. Fuel gas
   6. Environmental and safety considerations

F. Reforming
   1. Industrial chemical reactions
   2. Temperatures
   3. Start-up and shut-down
   4. Waste heat
   5. Catalyst
   6. Venting
   7. Environmental and safety considerations

G. Conversion Section
   1. Industrial chemical reactions
   2. Catalyst
   3. Venting
   4. Pressures and temperatures

H. Amine Section
   1. Absorber and stripper
   2. Water
   3. Environmental and safety considerations

I. Syn-loop
   1. Startup and shut-down
   2. Temperature, pressure and flow
3. Purge gas
J. Refrigeration
   1. Compression
   2. Pressure drop and flash tanks
   3. Pumping
K. Storage
   1. Tank limits
   2. Vapors and compression
   3. Environmental and safety considerations
L. Field trips to process facilities

VII. Suggested Texts


*Beta Chemical Company P&IDs. (2013). Soldotna, AK: Kenai Peninsula College


VIII. Bibliography


*Classic Text in Field
TO: Undergraduate Academic Board

FR: Tim Jester, Associate Professor: Elementary Education

DT: April 18, 2014

SB: Catalog Changes to the Post-baccalaureate Certificate, Elementary Education (with Teacher Certification, K-6)

The Elementary Education Preservice Program in the College of Education is proposing changes to the catalog copy of the Post-baccalaureate Certificate, Elementary Education program. The catalog is being revised to reflect changes made to the BA in Elementary Education in recent years, the program platform on which the Post-baccalaureate program is based.

Summary of Changes:

- Language updates to reflect changes in the College of Education’s structure (e.g., the Department of Teaching and Learning no longer exists).

- Admission to Field Experiences to align with the new structure of the Elementary preservice program.

- Reduce total required credits required for the Post-baccalaureate program to incorporate the revised Elementary program’s education courses and field experience structure and provide a more expedient track for post-bacc students to earn an Elementary teaching license—all National and State standards will still be addressed through required entrance exam, program courses, program assessments, and review of prior coursework.
1a. School or College  
EA COE  

1b. Department  
Undergraduate and Initial Certification: Elementary Education  

2. Complete Program Title/Prefix  
Post-Baccalaureate Certificate, Elementary Education (with Teacher Certification, K-6)  

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate: or Graduate:  
Post Baccalaureate Certificate  
CHOOSE ONE  

This program is a Gainful Employment Program:  
☑ Yes or ☐ No  

4. Type of Action:  
PROGRAM  
☑ Add  
☒ Change  
☐ Delete  

PREFIX  
☐ Add  
☒ Change  
☐ Inactivate  

5. Implementation Date (semester/year)  
From: Fall 2014  
To: Spring 2999  

6a. Coordination with Affected Units  
Department, School, or College:  
Department of Undergraduate and Initial Certification; Math Department; Special Education (program)  
Initiator Name (typed): Tim Jester  
Initiator Signed Initials:  
Date:  

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 3/5/14  

6c. Coordination with Library Liaison  
Date: 3/5/14  

7. Title and Program Description - Please attach the following:  
☒ Cover Memo  
☒ Catalog Copy in Word using the track changes function  

8. Justification for Action  
Revising catalog copy to reflect changes made to the Elementary preservice curriculum in 2010-2011.  

Initiator (faculty only)  
Date  
☐ Approved  
☐ Disapproved  

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

Undergraduate/Graduate Academic  
Date  
☐ Approved  
☐ Disapproved  

Board Chair  
☐ Approved  
☐ Disapproved  

Provost or Designee  
Date  
☐ Approved  
☐ Disapproved
Post-Baccalaureate Certificate, Elementary Education
(with Teacher Certification, K-6)

Those students who already have a baccalaureate degree may obtain an Elementary Education Post-Baccalaureate Certificate by completing the following requirements.

Program Student Learning Outcomes

The Post-Baccalaureate Certificate in Elementary Education prepares professionals who already have baccalaureate degrees to work with children in elementary school (K-6). Successful completion of the program leads to an institutional recommendation for initial teacher certification with an endorsement in Elementary (K-6).

Student learning outcomes for the program are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage

See information on Post-Baccalaureate Certificate programs at the beginning of this chapter. Complete the UAA Undergraduate Application for Admission, available on the UAA website at www.uaa.alaska.edu/admissions.

Admission to the College of Education’s Elementary Post-Baccalaureate Certificate, Elementary Education Program

In order to be admitted to the program, applicants must meet the following requirements:

1. Complete an application for admission to the Elementary Education Post-Baccalaureate Certificate Program. (For financial aid purposes, applicants must adhere to the deadlines established for the UAA Undergraduate Application for Admission.)
2. Have a cumulative grade point average of 2.75 for the baccalaureate degree from a regionally accredited institution.
3. Have completed a course in child development. An example of an UAA course that meets this requirement is EDSE A212. An alternate course will also be considered.
4. Undergraduate preparation in content areas relevant to Elementary Education: English, mathematics, science, social sciences, art, physical education, and health.
5. Successfully complete the Praxis I examination or other Alaska Early Education and Development (EED) approved basic competency exam requirement (www.eed.state.ak.us/TeacherCertification). Contact the College of Education for current passing scores.

Note: Admission to the program is competitive. Qualified applicants are accepted on a space-available basis.
Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A. Qualified applicants are accepted on a space-available basis. Admission to the Department of Undergraduate and Initial Certification does not guarantee admission to the field experiences.

The Elementary Programs Admissions Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Application Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Undergraduate and Initial Certification as an Elementary Education major.
2. Submit an application form for admission to Practicum II and Internship.
3. Participate in a screening interview, if requested.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact Student Services for current passing scores.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact Student Services for more information.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

Academic Progress

All Elementary Education Post-Baccalaureate Certificate courses must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. University Requirements for Post-Baccalaureate Certificates

Complete the University Requirements for Post-Baccalaureate Certificates listed at the beginning of this chapter.

B. Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

C. Major Requirements

1. Complete the following foundation area courses. (12 credits)
   - Field experience in public schools required as part of most courses.
     - EDFN A300 Philosophical and Social Context of American Education (3) 3
     - or
     - EDFN A304 Comparative Education (3)
     - EDFN A301 Foundations of Literacy and Language Development 3
     - EDFN A478 Issues in Alaska Native Education, K-12 3
     - EDSE A482 Inclusive Classrooms for All Children 3

2. Complete the following method courses. Concurrent enrollment in a practicum is required. See an advisor for details. (13 credits)
   - EDEL A327 Teaching Social Studies in...
3. Complete the following practicums, seminars, and internship. (14 credits)

- EDEL A395  Elementary Education Practicum I: Literacy and Social Studies 2
- EDEL A495A  Elementary Education Practicum II: Mathematics and Science 3
- EDEL A492B  Elementary Education Seminar III: Teaching Capstone 3
- EDEL A495B  Elementary Education Internship 6

4. Satisfaction of all major requirements, totaling 39 credits, must be demonstrated through coursework completed either before or after the award of the baccalaureate degree. However, a minimum of 29 approved credits, including the courses EDEL A395, EDEL A495A and EDEL A495B must be completed after the award of the baccalaureate degree.

**Institutional Recommendation, Elementary Teacher Certification (K - 6)**

Following are the requirements for an institutional recommendation:

1. All course requirements completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the Elementary Education Post-Baccalaureate Certificate courses.
3. Passing scores on the Praxis I and II examinations.
4. Internship satisfactorily completed.
Post-Baccalaureate Certificate, Elementary Education
(with Teacher Certification, K-6)

Those students who already have a baccalaureate degree may obtain an Elementary Education Post-Baccalaureate Certificate by completing the following requirements.

Program Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. The Post-Baccalaureate Certificate in Elementary Education prepares professionals who already have baccalaureate degrees to work with children in elementary school (K-6). Successful completion of the program leads to an institutional recommendation for initial teacher certification with an endorsement in Elementary (K-6).

Student learning outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students' development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students' learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage

See information on Post-Baccalaureate Certificate programs at the beginning of this chapter. Complete the UAA Undergraduate Application for Admission, available on the UAA website at www.uaa.alaska.edu/admissions.

Admission to the College of Education’s Elementary Post-Baccalaureate Certificate, Elementary Education Program - Department of Teaching and Learning, Undergraduate and Initial Certification

Admission to the Department of Teaching and Learning is a prerequisite for all education coursework with the exceptions of EDEN A101 Introduction to Education, EDEN A200 Philosophical and Social Context of American Education, and EDEN A301 Comparative Education. In order to be admitted to the Department of Teaching and Learning, Undergraduate and Initial Certification or an Elementary Education Post-Baccalaureate Certificate candidate program, applicants must meet the following requirements:

1. Complete an Elementary Education Post-Baccalaureate Certificate Program by one of the following dates: March 1, August 1, or November 1. (Please be aware that the admission deadlines for UAA may vary from those of the Department of Teaching and Learning Undergraduate and Initial Certification. For financial aid purposes, applicants must adhere to the deadlines established for the UAA Undergraduate Application for Admission.)
2. Have a cumulative grade point average of 2.75 for the baccalaureate degree from a regionally accredited institution.
3. Have completed a course in child development. An example of an UAA course that meets this requirement is EDSE A212. An alternate course will also be considered.
4. Undergraduate preparation in content areas relevant to Elementary Education: English, mathematics, science, social sciences, art, physical education, and health.

5. Successfully complete the Praxis I examination, or other Alaska Early Education and Development (EED) approved basic competency exam requirement (www.eed.state.ak.us/TeacherCertification), and Praxis II: Elementary Content Knowledge examination. With the exceptions of EDEN A101 Introduction to Education, EDEN A200 Philosophical and Social Context of American Education, and EDEN A201 Comparative Education, students may not enroll in education courses without passing these examinations at the level established by the College of Education. Contact the College of Education for current passing scores.


Note: Admission to the Department of Teaching and Learning Undergraduate and Initial Certification is competitive. Qualified applicants are accepted on a space-available basis.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A. Qualified applicants are accepted on a space-available basis.

Admission to the Department of Undergraduate and Initial Certification does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Application Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Undergraduate and Initial Certification as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline for Practicum II and Internship.
3. Participate in a screening interview, if requested.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact Student Services/Post-baccalaureate Elementary Education program for current passing scores.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE Student Services/advisors for more information.

Admission to Internship

The Admission Committee has the responsibility of determining a candidate's readiness to enroll in and continue progress in methods and the internship. The candidate must realize that standards set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content, methodology, or classroom experience.

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education Post-Baccalaureate Certificate candidate.
2. Submit an application form for admission to methods and internship by February 15.
3. Submit one letter of recommendation from someone who can speak to the student's potential as a future elementary teacher.
4. Demonstrate general content knowledge competency through successful completion of a baccalaureate degree and a passing score on Praxis II: Elementary Content Knowledge. Contact the College of Education for details.
5. Provide evidence of successful experience working with children.
6. Interview.
7. Initiate fingerprinting and criminal background check.
8. Provide evidence of current physical examination. This service is available free at the UAA Student Health and Counseling Center for current UAA students.

9. Maintain health insurance throughout internship. Students may purchase this insurance through UAA.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

Academic Progress

All Elementary Education Post-Baccalaureate Certificate courses must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. University Requirements for Post-Baccalaureate Certificates

Complete the University Requirements for Post-Baccalaureate Certificates listed at the beginning of this chapter.

B. Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

C. Major Requirements

It is recommended that candidates complete EDFN A101 Introduction to Education prior to enrolling in a 300-level education course.

1. Complete the following core foundation area courses. (24–17 credits)

   Field experience in public schools required as part of most courses.

   - EDFN A300 Philosophical and Social Context of American Education (3)
   - or EDFN A304 Comparative Education (3)
   - EDFN A301 Foundations of Literacy and Language Development (3)
   - EDFN A302 Foundations of Educational Technology (3)
   - EDFN A303 Foundations of Teaching and Learning (3)
   - EDSE A212 Human Development and Learning (3)
   - or PSY A365 Child and Adolescent Development (3)
   - EDSE A212L Human Development and Learning Lab (1)
   - EDFN A478 Issues in Alaska Native Education, K-12 (3)
   - EDSE A482 Inclusive Classrooms for All Children (3)
   - MATH A205 Communicating Mathematical Ideas (3)

2. Complete the following method courses. Concurrent enrollment in a practicum or internship may be required. See an advisor for details. See Admission to Internship. (46–33 credits)

   - EDEL A327 Teaching Social Studies in Elementary Schools (2)
   - EDEL A425 Teaching Reading in Elementary Schools (4)
   - EDEL A325 Teaching Literacy in Elementary Schools (6)
   - EDEL A426 Teaching Mathematics in Elementary Schools (3)
   - EDEL A428 Teaching Science in Elementary Schools (2)
   - EDEL A430 Teaching Language Arts in
Elementary Schools 3
EDEL A431 Creative Expression: Music, Art, and Drama for Elementary Teachers 3
PEP A345 Incorporating Health and Physical Activity into the Pre-K & Classroom 2

3. Complete the following practicums, seminars, and internships. (149 credits)

EDEL A395 Elementary Education Practicum I: Literacy and Social Studies 2
EDEL A495A Elementary Education Practicum II: Mathematics and Science Internship I 3
EDEL A492B Elementary Education Seminar III: Teaching Capstone 3
EDEL A495B Elementary Education Internship (6-9) 6

4. Satisfaction of all major requirements, totaling 429 credits, must be demonstrated through coursework completed either before or after the award of the baccalaureate degree. However, a minimum of 29 approved credits, including the courses EDEL A395, EDEL A495A and EDEL A495B must be completed after the award of the baccalaureate degree.

Alaska certification note: If the candidate is seeking certification in the State of Alaska, the candidate must complete a state-approved Alaska studies course of EDEN A370 Alaska Native Education, K-12 or HIST A341 Alaska History or ANTH A200 Natives of Alaska is recommended.

Institutional Recommendation, Elementary Teacher Certification (K - 6)

Following are the requirements for an institutional recommendation:

1. All course requirements completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the Elementary Education Post-Baccalaureate Certificate courses.
3. Passing scores on the Praxis I and II examinations.
4. Internships satisfactorily completed.

FACULTY

Jeff Bailey, Professor, AFJGB@uaa.alaska.edu
Edgar Bailey, Term Assistant Professor, AFRAB@uaa.alaska.edu
Susan Bauser, Term Assistant Professor, AFSDB@uaa.alaska.edu
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Agatha John-Shields, Term Assistant Professor, AFAJ@uaa.alaska.edu
Dean Kamekawa, Associate Professor, AFTCC@uaa.alaska.edu
Sunny Mak, Term Assistant Professor, AFTCC@uaa.alaska.edu
George Mastroyannis, Professor, AFTCC@uaa.alaska.edu
Ed McAnally, Associate Professor, AFTCC@uaa.alaska.edu
Kathleen O’Donnell, Professor, AFTCC@uaa.alaska.edu
To: Undergraduate Academic Board
From: Dr. Talis Colberg, Director, Mat-Su College
Date: April 16, 2014
Re: Proposed Deletion of the CAD for Building Construction (Occupational Endorsement) on the Mat-Su College campus

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension. The CAD for Building Construction (Occupational Endorsement) has been offered on the Mat-Su College (MSC) campus since Fall 2007. Admission to the program was suspended Summer 2013.

Justification for Program Deletion: Why is this program deletion proposed? What other options were considered to resolve the concerns which led to the proposed deletion? Program enrollments had been steadily declining. In AY 2013, the AET program faculty member responsible for all AET programs announced her retirement. She advised of declining employment opportunities for students in AET and recommended closure of the program. With enrollments growing in other MSC programs a decision was made to reallocate the open faculty position and close all AET programs on the Mat-Su College campus.

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments? The Community and Technical College still offers the AET courses and programs, both face-to-face and via distance. Mat-Su College has informed CTC that we intend to close the programs at Mat-Su College.

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students? Admitted students were informed of the suspension of admission to the program last year. Four students have completed 0 credits toward the OEC and none have attended UAA for more than two years. These students are being notified that per UAA policy their admission to the program has been cancelled and they must reapply to the University in the event they decide to return. They are encouraged to meet with MSC advisors to explore other career or degree options.

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served. The industry has changed and software has replaced the need for AET graduates.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program? The program will not be replaced by a new or modified program. We would like to close the program immediately.

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
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
MA Mat-SU

1b. Department

2. Complete Program Title/Prefix
CAD for Building Construction

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: or Graduate: Occupational Endorsement Certificate

This program is a Gainful Employment Program:
☐ Yes or ☐ No

4. Type of Action:
PROGRAM
☐ Add
☐ Change
☒ Delete

PREFIX
☐ Add
☐ Change
☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2014 To: /

6a. Coordination with Affected Units
Department, School, or College: MA Mat-Su
Initiator Name (typed): Talis Colberg
Initiator Signed Initials: _________
Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: _____

6c. Coordination with Library Liaison
Date: _____

7. Title and Program Description - Please attach the following:
☒ Cover Memo
☐ Catalog Copy in Word using the track changes function

8. Justification for Action
Program suspended in 2013 due to low enrollment and faculty retirement.

Initiator (faculty only) Date
Mark Masteller
Initiator (TYPE NAME)

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

☐ Approved Undergraduate/Graduate Academic Date
☐ Disapproved Board Chair

☐ Approved

☐ Disapproved Provost or Designee Date

☐ Approved Department Chair Date

☐ Disapproved

☐ Approved

☐ Disapproved College/School Curriculum Committee Chair Date

☐ Disapproved

☐ Approved
To: Undergraduate Academic Board  
From: Dr. Talis Colberg, Director, Mat-Su College  
Date: April 16, 2014  
Re: Proposed Deletion of the AAS in Architectural & Engineering Technology degree on the Mat-Su College campus

**Program Background:** How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension. The AAS in Architectural & Engineering Technology degree has been offered on the Mat-Su College (MSC) campus since Fall 2001. Admission to the program was suspended Summer 2013.

**Justification for Program Deletion:** Why is this program deletion proposed? What other options were considered to resolve the concerns which led to the proposed deletion? Program enrollments had been steadily declining. In AY 2013, the AET program faculty member responsible for all AET programs announced her retirement. She advised of declining employment opportunities for students in AET and recommended closure of the program. With enrollments growing in other MSC programs a decision was made to reallocate the open faculty position and close all AET programs on the Mat-Su College campus.

**Impact on Other Programs:** How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments? The Community and Technical College still offers the AET courses and programs, both face-to-face and via distance. Mat-Su College has informed CTC that we intend to close the programs at Mat-Su College.

**Impact on Students:** How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students? Admitted students were informed of the suspension of admission to the program last year. One student will complete the degree Spring 2014. Active outreach is being made to 13 students to determine academic intent. These students are not enrolled in AET courses and appear to be pursuing other majors. If any of these 13 students indicate a desire to complete the degree, MSC advisors will work with them to develop a completion program that will include AET course offerings, face-to-face and online, that are available through the Community and Technical College. When these 13 students were contacted regarding program suspension, none indicated a desire to complete the AET program. Fourteen students, none actively enrolled, have exceeded the five years to complete the degree. These students are being notified that their admission to the program has expired. Thirty-five students have not attended UAA for more than two years. These students are being notified that per UAA policy their admission to the program has been cancelled and they must reapply to the University in the event they decide to return. These students are being encouraged to contact MSC advisors to explore other degree and career options.

**Impact on Stakeholders:** Describe any input received from relevant stakeholders, such as industry advisory groups or communities served. The industry has changed and software has replaced the need for AET graduates.

**Plans for Program Deletion:** What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program? The program will not be replaced by a new or modified program. We would like to close the program immediately.

---

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
1a. School or College  
MA Mat-SU

1b. Department

2. Complete Program Title/Prefix  
Architectural and Engineering Technology

3. Type of Program
Choose one from the appropriate drop down menu:  
Undergraduate:  
Graduate:  
Associate of Applied Science

This program is a Gainful Employment Program:  
☐ Yes  
☐ No

4. Type of Action:  
PROGRAM  
☐ Add  
☐ Change  
☒ Delete  

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)
From:  Fall/2014  
To:  

6a. Coordination with Affected Units
Department, School, or College:  MA Mat-Su
Initiator Name (typed):  Talis Colberg  
Initiator Signed Initials:  
Date:  

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date:  

6c. Coordination with Library Liaison  
Date:  

7. Title and Program Description - Please attach the following:

☒ Cover Memo  
☐ Catalog Copy in Word using the track changes function

8. Justification for Action  
Program suspended in 2013 due to low enrollment and faculty retirement.

Initiator (faculty only)  
Mark Masteller  
Initiator (TYPE NAME)  
Date

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

Undergraduate/Graduate Academic  
Date

Board Chair  
Date

Provost or Designee  
Date
To: Undergraduate Academic Board  
From: Dr. Talis Colberg, Director, Mat-Su College  
Date: April 16, 2014  
Re: Proposed Deletion of the Architectural Drafting (Undergraduate Certificate) on the Mat-Su College campus

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension. The Architectural Drafting (Undergraduate Certificate) has been offered on the Mat-Su College (MSC) campus since Fall 2001. Admission to the program was suspended Summer 2013.

Justification for Program Deletion: Why is this program deletion proposed? What other options were considered to resolve the concerns which led to the proposed deletion? Program enrollments had been steadily declining. In AY 2013, the AET program faculty member responsible for all AET programs announced her retirement. She advised of declining employment opportunities for students in AET and recommended closure of the program. With enrollments growing in other MSC programs a decision was made to reallocate the open faculty position and close all AET programs on the Mat-Su College campus.

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments? The Community and Technical College still offers the AET courses and programs, both face-to-face and via distance. Mat-Su College has informed CTC that we intend to close the programs at Mat-Su College.

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students? Admitted students were informed of the suspension of admission to the program last year. One student has applied to graduate spring 2014. Four students have not attended UAA for more than two years. These students are being notified that per UAA policy their admission to the program has been cancelled and they must reapply to the University in the event they decide to return. Additionally, two of these four students have also exceeded the five years length of admission to complete certificate requirements. The students are being encouraged to meet with MSC advisors to explore other career and degree options.

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served. The industry has changed and software has replaced the need for AET graduates.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program? The program will not be replaced by a new or modified program. We would like to close the program immediately.

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

----

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
1a. School or College
   MA Mat-SU

1b. Department

2. Complete Program Title/PREFIX
   Architectural Drafting

3. Type of Program
   Choose one from the appropriate drop down menu:
   Undergraduate: or Graduate: UNDERGRADUATE CERTIFICATE
       CHOOSE ONE
   This program is a Gainful Employment Program:
       Yes or No

4. Type of Action:
   PROGRAM
       Add
       Change
       Delete
   PREFIX
       Add
       Change
       Inactivate

5. Implementation Date (semester/year)
   From: Fall/2014 To: /

6a. Coordination with Affected Units
   Department, School, or College: MA Mat-Su
   Initiator Name (typed): Talis Colberg
   Initiator Signed Initials: _________
   Date: ___________________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: ______

6c. Coordination with Library Liaison
   Date: ______

7. Title and Program Description - Please attach the following:
   • Cover Memo
   • Catalog Copy in Word using the track changes function

8. Justification for Action
   Program suspended in 2013 due to low enrollment and faculty retirement.

   ___________________________________________     ___________
   Initiator (faculty only)         Date
   Mark Masteller

   □ Approved  □ Disapproved  Dean/Director of School/College  Date
   □ Approved  □ Disapproved  Undergraduate/Graduate Academic  Date
   □ Approved  □ Disapproved  Board Chair  Date
   □ Approved  □ Disapproved  Provost or Designee  Date
   □ Approved  □ Disapproved  College/School Curriculum Committee Chair  Date

   □ Approved  □ Disapproved  Department Chair  Date
To:        Undergraduate Academic Board
From:     Dr. Talis Colberg, Director, Mat-Su College
Date:     4/16/14
Re:        Proposed Deletion of the Structural Drafting (Undergraduate Certificate) on the Mat-Su College campus

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension. The Structural Drafting (Undergraduate Certificate) has been offered on the Mat-Su College (MSC) campus since Fall 2001. Admission to the program was suspended Summer 2013.

Justification for Program Deletion: Why is this program deletion proposed? What other options were considered to resolve the concerns which led to the proposed deletion? Program enrollments had been steadily declining. In AY 2013, the AET program faculty member responsible for all AET programs announced her retirement. She advised of declining employment opportunities for students in AET and recommended closure of the program. With enrollments growing in other MSC programs a decision was made to reallocate the open faculty position and close all AET programs on the Mat-Su College campus.

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments? The Community and Technical College still offers the AET courses and programs, both face-to-face and via distance. Mat-Su College has informed CTC that we intend to close the programs at Mat-Su College.

Impact on Students:¹ How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students? There are no admitted students in the program.

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served. The industry has changed and software has replaced the need for AET graduates.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program? The program will not be replaced by a new or modified program. We would like to close the program immediately.

¹ Please contact the Office of the Registrar (786-1560) for assistance identifying these data.

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.
### Program/Prefix Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<td>MA Mat-SU</td>
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<th>2. Complete Program Title/Prefix</th>
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<th>3. Type of Program</th>
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<tr>
<td>Undergraduate:</td>
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<tr>
<td>Graduate:</td>
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<tr>
<td>Undergraduate Certificate</td>
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This program is a Gainful Employment Program:  
☐ Yes  or  ☐ No

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<th>4. Type of Action:</th>
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<td>☐ Inactivate</td>
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<th>5. Implementation Date (semester/year)</th>
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<th>6a. Coordination with Affected Units</th>
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<td>Department, School, or College: MA Mat-Su</td>
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Initiator Name (typed): Talis Colberg
Initiator Signed Initials: _________

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<th>Date: ______________</th>
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| 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) |
| Date: ______________ |

| 6c. Coordination with Library Liaison |
| Date: ______________ |

| 7. Title and Program Description - Please attach the following: |
| ☑ Cover Memo |
| ☐ Catalog Copy in Word using the track changes function |

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<th>8. Justification for Action</th>
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<tr>
<td>Mark Masteller</td>
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<td>Initiator (TYPE NAME)</td>
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<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
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</table>
To: Undergraduate Academic Board  
From: Dr. Talis Colberg, Director, Mat-Su College  
Date: April 16, 2014  
Re: Proposed Deletion of the Civil Drafting (Undergraduate Certificate) on the Mat-Su College campus

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension. The Civil Drafting (Undergraduate Certificate) has been offered on the Mat-Su College (MSC) campus since Fall 2001. Admission to the program was suspended Summer 2013.

Justification for Program Deletion: Why is this program deletion proposed? What other options were considered to resolve the concerns which led to the proposed deletion? Program enrollments had been steadily declining. In AY 2013, the AET program faculty member responsible for all AET programs announced her retirement. She advised of declining employment opportunities for students in AET and recommended closure of the program. With enrollments growing in other MSC programs a decision was made to reallocate the open faculty position and close all AET programs on the Mat-Su College campus.

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GEIRs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments? The Community and Technical College still offers the AET courses and programs, both face-to-face and via distance. Mat-Su College has informed CTC that we intend to close the programs at Mat-Su College.

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students? Admitted students were informed of the suspension of admission to the program last year. At this time, three students are currently admitted to the program. None are currently enrolled in AET courses. Active outreach is being made to these three students to determine academic intent. If any of these three students indicate a desire to complete the certificate, MSC advisors will work with them to develop a completion program that will include AET course offerings, face-to-face and online, that are available through the Community and Technical College.

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served. The industry has changed and software has replaced the need for AET graduates.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program? The program will not be replaced by a new or modified program. We would like to close the program immediately.

---

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

---

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
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  
          MA Mat-SU

1b. Department

2. Complete Program Title/Prefix
   Civil Drafting

3. Type of Program
   Choose one from the appropriate drop down menu:       Undergraduate: or       Graduate:       CHOOSE ONE
   Undergraduate Certificate

This program is a Gainful Employment Program:  □ Yes or □ No

4. Type of Action:
   PROGRAM
   □ Add
   □ Change
   ■ Delete
   □ Inactivate

   PREFIX
   □ Add
   □ Change

5. Implementation Date (semester/year)
   From: Fall/2014   To:  /

6a. Coordination with Affected Units
    Department, School, or College: MA Mat-Su
    Initiator Name (typed): Talis Colberg
    Initiator Signed Initials: _________
    Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uga.alaska.edu)
    Date: _____

6c. Coordination with Library Liaison
    Date: ______

7. Title and Program Description - Please attach the following:
   □ Cover Memo   □ Catalog Copy in Word using the track changes function

8. Justification for Action
   Program suspended in 2013 due to low enrollment and faculty retirement.

   Initiator (faculty only)                          Date
   Mark Masteller
   Initiator (TYPE NAME)

   □ Approved
   □ Disapproved

   Dean/Director of School/College
   Date

   □ Approved
   □ Disapproved

   Department Chair
   Date

   □ Approved
   □ Disapproved

   Undergraduate/Graduate Academic
   Date

   □ Approved
   □ Disapproved

   Board Chair
   Date

   □ Approved
   □ Disapproved

   Provost or Designee
   Date
To: Undergraduate Academic Board  
From: Dr. Talis Colberg, Director, Mat-Su College  
Date: April 16, 2014  
Re: Proposed Deletion of Mechanical and Electrical Drafting (Undergraduate Certificate) on the Mat-Su College campus

**Program Background:** How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension. The Mechanical and Electrical Drafting (Undergraduate Certificate) has been offered on the Mat-Su College (MSC) campus since Fall 2001. Admission to the program was suspended Summer 2013.

**Justification for Program Deletion:** Why is this program deletion proposed? What other options were considered to resolve the concerns which led to the proposed deletion? Program enrollments had been steadily declining. In AY 2013, the AET program faculty member responsible for all AET programs announced her retirement. She advised of declining employment opportunities for students in AET and recommended closure of the program. With enrollments growing in other MSC programs a decision was made to reallocate the open faculty position and close all AET programs on the Mat-Su College campus.

**Impact on Other Programs:** How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments? The Community and Technical College still offers the AET courses and programs, both face-to-face and via distance. Mat-Su College has informed CTC that we intend to close the programs at Mat-Su College.

**Impact on Students:** How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students? Admitted students were informed of the suspension of admission to the program last year. Two students have not attended UAA for more than two years and one of these two has completed 0 AET credits. These students are being notified that, per UAA policy, their admission to the program has been cancelled and they must reapply to the University in the event they decide to return. Three students have exceeded the five years to complete the degree limit and two of these have earned 0 credits toward the certificate. These students are being notified that their admission to the program has expired. These five students are being encouraged to meet with advisors to explore other degree options.

**Impact on Stakeholders:** Describe any input received from relevant stakeholders, such as industry advisory groups or communities served. The industry has changed and software has replaced the need for AET graduates.

**Plans for Program Deletion:** What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program? The program will not be replaced by a new or modified program. We would like to close the program immediately.

---

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

---

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
1a. School or College  
MA Mat-SU

1b. Department

2. Complete Program Title/PREFIX  
Mechanical and Electrical Drafting

3. Type of Program
Choose one from the appropriate drop down menu:  
Undergraduate: or Graduate:  
Undergraduate Certificate or Graduate:  
CHOOSE ONE

This program is a Gainful Employment Program:  
☐ Yes or ☐ No

4. Type of Action:  
PROGRAM or PREFIX

☐ Add or ☐ Change or ☑ Delete

☐ Add or ☐ Change or ☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2014  
To:  

6a. Coordination with Affected Units  
Department, School, or College: MA Mat-Su

Initiator Name (typed): Talis Colberg
Date: ____________
Initiator Signed Initials: _______

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: ____________

6c. Coordination with Library Liaison  
Date: ____________

7. Title and Program Description - Please attach the following:

☐ Cover Memo or ☐ Catalog Copy in Word using the track changes function

8. Justification for Action  
Program suspended in 2013 due to low enrollment and faculty retirement.

Initiator (faculty only)  
Mark Masteller  
Initiator (TYPE NAME)
Date

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

☐ Approved or ☐ Disapproved  
Undergraduate/Graduate Academic  
Date

☐ Approved or ☐ Disapproved  
Board Chair  
Date

☐ Approved or ☐ Disapproved  
Provost or Designee  
Date

☐ Approved or ☐ Disapproved  
Department Chair  
Date

☐ Approved or ☐ Disapproved  
College/School Curriculum Committee Chair  
Date
Proposal to Initiate, Add, Change, or Delete a Course

**Course Action Request**

**University of Alaska Anchorage**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
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<td>Mathematics and Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT</td>
<td>A401</td>
<td>n/a</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

Statistical Methods

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

**7. Type of Course**

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

**8. Type of Action:**

- [X] Add
- [ ] Change
- [ ] Delete

**If a change, mark appropriate boxes:**

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Contact Hours
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement

**9. Repeat Status No**

- [X] # of Repeats
- [ ] Max Credits

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

**10. Grading Basis**

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

**11. Implementation Date**

- [ ] semester/year

From: Spring/2015 To: 99/9999

**12. Cross Listed with**

- [X] Stacked with STAT A601

Cross-Listed Coordination

**13a. Impacted Courses or Programs:**

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MS in AEST/STAT A402, A403, A404, A405, A407, A408, A601</td>
<td>03/19/2014</td>
<td>Jhon Olofsson</td>
</tr>
<tr>
<td>2. MS in Civil Engineering/STAT A402, STAT A601</td>
<td>03/19/2014</td>
<td>Osama Abaza</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Kanapathi Thiru**

Initiator Signed Initials: _________ Date: __________

**13b. Coordination Email**

Date: 03/11/2014 submitted to Faculty Listserv: (uac-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

Date: 03/28/2014

**14. General Education Requirement**

Mark appropriate box:

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

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

Parametric and nonparametric statistical methods. The topics are selected from, but not restricted to, contingency table analysis, goodness-of-fit tests, simple linear and multiple regression, curvilinear regression, logistic regression, design and analysis of single and multifactor experiments, and introduction to multivariate statistics. Special note: Not available for credit to students who have completed STAT A601.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**

STAT A253 or STAT A308 with minimum grade of C

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

n/a

**16c. Automatic Restriction(s)**

- [X] College
- [ ] Major
- [ ] Class
- [ ] Level

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

n/a

**17. Mark if course has fees**

- [X] Yes

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

- [ ] Yes

**19. Justification for Action**

Need for an undergraduate level course that covers both parametric and nonparametric statistical methods. Stack with STAT A601.

Initiator (faculty only)

**Kanapathi Thiru**

Initiator (TYPE NAME)

- [X] Approved
- [ ] Disapproved

Date

**Dean/Director of School/College**

- [ ] Approved
- [ ] Disapproved

Date

**Undergraduate/Graduate Academic**

- [ ] Approved
- [ ] Disapproved

Date

**Board Chair**

- [ ] Approved
- [ ] Disapproved

Date

**Provost or Designee**

- [ ] Approved
- [ ] Disapproved

Date

87
Course Content Guide  
University of Alaska Anchorage  
College of Arts and Sciences  
Mathematics & Statistics Department

I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences  
   B. **Course Subject/Number:** STAT A401  
   C. **Credits:** 3  
   D. **Contact Hours:** 3+0  
   E. **Course Title:** Statistical Methods  
   F. **Repeat Status:** No  
   G. **Grading Basis:** A-F  
   H. **Course Description:** Parametric and nonparametric statistical methods. The topics are selected from, but not restricted to, contingency table analysis, goodness-of-fit tests, simple linear and multiple regression, curvilinear regression, logistic regression, design and analysis of single and multifactor experiments, and introduction to multivariate statistics. Special note: Not available for credit to students who have completed STAT A601. 
   I. **Course Prerequisites:** (STAT A253 or STAT A308) with minimum grade of C  
   J. **Fees:** Yes  
   K. **Stacked:** Yes: STAT A601

III. **Course Level Justification**
The course requires knowledge of topics typically covered in the prerequisite courses of STAT A253 or STAT A308.

IV. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
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<tbody>
<tr>
<td>1. Discuss parametric and nonparametric hypothesis testing.</td>
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<td>2. Discuss parametric and nonparametric design of experiments, analysis of variance and regression analysis.</td>
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<td>3. Introduce goodness-of-fit tests and multi-way contingency table analysis.</td>
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<tr>
<td>4. Provide an introduction to multivariate statistics.</td>
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<tr>
<th>B. Student Learning Outcomes: Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Justify a selection of nonparametric test over the parametric alternative.</td>
<td>Exams and Mini Projects</td>
</tr>
<tr>
<td>2. Perform hypothesis tests for designed experiments or reliable observational studies and understand the results.</td>
<td>Exams and Mini Projects</td>
</tr>
<tr>
<td>3. Demonstrate the tools of regression analysis and use variable selection techniques in regression.</td>
<td>Exams and Mini Projects</td>
</tr>
</tbody>
</table>
4. Write reports summarizing statistical analysis.

V. **Topical Course Outline**

1. The Role of Statistics in Research
2. Some Tests Based on the Binomial Distributions
   a. Test of two proportions using independent samples
   b. The sign test
   c. The McNemar test for significance of changes
3. Goodness-of-Fit Tests
   a. Test of hypothesis concerning specified cell probabilities
   b. Test of composite hypothesis
4. Contingency Table Analysis
   a. Test of homogeneity
   b. Test of independence
   c. Relative risks and odds ratios
5. Hypothesis of Two Means using Independent Samples
   a. Inferences using a pooled variance
   b. Inferences using Welch-Satterthwaite approximation
   c. Mann-Whitney test
6. Hypothesis Testing of Two Means using Related samples
   a. Paired-t test
   b. Wilcoxon signed rank test
7. Design and Analysis of Experiments
   a. Terminology and basic concepts
   b. One-way analysis-of-variance
   c. Model testing and diagnostic tools
   d. Kruskal–Wallis test based on ranks
   e. Multi-factor analysis of variance
   f. Random effects, fixed effects, and mixed effects models
   g. Transformations
   h. Randomized complete block design
   i. Friedman test based on ranks
   j. Split plot design and nested designs
   k. Analysis of covariance
8. Simple Linear Regression and Correlation
   a. Simple linear regression model
   b. Least square estimation of regression coefficients
   c. Statistical inferences for linear regression
   d. Regression diagnostics
   e. Pearson’s correlation coefficient
   f. Spearman’s rank correlation coefficient
9. Multiple Linear Regression
   a. Inferences about effects of independent variables
   b. Model building
   c. Curvilinear regression
10. Introduction to Multivariate Statistics
   a. Discussion of multivariate data
   b. Multivariate normal distribution
   c. Hotelling’s $T^2$ test statistic

VI. Suggested Texts


VII Bibliography


## Course Action Request

**University of Alaska Anchorage**

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

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

### 2. Course Prefix
- **STAT**

### 3. Course Number
- **601**

### 4. Previous Course Prefix & Number
- **n/a**

### 5. Credits/CEUs
- **3.0**

### 6. Complete Course Title
- **Advanced Statistical Methods**

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

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

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

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

### 11. Implementation Date
- **From: Spring/2015**
- **To: 99/9999**

### 12. Cross Listed
- **Stacked with STAT A401**

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

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

### 14. General Education Requirement
- **Oral Communication**
- **Written Communication**
- **Quantitative Skills**
- **Humanities**
- **Fine Arts**
- **Social Sciences**
- **Natural Sciences**
- **Integrative Capstone**

### 15. Course Description
- Parametric and nonparametric statistical methods. The topics are selected from, but not restricted to, contingency table analysis, goodness-of-fit tests, simple linear and multiple regression, curvilinear regression, logistic regression, design and analysis of single and multifactor experiments, and introduction to multivariate statistics. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A401.

### 16. Course Prerequisite(s)
- **n/a**

### 17. Mark if course has fees
- **Mark appropriate box**

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

### 19. Justification for Action
- Update, change title, and stack with undergraduate course.

---

Initiator Name (typed): Kanapathi Thiru

Initiator Signed Initials: __________

Date: __________

---

Initiator (faculty only) Kanapathi Thiru

Initiator (TYPE NAME)

Approved: __________

Disapproved: __________

Dean/Director of School/College: __________

Date: __________

Department Chair: __________

Date: __________

Undergraduate/Graduate Academic: __________

Date: __________

Board Chair: __________

Date: __________

Approved: __________

Provost or Designee: __________

Date: __________
I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Subject/Number:** STAT A601
   C. **Credits:** 3
   D. **Contact Hours:** 3+0
   E. **Course Title:** Advanced Statistical Methods
   F. **Repeat Status:** No
   G. **Grading Basis:** A-F
   H. **Course Description:** Parametric and nonparametric statistical methods. The topics are selected from, but not restricted to, contingency table analysis, goodness-of-fit tests, simple linear and multiple regression, curvilinear regression, logistic regression, design and analysis of single and multifactor experiments, and introduction to multivariate statistics. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A401.
   I. **Course Prerequisites:** n/a
   J. **Fees:** Yes
   K. **Stacked:** Yes: STAT A401
   L. **Registration Restrictions:** Graduate standing

III. **Course Level Justification**
    Students enrolled in this course will be expected to complete additional work at a higher level than those students enrolled in STAT A401, and complete a major research project.

IV. **Instructional Goals and Student Learning Outcomes**

<table>
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<tr>
<th>A. <strong>Instructional Goals.</strong> The instructor will:</th>
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<tr>
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</tr>
<tr>
<td>4. Provide an introduction to multivariate statistics.</td>
</tr>
<tr>
<td>5. Guide with literature review and writing research papers.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>B. <strong>Student Learning Outcomes:</strong> Students will be able to:</th>
<th><strong>Assessment Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Justify a selection of nonparametric test over the parametric alternative.</td>
<td>Exams and Mini Projects</td>
</tr>
</tbody>
</table>
2. Perform hypothesis tests for designed experiments or reliable observational studies and understand the results. | Exams and Mini Projects
---|---
3. Demonstrate the tools of regression analysis and use variable selection techniques in regression. | Exams and Mini projects
4. Write reports summarizing statistical analysis. | Mini Projects
5. Conduct a literature review, analyze experimental or observational data, write a research summary paper, and present findings in a public forum. | Major Project, Research Summary Paper, Presentation

V. Topical Course Outline

1. The Role of Statistics in Research
2. Some Tests Based on the Binomial Distributions
   a. Test of two proportions using independent samples
   b. The sign test
   c. The McNemar test for significance of changes
3. Goodness-of-Fit Tests
   a. Test of hypothesis concerning specified cell probabilities
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   c. Model testing and diagnostic tools
   d. Kruskal–Wallis test based on ranks
   e. Multi-factor analysis of variance
   f. Random effects, fixed effects, and mixed effects models
   g. Transformations
   h. Randomized complete block design
   i. Friedman test based on ranks
   j. Split plot design and nested designs
   k. Analysis of covariance
8. Simple Linear Regression and Correlation
   a. Simple linear regression model
   b. Least square estimation of regression coefficients
   c. Statistical inferences for linear regression

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d. Regression diagnostics  
e. Pearson’s correlation coefficient  
f. Spearman’s rank correlation coefficient  

9. Multiple Linear Regression  
a. Inferences about effects of independent variables  
b. Model building  
c. Curvilinear regression  
d. Logistic regression  

10. Introduction to Multivariate Statistics  
a. Discussion of multivariate data  
b. Multivariate normal distribution  
c. Hotelling’s $T^2$ test statistic  

VI. Suggested Texts  


VII Bibliography  


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

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<th>5b. Contact Hours</th>
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</thead>
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<tr>
<td>STAT</td>
<td>A402</td>
<td>n/a</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Scientific Sampling

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other Course Content Guide (please specify)

9. Repeat Status No
# of Repeats
Max Credits

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

11. Implementation Date
From: Spring/2015    To: 99/9999

12. Cross Listed with
[ ] Stacked    with STAT A602

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

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<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. MS in AEST/STAT A402; A403, A404, A405, A407, A408, A601</td>
<td>03/19/2014</td>
<td>Jhon Olofsson</td>
</tr>
<tr>
<td>2. MS in Civil Engineering</td>
<td>03/19/2014</td>
<td>Osama Abaza</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kanapathi Thiru    Initiator Signed Initials: _________    Date:______________________

13b. Coordination Email
submitted to Faculty Listserv: [uea-faculty@lists.uaa.alaska.edu](mailto:uea-faculty@lists.uaa.alaska.edu)

Date: 03/11/2014

13c. Coordination with Library Liaison
Date: 03/18/2014

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

15. Course Description (suggested length 20 to 50 words)
Sampling methods including simple random, stratified, systematic, and cluster sampling. Special emphasis on estimation procedures including ratio and regression methods, and topics selected from: allocations, direct sampling, inverse sampling, randomized response sampling, computer simulation of random variables, bootstrap, jackknife, and cross validation. Not available for credit to students who have completed STAT A602.

16a. Course Prerequisite(s) (list prefix and number or test code and score) (STAT A252 or STAT A253 or STAT A307) with minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)
n/a

16c. Automatic Restriction(s)
[ ] College    [ ] Major    [ ] Class    [ ] Level

16d. Registration Restriction(s) (non-codable)
n/a

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Stack with graduate course to support MS in AEST, MS in CE, and interdisciplinary graduate degrees.

Initiator (faculty only) Rieken Venema
Date

Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

Department Chair
Date

[ ] Approved
[ ] Disapproved

Board Chair
Date

[ ] Approved
[ ] Disapproved

Provost or Designee
Date
I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Subject/Number:** STAT A402
   C. **Credits:** 3
   D. **Contact Hours:** 3+0
   E. **Course Title:** Scientific Sampling
   F. **Repeat Status:** No
   G. **Grading Basis:** A-F
   H. **Course Description:** Sampling methods including simple random, stratified, systematic, and cluster sampling. Special emphasis on estimation procedures including ratio and regression methods, and topics selected from: allocations, direct sampling, inverse sampling, randomized response sampling, computer simulation of random variables, bootstrap, jackknife, and cross validation. Not available for credit to students who have completed STAT A602.
   I. **Course Prerequisites:** (STAT A252 or STAT A253 or STAT A307) with minimum grade of C
   J. **Fees:** Yes
   K. **Stacked:** Yes: STAT A602

III. **Course Level Justification**
The course requires knowledge of topics typically covered in the prerequisite courses of STAT A252 or STAT A253 or STAT A307.

IV. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain survey methodology, execution and analysis.</td>
</tr>
<tr>
<td>2.</td>
<td>Describe a wide variety of sampling methods, estimation procedures, and sample size calculations.</td>
</tr>
<tr>
<td>3.</td>
<td>Explain Monte Carlo simulation of random variables, estimation of standard error and bias using bootstrapping, and other re-sampling methods.</td>
</tr>
</tbody>
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<tr>
<th>B. Student Learning Outcomes:</th>
<th>Students will be able to:</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>1.</td>
<td>Describe how to design and implement the steps that are required to conduct a sample survey.</td>
<td>Exams</td>
</tr>
<tr>
<td>2.</td>
<td>Distinguish between and describe advantages and disadvantages of various sampling methods.</td>
<td>Exams</td>
</tr>
<tr>
<td>3.</td>
<td>Compute parameter estimates and standard errors for</td>
<td>Exams and Mini Projects</td>
</tr>
</tbody>
</table>

1
V. **Topical Course Outline**

1. Elements of Sampling Problem  
   a. Introduction  
   b. Estimation of population parameters  
   c. Selection of sample size  
2. Stratified Random Sampling  
   a. Introduction  
   b. Estimation population parameters  
   c. Selection of sample size  
   d. Stratification after selection of the sample  
3. Ratio, Regression, and Difference Estimation  
4. Systematic Sampling  
   a. Introduction  
   b. Estimation of population parameters  
   c. Selection of sample size  
5. Quota Sampling  
6. Cluster Sampling  
   a. Introduction  
   b. Estimation of population parameters  
   c. Selection of sample size  
   a. Direct sampling  
   b. Inverse sampling  
8. Randomized Response Sampling  
9. Monte Carlo Simulation of Random Variables  
10. Bootstrap, Jackknife, and Cross validation

VI. **Suggested Texts**


VII **Bibliography**


### Course Action Request

**University of Alaska Anchorage**

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

<table>
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<td>A602</td>
<td>n/a</td>
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<td>(Lecture + Lab)</td>
</tr>
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</table>

**Initiator Name (typed): Kanapathi Thiru**

**Initiator Signed Initials: _________**

**Date: 03/19/2014**

---

#### 6. Complete Course Title

**Advanced Scientific Sampling**

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

#### 7. Type of Course

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

#### 8. Type of Action:

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

**If a change, mark appropriate boxes:**

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other (please specify)

#### 9. Repeat Status No

**# of Repeats**

- [x] n/a

**Max Credits**

- [x] n/a

#### 10. Grading Basis

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

#### 11. Implementation Date

**semester/year**

<table>
<thead>
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<th>To:</th>
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<tbody>
<tr>
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<td>99/9999</td>
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</table>

#### 12. Cross Listed

- [ ] Yes

**with**

- [x] STAT A402

**Cross-Listed Coordination**

**Signature**

**Date: 03/18/2014**

---

#### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. MS in AEST/STAT A402, A403, A404, A405, A407, A408, A601</td>
<td>03/19/2014</td>
<td>Jhon Olofsson</td>
</tr>
<tr>
<td>2. MS in Civil Engineering</td>
<td>03/19/2014</td>
<td>Osama Abaza</td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Kanapathi Thiru**

**Initiator Signed Initials: _________**

**Date: 03/19/2014**

---

#### 14. General Education Requirement

**Mark appropriate box:**

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

#### 15. Course Description

*(suggested length 20 to 50 words)*

Sampling methods including simple random, stratified, systematic, and cluster sampling. Special emphasis on estimation procedures including ratio and regression methods, and topics selected from: allocations, direct sampling, inverse sampling, randomized response sampling, computer simulation of random variables, bootstrap, jackknife, and cross validation. Students will be required to complete a major survey project and write a report on the findings. Special note: Not available for credit to students who have completed STAT A402.

#### 16a. Course Prerequisite(s)

*(list prefix and number or test code and score)*

- [ ] n/a

#### 16b. Co-requisite(s)

*(concurrent enrollment required)*

- [x] n/a

#### 16c. Automatic Restriction(s)

- [ ] College
- [ ] Major
- [x] Class
- [ ] Level

#### 16d. Registration Restriction(s)

*(non-codable)*

- [ ] Graduate standing

#### 17. Mark if course has fees

- [x] Yes

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

- [ ] Yes

#### 19. Justification for Action

Support MS in AEST, MS in CE, and interdisciplinary graduate degrees.

**Initiator (faculty only) Date**

**Rieken Venema**

**Initiator (TYPE NAME)**

**Date**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**

**Date**

**Approved**

**Disapproved**

**Board Chair**

**Date**

**Approved**

**Disapproved**

**Provost or Designee**

**Date**

---

**99**
I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Subject/Number:** STAT A602
   C. **Credits:** 3
   D. **Contact Hours:** 3+0
   E. **Course Title:** Advanced Scientific Sampling
   F. **Repeat Status:** No
   G. **Grading Basis:** A-F
   H. **Course Description:** Sampling methods including simple random, stratified, systematic, and cluster sampling. Special emphasis on estimation procedures including ratio and regression methods, and topics selected from: allocations, direct sampling, inverse sampling, randomized response sampling, computer simulation of random variables, bootstrap, jackknife, and cross validation. Students will be required to complete a major survey project and write a report on the findings. Special note: Not available for credit to students who have completed STAT A402.
   I. **Course Prerequisites:** n/a
   J. **Fees:** Yes
   K. **Stacked:** Yes: STAT A402
   L. **Registration Restrictions:** Graduate standing

III. **Course Level Justification**
Students enrolled in this course will be expected to complete additional work at a higher level than those students enrolled in STAT A402, and complete a major research project.

IV. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th><strong>A. Instructional Goals.</strong> The instructor will:</th>
<th><strong>Assessment Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain survey methodology, execution, and analysis.</td>
<td></td>
</tr>
<tr>
<td>2. Describe a wide variety of sampling methods, estimation procedures, and sample size calculations.</td>
<td></td>
</tr>
<tr>
<td>3. Explain Monte Carlo simulation of random variables, estimation of standard error and bias using bootstrapping and other re-sampling methods.</td>
<td></td>
</tr>
<tr>
<td>4. Guide with literature review in survey methodology and writing research papers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Student Learning Outcomes:</strong> Students will be able to:</th>
<th><strong>Assessment Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe how to design and implement the steps that are required to conduct a sample survey.</td>
<td>Exams</td>
</tr>
</tbody>
</table>
2. Distinguish between and describe advantages and disadvantages of various sampling methods.

3. Compute parameter estimates and standard errors for various sampling schemes.

4. Use appropriate software for complex sampling designs.

5. Conduct literature review, establish the goals of a survey, determine the sample, choose interview methodology, create questionnaire, administer the survey, analyze the data, write a report, and make a presentation in a public forum.

V. **Topical Course Outline**

1. Elements of Sampling Problem
   a. Introduction
   b. Estimation of population parameters
   c. Selection of sample size
2. Stratified Random Sampling
   a. Introduction
   b. Estimation of population parameters
   c. Allocations
   d. Selection of sample size
   e. Stratification after selection of the sample
3. Ratio, Regression, and Difference Estimation
4. Systematic Sampling
   a. Introduction
   b. Estimation of population parameters
   c. Selection of sample size
5. Quota Sampling
6. Cluster Sampling
   a. Introduction
   b. Estimation of population parameters
   c. Selection of sample size
   a. Direct sampling
   b. Inverse sampling
8. Randomized Response Sampling
9. Monte Carlo Simulation of Random Variables
10. Bootstrap, Jackknife, and Cross validation

VI. **Suggested Texts**


Bibliography


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

1a. School or College
   AS CAS
1b. Division
   AMSC Division of Math Science
1c. Department
   Mathematics and Statistics

2. Course Prefix
   STAT
3. Course Number
   A403
4. Previous Course Prefix & Number
   n/a
5a. Credits/CEUs
   3
5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course Title
   Regression Analysis

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

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

9. Repeat Status No
   # of Repeats
   n/a
   Max Credits
   n/a

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

11. Implementation Date
    semester/year
    From: Spring/2014
    To: 99/9999

12. [ ] Cross Listed with
    STAT A603

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

    | Impacted Program/Course | Date of Coordination | Chair/Coordinator Contacted |
    |-------------------------|-----------------------|-----------------------------|
    | 1. MS in AEST/STAT A402, A403, A404, A405, A407, A408, A601 | 03/19/2014 | John Olofsson |
    | 2. | |
    | 3. | |

    Initiator Name (typed): Kanapathi Thiru
    Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
    Date: 3/11/2014
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 03/18/2014

14. General Education Requirement
    [ ] Oral Communication
    [ ] Written Communication
    [ ] Quantitative Skills
    [ ] Humanities
    [ ] Fine Arts
    [ ] Social Sciences
    [ ] Natural Sciences
    [ ] Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
    Simple and multiple regression, statistical inferences in regression, matrix formulation of regression, polynomial regression, ridge
    regression, nonlinear regression, and normal correlation models. A major statistical package is used as a tool to aid calculations
    required for many of the techniques. Not available for credit to students who have completed STAT A603.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
    STAT A308 with minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)
    n/a

16c. Automatic Restriction(s)
    [ ] College
    [ ] Major
    [ ] Class
    [ ] Level

16d. Registration Restriction(s) (non-codable)
    n/a

17. [ ] Mark if course has fees

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

19. Justification for Action
    Stack with graduate course to support MS in AEST, and interdisciplinary graduate degrees

   ________________________________
   Initiator (faculty only)
   Rieken Venema
   Initiator (TYPE NAME)
   ________________________________

   [ ] Approved
   [ ] Disapproved
   Dean/Director of School/College
   Date

   [ ] Approved
   [ ] Disapproved
   Undergraduate/Graduate Academic
   Board Chair
   Date

   [ ] Approved
   [ ] Disapproved
   Provost or Designee
   Date
I.  **Initiation Date:** Spring 2014

II.  **Course Information**  
A.  **College:** College of Arts and Sciences  
B.  **Course Subject/Number:** STAT A403  
C.  **Credits:** 3  
D.  **Contact Hours:** 3+0  
E.  **Course Title:** Regression Analysis  
F.  **Repeat Status:** No  
G.  **Grading Basis:** A-F  
H.  **Course Description:** Simple and multiple regression, statistical inferences in regression, matrix formulation of regression, polynomial regression, ridge regression, nonlinear regression, and normal correlation models. A major statistical package is used as a tool to aid calculations required for many of the techniques. Not available for credit to students who have completed STAT A603.  
I.  **Course Prerequisites:** STAT A308 with minimum grade of C  
J.  **Fees:** Yes  
K.  **Stacked:** Yes: STAT A603

III.  **Course Level Justification**  
The course requires knowledge of topics typically covered in the prerequisite course of STAT A308. The course is typically taught nationwide as a senior level course.

IV.  **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th>A.  <strong>Instructional Goals.</strong>  The instructor will:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce simple linear regression, polynomial regression, multiple regression, and nonlinear regression models.</td>
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</tr>
<tr>
<td>2. Discuss methods for checking model adequacy and provide remedial measures to improve model adequacy.</td>
<td></td>
</tr>
<tr>
<td>3. Present variable selection and model building.</td>
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</tr>
</tbody>
</table>

<table>
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<tr>
<th>B.  <strong>Student Learning Outcomes:</strong> Students will be able to:</th>
<th><strong>Assessment Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigate and model the relationship between variables.</td>
<td>Exams and Mini Projects</td>
</tr>
<tr>
<td>2. Fit and check appropriate regression models.</td>
<td>Exams and Mini Projects</td>
</tr>
<tr>
<td>3. Investigate the adequacy of conjectured models with many different techniques.</td>
<td>Exams and Mini Projects</td>
</tr>
<tr>
<td>4. Select a suitable remedial measure to improve model adequacy.</td>
<td>Exams and Mini Projects</td>
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</tbody>
</table>
V. **Topical Course Outline**

1. Some Basic Results in Probability and Statistics.
2. Basic Regression Analysis
   a. Linear regression with one independent variable
   b. Inferences in regression analysis
   c. Aptness of model and remedial measures
   d. Simultaneous inferences
   e. Inverse predictions
3. General Regression and Correlational Analysis
   a. Matrix approach to simple regression analysis
   b. Multiple regression
   c. Polynomial regression
   d. Indicator variables
   e. Variable selection methods and model building
   f. Autocorrelation in time series data
   g. Non-linear regression

VI. **Suggested Texts**


VII **Bibliography**


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
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<th>2. Course Prefix</th>
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*If a change, mark appropriate boxes:*

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other

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*Cross-Listed Coordination*

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<th>13a. Impacted Courses or Programs:</th>
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*Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).*

**Initiator Name (typed):** Kanapathi Thiru

**Initiator Signed Initials:** _____

**Date:** ________________

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<td>Simple and multiple regression, statistical inferences in regression, matrix formulation of regression, polynomial regression, ridge regression, nonlinear regression, and normal correlation models. A major statistical package is used as a tool to aid calculations required for many of the techniques. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A403.</td>
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<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<th>18. ☐ Mark if course is a selected topic course</th>
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<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Support MS in AEST, and interdisciplinary graduate degrees</td>
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**Initiator (faculty only):**

**Rieken Venema**

**Initiator (TYPE NAME):**

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**Dean/Director of School/College**

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**Undergraduate/Graduate Academic**

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**Board Chair**

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**Provost or Designee**

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<th>Date</th>
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<tr>
<td></td>
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</table>
I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Subject/Number:** STAT A603
   C. **Credits:** 3
   D. **Contact Hours:** 3+0
   E. **Course Title:** Advanced Regression Analysis
   F. **Repeat Status:** No
   G. **Grading Basis:** A-F
   H. **Course Description:** Simple and multiple regression, statistical inferences in regression, matrix formulation of regression, polynomial regression, ridge regression, nonlinear regression, and normal correlation models. A major statistical package is used as a tool to aid calculations required for many of the techniques. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A403.
   I. **Course Prerequisites:** n/a
   J. **Fees:** Yes
   K. **Stacked:** Yes: STAT A403
   L. **Registration Restrictions:** Graduate standing

III. **Course Level Justification**
Students enrolled in this course will be expected to complete additional work at a higher level than those students enrolled in STAT A403, and complete a major research project.

IV. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th>A. Instructional Goals</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce simple linear regression, polynomial regression, multiple regression, and nonlinear regression models.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss methods for checking model adequacy and provide remedial measures to improve model adequacy.</td>
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<tr>
<td>3.</td>
<td>Present variable selection and model building.</td>
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<td>4.</td>
<td>Guide with literature review and writing research papers.</td>
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<th>B. Student Learning Outcomes</th>
<th>Students will be able to:</th>
<th>Assessment Method</th>
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<tr>
<td>1.</td>
<td>Investigate and model the relationship between variables.</td>
<td>Exams</td>
</tr>
<tr>
<td>2.</td>
<td>Fit and check appropriate regression models.</td>
<td>Exams and Mini Projects</td>
</tr>
</tbody>
</table>
3. Investigate the adequacy of conjectured models with many different techniques.  
Exams and Mini Projects

4. Select a suitable remedial measure to improve model adequacy.  
Exams and Mini Projects

5. Conduct a literature review, analyze experimental or observational data, write a research summary paper, and present findings in a public forum.  
Major Project, Research Summary Papers, Presentation

V. **Topical Course Outline**

1. Some Basic Results in Probability and Statistics.
2. Basic Regression Analysis  
   a. Linear regression with one independent variable  
   b. Inferences in regression analysis  
   c. Aptness of model and remedial measures  
   d. Simultaneous inferences  
   e. Inverse predictions  
3. General Regression and Correlational Analysis  
   a. Matrix approach to simple regression analysis  
   b. Multiple regression  
   c. Polynomial regression  
   d. Indicator variables  
   e. Variable selection methods and model building  
   f. Autocorrelation in time series data  
   g. Non-linear regression  

VI. **Suggested Texts**


VII **Bibliography**


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Mathematics and Statistics</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tr>
<td>STAT</td>
<td>A404</td>
<td>n/a</td>
<td>3</td>
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6. **Complete Course Title**  
Analysis of Variance

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

<table>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td>n/a</td>
</tr>
</tbody>
</table>

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

11. **Implementation Date**  
From: Spring/2015  To: 99/9999

12. **Cross Listed with**  
STAT A604

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

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

<table>
<thead>
<tr>
<th>Implemented Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. MS in AEST/STAT A402, A403, A404, A405, A407, A408, A601</td>
<td>03/19/2014</td>
<td>John Olofsson</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Kanapathi Thiru**  
**Initiator Signed Initials:** ___________  
**Date:** ___________

13b. **Coordination Email**  
Date: 03/11/2014  
Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**  
Date: 03/18/2014

14. **General Education Requirement**

**Mark appropriate box:**

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

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

Single-factor models, factor effects, nonparametric tests, two-factor models, random and mixed effects models, multifactors studies, analysis of covariance, and selected experimental designs. A major statistical package is used as a tool to aid calculations required for many of the techniques. Special Note: Not available for credit to students who have completed STAT A604.

16a. **Course Prerequisite(s)** (list prefix and number or test code and score)  
STAT A308 with minimum grade of C

16b. **Co-requisite(s)** (concurrent enrollment required)  
n/a

16c. **Automatic Restriction(s)**

- College
- Major
- Class
- Level

16d. **Registration Restriction(s) (non-codable)**  
n/a

17. **Mark if course has fees**  

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

19. **Justification for Action**

Stack with graduate course to support MS in AEST, and interdisciplinary graduate degrees.

**Initiator (faculty only) Rieken Venema**

**Initiator (TYPE NAME):**

- Approved
- Disapproved

**Date:** ___________  
**Dean/Director of School/College:**

- Approved
- Disapproved

**Date:** ___________

**Undergraduate/Graduate Academic Board Chair:**

- Approved
- Disapproved

**Date:** ___________

**Provost or Designee:**

- Approved
- Disapproved

**Date:** ___________
I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Subject/Number:** STAT A404
   C. **Credits:** 3
   D. **Contact Hours:** 3+0
   E. **Course Title:** Analysis of Variance
   F. **Repeat Status:** No
   G. **Grading Basis:** A-F
   H. **Course Description:** Single-factor models, factor effects, nonparametric tests, two-factor models, random and mixed effects models, multifactor studies, analysis of covariance, and selected experimental designs. A major statistical package is used as a tool to aid calculations required for many of the techniques. Special Note: Not available for credit to students who have completed STAT A604.
   I. **Course Prerequisites:** STAT A308 with minimum grade of C
   J. **Fees:** Yes
   K. **Stacked:** Yes: STAT A604

III. **Course Level Justification**
    The course requires knowledge of topics typically covered in the prerequisite course of STAT A308.

IV. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th></th>
<th><strong>Instructional Goals.</strong> The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce guidelines for designing experiments.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss experiments with single-factor, multi-factor, blocks, and nested or hierarchical designs with fixed, random or mixed effects.</td>
</tr>
<tr>
<td>3.</td>
<td>Discuss model adequacy checking and choice of sample size.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Student Learning Outcomes:</strong> Students will be able to:</th>
<th><strong>Assessment Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recognize a practical problem in order to design an experiment.</td>
<td>Exams and Mini projects</td>
</tr>
<tr>
<td>2.</td>
<td>Choose the factors to be varied in the experiment, the ranges over which factors will be varied, the specific levels at which runs will be made, and the response variable to be measured.</td>
<td>Exams and Mini Projects</td>
</tr>
<tr>
<td>3.</td>
<td>Understand the rationale behind the use of blocking and other noise-reducing designs.</td>
<td>Exams and Mini Projects</td>
</tr>
</tbody>
</table>
V. Topical Course Outline

1. Some Basic Results in Probability and Statistics.
2. Basic Analysis of Variance
   a. Single factor analysis of variance
   b. Analysis of factor effects
   c. Implementation of ANOVA model
   d. Non-parametric tests, random effects and other topics in ANOVA.
3. Multifactor Analysis of Variance
   a. Two factor analysis of variance
   b. Equal and unequal sample sizes
   c. Random and fixed effect models for two factor studies
   d. Multifactor studies
   e. Analysis of covariance
4. Experimental Designs
   a. Completely randomized designs
   b. Randomized block design
   c. Nested designs
   d. Latin squares and related designs
   e. Rules for sums of squares and expected mean squares

VIII. Suggested Text(s)


IX. Bibliography


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

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Mathematics and Statistics

2. Course Prefix
STAT

3. Course Number
A604

4. Previous Course Prefix & Number
n/a

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Advanced Analysis of Variance

6b. Course Prerequisite(s) (list prefix and number or test code and score)
n/a

6c. Automatic Restriction(s)

11. Implementation Date
From: Spring/2015
To: 99/9999

12. Cross Listed with

13. Coordination with Library Liaison
Date: 03/18/2014

14. General Education Requirement
Mark appropriate box:

15. Course Description (suggested length 20 to 50 words)
Single-factor models, factor effects, nonparametric tests, two-factor models, random and mixed effects models, multifactor studies, analysis of covariance, and selected experimental designs. A major statistical package is used as a tool to aid calculations required for many of the techniques. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A404.

16. Co-requisite(s) (concurrent enrollment required)
n/a

16a. Course Prerequisite(s) (list prefix and number or test code and score)
n/a

16b. Registration Restriction(s) (non-codable)
Graduate standing

16c. Automatic Restriction(s)

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Stack with graduate course to support MS in AEST, and interdisciplinary graduate degrees

Initiator (faculty only)
Rieken Venema
Initiator (TYPE NAME)

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.

Impact or Program/Number
Date of Coordination
Chair/Coordinator Contacted

1. MS in AEST/STAT A402, A403, A404, A405, A407, A408, A601
03/19/2014
Jhon Olofsson

2.

3.

Initiator Name (typed): Kanapathi Thiru
Initiator Signed Initials: _________
Date:___________

13b. Coordination Email
Date: 03/11/2014

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

13c. Coordination with Library Liaison
Date: 03/18/2014

Approval
Disapproval

Approved
Disapproved

Dean/Director of School/College
Undergraduate/Graduate Academic
Provost or Designee

Date
Date
Date

Approved
Disapproved

Board Chair
Provost or Designee

Date
Date
Date
Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Mathematics & Statistics Department

I.  Initiation Date: Spring 2014

II. Course Information
    A. College: College of Arts and Sciences
    B. Course Subject/Number: STAT A604
    C. Credits: 3
    D. Contact Hours: 3+0
    E. Course Title: Advanced Analysis of Variance
    F. Repeat Status: No
    G. Grading Basis: A-F
    H. Course Description: Single-factor models, factor effects, nonparametric tests, two-factor models, random and mixed effects models, multifactor studies, analysis of covariance, and selected experimental designs. A major statistical package is used as a tool to aid calculations required for many of the techniques. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A404.
    I. Course Prerequisites: n/a
    J. Fees: Yes
    K. Stacked: Yes: STAT A404
    L. Registration Restrictions: Graduate standing

III. Course Level Justification
Students enrolled in this course will be expected to complete additional work at a higher level than those students enrolled in STAT A404, and complete a major research project.

IV. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
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<th>B. Student Learning Outcomes: Students will be able to:</th>
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<td>1. Recognize a practical problem in order to design an experiment.</td>
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at which runs will be made, and the response variable to be measured.

| 3. | Understand the rationale behind the use of blocking and other noise-reducing designs. | Exams and Mini Projects |
| 4. | Conduct a literature review, analyze experimental or observational data, write a research summary paper, and present findings in a public forum. | Major Project, Research Summary Paper, Presentation |

V. Topical Course Outline

1. Some Basic Results in Probability and Statistics.
2. Basic Analysis of Variance
   a. Single factor analysis of variance
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   d. Latin squares and related designs
   e. Rules for sums of squares and expected mean squares

VIII. Suggested Texts


IX. Bibliography


Oxford Press.
1a. School or College
   AS CAS
1b. Division
   AMSC Division of Math Science
1c. Department
   Mathematics and Statistics

2. Course Prefix
   STAT
3. Course Number
   A405
4. Previous Course Prefix & Number
   n/a
5a. Credits/CEUs
   3.0
5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course Title
   Nonparametric Statistics

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

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

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

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

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

11. Implementation Date
    ☐ semester/year
    From: /  To: /

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

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

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<td>03/19/2014</td>
<td>John Olofsson</td>
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<td>3.</td>
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Initiator Name (typed): Kanapathi Thiru
Initiator Signed Initials: ________  Date: __________

13b. Coordination Email
    Date: 03/11/2014
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: __________

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

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

16a. Course Prerequisite(s) (list prefix and number or test code and score)

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

16c. Automatic Restriction(s)
    ☐ College  ☐ Major  ☐ Class  ☐ Level

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

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    STAT A405 was offered infrequently, and some of the topics of STAT A405 are now included in the new proposed STAT A401.

Initiator (faculty only) Kanapathi Thiru
Initiator (TYPE NAME)_________  Date: __________

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

Undergraduate/Graduate Academic
☐ Approved
☐ Disapproved
Board Chair
Date: __________

Provost or Designee
☐ Approved
☐ Disapproved
Date: __________
## Course Action Request

**University of Alaska Anchorage**

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

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<td>Mathematics and Statistics</td>
</tr>
</tbody>
</table>

### 2. Course Prefix
- STAT

### 3. Course Number
- A407

### 4. Previous Course Prefix & Number
- n/a

### 5a. Credits/CEUs
- 3.0

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

### 6. Complete Course Title
**Time Series Analysis**

*Abbreviated Title for Transcript (30 character)*

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

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

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other Course Content Guide (please specify)
- [ ] Course Number
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement

### 9. Repeat Status No
- # of Repeats: n/a
- Max Credits: n/a

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

### 11. Implementation Date
- From: Spring/2015
- To: 99/9999

### 12. Cross Listed with
- [ ] Stacked with STAT A607

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

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

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

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

Decomposition of time series, seasonal adjustment methods, and index numbers. Forecasting models including causal models, trend models, and smoothing models. Autoregressive (AR) forecasting models, moving average (MA) forecasting models, and integrated (ARIMA) forecasting models. A major statistical package is used as a tool to aid calculations required for many of the techniques. Special Note: Not available for credit to students who have completed STAT A607.

### 16. Course Prerequisite(s)
- (list prefix and number or test code and score)
  - (STAT A307 or STAT A308) with minimum grade of C

### 16b. Co-requisite(s)
- (concurrent enrollment required)
- n/a

### 16c. Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16d. Registration Restriction(s)
- [ ] Non-codable
- n/a

### 17. Mark if course has fees
- [ ]

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

### 19. Justification for Action
- Stack with graduate course to support MS in AEST, and interdisciplinary graduate degrees.

---

**Initiator Name (typed):** Kanapathi Thiru

**Initiator Signed Initials:**

**Date:**

---

**13b. Coordination Email**
- Date: 03/11/2014
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**
- Date: 03/18/2014

---

**14a. Course Prerequisite(s) (list prefix and number or test code and score)**

(STAT A307 or STAT A308) with minimum grade of C

**14b. Co-requisite(s) (concurrent enrollment required)**
- n/a

**14c. Automatic Restriction(s)**
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

**14d. Registration Restriction(s) (non-codable)**
- n/a

---

**Initiator (faculty only):**

**Rieken Venema**

**Initiator (TYPE NAME):**

---

**Initiator Signed Initials:**

**Date:**

**Disapproved**

**Department Chair**

**Date:**

**Disapproved**

**College/School Curriculum Committee Chair**

**Date:**

**Disapproved**

**Dean/Director of School/College**

**Date:**

**Disapproved**

**Provost or Designee**

**Date:**
I. Initiation Date: Spring 2014

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Subject/Number: STAT A407
   C. Credits: 3
   D. Contact Hours: 3+0
   E. Course Title: Time Series Analysis
   F. Repeat Status: No
   G. Grading Basis: A-F
   H. Course Description: Decomposition of time series, seasonal adjustment methods, and index numbers. Forecasting models including causal models, trend models, and smoothing models. Autoregressive (AR) forecasting models, moving average (MA) forecasting models, and integrated (ARIMA) forecasting models. A major statistical package is used as a tool to aid calculations required for many of the techniques. Special Note: Not available for credit to students who have completed STAT A607.
   I. Course Prerequisites: (STAT A307 or STAT A308) with minimum grade of C
   J. Fees: Yes
   K. Stacked: Yes: STAT A607

III. Course Level Justification
   The course requires knowledge of topics typically covered in the prerequisite courses of STAT A307 or STAT A308.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Introduce decomposition of time series.
   2. Explain forecasting methods using a variety of smoothing techniques.
   3. Introduce the basic properties of AR models, MA models, ARMA models, and ARIMA models and teach how to identify these models.
   4. Explain diagnostic checks for model adequacy to select a tentative model and forecast with the selected model.

B. Student Learning Outcomes: Students will be able to: Assessment Method
   1. Recognize time series data, be able to use descriptive methods, and decompose a series into different components. Exams
   2. Understand a variety of forecasting methods based on exponential smoothing and other smoothing techniques. Exams
   3. Know how to identify appropriate time series models, Exams and Mini Projects
perform diagnostic checks for model adequacy, and forecast with the selected model.

V. Topical Course Outline

1. Simple Descriptive Techniques
   a. Decomposition of time series
   b. Stationary time series
   c. The time series plot
   d. Transformations
   e. Analyzing series which contain a trend
   f. Analyzing series which contain seasonal variation
   g. Autocorrelation and the correlogram

2. Probability Models for Time Series
   a. Stochastic processes
   b. Stationary processes
   c. The autocorrelation function

3. Estimation in the Time Domain
   a. Estimating the autocovariance and autocorrelation functions
   b. Fitting an autoregressive process
   c. Fitting a moving average process
   d. Estimating the parameters of an ARMA model
   e. Estimating the parameters of an ARIMA model
   f. The Box-Jenkins seasonal model

4. Forecasting
   a. Exponential smoothing
   b. The Holt-Winters forecasting procedure
   c. The Box-Jenkins procedure
   d. Stepwise autoregression

5. Stationary Processes in the Frequency Domain
   a. The spectral distribution function
   b. The spectral density function
   c. The spectrum of a continuous process

6. Spectral Analysis
   a. Fourier analysis
   b. A simple sinusoidal model
   c. Periodogram analysis
   d. Estimation procedures
   e. Analysis of continuous time series

7. Bivariate Processes
   a. Cross-covariance and cross-correlation functions
   b. The cross-spectrum

VI. Suggested Texts


**VII Bibliography**


Initiator Name (typed): Kanapathi Thiru

### Impacted Courses or Programs

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Effected Degree or Certificate</th>
<th>Effected Program or College</th>
<th>Effected Major</th>
<th>Effected Specialization</th>
</tr>
</thead>
</table>

### Course Description

Decomposition of time series, seasonal adjustment methods, and index numbers. Forecasting models including causal models, trend models, and smoothing models. Autoregressive (AR) forecasting models, moving average (MA) forecasting models, and integrated (ARIMA) forecasting models. A major statistical package is used as a tool to aid calculations required for many of the trend models, and smoothing models. Autoregressive (AR) forecasting models, moving average (MA) forecasting models, and integrated (ARIMA) forecasting models. A major statistical package is used as a tool to aid calculations required for many of the techniques. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A407.

### Justification for Action

Stack with graduate course to support MS in AEST, and interdisciplinary graduate degrees.
Course Content Guide  
University of Alaska Anchorage  
College of Arts and Sciences  
Mathematics & Statistics Department

I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences  
   B. **Course Subject/Number:** STAT A607  
   C. **Credits:** 3  
   D. **Contact Hours:** 3+0  
   E. **Course Title:** Advanced Time Series Analysis  
   F. **Repeat Status:** No  
   G. **Grading Basis:** A-F  
   H. **Course Description:** Decomposition of time series, seasonal adjustment methods, and index numbers. Forecasting models including causal models, trend models, and smoothing models. Autoregressive (AR) forecasting models, moving average (MA) forecasting models, and integrated (ARIMA) forecasting models. A major statistical package is used as a tool to aid calculations required for many of the techniques. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A407.  
   I. **Course Prerequisites:** n/a  
   J. **Fees:** Yes  
   K. **Stacked:** Yes: STAT A407  
   L. **Registration Restrictions:** Graduate standing

III. **Course Level Justification**
    Students enrolled in this course will be expected to complete additional work at a higher level than those students enrolled in STAT A407, and complete a major research project.

IV. **Instructional Goals and Student Learning Outcomes**

| A. **Instructional Goals.** The instructor will: |
|---|---|
| 1. Introduce decomposition of time series. |  |
| 2. Explain forecasting methods using a variety of smoothing techniques. |  |
| 3. Introduce the basic properties of AR models, MA models, ARMA models, and ARIMA models and teach how to identify these models. |  |
| 4. Explain diagnostic checks for model adequacy to select a tentative model and forecast with the selected model. |  |
| 5. Guide with literature review and writing research papers. |  |

<table>
<thead>
<tr>
<th>B. <strong>Student Learning Outcomes:</strong> Students will be able to:</th>
<th><strong>Assessment Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize time series data, be able to use descriptive</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>methods and decompose a series into different components.</td>
<td></td>
</tr>
<tr>
<td>2. Understand a variety of forecasting methods based on exponential smoothing and other smoothing techniques.</td>
<td>Exams</td>
</tr>
<tr>
<td>3. Know how to identify appropriate time series models, perform diagnostic checks for model adequacy, and forecast with the selected model.</td>
<td>Exams and Mini Projects</td>
</tr>
<tr>
<td>4. Conduct a literature review, analyze experimental or observational data, write a research summary paper, and present findings in a public forum.</td>
<td>Major Project, Research Summary Paper, Presentation</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

1. Simple Descriptive Techniques
   a. Decomposition of time series
   b. Stationary time series
   c. The time series plot
   d. Transformations
   e. Analyzing series which contain a trend
   f. Analyzing series which contain seasonal variation
   g. Autocorrelation and the correlogram

2. Probability Models for Time Series
   a. Stochastic processes
   b. Stationary processes
   c. The autocorrelation function

3. Estimation in the Time Domain
   a. Estimating the autocovariance and autocorrelation functions
   b. Fitting an autoregressive process
   c. Fitting a moving average process
   d. Estimating the parameters of an ARMA model
   e. Estimating the parameters of an ARIMA model
   f. The Box-Jenkins seasonal model

4. Forecasting
   a. Exponential smoothing
   b. The Holt-Winters forecasting procedure
   c. The Box-Jenkins procedure
   d. Stepwise autoregression

5. Stationary Processes in the Frequency Domain
   a. The spectral distribution function
   b. The spectral density function
   c. The spectrum of a continuous process

6. Spectral Analysis
   a. Fourier analysis
   b. A simple sinusoidal model
   c. Periodogram analysis
d. Estimation procedures
e. Analysis of continuous time series

7. Bivariate Processes
   a. Cross-covariance and cross-correlation functions
   b. The cross-spectrum

VI. Suggested Texts


VII Bibliography


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

2. **Division**
   - AMSC Division of Math Science

3. **Department**
   - Mathematics and Statistics

4. **Course Prefix**
   - STAT

5. **Course Number**
   - A408

6. **Previous Course Prefix & Number**
   - n/a

7. **Credits/CEUs**
   - 3.0

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

9. **Complete Course Title**
   - Multivariate Statistics

10. **Abbreviated Title for Transcript (30 character)**
    - n/a

11. **Type of Course**
    - Academic

12. **Type of Action**
    - Add

13. **Repeat Status**
    - No

14. **Grading Basis**
    - A-F

15. **Implementation Date**
    - From: Spring/2015
    - To: 99/9999

16. **Cross Listed with**
    - STAT A608

17. **Course Description**
    - Multivariate statistical methods including exploratory data analysis, geometrical interpretation of multivariate data, multivariate tests of hypotheses, multivariate analysis of variance, multivariate multiple regression, principal components, factor analysis, discriminant analysis, cluster analysis, and multidimensional scaling. Special Note: Not available for credit to students who have completed STAT A608.

18. **Course Prerequisite(s)**
    - STAT A308 with minimum grade of C

19. **Justification for Action**
    - Stack with graduate course to support MS in AEST, and interdisciplinary graduate degrees.

---

**Initiator Name (typed):** Kanapathi Thiru

**Initiator Signed Initials:**

**Date:**
I. Initiation Date: Spring 2014

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Subject/Number: STAT A408
   C. Credits: 3
   D. Contact Hours: 3+0
   E. Course Title: Multivariate Statistics
   F. Repeat Status: No
   G. Grading Basis: A-F
   H. Course Description: Multivariate statistical methods including exploratory data analysis, geometrical interpretation of multivariate data, multivariate tests of hypotheses, multivariate analysis of variance, multivariate multiple regression, principal components, factor analysis, discriminant analysis, cluster analysis, and multidimensional scaling. Special Note: Not available for credit to students who have completed STAT A608.
   I. Course Prerequisites: STAT A308 with minimum grade of C
   J. Fees: Yes
   K. Stacked: Yes: STAT A608

III. Course Level Justification
   The course requires knowledge of topics typically covered in the prerequisite course of STAT A308.

IV. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce multivariate distributions, estimation and hypothesis tests.</td>
</tr>
<tr>
<td>2. Explain variable reduction techniques such as principal components and factor analysis.</td>
</tr>
<tr>
<td>3. Explain classification by discriminant analysis.</td>
</tr>
<tr>
<td>4. Discuss relationship between variables through canonical correlation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes: Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the difference between univariate and multivariate statistics.</td>
<td>Exams</td>
</tr>
<tr>
<td>2. Perform multivariate estimation and hypothesis tests.</td>
<td>Exams</td>
</tr>
<tr>
<td>3. Understand variable reduction techniques and be able to solve classification problems.</td>
<td>Exams and Mini Projects</td>
</tr>
</tbody>
</table>
V. **Topical Course Outline**

1. The Nature of Multivariate Data
2. Some Elementary Statistical Concepts
   a. Normal random variables
   b. Estimation
   c. Hypothesis testing
   d. ANOVA
3. Matrix Algebra
   a. Elementary operations
   b. Determinant and inverse
   c. Rank of a matrix
   d. Quadratic forms
   e. Characteristic roots
4. Multivariate Normal Distribution
   a. Joint, marginal, and conditional distributions
   b. MLE of mean vector and the covariance matrix
5. Tests of Hypotheses on Means
   a. Hotelling’s $T^2$ statistic
   b. Confidence regions
   c. MANOVA
6. Testing Multivariate Distances
7. Principal Component (PC) Analysis
   a. The geometrical meaning of PC's
   b. The interpretation of PC's
   c. Sampling properties of PC's
8. Factor Analysis
   a. The factor analysis model
   b. The principal factor solution
   c. The maximum likelihood solution
   d. Rotation of factors and factor scores
9. Discriminant Analysis and Allocation
   a. Discrimination using Mahalanobis distances
   b. Canonical discriminant functions
10. Cluster Analysis
   a. Hierarchical clustering
   b. Nonhierarchical clustering
11. Inferences from Covariance Matrices
12. Multidimensional Scaling

VI. **Suggested Texts**


**VII Bibliography**


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

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Mathematics and Statistics

2. Course Prefix
STAT

3. Course Number
A608

4. Previous Course Prefix & Number
n/a

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Advanced Multivariate Statistics
Advanced Multivariate Stat

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

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

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

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Spring/2015 To: 99/9999

12. ☒ Cross Listed with
STAT A408

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MS in AEST/STAT A402, A403, A404, A405, A407, A408, A601</td>
<td>03/19/2014</td>
<td>John Olofsson</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kanapathi Thiru
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 03/11/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 03/18/2014

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

15. Course Description (suggested length 20 to 50 words)
Multivariate statistical methods including exploratory data analysis, geometrical interpretation of multivariate data, multivariate tests of hypotheses, multivariate analysis of variance, multivariate multiple regression, principal components, factor analysis, discriminant analysis, cluster analysis, and multidimensional scaling. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A408.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
n/a

16b. Co-requisite(s) (concurrent enrollment required)
n/a

16c. Automatic Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16d. Registration Restriction(s) (non-codable)
Graduate standing

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Support MS in AEST, and interdisciplinary graduate degrees.

Initiator (faculty only)
Kanapathi Thiru
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic Date

☐ Approved ☐ Disapproved
Board Chair Date

☐ Approved ☐ Disapproved
Provost or Designee Date
I. **Initiation Date:** Spring 2014

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Subject/Number:** STAT A608
   C. **Credits:** 3
   D. **Contact Hours:** 3+0
   E. **Course Title:** Advanced Multivariate Statistics
   F. **Repeat Status:** No
   G. **Grading Basis:** A-F
   H. **Course Description:** Multivariate statistical methods including exploratory data analysis, geometrical interpretation of multivariate data, multivariate tests of hypotheses, multivariate analysis of variance, multivariate multiple regression, principal components, factor analysis, discriminant analysis, cluster analysis, and multidimensional scaling. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A408.
   I. **Course Prerequisites:** n/a
   J. **Fees:** Yes
   K. **Stacked:** Yes: STAT A408
   L. **Registration Restrictions:** Graduate standing

III. **Course Level Justification**
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<td>Exams</td>
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multivariate statistics.

2. Perform multivariate estimation and hypothesis tests. Exams

3. Understand variable reduction techniques and be able to solve classification problems. Exams and Mini Projects

4. Investigate relationship between variables. Mini Projects

5. Conduct a literature review, analyze experimental or observational data, write a research summary paper, and present findings in a public forum. Major Project, Research Summary Paper, Presentation

V. Topical Course Outline

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   d. ANOVA
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   c. MANOVA
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    b. Nonhierarchical clustering
11. Inferences from Covariance Matrices
12. Multidimensional Scaling

VI. Suggested Texts


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<th>1a. School or College</th>
<th>1b. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>Mathematics and Statistics</td>
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</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor, Statistics</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Undergraduate: or Graduate:</td>
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<tr>
<td>CHOOSE ONE</td>
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<table>
<thead>
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<th>4. Type of Action:</th>
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<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2014</td>
</tr>
<tr>
<td>To: 99/9999</td>
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<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College:</td>
</tr>
<tr>
<td>Mathematics and Statistics, CAS</td>
</tr>
<tr>
<td>Initiator Name (typed): Kanapathi Thiru</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
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<tbody>
<tr>
<td>Date: 03/11/2014</td>
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</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
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</thead>
<tbody>
<tr>
<td>Date: 03/18/2014</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Memo</td>
</tr>
<tr>
<td>Catalog Copy in Word using the track changes function</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT A401 is new course and it is added to the electives to benefit undergraduates, and STAT A405 is purged from the list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kanapathi Thiru</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

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

| Approved                          |
| Disapproved                       |
| Undergraduate/Graduate Academic   |
| Date:                             |

| Approved                          |
| Disapproved                       |
| Board Chair                       |
| Date:                             |

| Approved                          |
| Disapproved                       |
| Provost or Designee               |
| Date:                             |
Statistics courses are offered in the Department of Mathematical Sciences.

During the past several decades, the social and economic structure of the United States has shifted from an industrialized basis to an information and service base. Rapid development of computer technology has led to an increase in the use of statistics as a tool for analyzing data. Increasing demand exists for individuals with training in statistical analysis. The unprecedented growth of research institutes nationwide confirms the importance of sampling and statistical analysis.

Statistics is now widely used in a broad spectrum of disciplines. There is, and will continue to be, substantial demand among students and various entities within the community for this program.

**Minor, Statistics**

Students majoring in another subject who wish to minor in Statistics must complete the following requirements:

1. Complete these required courses:
   - STAT A307 Probability and Statistics 4
   - STAT A308 Intermediate Statistics for the Sciences 3
   - MATH A200 Calculus I 4
   - MATH A201 Calculus II 4

2. Complete a minimum of 9 credits from the following:
   - STAT A402 Scientific Sampling (3)
   - STAT A403 Regression Analysis (3)
   - STAT A404 Analysis of Variance (3)
   - STAT A405 Nonparametric Statistics (3)
   - STAT A407 Time Series Analysis (3)
   - STAT A408 Multivariate Statistics (3)
   - STAT A490 Selected Topics in Statistics (1-3)
   - MATH A371 Stochastic Processes (3)
   - MATH A407 Mathematical Statistics I (3)
   - MATH A408 Mathematical Statistics II (3)

3. A total of 24 credits is required in the minor.

**FACULTY**

Jeff Bromaghin, Adjunct Instructor, jbromaghen@uaa.alaska.edu
Constance Cutchins, Adjunct Instructor, cecutchins@uaa.alaska.edu
Larry Gordon, Adjunct Instructor, wgordon4@uaa.alaska.edu
Don Stevens, Affiliate Professor
Kanapathi Thiru, Professor/Chair, kthiru@uaa.alaska.edu
Rieken Venema, Associate Professor, rvenema@uaa.alaska.edu
Statistics courses are offered in the Department of Mathematical Sciences.

During the past several decades, the social and economic structure of the United States has shifted from an industrialized basis to an information and service base. Rapid development of computer technology has led to an increase in the use of statistics as a tool for analyzing data. Increasing demand exists for individuals with training in statistical analysis. The unprecedented growth of research institutes nationwide confirms the importance of sampling and statistical analysis.

Statistics is now widely used in a broad spectrum of disciplines. There is, and will continue to be, substantial demand among students and various entities within the community for this program.

**Minor, Statistics**

Students majoring in another subject who wish to minor in Statistics must complete the following requirements:

1. Complete these required courses:
   - STAT A307 Probability and Statistics 4
   - STAT A308 Intermediate Statistics for the Sciences 3
   - MATH A200 Calculus I 4
   - MATH A201 Calculus II 4

2. Complete a minimum of 9 credits from the following:
   - STAT A401 Statistical Methods (3)
   - STAT A402 Scientific Sampling (3)
   - STAT A403 Regression Analysis (3)
   - STAT A404 Analysis of Variance (3)
   - STAT A405 Nonparametric Statistics (3)
   - STAT A407 Time Series Analysis (3)
   - STAT A408 Multivariate Statistics (3)
   - STAT A490 Selected Topics in Statistics (1-3)
   - MATH A371 Stochastic Processes (3)
   - MATH A407 Mathematical Statistics I (3)
   - MATH A408 Mathematical Statistics II (3)

3. A total of 24 credits is required in the minor.

**FACULTY**

Jeff Bromaghin, Adjunct Instructor, jbromagh@uaa.alaska.edu
Constance Cutchins, Adjunct Instructor, cecutchins@uaa.alaska.edu
Larry Gordon, Adjunct Instructor, wgordon4@uaa.alaska.edu
Don Stevens, Affiliate Professor
Kanapathi Thiru, Professor/Chair, kthiru@uaa.alaska.edu
Rieken Venema, Associate Professor, rvenema@uaa.alaska.edu
## Course Action Request

**University of Alaska Anchorage**

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

### 1a. School or College

- **MA Mat-SU**

### 1b. Division

- **choose one**

### 1c. Department

- **VTCH**

### 2. Course Prefix

- **A101**

### 3. Course Number

- **None**

### 4. Previous Course Prefix & Number

- **VTCH**

### 5a. Credits/CEUs

- **1.0**

### 5b. Contact Hours (Lecture + Lab)

- **(1+0)**

### 6. Complete Course Title

**Introduction to Veterinary Technology**

**Intro to Vet Tech**

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

### 7. Type of Course

- **Academic**

### 8. Type of Action:

- **Add**

### 9. Repeat Status No

- **# of Repeats**

- **Max Credits**

### 10. Grading Basis

- **A-F**

### 11. Implementation Date

- **semester/year**

  - **From:** Fall/2014
  - **To:** /9999

### 12. Cross Listed with

- **Stacked with**

### 13a. Impacted Courses or Programs:

- **List any programs or college requirements that require this course.**

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</tbody>
</table>

**Initiator Name (typed):**

- **Karen L. Carpenter, DVM**

**Initiator Signed Initials:**

- **_________**

**Date:**

- **________________**

### 13b. Coordination Email

- **05/07/2014**

**submitted to Faculty Listserv:**

- **(uaa-faculty@lists.uaa.alaska.edu)**

### 13c. Coordination with Library Liaison

- **Date:** 10/24/2013

### 14. General Education Requirement

- **Mark appropriate box:**

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

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

Introduces the veterinary profession to individuals considering a career in this field. Introduces responsibilities and expectations as well as legal boundaries of a veterinary health care team. Emphasizes the application of professional ethics and laws in veterinary medicine and professional development. Orients students to Mat-Su College resources and tools for student success.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)

- **None**

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

- **None**

### 16c. Other Restriction(s)

- **College**
- **Major**
- **Class**
- **Level**

- **None**

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

- **None**

### 17. Mark if course has fees

- **Yes**

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

- **Yes**

### 19. Justification for Action

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

**Initiator (faculty only):**

- **Karen L. Carpenter, DVM**

**Initiator (TYPE NAME):**

- **_________**

**Date:**

- **_________**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date:**

- **_________**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**

**Date:**

- **_________**

**Approved**

**Disapproved**

**Board Chair**

**Date:**

- **_________**

**Approved**

**Disapproved**

**Provost or Designee**

**Date:**

- **_________**
I. Initiation Date: June 2013

II. Course Information
   A. College: Matanuska-Susitna College
   B. Course Prefix: VTCH – Veterinary Technology
   C. Course Number: A101
   D. Credits/Contact Hours: 1.0 (1+0) Contact Hours
   E. Course Title: Introduction to Veterinary Technology
   F. Grading: A-F
   G. Implementation Date: Fall 2014
   H. Cross Listing: Not applicable
   I. Stacking: Not applicable
   J. Course Description: Introduces the veterinary profession to individuals considering a career in this field. Introduces responsibilities and expectations as well as legal boundaries of a veterinary health care team. Emphasizes the application of professional ethics and laws in veterinary medicine and professional development. Orients students to Mat-Su College resources and tools for student success.
   K. Course Attributes: Not applicable
   L. Course Requirements:
      i. Prerequisites: None
      ii. Co-requisites: None
      iii. Registration Restrictions: None
   M. Course Fee: No

III. Course Level Justification
This course assumes no previous knowledge of covered topics and introduces the basic educational and employment requirements needed for pursuing further training in the veterinary technology field.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
   A. Instructional Goals:
      The instructor will:
      • Relate the history of veterinary technology and today’s veterinary technician
      • Explain educational requirements for a veterinary technology degree
      • Outline the scope of practice
      • Outline development of professionalism and stress management skills in the veterinary practice
      • Describe how to follow and uphold applicable laws and the veterinary technology profession’s ethical codes to provide high quality care to patients
      • Orient students to Mat-Su College resources and tools for student success.
B. **Student Learning Outcomes.** Student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orient students to Mat-Su College resources and tools for student success</td>
<td>Class participation, discussion, demonstration, written assignments, and quizzes</td>
</tr>
<tr>
<td>Relate the history of veterinary technology to the practice of veterinary technology today</td>
<td>Class participation, discussion, demonstration, written assignments, and quizzes</td>
</tr>
<tr>
<td>Demonstrate understanding of educational and physical requirements as well as time commitments for obtaining veterinary technology certification</td>
<td>Class participation, discussion, demonstration, written assignments, and quizzes</td>
</tr>
<tr>
<td>Demonstrate knowledge of roles and responsibilities of the veterinary technician in a variety of clinical settings</td>
<td>Class participation, written assignments, demonstration, role playing, projects, and quizzes</td>
</tr>
<tr>
<td>Interact professionally with clients and fellow staff members</td>
<td>Class participation, written assignments, demonstration, role playing, projects, quizzes, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Demonstrate a commitment to high quality patient care</td>
<td>Class participation, written assignments, demonstration, role playing, projects, and quizzes</td>
</tr>
<tr>
<td>Describe the components of a properly written professional letter and résumé as well as successful interview techniques</td>
<td>Class participation, written assignments, demonstration, role playing, projects, and quizzes</td>
</tr>
<tr>
<td>Describe workplace stressors and methods for reducing stress</td>
<td>Class participation, written assignments, demonstration, role playing, projects, and quizzes</td>
</tr>
<tr>
<td>Demonstrate knowledge of duties with appropriate legal boundaries and recognize high ethical standards needed to provide high quality service to clients, patients, employers, and the veterinary profession</td>
<td>Class participation, written assignments, demonstration, role playing, projects, quizzes, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>

*“Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. **Guidelines for Evaluation or Assessment Methods**

The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, homework, class participation, independent projects, and exams.

VI. **Topical Course Outline**

A. **Student Success**
   1. College orientation/resources
   2. Study skills
   3. Test taking strategies
   4. Time management
B. History of Veterinary Technology
C. The Veterinary Technician Today
   1. Education
   2. Veterinary Technician National Exam (VTNE)
   3. Scope of practice
   4. Career options
   5. Barrier crimes and other obstacles to licensure
D. Professionalism
   1. Professional letter and résumé
   2. Interview skills
   3. Professional appearance
   4. Clients and fellow staff members
   5. High quality patient care
E. Stress in the Work Place
   1. Challenges and surprises on the job
   2. Pros and cons in a veterinary technology career
F. Professional Organizations
G. Laws and Regulations Governing the Practice of Veterinary Medicine and Veterinary Technology
   1. Veterinary practice acts/interpretation of the Alaska Veterinary Practice Act
   2. Nomenclature used and requirements for credentialing of veterinary technicians
   3. Legal boundaries of veterinary healthcare team members
   4. Ownership of medical records
   5. Veterinary-client-patient relationship
   6. Confidentiality: client and patient information
   7. Roles of regulatory agencies
   8. Principles of veterinary medical ethical standards of the American Veterinary Medical Association (AVMA) and the National Association of Veterinary Technicians in America (NAVTA)
   9. Ethical dilemmas created by inaccurate medical records
  10. Liability and malpractice

VII. Suggested Text(s)


VIII. Bibliography


*Classic text*
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>MA Mat-SU</td>
<td>choose one</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTCH</td>
<td>A102</td>
<td>None</td>
<td>1.0</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**

Veterinary Medical Terminology
Veterinary Medical Terminology

Abbreviated Title for Transcript (30 character)

7. **Type of Course**

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

8. **Type of Action:**

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

If a change, mark appropriate boxes:

- [x] Prefix
- [x] Credits
- [x] Title
- [x] Grading Basis
- [x] Course Description
- [x] Test Score Prerequisites
- [x] Other Restrictions
- [x] Contact Hours
- [x] Repeat Status
- [x] Cross-Listed/Stacked
- [x] Course Prerequisites
- [x] Co-requisites
- [x] Registration Restrictions
- [x] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other (please specify)

9. **Repeat Status No**

- [ ] # of Repeats
- [ ] Max Credits

10. **Grading Basis**

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

11. **Implementation Date**

- semester/year

From: Fall/2014
To: /9999

12. **Cross Listed with**

- [ ] Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
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<tbody>
<tr>
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<td></td>
<td></td>
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</table>

**Initiator Name (typed):**

Initiator Signed Initials: __

Date:________________

13b. **Coordination Email**

Date: 05/07/2014

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

13c. **Coordination with Library Liaison**

Date: 10/24/2013

14. **General Education Requirement**

Mark appropriate box:

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

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

Introduces veterinary medical terminology for common clinically recognizable diseases, operations, systems, and procedures, as well as common medical abbreviations and colloquial vocabulary. The student will define, apply, and analyze common veterinary terms.

16a. **Course Prerequisite(s)** *(list prefix and number or test code and score)*

None

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

None

16c. **Other Restriction(s)** *(non-codable)*

None

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

None

17. **Mark if course has fees**

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

19. **Justification for Action**

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

**Initiator (faculty only)**

Karen L. Carpenter, DVM

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Undergraduate/Graduate Academic Board Chair

Date

Approved

Disapproved

Provost or Designee

Date

141
I. **Initiation Date:** June 2013

II. **Course Information**
   A. **College:** Matanuska-Susitna College  
   B. **Course Prefix:** VTCH – Veterinary Technology  
   C. **Course Number:** A102  
   D. **Credits/Contact Hours:** 1.0 (1+0) Contact Hours  
   E. **Course Title:** Veterinary Medical Terminology  
   F. **Grading:** A-F  
   G. **Implementation Date:** Fall 2014  
   H. **Cross Listing:** Not applicable  
   I. **Stacking:** Not applicable  
   J. **Course Description:**
      Introduces veterinary medical technology for common clinically recognizable diseases, operations, systems, and procedures, as well as common medical abbreviations and colloquial vocabulary. The student will define, apply, and analyze common veterinary terms.
   K. **Course Attributes:** Not applicable  
   L. **Course Requirements:**
      i. **Prerequisites:** None  
      ii. **Co-requisites:** None  
      iii. **Registration Restrictions:** None  
   M. **Course Fee:** No

III. **Course Level Justification**
   This course assumes no previous knowledge of covered topics and introduces the basic veterinary clinical language required to pursue further training in the veterinary technology field.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
   A. **Instructional Goals:**
      The instructor will:
      - Describe clinical veterinary language concentrating on word parts and building and deconstructing medical terms
      - Explain importance of having a solid knowledge of clinical veterinary language
      - Identify animal species, anatomical terms unique to veterinary medicine, and directional and positional terms
      - Describe organization of major body systems and relevant terminology
      - Explain how to build a veterinary vocabulary focusing on specific body systems
B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td>Identify word parts and build and deconstruct medical terms</td>
<td>Written assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Explain importance of having comprehensive knowledge of clinical veterinary language</td>
<td>Written assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Identify descriptive terms of animal species, anatomical terms unique to veterinary medicine, and directional and positional terms</td>
<td>Written assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Describe organization of major body systems and relevant terminology</td>
<td>Written assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of veterinary vocabulary focused on specific body systems</td>
<td>Written assignments, quizzes, and exams</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation or Assessment Methods
Assessment tools are at the instructor’s discretion and may include attendance, quizzes, homework, class discussion and participation, written and practical exams.

VI. Topical Course Outline
A. Species
   1. Descriptive terms by life stages
   2. Birthing
   3. Grouping of animals
B. Language Framework
   i. Logic
   ii. Combining prefixes, suffixes, and roots
   iii. Common abbreviations
C. Clinical Veterinary Language Pertaining to the Body
   i. Directional and positional terms
   ii. Regional anatomical terms
   iii. Body cavity terms
D. Terms to Describe Anatomy and Physiology and Medical Conditions of Major Body Systems
   1. Integumentary system
   2. Skeletal system
   3. Muscular system
   4. Cardiovascular system
   5. Lymphatic system
   6. Immune system
   7. Respiratory system
   8. Digestive system
   9. Nervous system
   10. Special senses
   11. Endocrine system
   12. Urinary system
13. Reproductive system

VII. Suggested Text(s)


VIII. Bibliography


*Classic text*
## Course Action Request

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

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<th>6. Complete Course Title</th>
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<tr>
<td>Medical Calculations for Veterinary Technicians</td>
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<td>Med Calculations for Vet Tech</td>
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<th>Abbreviated Title for Transcript (30 character)</th>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<td></td>
<td>Academic</td>
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<tr>
<th>11. Implementation Date</th>
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<tr>
<td>From: Fall/2015</td>
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<td>To: /999</td>
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<th>12. Cross Listed with</th>
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<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<td>Date: 10/31/2013</td>
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| submitted to Faculty Listserv: | (uaa-faculty@lists.uaa.alaska.edu) |

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<th>14. General Education Requirement</th>
<th>Mark appropriate box:</th>
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<td>Oral Communication</td>
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<tr>
<td>Emphasizes mathematical fundamentals necessary for a veterinary technician to work as a successful member of a veterinary team. Reviews basic mathematical functions and applies them to medical calculations clinically important to veterinary technicians. Focuses on medical calculations: dosages, drip rates, concentrations, and other drug administration information.</td>
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<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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</thead>
<tbody>
<tr>
<td>MATH A105 or any MATH course for which MATH A105 is in the prerequisite chain or placement into MATH A107 using approved placement test and (VTCH A101 and VTCH A102) with a minimum grade of C None</td>
<td></td>
</tr>
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<tr>
<th>16c. Other Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>College</td>
<td>Acceptance into AAS Veterinary Technology Program</td>
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<tr>
<td>Major</td>
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<td>Class</td>
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<th>18. Mark if course is a selected topic course</th>
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<tr>
<td>This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.</td>
</tr>
<tr>
<td>Role</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>Karen L. Carpenter, DVM</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
</tr>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
</tr>
<tr>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A110
D. Credits/Contact Hours: 1.0 (1+0) Contact Hours
E. Course Title: Medical Calculations for Veterinary Technicians
F. Grading: A-F
G. Implementation Date: Fall 2015
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Emphasizes mathematical fundamentals necessary for a veterinary technician to work as a successful member of a veterinary team. Reviews basic mathematical functions and applies them to medical calculations clinically important to veterinary technicians. Focuses on medical calculations: dosages, drip rates, concentrations, and other drug administration information.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: MATH A105 or any MATH course for which MATH A105 is in the prerequisite chain or placement into MATH A107 using approved placement test and (VTCH A101 and VTCH A102) with a minimum grade of C
   ii. Co-requisites: None
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: No

III. Course Level Justification
This course applies basic mathematical skills learned in MATH A105 or its equivalent to the veterinary technology field.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Describe mathematical functions of decimals, fractions, and percentages and show how they are used to solve for unknown values in addition, subtraction, multiplication, and division problems
   • Explain metric and nonmetric units of measure and conversions between them
• Describe and demonstrate dosage regimens and drug labeling, including dosage, route of administration, dose interval, and dose form
• Describe and demonstrate dose calculation for both tablets and liquids; syringe dosing; and calculation of intravenous infusion rates used in veterinary medicine
• Describe ratios, proportions, dilutions, and other calculations used by veterinary technicians

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Demonstrate an understanding of basic mathematical functions for decimals, fractions, and percentages and the ability to solve for unknown values in addition, subtraction, multiplication, and division problems</td>
</tr>
<tr>
<td>Demonstrate ability to use metric and nonmetric units of measure and convert between them</td>
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<tr>
<td>Demonstrate an understanding of drug labeling and dosage regimens including dosage, route of administration, dose interval, and dose form</td>
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<td>Demonstrate an understanding of dose calculation, syringe dosing, and calculation of intravenous infusion rates</td>
</tr>
<tr>
<td>Demonstrate an understanding of ratios, proportions, dilutions, and other calculations used in veterinary medicine</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, and written and practical exams.

VI. Topical Course Outline
A. Review of Decimal Numbers
   1. Addition and subtraction of decimal numbers
   2. Multiplication of decimal numbers
   3. Division of decimal numbers
   4. Rounding of decimal numbers
B. Fractions Applied to Medical Calculations
   1. Basics
   2. Addition and subtraction of fractions
3. Multiplication of fractions
4. Division of fractions
5. Conversion of fractions to decimals
6. Conversion of decimals to fractions

C. Percentages
1. Definition and use
2. Using percentages to solve problems

D. Solving for Unknown Values
1. Finding unknown values in addition and subtraction problems
2. Finding unknown values in multiplication and division problems

E. Dosage Calculations and Measurements Used in Veterinary Medicine
1. Metric units
2. Nonmetric units
3. Converting between metric and nonmetric measurements
4. Estimating answers

F. Understanding Drug Orders and Drug Labels
1. Dosage regimens
2. Drug labels

G. Dose Calculation and Syringe Measurements
1. Fundamentals of calculating medication dosages
2. Calculating dosages of injectable medications

H. Calculating Intravenous Infusions
1. Calculating infusion rates for intravenous medications
2. Calculating infusion rates for intravenous medications when added to IV fluids
3. Calculating common fluid therapy rates used in veterinary medicine

I. Ratios, Proportions, Dilutions, and Other Calculations
1. Ratios and proportions
2. Dilutions
3. Converting from Fahrenheit to Celsius
4. Roman numeral nomenclature

VII. Suggested Text(s)


VIII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

---

**1a. School or College**
MA Mat-SU

**1b. Division**
Choose one

**1c. Department**

---

**2. Course Prefix**
VTCH

**3. Course Number**
A111

**4. Previous Course Prefix & Number**
None

**5a. Credits/CEUs**
3.0

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

---

**6. Complete Course Title**
Veterinary Office Procedures and Hospital Management

**Abbreviated Title for Transcript (30 character)**
Vet Office Procedures/Hosp Mgt

---

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

---

**8. Type of Action:**
- [X] Add
- [ ] Change
- [ ] Delete

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Other

---

**9. Repeat Status No**

**# of Repeats**

**Max Credits**

---

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

---

**11. Implementation Date**
From: Fall/2015
To: 9999

---

**12. Cross Listed with**

**Stacked with**

**Cross-Listed Coordination Signature**

---

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

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

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</table>

**Initiator Name (typed):**

**Initiator Signed Initials:**

**Date:**

---

**13b. Coordination Email**

Date: 05/07/2014

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

**13c. Coordination with Library Liaison**

Date: 11/08/2013

---

**14. General Education Requirement**

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

---

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

Develops skills veterinary practices utilize in a modern veterinary facility. Instruction will include but is not limited to developing good public, client, and staff relations; front office procedures; client services and education; breed and species identification and considerations; and personal grooming and professional attire. Emphasizes professional development and application of ethics and law in veterinary medicine.

---

**16a. Course Prerequisite(s)** *(list prefix and number or test code and score)*

(ENGL A111 or ENGL A1W-Written Communication GER and Oral Communication Skills GER) with a minimum grade of C, (VTCH A101 and VTCH A102) with a minimum grade of C

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

None

---

**16c. Other Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

Acceptance into the AAS Veterinary Technology Program

---

**17. Mark if course has fees**

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

---

**19. Justification for Action**

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
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<thead>
<tr>
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<tr>
<td>Karen L. Carpenter, DVM</td>
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</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A111
D. Credits/Contact Hours: 3.0 (3+0) Contact Hours
E. Course Title: Veterinary Office Procedures and Hospital Management
F. Grading: A-F
G. Implementation Date: Fall 2015
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Develops skills veterinary practices utilize in a modern veterinary facility. Instruction will include but is not limited to developing good public, client, and staff relations; front office procedures; client services and education; breed and species identification and considerations; and personal grooming and professional attire. Emphasizes professional development and application of ethics and law in veterinary medicine.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (ENGL A111 or ENGL A1W-Written Communication GER and Oral Communication Skills GER) with a minimum grade of C, (VTCH A101 and VTCH A102) with a minimum grade of C
   ii. Co-requisites: None
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course builds on basic skills taught in VTCH A101 and A102 and builds on prerequisite communication skills and applies them to professional communication in the field.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Describe proper facility management and appropriate veterinary terminology and abbreviations
- Relate roles of the veterinary team and client management and how to communicate in a professional manner in all forms – written, oral, non-verbal, and electronic
- Describe proper patient and medical records management
- Explain how to follow and uphold applicable laws and the veterinary technology profession’s ethical codes for providing high-quality care to patients
- Describe common domestic breeds and specific concerns related to small and large domestic animals
- Describe occupational health and safety and facility maintenance in veterinary hospitals
- Demonstrate use of basic computer and veterinary practice management software

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Demonstrate how to effectively contribute to the professional and efficient operation of a facility to provide maximum benefits to clients, patients, and organizations</td>
</tr>
<tr>
<td>Acquire and convey information using an appropriate communication mode effectively and accurately</td>
</tr>
<tr>
<td>Demonstrate how to admit and establish medical records for patients, and efficiently assist patients and veterinary care team through treatment and discharge</td>
</tr>
<tr>
<td>Demonstrate knowledge of duties performed within appropriate legal boundaries</td>
</tr>
<tr>
<td>Explain how to maintain high ethical standards and provide high-quality service to clients, patients, employers, and the veterinary profession</td>
</tr>
<tr>
<td>Identify common breeds and the specific concerns related to small and large domestic animals</td>
</tr>
<tr>
<td>Demonstrate understanding of regulations governing hazardous substances, proper sanitation and disinfection, and compliance with all federal regulatory guidelines</td>
</tr>
<tr>
<td>Demonstrate proper computer skills and use of veterinary practice management software programs</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.
V. **Guidelines for Evaluation or Assessment Methods**  
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation and discussion, role playing, independent projects, and exams.

VI. **Topical Course Outline**  
A. Veterinary Hospital Management  
   1. Veterinary facilities  
   2. Facility nomenclature  
   3. Management of hospital areas  
   4. Traffic flow  
   5. Facility maintenance  
   6. Occupational Safety and Health Administration (OSHA)  
   7. Sanitation and nosocomial protocols: patient and laboratory areas  
B. Public Relations and Client Management  
   1. Importance of first impressions  
   2. Value of the client  
   3. Evaluating the client: expectations and veterinarian-selection criteria  
   4. Scheduling appointments  
   5. Handling daily client-based financial transactions  
   6. Marketing and educational handouts  
C. Communication  
   1. Communication techniques  
   2. Common communication barriers  
   3. Interpersonal skills and team dynamics  
   4. Computer-based client communication  
   5. Telephone etiquette  
   6. Effective client education: oral and written format  
   7. Stress and defense mechanisms  
   8. Difficult clients  
   9. Human-animal bond, client bereavement, and crisis intervention  
D. Patient Management  
   1. Admission  
   2. Triaging emergency patients  
   3. Exam room procedures  
   4. Discharging outpatients  
   5. Discharging hospitalized patients  
E. Record Keeping  
   1. Medical record purposes  
   2. Patient record types  
   3. Patient record formats  
   4. Medical forms and vaccination certificates  
   5. Basic terminology
6. Controlled substances, radiography, surgery, anesthesia, and laboratory logs
7. Organization and filing
8. Computer applications
9. Inventory management
10. Purchasing practices

F. Law and Ethics
1. National Association of Veterinary Technicians in America (NAVTA) veterinary technician code of ethics
2. Legal boundaries of veterinary health care team members

G. Breed Recognition
1. Domestic small animal
2. Domestic large animal
3. Concerns related to breeds and species

H. Occupational Health and Safety in Veterinary Hospitals
1. General workplace hazards
2. Hazardous chemicals: Employee Right-to-Know Act
3. Medical and animal-related hazards
4. Injury and accident response
5. Proper lifting techniques
6. Safety Data Sheets (e.g. Material Safety Data Sheet (MSDS) or equivalent document)
7. Disposal protocols for hazardous material

I. Basic Computer Skills
1. Files management practices
2. Use of veterinary practice management software programs
3. Use of word processing software
4. Use of veterinary on-line services (e.g. laboratory submissions, client financing plans, continuing education, discussion groups)
5. Internet search protocols

VII. Suggested Text(s)


VIII. Bibliography


*Classic text*
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<tbody>
<tr>
<td>MA Mat-SU</td>
<td>choose one</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>VTCH</td>
<td>A112</td>
<td>None</td>
<td>3.0</td>
<td>(3+0)</td>
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**6. Complete Course Title**
Veterinary Anatomy and Physiology
Veterinary A&P
Abbreviated Title for Transcript (30 character)

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

**8. Type of Action:**
- [x] Add
- [ ] Change
- [ ] Delete

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] Major
- [ ] Other (please specify)

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

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

**11. Implementation Date**
- [ ] semester/year
  - From:  Fall/2015
  - To:       / 9999

**12. Cross Listed with**
- [ ] Stacked with
- [ ] Cross-Listed Coordination Signature

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

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

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</table>

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

**13b. Coordination Email**
Date: 05/07/2014
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**
Date: 11/08/2013

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

**15. Course Description**
(suggested length 20 to 50 words)
Covers the fundamentals of domestic animal anatomy and physiology using a systems approach with a focus on anatomical structures of clinical importance to veterinary technicians.

**16a. Course Prerequisite(s)**
(list prefix and number or test code and score)
VTCH A102 with a minimum grade of C, CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a minimum grade of C, biology with laboratory from Natural Science UAA GER list (BIOL A102 and A103 or BIOL A115 and BIOL A115L preferred) with a minimum grade of C

**16b. Co-requisite(s)**
(concurrent enrollment required)
VTCH A112L

**16c. Other Restriction(s)**
- [ ] College
- [x] Major
- [ ] Class
- [ ] Level

**16d. Registration Restriction(s)**
(non-codable)
Acceptance into AAS Veterinary Technology Program

**17. Mark if course has fees**

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

**19. Justification for Action**
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
<table>
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<td>Dr. Karen Carpenter, DVM</td>
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</table>
I. **Initiation Date:** June 2013

II. **Course Information**

A. **College:** Matanuska-Susitna College  
B. **Course Prefix:** VTCH – Veterinary Technology  
C. **Course Number:** A112  
D. **Credits/Contact Hours:** 3.0 (3+0) Contact Hours  
E. **Course Title:** Veterinary Anatomy and Physiology  
F. **Grading:** A-F (Must pass VTCH A112L with a minimum grade of C to pass VTCH A112)  
G. **Implementation Date:** Fall 2015  
H. **Cross Listing:** Not applicable  
I. **Stacking:** Not applicable  
J. **Course Description:**  
Covers the fundamentals of domestic animal anatomy and physiology using a systems approach with a focus on anatomical structures of clinical importance to veterinary technicians.  
K. **Course Attributes:** Not applicable  
L. **Course Requirements:**  
   i. **Prerequisites:** VTCH A102 with a minimum grade of C, CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a minimum grade of C, biology with laboratory from Natural Science UAA GER list (BIOL A102 and A103 or BIOL A115 and BIOL A115L preferred) with a minimum grade of C  
   ii. **Co-requisites:** VTCH A112L  
   iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program  
M. **Course Fee:** Yes

III. **Course Level Justification**  
This course builds on the information learned in VTCH A102 and basic chemistry and biology courses and introduces the fundamentals of veterinary anatomy and physiology.

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

A. **Instructional Goals:**  
The instructor will:  
   • Discuss the clinical relevance of knowledge of anatomy and physiology for the veterinary technician  
   • Present the basic structures and concepts of cell and tissue organization
• Describe the locations, structures, and functions of the major organ systems in the bodies of domestic animals
• Explain the anatomical and physiological differences between the major domestic species
• Review appropriate veterinary terminology needed to be an effective member of a veterinary team
• Discuss and explore differences between healthy and diseased structures in domestic animal organ systems

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td>Show an understanding of clinical relevance of anatomy and physiology to the veterinary technician</td>
<td>Written and oral assignments, class discussion, and quizzes</td>
</tr>
<tr>
<td>Demonstrate understanding of basic structures and concepts of cell and tissue organization</td>
<td>Assignments, quizzes, written exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Demonstrate understanding of the locations, structures, and functions of all major organ systems in domestic animals</td>
<td>Assignments, quizzes, written exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate understanding of anatomical and physiological differences between major domestic species</td>
<td>Assignments, class discussion, quizzes, written exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Use appropriate veterinary terminology</td>
<td>Assignments, class discussion, quizzes, written exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate knowledge of the differences between healthy and diseased structures in domestic animal organ systems</td>
<td>Assignments, quizzes, written exams, and completion of Skills List tasks</td>
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</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, and exams.

VI. Topical Course Outline
A. Introduction to Anatomy and Physiology
   1. Terminology review: anatomical and directional terms
   2. Review of cell structure and function
   3. Tissues
   4. General plan of animal body
   5. Homeostasis
B. Integumentary System
   1. Epidermis
2. Dermis
3. Subcutaneous layer
4. Special features of the integument

C. Related Structures of the Integument
   1. Hair
   2. Glands
   3. Claws, dewclaws
   4. Hooves
   5. Horns

D. Skeletal System
   1. Bone
   2. Axial skeleton
   3. Appendicular skeleton
   4. Visceral skeleton
   5. Joints

E. Muscular System
   1. Skeletal muscle
   2. Cardiac muscle
   3. Smooth muscle

F. Cardiovascular System
   1. External and internal structures of the heart
   2. Blood flow
   3. Heart rate, heart sounds, and cardiac output
   4. Vascular anatomy and physiology

G. Blood, Lymph, and Immunity
   1. Blood: plasma and cellular components
   2. Lymphatic system
   3. Immune system

H. Respiratory System
   1. Structure: upper and lower respiratory tracts
   2. Function

I. Digestive System
   1. Basic structure and function
   2. Mouth
   3. Esophagus
   4. Stomach: monogastric and ruminant
   5. Small intestine, large intestine, rectum, and anus

J. Nutrients and Metabolism
   1. Nutrients
   2. Metabolism

K. Nervous System
   1. Neurons and supporting cells
   2. Neuron organization
   3. Neuron function and synapse
   4. Brain and spinal cord
   5. Autonomic nervous system
6. Reflexes

L. Sense Organs
   1. General senses
   2. Special senses

M. Endocrine System
   1. Hormones
   2. Glands
   3. Other endocrine organs

N. Urinary System
   1. Kidneys
   2. Ureters
   3. Urinary bladder
   4. Urethra

O. Reproductive System
   1. Male reproductive system
   2. Female reproductive system

VII. Suggested Text(s)


VIII. Bibliography


### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>VTCH</td>
<td>A112L</td>
<td>None</td>
<td>1.0</td>
<td>(0+3)</td>
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**6. Complete Course Title**  
Veterinary Anatomy and Physiology Laboratory  
Veterinary A&P Lab  
Abbreviated Title for Transcript (30 character)

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

**8. Type of Action:**  
- [x] Add  
- [ ] Change  
- [ ] Delete

If a change, mark appropriate boxes:
- Prefix  
- Credits  
- Title  
- Grading Basis  
- Cross-Listed/Stacked  
- Course Description  
- Course Prerequisites  
- Co-requisites  
- Registration Restrictions  
- General Education Requirement  
- Class  
- Level  
- College  
- Major  
- Other (please specify)

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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</table>
| [x] A-F  
[ ] P/NP  
[ ] NG |
| semester/year |
| From: Fall/2015  
To: 9999 |

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

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

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

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<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
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<tbody>
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</tbody>
</table>

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

**13b. Coordination Email**  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 11/08/2013

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

**15. Course Description (suggested length 20 to 50 words)**  
Applies a hands-on approach to learning the fundamentals of domestic animal anatomy and physiology by major organ system utilizing dissection specimens, models, slides, experiments, and other laboratory tools and supplies as needed. Focuses on anatomical structures of clinical importance to veterinary technicians.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**
- VTCH A102 with a minimum grade of C, CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a minimum grade of C, biology with laboratory from Natural Science UAA GER list (BIOL A102 and A103 or BIOL A115 and BIOL A115L preferred) with a minimum grade of C

**16b. Co-requisite(s) (concurrent enrollment required)**
- VTCH A112

**16c. Other Restriction(s)**
- [ ] College  
- [x] Major  
- [ ] Class  
- [ ] Level

**16d. Registration Restriction(s) (non-codable)**
- Acceptance into AAS Veterinary Technology Program

**17. [ ] Mark if course has fees**

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

**19. Justification for Action**
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
<table>
<thead>
<tr>
<th>Position</th>
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<tr>
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<tr>
<td>Karen L. Carpenter, DVM</td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
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<tr>
<td>Provost or Designee</td>
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</tbody>
</table>
I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A112L
D. Credits/Contact Hours: 1.0 (0+3) Contact Hours
E. Course Title: Veterinary Anatomy and Physiology Laboratory
F. Grading: A-F (Must pass with a minimum grade of C to receive credit for VTCH A112)
G. Implementation Date: Fall 2015
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Applies a hands-on approach to learning the fundamentals of domestic animal anatomy and physiology by major organ system utilizing dissection specimens, models, slides, experiments, and other laboratory tools and supplies as needed. Focuses on anatomical structures of clinical importance to veterinary technicians.
K. Course Attributes: Not applicable
L. Course Requirements:
i. Prerequisites: VTCH A102 with a minimum grade of C, CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a minimum grade of C, biology with laboratory from Natural Science UAA GER list (BIOL A102 and A103 or BIOL A115 and BIOL A115L preferred) with a minimum grade of C

ii. Co-requisites: VTCH A112
iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program

M. Course Fee: Yes

III. Course Level Justification
This course is the laboratory component of VTCH A112 and studies and applies the fundamentals of the anatomy and physiology of animals in a laboratory setting.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
• Correlate knowledge of veterinary anatomy and physiology with its clinical relevance
• Acquaint students with laboratory tools, such as the microscope and dissection equipment
• Explain and demonstrate proper laboratory safety and equipment handling
• Demonstrate how to examine cells and tissues using proper techniques to view microscope slides
• Show students the locations and structures of major organ systems and tissues in the bodies of domestic animals using dissection specimens, models, slides, charts, and other materials
• Demonstrate physiological principles of major organ systems through the use of experiments and other laboratory processes
• Show anatomical and physiological differences between the major domestic species using dissection specimens, models, slides, charts, pictures, and other materials
• Explore differences between healthy and diseased structures in various organ systems of domestic animals

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

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<td><strong>Student Learning Outcomes</strong></td>
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<tr>
<td>Explain why the study of anatomy and physiology is clinically relevant to a veterinary technician</td>
</tr>
<tr>
<td>Demonstrate proper lab safety techniques</td>
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<tr>
<td>Demonstrate the proper use of a microscope, dissection equipment, and other laboratory tools</td>
</tr>
<tr>
<td>Identify and describe major cells and tissues of domestic animals</td>
</tr>
<tr>
<td>Identify and describe locations and structures of major organ systems of domestic animals</td>
</tr>
<tr>
<td>Explain the function of major organ systems of domestic animals</td>
</tr>
<tr>
<td>Identify and/or describe anatomical and physiological differences between major domestic species</td>
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<tr>
<td>Demonstrate knowledge of differences between healthy and diseased structures in various organ systems of domestic animals</td>
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* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.
V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance; quizzes; written, oral, and laboratory assignments; instructor observations; and written and practical exams.

VI. Topical Course Outline
A. Introduction to Anatomy and Physiology
   1. Lab safety and proper microscope use
   2. Terminology review: anatomical and directional terms
   3. Review of cell structure and function
   4. Tissues
   5. General plan of animal body
   6. Homeostasis
B. Integumentary System
   1. Epidermis
   2. Dermis
   3. Subcutaneous layer
   4. Special features of the integument
C. Related Structures of the Integument
   1. Hair
   2. Glands
   3. Claws, dewclaws
   4. Hooves
   5. Horns
D. Skeletal System
   1. Bone
   2. Axial skeleton
   3. Appendicular skeleton
   4. Visceral skeleton
   5. Joints
E. Muscular System
   1. Skeletal muscle
   2. Cardiac muscle
   3. Smooth muscle
F. Cardiovascular System
   1. External and internal structures of the heart
   2. Blood flow
   3. Heart rate, heart sounds, and cardiac output
   4. Vascular anatomy and physiology
G. Blood, Lymph, and Immunity
   1. Blood: plasma and cellular components
   2. Lymphatic system
   3. Immune system
H. Respiratory System
1. Structure: upper and lower respiratory tracts
2. Function

I. Digestive System
1. Basic structure and function
2. Mouth
3. Esophagus
4. Stomach: monogastric and ruminant
5. Small intestine, large intestine, rectum, and anus

J. Nutrients and Metabolism
1. Nutrients
2. Metabolism

K. Nervous System
1. Neurons and supporting cells
2. Neuron organization
3. Neuron function and synapse
4. Brain and spinal cord
5. Autonomic nervous system
6. Reflexes

L. Sense Organs
1. General senses
2. Special senses

M. Endocrine System
1. Hormones
2. Glands
3. Other endocrine organs

N. Urinary System
1. Kidneys
2. Ureters
3. Urinary bladder
4. Urethra

O. Reproductive System
1. Male reproductive system
2. Female reproductive system

VII. Suggested Text(s)


VIII. Bibliography


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

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<td>VTCH</td>
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**Complete Course Title**  
Veterinary Nursing Skills  
Veterinary Nursing Skills  
Abbreviated Title for Transcript (30 character)

<table>
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<th>6. Type of Course</th>
<th>7. Type of Action:</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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**Repeat Status No**  
☑ # of Repeats  
☐ Max Credits

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<th>14. General Education Requirement</th>
<th>15. Course Description</th>
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<td>☒</td>
<td>List any programs or college requirements that require this course.</td>
<td>☐ Oral Communication</td>
<td>Introduces personal safety and techniques for handling and restraining dogs and cats. Discusses critical thinking and technical skills required to perform physical examination, resuscitation, medication of animals, collection of laboratory specimens, and application of bandages. Covers venipuncture and intravenous catheter placement.</td>
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<td>VTCH A113L</td>
<td>☐ College ☐ Major ☐ Class ☐ Level</td>
<td>Acceptance into AAS Veterinary Technology Program</td>
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<td>This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.</td>
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**Cross Listed Coordination Signature**
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<td>Karen L. Carpenter, DVM</td>
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</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
   A. College: Matanuska-Susitna College
   B. Course Prefix: VTCH – Veterinary Technology
   C. Course Number: A113
   D. Credits/Contact Hours: 3.0 (3+0) Contact Hours
   E. Course Title: Veterinary Nursing Skills
   F. Grading: A-F (Must pass VTCH A113L with a minimum grade of C to pass VTCH A113)
   G. Implementation Date: Fall 2015
   H. Cross Listing: Not applicable
   I. Stacking: Not applicable
   J. Course Description:
      Introduces personal safety and techniques for handling and restraining dogs and cats. Discusses critical thinking and technical skills required to perform physical examination, resuscitation, medication of animals, collection of laboratory specimens, and application of bandages. Covers venipuncture and intravenous catheter placement.
   K. Course Attributes: Not applicable
   L. Course Requirements:
      i. Prerequisites: (VTCH A101 and VTCH A102) with a minimum grade of C, CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a minimum grade of C, biology with laboratory from Natural Science UAA GER list (BIOL A102 and A103 or BIOL A115 and BIOL A115L preferred) with a minimum grade of C
      ii. Co-requisites: VTCH A113L
      iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
   M. Course Fee: Yes

III. Course Level Justification
   This course builds on the information learned in VTCH A101 and VTCH A102 and basic chemistry and biology courses and introduces the fundamentals of safe handling and restraining, nursing care, specimen collecting and handling techniques, venipuncture, and intravenous catheter placement.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
   A. Instructional Goals:
      The instructor will:
• Discuss safe and effective handling and restraining techniques for dogs and cats
• Explain proper techniques for performing a physical exam on dogs and cats
• Describe proper grooming techniques used for dogs and cats
• Describe bandage application and removal for dogs and cats and explain situations for use
• Present proper techniques for administering oral, topical, ophthalmic, and otic therapeutics to dogs and cats
• Describe correct procedures for collecting and preparing urine, blood, and feces laboratory specimens from dogs and cats
• Explain proper techniques for giving injections and placing intravenous catheters
• Discuss hematology and how to produce blood smears and perform red and white blood cell tests
• Explain how to perform a urinalysis and chemical and sediment analyses

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

<table>
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<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Display an understanding of safe and effective methods of handling and restraining for physical exam and sample collection in dogs and cats</td>
</tr>
<tr>
<td>Demonstrate an understanding of the proper techniques for performing a physical exam on dogs and cats</td>
</tr>
<tr>
<td>Demonstrate knowledge of proper grooming techniques used with dogs and cats</td>
</tr>
<tr>
<td>Show an understanding of bandage application and removal in dogs and cats and uses</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of proper techniques for administering oral, topical, ophthalmic, and otic medications to dogs and cats</td>
</tr>
<tr>
<td>Show understanding of correct procedures for collecting and preparing laboratory specimens from dogs and cats</td>
</tr>
<tr>
<td>Display knowledge of proper techniques for performing subcutaneous and intramuscular injections and placing intravenous catheters</td>
</tr>
<tr>
<td>Demonstrate an understanding of hematology and urinalysis tests</td>
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* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.
V. Guidelines for Evaluation or Assessment Methods
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VI. Topical Course Outline
A. Restraining and Handling
   1. Indications for restraint
   2. Common animal identification methods
   3. Removing and returning small animals from and to cages
   4. Applying muzzles, e-collars, and other restraint aids safely
   5. Restraint for procedures
B. History
   1. Technician’s role in history taking
   2. Documentation
C. Physical Exam
   1. Signalment
   2. Temperature, pulse, and respiration
   3. Auscultation of heart and lungs
   4. Systems review
D. General Nursing Care
   1. Grooming and therapeutic bathing and dipping
   2. Exercise and feeding
   3. Nail trimming, ear cleaning, and care of anal sacs
   4. Kennel maintenance and sanitation of bedding and care of hospitalized/recumbent animals
   5. Geriatric and pediatric nursing
E. Oral Medications
   1. Tablets and capsules
   2. Liquids
   3. Gastric intubation
F. Topical Medications
   1. Skin
   2. Ear and eye
G. Injectable Medications
   1. Subcutaneous fluids, vaccines, and medications
   2. Intramuscular
   3. Intravenous
   4. Intradermal
H. Feces
   1. Collecting and handling specimens
   2. Fecal float
   3. Fecal smear
   4. SNAP® tests
I. Hematology
   1. Venipuncture: cephalic, jugular, and saphenous
   2. Blood collecting and handling of specimens
   3. Blood smear
   4. Tests: red blood cell, white blood cell, and platelet and coagulation
   5. Hemostasis

J. Urinalysis
   1. Urine collection and preparation for analysis
   2. Chemical analysis
   3. Sediment analysis
   4. Kidney function blood tests

K. Intravenous Catheter Placement
   1. Cephalic
   2. Saphenous

L. Application and Removal of Bandages
   1. Robert Jones bandage
   2. Simple padded bandage
   3. Splints and slings

M. Wound Care and Abscess Management

N. CPR for Dogs and Cats

VII. Suggested Text(s)


VIII. Bibliography


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

1a. School or College
MA Mat-SU

1b. Division
choose one

1c. Department

2. Course Prefix
VTCH

3. Course Number
A113L

4. Previous Course Prefix & Number
None

5a. Credits/CEUs
1.0

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

6. Complete Course Title
Veterinary Nursing Skills Laboratory
Veterinary Nursing Skills Lab
Abbreviated Title for Transcript (30 character)

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

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

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

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2015 To: 9999

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Initiator Name (typed): ____________________ Initiator Signed Initials: ________ Date: __________

13b. Coordination Email
Date: 05/07/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 03/19/2014

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

15. Course Description (suggested length 20 to 50 words)
Applies personal safety and techniques for handling and restraining dogs and cats. Uses critical thinking and the technical skills of physical examination, resuscitation, medication of animals, collection of laboratory specimens, and application of bandages. Teaches venipuncture and intravenous catheter placement.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
(VTCH A101 and VTCH A102) with a minimum grade of C, CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a minimum grade of C, biology with laboratory from Natural Science UAA GER list (BIOL A102 and A103 or BIOL A115 and BIOL A115L preferred) with a minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)
VTCH A113

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

16d. Registration Restriction(s) (non-codable)
Acceptance into AAS Veterinary Technology Program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
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<tr>
<td>Karen L. Carpenter, DVM</td>
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I. **Initiation Date:** June 2013

II. **Course Information**
   A. **College:** Matanuska-Susitna College
   B. **Course Prefix:** VTCH – Veterinary Technology
   C. **Course Number:** A113L
   D. **Credits/Contact Hours:** 1.0 (0+3) Contact Hours
   E. **Course Title:** Veterinary Nursing Skills Laboratory
   F. **Grading:** A-F (Must pass with a minimum grade of C to receive credit for VTCH A113)
   G. **Implementation Date:** Fall 2015
   H. **Cross Listing:** Not applicable
   I. **Stacking:** Not applicable
   J. **Course Description:**
      Applies personal safety and techniques for handling and restraining dogs and cats. Uses critical thinking and the technical skills of physical examination, resuscitation, medication of animals, collection of laboratory specimens, and application of bandages. Teaches venipuncture and intravenous catheter placement.
   K. **Course Attributes:** Not applicable
   L. **Course Requirements:**
      i. **Prerequisites:** (VTCH A101 and VTCH A102) with a minimum grade of C, CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a minimum grade of C, biology with laboratory from Natural Science UAA GER list (BIOL A102 and A103 or BIOL A115 and BIOL A115L preferred) with a minimum grade of C
      ii. **Co-requisites:** VTCH A113
      iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
   M. **Course Fee:** Yes

III. **Course Level Justification**
   This course is the laboratory component of VTCH A113 and applies fundamental skills.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
   A. **Instructional Goals:**
      The instructor will:
      - Demonstrate safe and effective handling and restraining techniques for dogs and cats
      - Show the proper techniques for performing a physical exam on dogs and cats
B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td>Demonstrate safe and effective methods of handling and restraining while correctly</td>
<td>Field trips, class discussion, laboratory</td>
</tr>
<tr>
<td>performing a physical exam and collecting specimens in dogs and cats</td>
<td>assignments, quizzes, exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Demonstrate proper grooming techniques for administering oral, topical, ophthalmic, and</td>
<td>Field trips, laboratory assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td>otic therapeutics to dogs and cats</td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate proper techniques for administering subcutaneous and intramuscular injections</td>
<td>Field trips, laboratory assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td>and placing intravenous catheters</td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate correct procedures for collecting and preparing urine, blood, and feces</td>
<td>Field trips, laboratory assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td>laboratory specimens from dogs and cats</td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Show how to prepare blood smears and perform red and white blood cell tests</td>
<td>Field laboratory assignments, quizzes, exams, and completion of Skills</td>
</tr>
<tr>
<td>Demonstrate how to perform a urinalysis and chemical and sediment analyses</td>
<td>List tasks</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include; attendance, quizzes, written, oral, and laboratory assignments, class discussion and participation, and written and practical exams.

VI. Topical Course Outline
A. Restraining and Handling
1. Indications for restraint
2. Common animal identification methods
3. Removing and returning small animals from and to cages
4. Applying muzzles, e-collars, and other restraint aids safely
5. Restraint for procedures

B. History
1. Technician’s role in history taking
2. Documentation

C. Physical Exam
1. Signalment
2. Temperature, pulse, and respiration
3. Auscultation of heart and lungs
4. Systems review

D. General Nursing Care
1. Grooming and therapeutic bathing and dipping
2. Exercise and feeding
3. Nail trimming, ear cleaning, and care of anal sacs
4. Kennel maintenance, sanitation of bedding, and care of hospitalized/recumbent animals
5. Geriatric and pediatric nursing

E. Oral Medications
1. Tablets and capsules
2. Liquids
3. Gastric intubation

F. Topical Medications
1. Skin
2. Ear and eye

G. Injectable Medications
1. Subcutaneous: fluids, vaccines, and medications
2. Intramuscular
3. Intravenous
4. Intradermal

H. Feces
1. Collecting and handling specimens
2. Fecal float
3. Fecal smear
4. SNAP® tests

I. Hematology
1. Venipuncture: cephalic, jugular, and saphenous
2. Blood collection and handling of specimens
3. Blood smear
4. Tests: red blood cell, white blood cell, and platelet and coagulation
5. Hemostasis

J. Urinalysis
1. Urine collection and preparation for analysis
2. Chemical analysis
3. Sediment analysis
4. Kidney function blood tests

K. Intravenous Catheter Placement
   1. Cephalic
   2. Saphenous

L. Application and Removal of Bandages
   1. Robert Jones bandage
   2. Simple padded bandage
   3. Splints and slings

M. Wound Care and Abscess Management
N. CPR for Dogs and Cats

VII. Suggested Text(s)


VIII. Bibliography


### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
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<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5a. Credits/CEUs</th>
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<td>(2+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Pharmacology for Veterinary Technicians</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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<th>7. Type of Course</th>
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<td>☐ Non-credit</td>
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<tr>
<td>☐ CEU</td>
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<tr>
<td>☐ Professional Development</td>
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| 8. Type of Action: | ☒ Add or ☐ Change or ☐ Delete |

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

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<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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10. Grading Basis: ☒ A-F | ☐ P/NP | ☐ NG |

11. Implementation Date:  
From: Fall/2015  
To: /9999

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
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<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<table>
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<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): ___________  
Initiator Signed Initials: ___________  
Date: __________________

13b. Coordination Email: Date: 05/07/2014  
(submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu))

13c. Coordination with Library Liaison: Date: 03/05/2014

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

15. Course Description (suggested length 20 to 50 words)  
Develops pharmaceutical skills and knowledge of common drugs and medications veterinary technicians use in the modern veterinary facility. Emphasizes classes of drugs, their use, potential side effects and contraindications, calculating drug dosages, administering and dispensing drugs and medications, legal issues, and record keeping.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
- VTCH A102, VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L  
with a minimum grade of C  
16b. Co-requisite(s) (concurrent enrollment required)  
None

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

16d. Registration Restriction(s) (non-codable)  
Acceptance into AAS Veterinary Technology Program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
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<td>Karen L. Carpenter, DVM</td>
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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A120
D. Credits/Contact Hours: 2.0 (2+0) Contact Hours
E. Course Title: Pharmacology for Veterinary Technicians
F. Grading: A-F
G. Implementation Date: Spring 2016
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Develops pharmaceutical skills and knowledge of common drugs and medications veterinary technicians use in the modern veterinary facility. Emphasizes classes of drugs, their use, potential side effects and contraindications, calculating drug dosages, administering and dispensing drugs and medications, legal issues, and record keeping.
K. Course Attributes: Not applicable
L. Course Requirements:
i. Prerequisites: (VTCH A102, VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L) with a minimum grade of C
ii. Co-requisites: None
iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course builds upon terminology and calculations taught in VTCH A102 and VTCH 110 and introduces the basic knowledge and skills required for understanding pharmacology and obtaining employment or pursuing further training in the veterinary technology field.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
• Present groups of veterinary drugs, their mechanisms and actions, and clinically relevant side effects
• Show how to read and follow veterinarian’s pharmacy orders
• Explain and demonstrate how to properly prepare medications for dispensing and administering, including performing accurate dosage calculations
• Describe and show the safe and effective manner in which vaccines must be administered
• Explain and demonstrate accurate documentation and maintenance of medical records and controlled substances log books in accordance with local, state, and federal laws
• Present federal and state regulatory guidelines for drug purchase, storage, administration, withdrawal, disposal, and inventory control
• Demonstrate how to communicate drug information and dosing instructions to clients in order to maximize safety, compliance with prescribed therapy, and successful treatment of the patient

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
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<tbody>
<tr>
<td>Recognize groups of veterinary drugs, their mechanisms and actions, and clinically relevant side effects</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, completion of Skills List* tasks</td>
</tr>
<tr>
<td>Correctly interpret a veterinarian’s pharmacy orders</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, completion of Skills List tasks</td>
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<tr>
<td>Accurately calculate, dispense, and administer the correct form and dose of a medication</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, completion of Skills List tasks</td>
</tr>
<tr>
<td>Recognize the safe and effective manner in which vaccines must be administered</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, completion of Skills List tasks</td>
</tr>
<tr>
<td>Accurately record medical information and maintain a controlled substances log book in accordance with local, state, and federal laws</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, completion of Skills List tasks</td>
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<tr>
<td>Explain federal and state regulatory guidelines for drug purchase, storage, administration, withdrawal, disposal, and inventory control</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, completion of Skills List tasks</td>
</tr>
<tr>
<td>Show how to accurately communicate drug information and dosing instructions to clients in order to maximize safety, compliance with prescribed therapy, and successful treatment of the patient</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, completion of Skills List tasks</td>
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</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.
V. Guidelines for Evaluation or Assessment Methods  
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are used at the instructor’s discretion and may include attendance, quizzes, homework, class participation, and exams.

VI. Topical Course Outline  
A. General Pharmacology  
1. Principles of pharmacotherapeutics  
2. Prescription drugs versus over-the-counter drugs  
3. Local, state, and federal regulatory guidelines  
4. Client education  
B. Practical Calculations in Pharmacology  
1. Systems of measurement  
2. Dosage calculations  
C. Routes and Techniques of Drug Administration  
1. Prescription preparation  
2. Prescriptions in medical records  
3. Controlled substance regulations  
D. Drug Categories in the Veterinary Practice  
1. Nervous system drugs  
2. Respiratory system drugs  
3. Renal and urinary tract drugs  
4. Cardiovascular system drugs  
5. Gastrointestinal system drugs  
6. Hormonal, endocrine, and reproductive drugs  
7. Ophthalmic and otic drugs  
8. Skin drugs  
E. Anti-Infectious Agents  
1. Antibiotics  
2. Antifungal drugs  
3. Antiviral drugs  
4. Antiparasitic drugs  
5. Disinfectants and antiseptics  
F. Pain Management Drugs  
1. Narcotic  
2. Non-Narcotic  
G. Therapeutic Nutritional, Fluid, and Electrolyte Replacements  
H. Immunologic and Immunosuppressive Drugs  
1. Antineoplastic drugs  
2. Vaccines  
I. Emergency Drugs/Crash Cart  
J. Drug Inventory  
K. Working with Pharmaceutical Representatives
VII. **Suggested Text(s)**


VIII. **Bibliography**


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

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<th>1c. Department</th>
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<th>3. Course Number</th>
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### Complete Course Title
**Small Animal Medicine**

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

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### Type of Action:
- Add
- Change
- Delete

#### If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other

### Repeat Status No

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#### Grading Basis:
- A-F
- P/NP
- NG

### Implementation Date

- From: Fall/2015
- To: 9999

### Cross Listed with
- Stacked with

### Coordination Email

Date: 05/07/2014

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

### Coordination with Library Liaison

Date: 03/05/2014

### General Education Requirement

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

### Course Description (suggested length 20 to 50 words)
Introduces the topics of small animal health and disease for dogs and cats. Covers preventive medicine and specific disease processes commonly encountered in veterinary practice and clinically relevant to veterinary technicians. Addresses vaccination protocols and nutrition.

### Course Prerequisite(s) (list prefix and number or test code and score)
- VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L with a minimum grade of C

### Co-requisite(s) (concurrent enrollment required)
None

### Other Restriction(s)
- College
- Major
- Class
- Level

### Registration Restriction(s) (non-codable)
Acceptance into AAS Veterinary Technology Program

### Justification for Action
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
<table>
<thead>
<tr>
<th>Position</th>
<th>Approval Status</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen L. Carpenter, DVM</td>
<td></td>
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</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
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<tr>
<td>Department Chair</td>
<td></td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
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<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A121
D. Credits/Contact Hours: 3.0 (3+0) Contact Hours
E. Course Title: Small Animal Medicine
F. Grading: A-F
G. Implementation Date: Spring 2016
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description: Introduces the topics of small animal health and disease for dogs and cats. Covers preventive medicine and specific disease processes commonly encountered in veterinary practice and clinically relevant to veterinary technicians. Addresses vaccination protocols and nutrition.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L) with a minimum grade of C
   ii. Co-requisites: None
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course builds on knowledge gained in VTCH A110, VTCH A111, VTCH A112, and VTCH A113.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Introduce the basic nutrients and describe the nutrient requirements of dogs and cats
   • Discuss the history and regulation of pet foods, pet food labels, nutrient content, types of food, and pet food evaluation
   • Describe feeding regimens for different life stages of dogs and cats
   • Discuss nutritionally responsive disorders
   • Use the systems approach to describe the clinical signs, diagnoses, and treatments of commonly encountered diseases of dogs and cats
• Discuss preventive medicine including immunity, vaccine types, and vaccination schedules in dogs and cats

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of nutrients and describe the nutrient requirements of dogs and cats</td>
<td>Quizzes, written exams, class discussion, completion of Skills List* tasks</td>
</tr>
<tr>
<td>Describe dog and cat pet foods: history, regulation, labels, nutrient content, types, and evaluations</td>
<td>Class discussion, quizzes, field trips, written exams, completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate an understanding of nutrient requirements for various life stages of dogs and cats</td>
<td>Written assignments, quizzes, written exams, completion of Skills List tasks</td>
</tr>
<tr>
<td>Display an understanding of nutritionally responsive disorders</td>
<td>Written assignments, quizzes, written exams, completion of Skills List tasks</td>
</tr>
<tr>
<td>List the clinical signs, diagnoses, and treatments of commonly encountered dog and cat diseases</td>
<td>Quizzes, written exams, written client handouts, completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate understanding of preventive medicine in dogs and cats including immunity and vaccines and vaccination schedules</td>
<td>Quizzes, written exams, written client handouts, completion of Skills List tasks</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, written client education handouts, and written and practical exams.

VI. Topical Course Outline
A. Nutrition
   1. Basics of nutrition
   2. Nutrient requirements of dogs and cats
   3. Pet foods
   4. Evaluating pet foods
   5. Feeding for life stages
   6. Therapeutic nutrition

B. Health and Disease
   1. Responsibilities of the veterinary technician
   2. Client education
   3. Disease process

C. Systems Approach to Health and Disease
1. Respiratory diseases
2. Cardiovascular diseases
3. Digestive and hepatobiliary diseases
4. Urinary diseases
5. Endocrine diseases
6. Reproductive diseases
7. Immune-mediated diseases
8. Eye, ear, and integumentary diseases

D. Preventative Medicine
1. Life stage wellness visits
   a. Puppy and kitten patients
   b. Adult patients
   c. Geriatric patients
2. Immunity
3. Vaccines
4. Vaccine administration

VII. Suggested Text(s)


VIII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTCH</td>
<td>A122</td>
<td>None</td>
<td>3.0</td>
<td>(3+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Surgical Nursing</td>
</tr>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tbody>
<tr>
<td></td>
<td>Add or Change or Delete</td>
<td></td>
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</table>

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other

<table>
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<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tr>
<td>A-F</td>
<td>semester/year</td>
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<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
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<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email: [uid-lists.uaa.alaska.edu](mailto:uid-lists.uaa.alaska.edu) Date: 05/07/2014

13c. Coordination with Library Liaison Date: 03/05/2014

14. General Education Requirement

Mark appropriate box:

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

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

Covers nursing fundamentals used in common surgical procedures. Includes procedural management and instrument identification, care, and use. Emphasizes asepsis, surgical assistance, and patient management.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

(VTCH A102, VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCHA113L)

with a minimum grade of C

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

VTCH A122L

16c. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

Acceptance into AAS Veterinary Technology Program

17. [ ] Mark if course has fees

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

19. Justification for Action

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)

Karen L. Carpenter, DVM

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College

Date

Undergraduate/Graduate Academic

Approved

Disapproved

Board Chair

Date

Approved

Disapproved

Provost or Designee

Date
I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A122
D. Credits/Contact Hours: 3.0 (3+0) Contact Hours
E. Course Title: Veterinary Surgical Nursing
F. Grading: A-F (Must pass VTCH A122L with a minimum grade of C to pass VTCH A122)
G. Implementation Date: Spring 2016
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description: Covers nursing fundamentals used in common surgical procedures. Includes procedural management and instrument identification, care, and use. Emphasizes asepsis, surgical assistance, and patient management.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A102, VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCHA113L) with a minimum grade of C
   ii. Co-requisites: VTCH A122L
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course builds on the basic nursing skills taught in VTCH A113.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Present instruments, equipment, drapes, gowns, and suture material used during common surgical procedures and discuss use and care
   • Describe routine surgical procedures and related equipment
   • Explain all aspects of patient management related to common surgical procedures for a variety of species
   • Describe preparation of surgical suite
   • Describe patient surgical site preparation, positioning, monitoring, and post-operative care
• Discuss proper aseptic technique during patient and surgical team preparation, operating room procedures, and postoperative care
• Present proper post-surgical equipment and surface cleaning and sterilization methods

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properly identify common surgical, anesthetic, and monitoring instruments, drapes, gowns, and suture material and demonstrate knowledge of use and care</td>
<td>Class participation, role-playing, demonstration, written assignments, quizzes, written and practical exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Demonstrate knowledge of routine surgical procedures and related equipment</td>
<td>Class participation, written assignments, quizzes, written exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate a knowledge and integration of all aspects of patient management for common surgical procedures for a variety of species, including patient and surgical site preparation, positioning, monitoring, and post-operative care</td>
<td>Class participation, role-playing, discussion, demonstration, written assignments, quizzes, written and practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Explain how to provide the appropriate instruments, supplies, surgical assistance, and environment for maintaining asepsis during surgical procedures</td>
<td>Role-playing, discussion, demonstration, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Describe the proper procedures for cleaning and sterilizing post-surgical equipment and surfaces</td>
<td>Written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>

*“Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, homework, class participation, and exams.

VI. Topical Course Outline
A. Instrumentation
   1. General surgery instruments and supplies
   2. Care and use of surgical instruments, equipment, and supplies
   3. Drapes, gowns, masks, and gloves
   4. Suture materials
B. Procedural Management
   1. Sterilization
   2. Operating room preparation
3. Small animal patient preparation
4. Surgical team preparation
5. Post-surgical clean-up
C. Surgical Assistance
1. Proper operating room conduct
2. Proper aseptic technique
3. Routine surgical procedures and related equipment
4. Assistance with care of exposed tissues and organs
5. Techniques for passing instruments and supplies
6. Operation and maintenance of surgical equipment
7. Documentation and operative records
D. Patient Management
1. Patient assessment
2. Patient monitoring
3. Medical records and consent forms
4. Post-operative care

VII. Suggested Text(s)


VIII. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

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

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<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
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<tbody>
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<td>A122L</td>
<td>None</td>
<td>1.0</td>
<td>(0+3)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

Veterinary Surgical Nursing Laboratory

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

From: Fall/2015  To: /9999

**12. Cross Listed with**

- Stacked with

**13a. Impacted Courses or Programs:**

List any programs or college requirements that require this course.

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

**14. General Education Requirement**

Mark appropriate box:

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

**15. Course Description**

*(suggested length 20 to 50 words)*

Applies nursing fundamentals used in common surgical procedures. Includes procedural management and instrument identification, care, and use. Emphasizes asepsis, surgical assistance, and patient management.

**16a. Course Prerequisite(s)**

*(list prefix and number or test code and score)*

- VTCH A102, VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCHA113L* with a minimum grade of C

**16b. Co-requisite(s)**

*(concurrent enrollment required)*

- VTCH A122

**16c. Other Restriction(s)**

- College
- Major
- Class
- Level

**16d. Registration Restriction(s)**

*(non-codable)*

Acceptance into AAS Veterinary Technology Program

**17. Mark if course has fees**

- Yes

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

- Yes

**19. Justification for Action**

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

**Initiator Name (typed):**

Karen L. Carpenter, DVM

Initiator Signed Initials: ___

Date: ___________

**Initiator (faculty only):**

Karen L. Carpenter, DVM

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College

Date

**Approved**

Disapproved

Undergraduate/Graduate Academic

Date

Approved

Disapproved

Board Chair

Date

Approved

Disapproved

Provost or Designee

Date
I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A122L
D. Credits/Contact Hours: 1.0 (0+3) Contact Hours
E. Course Title: Veterinary Surgical Nursing Laboratory
F. Grading: A-F (Must pass with a minimum grade of C to receive credit for VTCH A122)
G. Implementation Date: Spring 2016
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
   Applies nursing fundamentals used in common surgical procedures. Includes procedural management and instrument identification, care, and use. Emphasizes asepsis, surgical assistance, and patient management.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A102, VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCHA113L) with a minimum grade of C
   ii. Co-requisites: VTCH A122
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course is the laboratory component of VTCH A122.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Display instruments, equipment, drapes, gowns, and suture material used during common surgical procedures and demonstrate use and care
   • Provide participation in routine surgical procedures and use and operation of related equipment
   • Demonstrate all aspects of patient management for common surgical procedures for a variety of species, including patient and surgical site preparation, positioning, monitoring, and post-operative care
   • Model proper aseptic technique during patient and surgical team preparation and operating room procedures
• Show how to properly clean and sterilize post-surgical equipment and surfaces

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use common surgical, anesthetic, and monitoring instruments, drapes, gowns, and suture</td>
<td>Class participation and demonstration, laboratory assignments, quizzes,</td>
</tr>
<tr>
<td>material and show proper use and care</td>
<td>practical exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Display proper surgical nursing skills during routine surgical procedures and use of related</td>
<td>Class participation, laboratory assignments, quizzes, practical exams,</td>
</tr>
<tr>
<td>equipment</td>
<td>and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate all aspects of patient management for common surgical procedures for a variety</td>
<td>Class participation discussion, assignments, quizzes, exams, and</td>
</tr>
<tr>
<td>of species, including patient and surgical site preparation, positioning, monitoring, and</td>
<td>completion of Skills List tasks</td>
</tr>
<tr>
<td>post-operative care</td>
<td></td>
</tr>
<tr>
<td>Provide the appropriate instruments, supplies, and surgical assistance and maintain an</td>
<td>Class participation, demonstration, laboratory assignments, quizzes,</td>
</tr>
<tr>
<td>aseptic environment during surgical procedures</td>
<td>practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate proper cleaning and sterilization of post-surgical equipment and surfaces</td>
<td>Class participation, practical exams, and completion of Skills List tasks</td>
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* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, homework, class participation, and exams.

VI. Topical Course Outline
A. Instrumentation
   1. General surgery instruments and supplies
   2. Care and use of surgical instruments, equipment, and supplies
   3. Drapes, gowns, masks, and gloves
   4. Suture materials

B. Procedural Management
   1. Sterilization
   2. Operating room preparation
   3. Small animal patient preparation
   4. Surgical team preparation
   5. Post-surgical clean-up

C. Surgical Assistance
   1. Proper operating room conduct
   2. Proper aseptic technique
   3. Routine surgical procedures and related equipment
4. Assistance with care of exposed tissues and organs
5. Techniques for passing instruments and supplies
6. Operation and maintenance of surgical equipment
7. Documentation and operative records

D. Patient Management
1. Patient assessment
2. Patient monitoring
3. Medical records and consent forms
4. Post-operative care

VII. Suggested Text(s)


VIII. Bibliography


## Course Action Request

**University of Alaska Anchorage**

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

### 1. School or College
- MA Mat-SU

### 2. Course Prefix
- VTCH

### 3. Course Number
- A130

### 4. Previous Course Prefix & Number
- None

### 5. Credits/CEUs
- 1.0

### 6. Complete Course Title
- Applied Small Animal Behavior I
- Abbreviated Title for Transcript (30 character)
- Applied Sm Animal Behavior I

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

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

**If a change, mark appropriate boxes:**
- Prefix [ ]  
- Credits [ ]  
- Contact Hours [ ]  
- Repeat Status [ ]  
- Course Number [ ]  
- Grading Basis [ ]  
- Cross-Listed/Stacked [ ]  
- Title [ ]  
- Course Prerequisites [ ]  
- Grade [ ]  
- Course Description [ ]  
- Registration Restrictions [ ]  
- Other Restrictions [ ]

**Please specify:**
- General Education Requirement [ ]  
- Class [ ]  
- Level [ ]
- College [ ]  
- Major [ ]
- Other [ ]

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

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

### 11. Implementation Date
- Semester/year
- From: Fall/2015  
- To: 9999

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

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

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

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</tbody>
</table>

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

### 13b. Coordination Email
- Date: 05/07/2014  
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 03/31/2014

### 14. General Education Requirement

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

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

Introduces natural history and developmental behavior of dogs and cats, principles of learning theory, and practical applications to behavior modification. Applies specific behavior modification techniques to developing written client education handouts.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)

- VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C

### 16b. Co-requisite(s) (concurrent enrollment required)
- None

### 16c. Other Restriction(s)
- College [ ]  
- Major [ ]  
- Class [ ]  
- Level [ ]

### 16d. Registration Restriction(s) (non-codable)
- Acceptance into AAS Veterinary Technology Program

### 17. Mark if course has fees
- [ ]

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

### 19. Justification for Action

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)

Karen L. Carpenter, DVM

Initiator (TYPE NAME)

Approved [ ]  
Disapproved [ ]  
Date: ____________________________

Dean/Director of School/College

Approved [ ]  
Disapproved [ ]  
Date: ____________________________

Undergraduate/Graduate Academic

Approved [ ]  
Disapproved [ ]  
Date: ____________________________

Board Chair

Approved [ ]

Provost or Designee

Approved [ ]  
Disapproved [ ]  
Date: ____________________________

Date: ____________________________
I. **Initiation Date:** June 2013

II. **Course Information**
   A. **College:** Matanuska-Susitna College  
   B. **Course Prefix:** VTCH – Veterinary Technology  
   C. **Course Number:** A130  
   D. **Credits/Contact Hours:** 1.0 (1+0) Contact Hours  
   E. **Course Title:** Applied Small Animal Behavior I  
   F. **Grading:** A-F  
   G. **Implementation Date:** Fall 2016  
   H. **Cross Listing:** Not applicable  
   I. **Stacking:** Not applicable  
   J. **Course Description:**  
      Introduces natural history and developmental behavior of dogs and cats, principles of learning theory, and practical applications to behavior modification. Applies specific behavior modification techniques to developing written client education handouts.  
   K. **Course Attributes:** Not applicable  
   L. **Course Requirements:**  
      i. **Prerequisites:** (VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C  
      ii. **Co-requisites:** None  
      iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program  
   M. **Course Fee:** Yes

III. **Course Level Justification**
   This course introduces the principles of learning as applied to dog and cat behaviors.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
   A. **Instructional Goals:**  
      The instructor will:  
      - Explain natural history, domestication, and social organization of dogs and cats  
      - Describe behavior and communication methods of dogs and cats  
      - Discuss olfactory, auditory, and visual communication behaviors and relate them to predatory feeding behaviors  
      - Explain the principles and applications of learning theory for training and behavior modification  
      - Discuss behavioral problem prevention for puppies and kittens  
      - Explain how to teach dogs and cats desirable behaviors
• Provide opportunity for supervised behavior modification work with dogs and cats
• Describe development of client handouts on resolving common problem behaviors of dogs and cats
• Provide guidance and feedback on student-produced client education handouts

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Demonstrate knowledge of natural history, domestication, and social organization of dogs and cats</td>
</tr>
<tr>
<td>Explain behavior and communication methods of dogs and cats</td>
</tr>
<tr>
<td>Describe olfactory, auditory, and visual communication behaviors and relate them to predatory feeding behaviors of dogs and cats</td>
</tr>
<tr>
<td>Explain the principles of learning theory and the practical application of that theory for training and behavior modification</td>
</tr>
<tr>
<td>Apply learning theory to teach desirable behaviors to dogs and cats</td>
</tr>
<tr>
<td>Explain common problem behaviors of and modification techniques for dogs and cats</td>
</tr>
<tr>
<td>Apply behavior modification techniques to problem behaviors commonly encountered in dogs and cats</td>
</tr>
<tr>
<td>Develop client education handouts</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this program and possibly this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation, and exams.

VI. Topical Course Outline
A. Domestication of Dogs and Cats
1. Evolutionary history and taxonomy
2. Natural selection and its effect on domestication
3. Social groups of dogs and cats
4. Breed specific behaviors

B. Communication in Dogs and Cats
1. Olfactory communication
2. Auditory signals
3. Visual signals
C. Principles of Learning Theory
   1. Classical conditioning
   2. Operant conditioning
   3. Instrumental learning
   4. Reinforcement vs. punishment
   5. Reinforcing stimuli for dogs and cats
   6. Primary and secondary reinforcements
   7. Habituation and sensitization
   8. Positive vs. aversive behavior control

D. Practical Applications: Training Preparations
   1. Identify objectives and goals
   2. Select training program or behavior modification technique
   3. Develop training schedule
   4. Evaluate progress

E. Practical Applications: Getting Started
   1. Selecting primary and secondary reinforcements
   2. Timing and schedule of reinforcement
   3. Shaping (successive approximation)
   4. Behavior chains and Premack principle

F. Problem Prevention and Training for Puppies and Kittens
   1. Socialization
   2. House and litter box training
   3. Gentle play behavior in puppies and kittens
   4. Introducing puppies and kittens to other pets

G. Teaching Dogs and Cats Good Manners
   1. Dog: sit, down, stay, wait, walk on loose lead, come when called
   2. Cat: use specific sleeping areas, come when called

H. Clinical Application for Veterinary Technicians
   1. Written communication through handout development
   2. Oral communication through role playing and volunteer work

VII. Suggested Text(s)


VIII. Bibliography


*Classic text*
1. **School or College**
   - MA Mat-SU

2. **Course Prefix**
   - VTCH

3. **Course Number**
   - A195

4. **Previous Course Prefix & Number**
   - None

5. **Credits/CEUs**
   - 3.0

6. **Complete Course Title**
   - Clinical Externship I

7. **Type of Course**
   - Academic

8. **Type of Action:**
   - Add

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

10. **Grading Basis**
    - A-F

11. **Implementation Date**
    - From: Fall/2015
    - To: 9999

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

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

13b. **Coordination Email**
    - Date: 05/07/2014
    - submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

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

15. **Course Description**
    - Provides guided learning experience in a veterinary clinical setting. Applies veterinary technology theory and skills acquired during first year of VTCH courses. Special note: Requires 45 hours of work experience for each credit (135 approved hours).

16a. **Course Prerequisite(s)**
    - (list prefix and number or test code and score)
    - VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, and VTCH A223L) with a minimum grade of C

16b. **Co-requisite(s)**
    - Concurrent enrollment required

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

16d. **Registration Restriction(s)**
    - Acceptance into AAS Veterinary Technology Program

17. **Mark if course has fees**

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

19. **Justification for Action**
    - This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

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**Initiator (faculty only)**
- Karen L. Carpenter, DVM
- Date

**Dean/Director of School/College**
- Date

**Undergraduate/Graduate Academic Board Chair**
- Date

**Provost or Designee**
- Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A195
D. Credits/Contact Hours: 3.0 (0+9) Contact Hours
E. Course Title: Clinical Externship I
F. Grading: A-F
G. Implementation Date: Summer 2016
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Provides guided learning experience in a veterinary clinical setting. Applies veterinary technology theory and skills acquired during first year of VTCH courses.
Special note: Requires 45 hours of work experience for each credit (135 approved hours).
K. Course Attributes: Not applicable
L. Course Requirements:
i. Prerequisites: (VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, and VTCH A223L) with a minimum grade of C
ii. Co-requisites: None
iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
Intermediate-level course requiring knowledge and skills acquired in first-year veterinary technology curricula.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
• Explain course and faculty expectations including attendance, time-log maintenance, journaling, communication, professionalism, ambassadorship, dress, appearance, and confidentiality
• Review student clinical skills self-assessment forms
• Query students regarding externship expectations and concerns
• Describe safety and risk-management procedures including incident report submission, insurance coverage, and medical-care protocol for externship incidents
• Provide an opportunity for applying theoretical knowledge and acquired skills in a veterinary facility
• Coordinate with externship supervisor to ensure that student works out a learning agreement, is informed of externship supervisor expectations, and develops a work schedule
• Provide an opportunity for real-world learning regarding expectations for veterinary technicians in a practice setting
• Orchestrate ongoing communication among faculty, externship supervisors, and students concerning workplace performance and challenges
• Provide opportunity for students to share workplace experiences
• Monitor and mentor student performance during externship
• Provide opportunity for final work-performance evaluations and students’ evaluations of experiences and externship sites

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and model course and faculty expectations including attendance, time-log maintenance, journaling, communication, professionalism, ambassadorship, dress, appearance, and confidentiality</td>
<td>Written and oral assignments, quizzes, exams, and externship supervisor evaluation</td>
</tr>
<tr>
<td>Complete clinical skills self-assessment before and after externship</td>
<td>Clinical skills self-assessment</td>
</tr>
<tr>
<td>Explain safety and risk-management procedures including incident report submission, insurance coverage, and medical-care protocol for externship incidents</td>
<td>Written and oral assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Describe externship supervisor expectations</td>
<td>Class discussion</td>
</tr>
<tr>
<td>Apply theoretical knowledge and acquired skills in a veterinary facility</td>
<td>Externship supervisor evaluation, and possible completion of Skills List* tasks</td>
</tr>
<tr>
<td>Apply veterinary technician skills in a real-world setting</td>
<td>Class participation, journaling, externship supervisor evaluation, and possible completion of Skills List tasks</td>
</tr>
<tr>
<td>Communicate workplace performance and challenges to faculty and externship supervisors</td>
<td>Journaling, oral assignments, and externship site evaluation</td>
</tr>
<tr>
<td>Discuss workplace experiences in a group setting</td>
<td>Class participation and written and oral assignments</td>
</tr>
<tr>
<td>Perform veterinary technician duties as assigned by externship supervisor</td>
<td>Externship supervisor evaluation and possible completion of Skills List tasks</td>
</tr>
<tr>
<td>Identify strengths, weaknesses, and lessons learned</td>
<td>Self-reflection</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.
V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for the program and a possible assessment tool for this course dependent on availability of program instructors for evaluation of skills. Other assessment tools are at the instructor’s discretion and may include class participation; attendance; written and oral assignments; quizzes; exams; student self-assessment; and externship supervisor evaluation of work habits, attitude, appearance, professionalism, demonstration, and competency of skills.

VI. Topical Course Outline
A. Externship Orientation
   1. Externship site selection and placement
   2. Course and faculty expectations
      a. Attendance and professionalism
      b. Ambassadorship
      c. Dress and appearance
      d. Confidentiality
      e. Student self-assessment of competence level before and after externship
      f. Time-log maintenance
      g. Journaling
      h. Communication with other students
   3. Communication essential to successful relationship among faculty, externship supervisors, and students
   4. Student concerns and expectations
   5. Safety and risk management
B. Placement in a Veterinary Facility
   1. Initial interview process
   2. Learning agreement
   3. Externship supervisor expectations
   4. Work schedule
C. Continuing Communication among Faculty, Externship Supervisors, and Students Regarding Workplace Performances and Challenges
D. Student Sharing of Workplace Experiences
E. Student Observation and Practice of Fundamental Skills Learned to Date
   1. Veterinary technician skills
   2. Facility management skills
   3. Ethical and legal conduct
F. Final Evaluation of Work Performance and Externship Experience
   1. Areas of strength
   2. Areas needing improvement
   3. Lessons learned
VII. **Suggested Text(s)**


VIII. **Bibliography**


**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>MA Mat-SU</td>
<td></td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>VTCH</td>
<td>A223</td>
<td>None</td>
<td>3.0</td>
<td>(3+0)</td>
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</table>

**6. Complete Course Title**

Veterinary Microbiology and Parasitology

Abbreviated Title for Transcript (30 character)

**7. Type of Course**

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

**8. Type of Action:**

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Text Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] Level
  - [ ] College
  - [ ] Major
  - [ ] Other (please specify)
- [ ] Course Number
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement

**9. Repeat Status No**

- [ ] # of Repeats
- [ ] Max Credits

**10. Grading Basis**

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

**11. Implementation Date**

- [ ] semester/year

From: Fall/2015

To: /9999

**12. Cross Listed with**

- [ ] Stacked with

Cross-Listed Coordination Signature

**13a. Impacted Courses or Programs:**

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
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<td>3.</td>
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</tbody>
</table>

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

**13b. Coordination Email**

Date: 05/07/2014

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

**13c. Coordination with Library Liaison**

Date: 03/27/2014

**14. General Education Requirement**

Mark appropriate box:

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

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

Introduces clinical veterinary microbiology and parasitology, zoonotic diseases, and veterinary public health.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**

(VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L) with a minimum grade of C

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

VTCH 223L

**16c. Other Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

Acceptance into AAS Veterinary Technology Program

**17. Mark if course has fees**

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

**19. Justification for Action**

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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<th>Date</th>
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<tr>
<td>Karen L. Carpenter, DVM</td>
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<td>Date</td>
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<td>Provost or Designee</td>
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Approved

Disapproved

Approved

Disapproved

Approved

Disapproved
I. **Initiation Date:** June 2013

II. **Course Information**
   A. **College:** Matanuska-Susitna College
   B. **Course Prefix:** VTCH – Veterinary Technology
   C. **Course Number:** A223
   D. **Credits/Contact Hours:** 3.0 (3+0) Contact Hours
   E. **Course Title:** Veterinary Microbiology and Parasitology
   F. **Grading:** A-F (Must pass VTCH A223L with a minimum grade of C to pass VTCH A223)
   G. **Implementation Date:** Spring 2016
   H. **Cross Listing:** Not applicable
   I. **Stacking:** Not applicable
   J. **Course Description:** Introduces clinical veterinary microbiology and parasitology, zoonotic diseases, and veterinary public health.
   K. **Course Attributes:** Not applicable
   L. **Course Requirements:**
      i. **Prerequisites:** (VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L) with a minimum grade of C
      ii. **Co-requisites:** VTCH A223L
      iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
   M. **Course Fee:** Yes

III. **Course Level Justification**
    This course builds on information taught in previous VTCH A100 level courses.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
    A. **Instructional Goals:**
       The instructor will:
       - Introduce students to the characteristics of viral, bacterial, and fungal organisms commonly seen in small and large animal veterinary practices
       - Discuss staining procedures; tests for identifying common viral, bacterial, and fungal pathogens encountered in small and large animal practices; and collecting and handling specimens
       - Describe the different types of culture media used in veterinary medicine and the procedures used for inoculation
       - Describe methods for incubating inoculated culture media
       - Discuss methods commonly used to test for viruses
       - Describe nosocomial infections, common nosocomial agents, and procedures to prevent and control them
• Discuss zoonoses, common zoonotic infectious agents, and methods for prevention and control
• Discuss the common endoparasites and ectoparasites of domestic animals: common names, affected hosts, key clinical signs, life cycles, zoonotic potential, treatments, and prevention and control methods
• Describe methods for collecting and handling specimens used for identifying common animal endoparasites and ectoparasites
• Discuss veterinary public health issues and disease prevention including food-borne pathogens and the epidemiology of potential animal-borne pathogens
• Describe disease outbreak surveillance and control measures

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td>Student Learning Outcomes</td>
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<tr>
<td>Measures</td>
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<td>Demonstrate knowledge of the characteristics of</td>
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<td>Explain methods for collecting, handling, and</td>
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<td>Describe zoonoses, common zoonotic infectious</td>
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<td>Display knowledge of common endoparasites and</td>
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<td>Demonstrate understanding of veterinary public</td>
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<td>health issues and disease prevention including</td>
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<td>food-borne pathogens and potential animal-borne</td>
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<td>pathogens</td>
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</tbody>
</table>
Explain disease outbreak surveillance and control measures

Class participation and discussion, disease outbreak surveillance exercises/problems, quizzes, exams, and completion of Skills List tasks

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. **Guidelines for Evaluation or Assessment Methods**
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation, role-playing exercises, and exams.

VI. **Topical Course Outline**
A. **Diagnostic Methods**
   1. Culture systems
   2. Immunohistochemical assays
   3. Polymerase chain reactions
B. **Specimen Collection**
   1. Methods
   2. Appropriate collection devices
   3. Sites and timing of sample collection
   4. Labeling requirements
   5. Microorganisms requiring special collecting and handling
   6. Processing specimens
C. **Bacterial Isolation and Identification Procedures**
   1. Culture media and inoculation techniques
   2. Incubation conditions
   3. Identification procedures such as gram staining and commercial kits
   4. Urine cultures
D. **Common Bacterial Species**
   1. Gram-positive and anaerobic cocci
   2. Gram-positive rods
   3. Gram-negative bacteria
   4. Spirochetes and curved bacteria
   5. Mycoplasma species
E. **Mycology**
   1. Specimen collection, examination, and culture
   2. Systemic mycoses
   3. Yeasts
F. **Virology**
   1. Viral pathogens
   2. Isolation
   3. Antigen detection
G. Serology
1. Antibody response to infection
2. Collection of serum
3. Test procedures
4. Interpretation of test results

H. Nosocomial Infections
1. Agents
2. Recognition and control of infections
3. Antiseptics, disinfectants, and sterilization
4. Biological safety

I. Parasitology
1. Endoparasites of domestic animals
   a. Common names and affected species
   b. Life cycles and zoonotic potential
   c. Key clinical signs
   d. Methods of diagnosis
      1) Collection, storage, and safe examination of fecal samples
      2) Fecal float, smear, and SNAP® tests
      3) Blood samples
   e. Treatments
2. Ectoparasites of domestic animals
   a. Common names and affected species
   b. Life cycles and zoonotic potential
   c. Key clinical signs
   d. Methods of diagnosis
   e. Treatments

J. Zoonotic Diseases
1. Common zoonotic diseases seen in veterinary medicine
2. Viral pathogens
3. Bacterial infections
4. Internal parasites
5. Protozoal infections
6. External parasites

K. Public Health
1. Food-borne diseases
2. Monitoring and surveillance
3. Antimicrobial resistance
4. Laboratory animal facilities
5. Diagnostic laboratories
6. Biomedical research
7. Public health education and community extension

VII. Suggested Text(s)


**VIII. Bibliography**


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

1a. School or College  
MA Mat-SU

1b. Division  
choose one

1c. Department

2. Course Prefix  
VTCH

3. Course Number  
A223L

4. Previous Course Prefix & Number  
None

5a. Credits/CEUs  
1.0

5b. Contact Hours  
(0+3)

6. Complete Course Title  
Veterinary Microbiology and Parasitology Laboratory
Vet Micro and Parasitology Lab

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
semester/year  
From: Fall/2015  
To: /9999

12. ☐ Cross Listed with  ☒ Stacked with  

Cross-Listed Coordination Signature

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

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

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</tbody>
</table>

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

13b. Coordination Email  
Date: 05/07/2014

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

13c. Coordination with Library Liaison  
Date: 03/27/2014

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)  
Applies the fundamentals of specimen collecting, handling, and testing in clinical veterinary microbiology and parasitology, zoonotic diseases, and veterinary public health.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
(VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L) with a minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)  
VTCH 223

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

16d. Registration Restriction(s) (non-codable)  
Acceptance into AAS Veterinary Technology Program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)  
Karen L. Carpenter, DVM  
Initiator (TYPE NAME)

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Department Chair  
Date

Approved  
Disapproved  
College/School Curriculum Committee Chair  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date

Approved  
Disapproved  
Provost or Designee  
Date
I. Initiation Date:       June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A223L
D. Credits/Contact Hours: 1.0 (0+3) Contact Hours
E. Course Title: Veterinary Microbiology and Parasitology Laboratory
F. Grading: A-F (Must pass with a minimum grade of C to receive credit for VTCH A223)
G. Implementation Date: Spring 2016
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Applies the fundamentals of specimen collecting, handling, and testing in clinical veterinary microbiology and parasitology, zoonotic diseases, and veterinary public health.
K. Course Attributes: Not applicable
L. Course Requirements:
  i. Prerequisites: (VTCH A110, VTCH A111, VTCH A112, VTCH A112L, VTCH A113, and VTCH A113L) with a minimum grade of C
  ii. Co-requisites: VTCH A223
  iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course is the laboratory component of VTCH A223 and builds on previous 100-level laboratory courses.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
  • Show students the characteristics of and how to identify viral, bacterial, and fungal organisms commonly seen in small and large animal veterinary practices
  • Model methods for collecting and handling specimens, staining procedures, and tests used for the identification of common viral, bacterial, and fungal pathogens encountered in small and large animal practices
  • Show the different types of culture media used in veterinary medicine and demonstrate the procedures used for their inoculation
• Demonstrate methods for incubating and inoculating culture media
• Show methods commonly used to test for viruses
• Display common nosocomial agents and demonstrate procedures to prevent and control them
• Show common zoonotic infectious agents and demonstrate methods for prevention and control
• Display the common endoparasites and ectoparasites of domestic animals: common names, affected hosts, key clinical signs, life cycles, zoonotic potential, treatments, and prevention and control methods
• Demonstrate and model safe methods for collecting and handling specimens used for identifying common animal endoparasites and ectoparasites
• Present food-borne pathogens and potential animal-borne pathogens and demonstrate and describe their epidemiology
• Demonstrate disease outbreak surveillance and control measures

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify viral, bacterial, and fungal organisms commonly seen in veterinary practices and describe their characteristics</td>
<td>Laboratory projects, quizzes, exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Demonstrate methods for collecting, handling, and evaluating samples used to identify common viral, bacterial, and fungal pathogens encountered in veterinary practices</td>
<td>Laboratory assignments, quizzes, written and practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Identify different types of culture media used in veterinary medicine and demonstrate procedures for inoculation</td>
<td>Class participation, laboratory assignments, quizzes, written and practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate methods for incubating inoculated culture media</td>
<td>Laboratory exercises, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Identify and explain methods commonly used to test for viruses</td>
<td>Laboratory assignments, quizzes, practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Identify and describe common nosocomial agents, and demonstrate procedures for preventing and controlling them</td>
<td>Laboratory assignments, quizzes, practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Identify and describe common zoonotic infectious agents, and show methods of prevention and control</td>
<td>Research projects, quizzes, written and practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Identify common endoparasites and ectoparasites of domestic animals and explain mechanisms for causing disease</td>
<td>Laboratory assignments, quizzes, written and practical exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate safe methods for collecting and handling specimens used for identifying common animal endoparasites and ectoparasites</td>
<td>Laboratory assignments, quizzes, written and practical exams, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>
Identify potential food-borne and animal-borne pathogens and demonstrate and describe related epidemiology

Laboratory assignments, quizzes, written and practical exams, and completion of Skills List tasks

Demonstrate disease outbreak surveillance and control measures

Disease outbreak surveillance exercises, quizzes, written and practical exams, and completion of Skills List tasks

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, laboratory written, laboratory, and oral assignments, class participation, and written and practical exams.

VI. Topical Course Outline
A. Diagnostic Methods
   1. Culture systems
   2. Immunohistochemical assays
   3. Polymerase chain reactions

B. Specimen Collection
   1. Methods
   2. Appropriate collection devices
   3. Sites and timing of sample collection
   4. Labeling requirements
   5. Microorganisms requiring special collecting and handling
   6. Processing specimens

C. Bacterial Isolation and Identification Procedures
   1. Culture media and inoculation techniques
   2. Incubation conditions
   3. Identification procedures such as gram staining and commercial kits
   4. Urine cultures

D. Common Bacterial Species
   1. Gram-positive and anaerobic cocci
   2. Gram-positive rods
   3. Gram-negative bacteria
   4. Spirochetes and curved bacteria
   5. Mycoplasma species

E. Mycology
   1. Specimen collection, examination, and culture
   2. Systemic mycoses
   3. Yeasts

F. Virology
   1. Viral pathogens
   2. Isolation
3. Antigen detection

G. Serology
1. Antibody response to infection
2. Serum collection
3. Test procedures
4. Interpretation of test results

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1. Agents
2. Recognition and control of infections
3. Antiseptics, disinfectants, and sterilization
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I. Parasitology
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   a. Common names and affected species
   b. Life cycles and zoonotic potential
   c. Key clinical signs
   d. Methods of diagnosis
      1) Collection, storage, and safe examination of fecal samples
      2) Fecal float, smear, and SNAP® tests
      3) Blood samples
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2. Ectoparasites of domestic animals
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   b. Life cycles and zoonotic potential
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K. Public Health
1. Food-borne diseases
2. Monitoring and surveillance
3. Antimicrobial resistance
4. Laboratory animal facilities
5. Diagnostic laboratories
6. Biomedical research
7. Public health education and community extension
VII. Suggested Text(s)


VIII. Bibliography


*Classic text*
1a. School or College  
MA Mat-SU  

1b. Division  
choose one  

1c. Department  

2. Course Prefix  
VTCH  

3. Course Number  
A231  

4. Previous Course Prefix & Number  
None  

5a. Credits/CEUs  
2.0  

5b. Contact Hours  
(Lecture + Lab)  
(2+0)  

6. Complete Course Title  
Veterinary Diagnostic Imaging and Dentistry  

Veterinarian Dentistry  
Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ General Education Requirement  
☐ Title  ☐ Course Prerequisites  ☐ Registration Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Other (please specify)  

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

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

11. Implementation Date  
semester/year  
From: Fall/2015  To: 9999  

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

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

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

13b. Coordination Email  
Date: 05/07/2014  
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 03/31/2014  

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

15. Course Description (suggested length 20 to 50 words)  
Introduces theories and principles of diagnostic imaging and dentistry techniques used in veterinary medicine. Discusses safe procedures for producing quality radiographs.Explains dentistry evaluation, diagnostics, and prophylaxis in small animals.  

16a. Course Prerequisite(s)  
(list prefix and number or test code and score)  
(VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C  

16b. Co-requisite(s)  
(concurrent enrollment required)  
VTCH A231L  

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

16d. Registration Restriction(s)  
(non-codable)  
Acceptance into AAS Veterinary Technology Program  

17. ☒ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.  

Initiator (faculty only)  
Karen L. Carpenter, DVM  
Initiator (TYPE NAME)  

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

☐ Approved  ☐ Disapproved  Undergraduate/Graduate Academic  Date  

☐ Approved  ☐ Disapproved  Board Chair  Date  

☐ Approved  ☐ Disapproved  Provost or Designee  Date  

226
I. **Initiation Date:** June 2013

II. **Course Information**
   
   **A. College:** Matanuska-Susitna College
   **B. Course Prefix:** VTCH – Veterinary Technology
   **C. Course Number:** A231
   **D. Credits/Contact Hours:** 2.0 (2+0) Contact Hours
   **E. Course Title:** Veterinary Diagnostic Imaging and Dentistry
   **F. Grading:** A-F (Must pass VTCH A231L with a minimum grade of C to pass VTCH A231)
   **G. Implementation Date:** Fall 2016
   **H. Cross Listing:** Not applicable
   **I. Stacking:** Not applicable
   **J. Course Description:**
   Introduces theories and principles of diagnostic imaging and dentistry techniques used in veterinary medicine. Discusses safe procedures for producing quality radiographs. Explains dentistry evaluation, diagnostics, and prophylaxis in small animals.
   **K. Course Attributes:** Not applicable
   **L. Course Requirements:**
   i. **Prerequisites:** (VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C
   ii. **Co-requisites:** VTCH A231L
   iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
   **M. Course Fee:** Yes

III. **Course Level Justification**
   This intermediate course builds on the prerequisite anatomy, nursing skills, and small animal medicine information taught in VTCH A112, VTCH A113, VTCH A121, and VTCH A122.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
   
   **A. Instructional Goals:**
   The instructor will:
   - Discuss radiation safety and radiographic procedures
   - Present radiographic equipment preparation, quality control, processing, and record keeping
   - Introduce ultrasonography, alternative imaging, and instrument maintenance

   227
• Describe process of evaluating patient dental health status and performing routine dental prophylaxis
• Explain importance of client dental home-care education
• Describe dental home-care techniques

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain radiation safety and radiographic procedures</td>
<td>Class participation, role-playing, class discussion, written assignments, quizzes, exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Demonstrate knowledge of radiographic equipment preparation, quality control, processing, and record keeping</td>
<td>Class participation, role-playing, class discussion, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate understanding of ultrasonography, alternative imaging, and instrument maintenance</td>
<td>Class participation, role-playing, class discussion, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Describe process of evaluating patient dental health status and performing routine dental prophylaxis</td>
<td>Class participation, role-playing, class discussion, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Discuss importance of client dental home-care education</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks</td>
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<tr>
<td>Describe dental home-care techniques</td>
<td>Role-playing, class discussion, written assignments, quizzes, exams, and completion of Skills List tasks</td>
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* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class discussion and participation, and exams.

VI. Topical Course Outline
A. Radiology
   1. Basic concepts
   2. Equipment operation and maintenance
   3. Safety and quality-control measures
   4. Technique charts
   5. Positioning
   6. Film processing
   7. Record keeping
      a. Logs
      b. Reports
c. Files

d. Records

8. Contrast studies
9. Ultrasonography

B. Dentistry

1. Ethical and legal concerns
2. Oral examination and disease recognition
3. Equipment and personal protection
4. Anesthesia and pain management
5. Periodontal disease
6. Endodontic disease
7. Gingivostomatitis
8. Feline tooth resorption
9. Dental prophylaxis and extractions
10. Dental records
11. Dental radiology
12. Dental home care

VII. Suggested Text(s)


VIII. Bibliography


*Classic text
1a. School or College  
MA Mat-SU

1b. Division  
choose one

1c. Department

2. Course Prefix  
VTCH

3. Course Number  
A231L

4. Previous Course Prefix & Number  
None

5a. Credits/CEUs  
1.0

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

6. Complete Course Title  
Veterinary Diagnostic Imaging and Dentistry Laboratory

Abbreviated Title for Transcript (30 character)  
Vet Diag Imaging & Dentist Lab

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other

- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registered Restrictions
- General Education Requirement
- Other

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
From: Fall/2015  To: 9999

12. ☐ Cross Listed with  ☒ Stacked with

Cross-Listed Coordination Signature

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

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

13b. Coordination Email  
Date: 05/07/2014  
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 04/01/2014

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

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

Applies theories and principles of diagnostic imaging and dentistry techniques used in veterinary medicine. Uses safe procedures for producing quality radiographs. Employs learned dentistry techniques for performing dental evaluations, diagnostics, and prophylaxes in small animals.

16a. Course Prerequisite(s)  
(list prefix and number or test code and score)

(VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C

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

VTCH A231

16c. Other Restriction(s)

☐ College  ☑ Major  ☐ Class  ☐ Level

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

Acceptance into AAS Veterinary Technology Program

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
<table>
<thead>
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<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Karen L. Carpenter, DVM</td>
<td></td>
<td>Approved</td>
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<td>Initiate (TYPE NAME)</td>
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<tr>
<td>Department Chair</td>
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<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
<td>Provost or Designee</td>
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<td>Disapproved</td>
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</table>
I. **Initiation Date:** June 2013

II. **Course Information**
   A. **College:** Matanuska-Susitna College
   B. **Course Prefix:** VTCH – Veterinary Technology
   C. **Course Number:** A231L
   D. **Credits/Contact Hours:** 1.0 (0+3) Contact Hours
   E. **Course Title:** Veterinary Diagnostic Imaging and Dentistry Laboratory
   F. **Grading:** A-F (Must pass with a minimum grade of C to receive credit for VTCH A231)
   G. **Implementation Date:** Fall 2016
   H. **Cross Listing:** Not applicable
   I. **Stacking:** Not applicable
   J. **Course Description:**
      Applies theories and principles of diagnostic imaging and dentistry techniques used in veterinary medicine. Uses safe procedures for producing quality radiographs. Employs learned dentistry techniques for performing dental evaluations, diagnostics, and prophylaxes in small animals.
   K. **Course Attributes:** Not applicable
   L. **Course Requirements:**
      i. **Prerequisites:** (VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C
      ii. **Co-requisites:** VTCH A231
      iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
   M. **Course Fee:** Yes

III. **Course Level Justification**
    This course is the laboratory component of VTCH A231 and builds on the information taught in VTCH A112, VTCH A113, VTCH A121, and VTCH A122 and the corresponding laboratories.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
    A. **Instructional Goals:**
       The instructor will:
       - Demonstrate radiation safety and radiographic procedures
       - Demonstrate radiographic equipment preparation, quality control, processing, and recordkeeping
       - Present ultrasonography, alternative imaging, and instrument maintenance
• Demonstrate evaluating patient dental health status and performing routine dental prophylaxis
• Model educating clients on dental home care

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Produce quality diagnostic radiographs while demonstrating radiation safety</td>
</tr>
<tr>
<td>Prepare radiographic equipment and apply principles of quality control, processing, and recordkeeping</td>
</tr>
<tr>
<td>Perform ultrasonography, alternative imaging, and instrument maintenance</td>
</tr>
<tr>
<td>Evaluate patient’s dental health status and perform routine dental prophylaxis (manual and machine)</td>
</tr>
<tr>
<td>Role play communication of dental home-care techniques</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written, oral, and laboratory assignments, class discussion and participation, role playing, quizzes, and exams.

VI. Topical Course Outline
A. Radiology
   1. Basic concepts
   2. Equipment operation and maintenance
   3. Safety and quality control measures
   4. Technique charts
   5. Positioning
   6. Film processing
   7. Recordkeeping
      a. Logs
      b. Reports
      c. Files
      d. Records
   8. Contrast studies
   9. Ultrasonography
B. Dentistry
   1. Ethical and legal concerns
   2. Oral examination and disease recognition
   3. Equipment and personal protection
   4. Anesthesia and pain management
   5. Periodontal disease
   6. Endodontic disease
   7. Gingivostomatitis
   8. Feline tooth resorption
   9. Dental prophylaxis and extractions
  10. Dental records
  11. Dental radiology
  12. Dental home care

VII. Suggested Text(s)


VIII. Bibliography


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

<table>
<thead>
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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>A232</td>
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<td>(3+0)</td>
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**Complete Course Title**
Veterinary Anesthesia and Analgesia

**Abbreviated Title for Transcript (30 character)**
Veterin Anesthesia and Analgesia

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<th>7. Type of Action:</th>
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<th>10. Grading Basis</th>
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**13a. Impacted Courses or Programs:** List any programs or college requirements that require this course.

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

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

**15. Course Description (suggested length 20 to 50 words)**
Provides in-depth knowledge of anesthetic techniques, including identification and use of anesthetic-related drugs and equipment. Discusses performing pre-anesthesia evaluations, administering and monitoring anesthesia, providing post-anesthesia care, recognizing and responding to anesthetic emergencies, evaluating patients, and implementing pain management protocols.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**
(VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A232, VTCH A223L, and VTCH A195) with a minimum grade of C

**16b. Co-requisite(s) (concurrent enrollment required)**
VTCH A232L

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

**16d. Registration Restriction(s) (non-codable)**
Acceptance into AAS Veterinary Technology Program

**17. Mark if course has fees**

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

**19. Justification for Action**
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

---

Initiator Name (typed): [Illegible]
Initiator Signed Initials: [Illegible]
Date: [Illegible]

[ uaafaculty@lists.uaa.alaska.edu ]

Date: 05/07/2014

Date: 04/01/2014
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I. **Initiation Date:** June 2013

II. **Course Information**

A. **College:** Matanuska-Susitna College
B. **Course Prefix:** VTCH – Veterinary Technology
C. **Course Number:** A232
D. **Credits/Contact Hours:** 3.0 (3+0) Contact Hours
E. **Course Title:** Veterinary Anesthesia and Analgesia
F. **Grading:** A-F (Must pass VTCH A232L with a minimum grade of C to pass VTCH A232)
G. **Implementation Date:** Fall 2016
H. **Cross Listing:** Not applicable
I. **Stacking:** Not applicable
J. **Course Description:** Provides in-depth knowledge of anesthesia techniques, including identification and use of anesthetic-related drugs and equipment. Discusses performing pre-anesthesia evaluations, administering and monitoring anesthesia, providing post-anesthesia care, recognizing and responding to anesthetic emergencies, evaluating patients, and implementing pain management protocols.
K. **Course Attributes:** Not applicable
L. **Course Requirements:**
   i. **Prerequisites:** (VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C
   ii. **Co-requisites:** VTCH A232L
   iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
M. **Course Fee:** Yes

III. **Course Level Justification**

This intermediate course builds on the prerequisite pharmaceutical and nursing skills taught in VTCH A113, VTCH A120, and VTCH A122.

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

A. **Instructional Goals:**
   The instructor will:
   - Discuss anesthesia-related drugs, calculations, dosages, and routes of administration
   - Describe placing endotracheal tubes and administering anesthesia
   - Explain delivery of anesthesia and operation and maintenance of associated instruments and equipment
   - Discuss patient monitoring during anesthetic procedures
- Explain resuscitation procedures
- Describe the management of controlled-substances logs
- Explain techniques for evaluating patients and determining pain-management protocols
- Discuss evaluating responses to post-operative analgesia
- Explain the importance of client education for post-operative home care

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain anesthesia-related drugs, dosages, and administration routes (injection, endotracheal tube, mask)</td>
<td>Class participation, written assignments, quizzes, exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Calculate dosages of anesthesia-related drugs</td>
<td>Class participation and discussion, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate knowledge of endotracheal tubes and placement in patients</td>
<td>Class participation, role-playing, assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Describe delivery of anesthesia and operation and maintenance of associated instruments and equipment</td>
<td>Class participation, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Explain patient monitoring during anesthetic procedures</td>
<td>Class participation and discussion, role-playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Describe resuscitation procedures as needed for different scenarios</td>
<td>Class participation and discussion, role-playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Discuss managing controlled-substances logs</td>
<td>Class participation and discussion, role-playing, assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Discuss techniques for evaluating patients and determining pain-management protocols</td>
<td>Class participation and discussion, role-playing, assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Describe evaluating analgesic levels for post-operative patients</td>
<td>Class participation, role-playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Explain the importance of client education for post-operative home care</td>
<td>Class participation and discussion, role-playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.
V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation and discussion, role-playing, and exams.

VI. Topical Course Outline
A. Anesthesia
   1. Patient preparation
   2. Anesthetic agents and adjuncts
   3. Fluid therapy
   4. Anesthetic equipment
   5. Anesthetic monitoring
   6. Principles of endotracheal intubation
   7. Anesthetic induction
   8. Manual and mechanical ventilation
   9. Recovery of anesthetic patient
  10. Anesthetic problems and emergencies
  11. Emergency medical supplies/crash cart
  12. Hazards of waste anesthetic gas
B. Analgesia
   1. Patient assessment
   2. Pain management protocols
   3. Post-operative pain management

VII. Suggested Text(s)


VIII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>MA Mat-SU</th>
<th>1b. Division</th>
<th>choose one</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>2. Course Prefix</td>
<td>VTCH</td>
<td>3. Course Number</td>
<td>A232L</td>
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**Complete Course Title**  
Veterinary Anesthesia and Analgesia Laboratory  
Vet Anesthesia & Analgesia Lab  
Abbreviated Title for Transcript (30 character)

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<th>☐ Preparatory/Development</th>
<th>☐ Non-credit</th>
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| 8. Type of Action: | ☒ Add | ☐ Change | ☐ Delete |

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

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

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

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<th>☐ Stacked with</th>
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Cross-Listed Coordination Signature

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

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<th>Chair/Coordinator Contacted</th>
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**Initiator Name (typed):_________ Initiator Signed Initials:_________ Date:_________**

**Coordination Email**  
Date: 05/07/2014  
Submitted to Faculty Listserv: [uae-faculty@lists.uaa.alaska.edu](mailto:uae-faculty@lists.uaa.alaska.edu)

**Coordination with Library Liaison**  
Date: 04/01/2014

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<td>Applies anesthesia techniques, including identification and use of anesthetic-related drugs and equipment, for performing pre-anesthesia evaluations, administering and monitoring anesthesia, providing post-anesthesia care, recognizing and responding to anesthetic emergencies, evaluating patients, and implementing pain management protocols.</td>
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| 17. ☒ Mark if course has fees |

| 18. ☐ Mark if course is a selected topic course |

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<td>This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.</td>
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243
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I. Initiation Date: June 2013

II. Course Information
   A. College: Matanuska-Susitna College
   B. Course Prefix: VTCH – Veterinary Technology
   C. Course Number: A232L
   D. Credits/Contact Hours: 1.0 (0+3) Contact Hours
   E. Course Title: Veterinary Anesthesia and Analgesia Laboratory
   F. Grading: A-F (Must pass with a minimum grade of C to receive credit for VTCH A232)
   G. Implementation Date: Fall 2016
   H. Cross Listing: Not applicable
   I. Stacking: Not applicable
   J. Course Description: Applies anesthesia techniques, including identification and use of anesthetic-related drugs and equipment, for performing pre-anesthesia evaluations, administering and monitoring anesthesia, providing post-anesthesia care, recognizing and responding to anesthetic emergencies, evaluating patients, and implementing pain management protocols.
   K. Course Attributes: Not applicable
   L. Course Requirements:
      i. Prerequisites: (VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C
      ii. Co-requisites: VTCH A232
      iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
   M. Course Fee: Yes

III. Course Level Justification
This is the laboratory component of VTCH A232 and builds on the prerequisite pharmaceutical and nursing skills taught in VTCH A113, VTCH A120, and VTCH A122 and the associated laboratory courses.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
   A. Instructional Goals:
      The instructor will:
      • Demonstrate using anesthesia-related drugs with dosages and routes of administration and performing calculations
      • Demonstrate placing endotracheal tubes and administering anesthesia
- Show delivery of anesthesia and operation and maintenance of associated instruments and equipment
- Exhibit patient monitoring during anesthetic procedures
- Demonstrate resuscitation procedures
- Show recording in and managing controlled substances logs
- Demonstrate evaluating patients and determining pain management protocols
- Show evaluating responses to post-operative analgesia
- Demonstrate providing client education for post-operative home care

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate dosages of anesthesia-related drugs and administer by correct route (injection, endotracheal tube, mask)</td>
<td>Class participation, written assignments, quizzes, exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Place endotracheal tubes and deliver anesthesia</td>
<td>Class participation, role playing, assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Operate and maintain anesthetic delivery and monitoring instruments and equipment</td>
<td>Class participation, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Use clinical signs and equipment to monitor patient status during anesthetic procedures</td>
<td>Class participation and discussion, role playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Perform resuscitation procedures as needed for different scenarios</td>
<td>Class participation and discussion, role playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Manage controlled substances logs</td>
<td>Class participation and discussion, role playing, assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Evaluate patients and implement pain management protocols as directed</td>
<td>Class participation and discussion, role playing, assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Evaluate analgesic levels for post-operative patients</td>
<td>Class participation, role playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Educate client education regarding post-operative home care</td>
<td>Class participation and discussion, role playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>

*“Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.*
V. **Guidelines for Evaluation or Assessment Methods**

The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation and discussion, role playing, and exams.

VI. **Topical Course Outline**

A. **Anesthesia**
   1. Patient preparation
   2. Anesthetic agents and adjuncts
   3. Fluid therapy
   4. Anesthetic equipment
   5. Anesthetic monitoring
   6. Principles of endotracheal intubation
   7. Anesthetic induction
   8. Manual and mechanical ventilation
   9. Recovery of anesthetic patient
   10. Anesthetic problems and emergencies
   11. Emergency medical supplies/crash cart
   12. Hazards of waste anesthetic gas

B. **Analgesia**
   1. Patient assessment
   2. Pain management protocols
   3. Post-operative pain management

VII. **Suggested Text(s)**


VIII. Bibliography


1a. School or College  
MA Mat-SU

1b. Division  
choose one

1c. Department

2. Course Prefix
VTCH

3. Course Number
A233

4. Previous Course Prefix & Number  
None

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Veterinary Clinical Pathology
Veterinary Clinical Pathology

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

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

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

11. Implementation Date  
semester/year  
From: Fall/2015  
To: /9999

12. ☐ Cross Listed with  
Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
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Initiator Name (typed):  
Initiator Signed Initials:  
Date:

13b. Coordination Email  
Date: 05/07/2014
submitted to Faculty Listserv:  
(uae-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 04/01/2014

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
Covers hematology, cytology, blood chemistry, serology, and urinalysis. Describes in-depth procedures for performing diagnostic tests and collecting, handling, and evaluating specimens.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
(VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)  
VTCH A233L

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

16d. Registration Restriction(s) (non-codable)  
Acceptance into AAS Veterinary Technology Program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only):  
Karen L. Carpenter, DVM

Initiator (TYPE NAME):  
Date

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date

Approved  
Disapproved  
Board Chair  
Date

Approved  
Disapproved  
Provost or Designee  
Date
I. **Initiation Date:** June 2013

II. **Course Information**  
A. College: Matanuska-Susitna College  
B. Course Prefix: VTCH – Veterinary Technology  
C. Course Number: A233  
D. Credits/Contact Hours: 3.0 (3+0) Contact Hours  
E. Course Title: Veterinary Clinical Pathology  
F. Grading: A-F (Must pass VTCH A233L with a minimum grade of C to pass VTCH A233)  
G. Implementation Date: Fall 2016  
H. Cross Listing: Not applicable  
I. Stacking: Not applicable  
J. Course Description: Covers hematology, cytology, blood chemistry, serology, and urinalysis. Describes in-depth procedures for performing diagnostic tests and collecting, handling, and evaluating specimens.  
K. Course Attributes: Not applicable  
L. Course Requirements:  
   i. Prerequisites: (VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C  
   ii. Co-requisites: VTCH A233L  
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program  
M. Course Fee: Yes

III. **Course Level Justification**  
This course expands on information taught in VTCH A113.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**  
A. Instructional Goals:  
The instructor will:  
   • Describe methods for collecting and handling blood samples  
   • Discuss complete blood counts and components of automated hematology analyzers  
   • Describe techniques for preparing and evaluating stained blood smears  
   • Describe types of clinical chemistry profiles and their indications  
   • Explain chemistry analyzers and indications for use  
   • Describe principles and methods of serologic testing  
   • Describe methods for collecting and handling cytology samples
- Explain procedures for evaluating cytology of solid tissue masses, organs, effusions, and synovial and cerebrospinal fluids
- Describe necropsy procedures and purposes
- Describe preparation of necropsy specimens for cytology and histopathology
- Outline procedures for preparing blood, cytology, and histopathology specimens for reference laboratory submission
- Describe collecting and preparing optic cytological specimens
- Identify collecting, handling, and processing procedures for urine specimens
- Explain physical, biochemical, and microscopic techniques for evaluating urine
- Describe urine sediment elements and their clinical importance
- Differentiate between normal and abnormal hematology, blood chemistry, serology, cytology, histopathology, and urinalysis findings

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

| Student Learning Outcomes and Assessment Measures |
|---------------------------------|-----------------------------|
| **Student Learning Outcomes**   | Measures                   |
| Explain methods for collecting and handling blood samples | Class discussion, written assignments, quizzes, exams, and completion of Skills List* tasks |
| Explain complete blood counts and components of automated hematology analyzers | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Explain techniques for preparing and evaluating stained blood smears | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Identify types of clinical chemistry profiles and their indications | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Discuss chemistry analyzers and indications for use | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Explain principles and methods of serologic testing | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Discuss methods for collecting and handling cytology samples | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Describe procedures for evaluating cytology of solid tissue masses, organs, effusions, and synovial and cerebrospinal fluids | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Explain necropsy procedures and purposes | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Discuss preparation of necropsy specimens for cytology and histopathology | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Describe procedures for preparing blood, cytology, and histopathology specimens for reference laboratory submission | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Explain collecting and preparing optic cytological specimens | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
| Describe collecting, handling, and processing | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks |
Describe physical, biochemical, and microscopic techniques for evaluating urine

Identify urine sediment elements and explain their clinical importance

Contrast normal and abnormal hematology, blood chemistry, serology, cytology, histopathology, and urinalysis findings

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation and discussion, and exams.

VI. Topical Course Outline
A. Hematology
   1. Complete blood count
      a. Specimen collecting and handling
      b. Automated hematology analyzers
   2. Blood cells
      a. Packed cell volume, hematocrit
      b. Plasma protein
      c. White blood cell count
   3. Blood smear
      a. Preparing and evaluating
      b. Normal and abnormal morphology
      c. Differential white blood cell count
   4. Coagulation
      a. Bleeding time tests: ACT, APTT, PT
      b. Fibrinolysis tests
   5. Clinical chemistry
      a. Purpose
      b. Factors that affect results
      c. Chemistry analyzers
      d. Serologic testing
B. Cytology
   1. Specimen collection procedures: solid tissue masses, organs, effusions, and synovial and cerebrospinal fluids
   2. Specimen preparation for submission to reference laboratory
   3. Necropsy procedures and sampling
   4. Optic cytology specimen collection and preparation
C. Urinalysis
1. Specimen collecting and handling
2. Physical evaluation
3. Biochemical evaluation
4. Microscopic evaluation
5. Normal and abnormal urine sediment

VII. Suggested Text(s)


VIII. Bibliography


# Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>MA Mat-SU</th>
</tr>
</thead>
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<tr>
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6. Complete Course Title
Veterinary Clinical Pathology Laboratory
Vet Clinical Pathology Lab
Abbreviated Title for Transcript (30 character)

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<td>Professional Development</td>
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<td>Change</td>
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9. Repeat Status No # of Repeats Max Credits

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<th>10. Grading Basis</th>
<th>A-F</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>P/NP</td>
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<tr>
<td></td>
<td>NG</td>
</tr>
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</table>

11. Implementation Date
From: Fall/2015 To: /9999

12. Cross Listed with
Stacked with

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

<table>
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</tbody>
</table>

13b. Coordination Email
Date: 05/07/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 04/02/2014

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

15. Course Description (suggested length 20 to 50 words)
Applies information covering hematology, cytology, blood chemistry, serology, and urinalysis. Prepares students to perform diagnostic tests and collect, handle, and evaluate specimens.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
(VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195) with a minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)
VTCH A233

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

16d. Registration Restriction(s) (non-codable)
Acceptance into AAS Veterinary Technology Program

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)
Karen L. Carpenter, DVM

Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic
Board Chair

Approved
Disapproved

Provost or Designee Date

College/School Curriculum Committee Chair Date

Approved
Disapproved

I. **Initiation Date:** June 2013

II. **Course Information**
   A. **College:** Matanuska-Susitna College
   B. **Course Prefix:** VTCH – Veterinary Technology
   C. **Course Number:** A233L
   D. **Credits/Contact Hours:** 1.0 (0+3) Contact Hours
   E. **Course Title:** Veterinary Clinical Pathology Laboratory
   F. **Grading:** A-F (Must pass with minimum grade of C to receive credit for VTCH A233)
   G. **Implementation Date:** Fall 2016
   H. **Cross Listing:** Not applicable
   I. **Stacking:** Not applicable
   J. **Course Description:** Applies information covering hematology, cytology, blood chemistry, serology, and urinalysis. Prepares students to perform diagnostic tests and collect, handle, and evaluate specimens.
   K. **Course Attributes:** Not applicable
   L. **Course Requirements:**
      i. **Prerequisites:** VTCH A120, VTCH A121, VTCH A122, VTCH A122L, VTCH A223, VTCH A223L, and VTCH A195 with a minimum grade of C
      ii. **Co-requisites:** VTCH A233
      iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
   M. **Course Fee:** Yes

III. **Course Level Justification**
This course is the laboratory component of VTCH A233 and expands on information taught in VTCH A113L.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
   A. **Instructional Goals:**
      The instructor will:
      • Demonstrate methods for collecting and handling blood samples
      • Display complete blood counts and demonstrate operating automated hematology analyzers
      • Show techniques for preparing and evaluating stained blood smears
      • Demonstrate operating chemistry analyzers and performing serologic testing
      • Perform methods for collecting and handling cytology samples
      • Demonstrate evaluating cytology of solid tissue masses, organs, effusions, and synovial and cerebrospinal fluids
- Perform necropsy procedures
- Demonstrate preparing necropsy specimens for cytology and histopathology
- Show procedures for preparing blood, cytology, and histopathology specimens for reference laboratory submission
- Demonstrate collecting and preparing optic cytological specimens
- Model procedures for collecting, handling, and processing urine specimens
- Demonstrate physical, biochemical, and microscopic techniques for evaluating urine
- Display urine sediment elements
- Contrast normal and abnormal hematology, blood chemistry, serology, cytology, histopathology, and urinalysis findings

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>Collect and handle blood samples</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List* tasks</td>
</tr>
<tr>
<td>Identify complete blood counts and perform an automated hematology analysis</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
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<tr>
<td>Prepare and evaluate a stained blood smears</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
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<tr>
<td>Operate chemistry analyzers and perform serologic testing</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Collect, handle, and evaluate cytology specimens of solid tissue masses, organs, effusions, and synovial and cerebrospinal fluids</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Assist with necropsy procedures</td>
<td>Class participation, quizzes, exams, and completion of Skills List tasks</td>
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<tr>
<td>Prepare necropsy specimens for cytology and histopathology</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Prepare blood, cytology, and histopathology specimens for reference laboratory submission</td>
<td>Class participation, written and laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Collect and prepare optic cytological specimens</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Collect, handle, and process urine specimens</td>
<td>Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>
Perform physical, biochemical, and microscopic techniques for evaluating urine

Class participation, laboratory assignments, quizzes, exams, and completion of Skills List tasks

Identify urine sediment elements

Laboratory and written assignments, quizzes, practical exams, and completion of Skills List tasks

Distinguish between normal and abnormal hematology, blood chemistry, serology, cytology, histopathology, and urinalysis findings

Class discussion, written and laboratory assignments, quizzes, exams, and completion of Skills List tasks

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods

The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance; quizzes; written, laboratory, and oral assignments; class participation and discussion; and written and practical exams.

VI. Topical Course Outline

A. Hematology
   1. Complete blood count
      a. Specimen collecting and handling
      b. Automated hematology analyzers
   2. Blood cells
      a. Packed cell volume, hematocrit
      b. Plasma protein
      c. White blood cell count
   3. Blood smear
      a. Preparing and evaluating
      b. Normal and abnormal morphology
      c. Differential white blood cell count
   4. Coagulation
      a. Bleeding time tests: ACT, APTT, PT
      b. Fibrinolysis tests
   5. Clinical chemistry
      a. Purpose
      b. Factors that affect results
      c. Chemistry analyzers
      d. Serologic testing

B. Cytology
   1. Specimen collection procedures: solid tissue masses, organs, effusions, and synovial and cerebrospinal fluids
   2. Specimen preparation for submission to reference laboratory
   3. Necropsy procedures and sampling
4. Optic cytology specimen collection and preparation

C. Urinalysis
1. Specimen collecting and handling
2. Physical evaluation
3. Biochemical evaluation
4. Microscopic evaluation
5. Normal and abnormal urine sediment

VII. Suggested Text(s)


VIII. Bibliography


# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>MA Mat-SU</td>
<td>choose one</td>
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### 6. Complete Course Title

**Applied Small Animal Behavior II**

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

### 7. Type of Course

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

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Prerequisites
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other (please specify)

### 9. Repeat Status No [ ] # of Repeats [ ] Max Credits

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

### 10. Implementation Date

**From:** Fall/2015  **To:** 9999

### 11. Cross Listed with

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</tbody>
</table>

Initiator Name (typed): [ ] Initiator Signed Initials: [ ]

### 14. General Education Requirement

Mark appropriate box:

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

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

Expands on principles of learning theory and behavior modification techniques. Describes inappropriate elimination, disruptive behavior, separation anxiety, fear, and aggression in dogs and cats and situational and behavioral modifications used for addressing those problems. Discusses pharmacotherapy as an adjunct for behavior modification.

### 16. Course Prerequisite(s) (list prefix and number or test code and score)

- VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L with a minimum grade of C

### 17. Mark if course has fees

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

### 19. Justification for Action

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen L. Carpenter, DVM</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Approved</th>
<th>Disapproved</th>
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<tr>
<td>Dept Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A240
D. Credits/Contact Hours: 1.0 (1+0) Contact Hours
E. Course Title: Applied Small Animal Behavior II
F. Grading: A-F
G. Implementation Date: Spring 2017
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Expands on principles of learning theory and behavior modification techniques. Describes inappropriate elimination, disruptive behavior, separation anxiety, fear, and aggression in dogs and cats and situational and behavioral modifications used for addressing those problems. Discusses pharmacotherapy as an adjunct for behavior modification.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C
   ii. Co-requisites: None
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course expands and builds on the principles learned in VTCH A130.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Review principles and applications of learning theory for training and behavior modification in dogs and cats
   • Discuss medical conditions associated with inappropriate elimination problems in dogs and cats
   • Describe situational and behavioral concerns contributing to inappropriate elimination problems in dogs and cats and behavior modification techniques for addressing them
• Explain reasons for unruly and disruptive behaviors in dogs and cats and techniques for correcting them
• Discuss situational and behavioral underpinnings for separation, fear, and anxiety problems in dogs and cats and behavior modification techniques for dealing with them
• Describe problem aggression in dogs and cats, potential situational and behavioral causes, and techniques for handling them
• Provide opportunity for supervised behavior modification work with dogs and cats
• Describe development of client handouts for resolving common problem behaviors of dogs and cats
• Provide guidance and feedback on student-produced client-education handouts for resolving common problem behaviors of dogs and cats

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Explain principles and applications of learning theory for training and behavior modification in dogs and cats</td>
</tr>
<tr>
<td>Describe medical conditions associated with inappropriate elimination problems in dogs and cats</td>
</tr>
<tr>
<td>Discuss situational and behavioral concerns contributing to inappropriate elimination problems in dogs and cats and behavior modification techniques for addressing them</td>
</tr>
<tr>
<td>Discuss reasons for unruly and disruptive behaviors in dogs and cats and techniques for correcting them</td>
</tr>
<tr>
<td>Explain situational and behavioral underpinnings for separation, fear, and anxiety problems in dogs and cats and behavior modification techniques for dealing with them</td>
</tr>
<tr>
<td>Describe problem aggression in dogs and cats, potential situational and behavioral causes, and techniques for handling them</td>
</tr>
<tr>
<td>Apply behavior modification techniques to problem behaviors commonly encountered in dogs and cats</td>
</tr>
<tr>
<td>Develop client-education handouts for resolving common problem behaviors of dogs and cats</td>
</tr>
</tbody>
</table>
V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this program and possibly this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class discussion and participation, field trips, and exams.

VI. Topical Course Outline
A. Review Principles of Learning Theory
   1. Classical conditioning
   2. Operant conditioning
   3. Instrumental learning
   4. Reinforcement vs. punishment
   5. Positive vs. aversive behavior control
B. Review Training Preparations
   1. Identify objectives and goals
   2. Select training technique
   3. Develop training schedule
   4. Evaluate progress
C. Review Practical Applications
   1. Selecting primary and secondary reinforcements
   2. Timing and scheduling reinforcement
   3. Shaping (successive approximation)
   4. Using behavior chains and the Premack principle
D. Inappropriate Elimination
   1. Medical conditions associated with inappropriate elimination problems
   2. Inappropriate elimination problems in dogs
   3. Inappropriate elimination problems in cats
   4. Situational and behavioral modifications addressing inappropriate elimination
   5. Pharmacotherapy for inappropriate elimination problems
E. Unruly and Disruptive Behavior
   1. Disruptive dog behaviors
   2. Disruptive cat behaviors
   3. Situational and behavioral modifications for eliminating unruly behaviors
F. Separation, Fear, and Anxiety Problems
   1. Separation anxiety in dogs
   2. Situational, behavioral, and pharmacotherapy treatments for addressing separation anxiety
   3. Fear-related behavior in dogs and cats
   4. Situational and behavioral modifications for addressing fear
G. Problem Aggression in Dogs and Cats
   1. Problem aggression in dogs
   2. Situational and behavioral modifications for addressing dog aggression
   3. Problem aggression in cats
   4. Situational and behavioral modifications for addressing cat aggression
H. Clinical Application for Veterinary Technicians
   1. Written communication through handout development
   2. Oral communication through role playing and volunteer work

VII. Suggested Text(s)


VIII. Bibliography


*Classic text
1. School or College
   MA Mat-SU

2. Course Prefix
   VTCH

3. Course Number
   A241

4. Previous Course Prefix & Number
   None

5. Credits/CEUs
   2.0

6. Complete Course Title
   Laboratory and Exotic Animal Medicine
   Laboratory & Exotic Animal Med

7. Type of Course
   ☑ Academic

8. Type of Action:
   ☑ Add

9. Repeat Status
   ☑ No
   # of Repeats
   Max Credits

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

11. Implementation Date
    From: Fall/2015
    To: /9999

12. Cross Listed
    ☑ with

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

14. Course Description
    Discusses common laboratory and exotic animal species and their unique husbandry issues, handling and restraining, gender determination, reproduction, nutrition, common diseases, and clinical and surgical procedures.

15. Course Prerequisite(s) (list prefix and number or test code and score)
    (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C

16. Co-requisite(s) (concurrent enrollment required)
    VTCH A241L

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
    This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)
Karen L. Carpenter, DVM
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Date

Approved
Disapproved
Board Chair
Date

Approved
Disapproved
Provost or Designee
Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A241
D. Credits/Contact Hours: 2.0 (2+0) Contact Hours
E. Course Title: Laboratory and Exotic Animal Medicine
F. Grading: A-F (Must pass VTCH A241L with a minimum grade of C to pass VTCH A241)
G. Implementation Date: Spring 2017
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Discusses common laboratory and exotic animal species and their unique husbandry issues, handling and restraining, gender determination, reproduction, nutrition, common diseases, and clinical and surgical procedures.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C
   ii. Co-requisites: VTCH A241L
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course is based on knowledge and skills gained in all previous VTCH courses.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Describe the natural history and taxonomy of common laboratory and exotic animals (bird, reptile, rabbit, ferret, guinea pig, rodent, pocket pet, and other exotic species seen in veterinary practices)
   • Explain the unique husbandry and nutritional concerns of common laboratory and exotic animals
   • Describe gender determination and reproduction in common laboratory and exotic animals
   • Discuss potential zoonotic disease concerns of common laboratory and exotic animals
- Describe common diseases seen in common laboratory and exotic animals
- Describe restraining and handling techniques for common laboratory and exotic animals during clinical, diagnostic, surgical, anesthetic, and therapeutic procedures
- Compare and contrast physical examination findings between common laboratory and exotic animals
- Discuss clinical and diagnostic procedures for common laboratory and exotic animals
- Describe surgical procedures and anesthesia used for common laboratory and exotic animals
- Compare and describe therapeutic procedures for common laboratory and exotic animals
- Explain how rabbits and rodents may be used for research

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the natural history and taxonomy of common laboratory and exotic animals (bird,</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td>reptile, rabbit, ferret, guinea pig, rodent, pocket pet, and other exotic species seen in</td>
<td>Skills List* tasks</td>
</tr>
<tr>
<td>veterinary practices)</td>
<td></td>
</tr>
<tr>
<td>Describe the unique husbandry and nutritional concerns of common laboratory and exotic</td>
<td>Class discussion, written assignments, quizzes, exams, projects, and</td>
</tr>
<tr>
<td>animals</td>
<td>completion of Skills List tasks</td>
</tr>
<tr>
<td>Explain gender determination and reproduction in common laboratory and exotic animals</td>
<td>Class discussion, written assignments, quizzes, exams, projects, and</td>
</tr>
<tr>
<td></td>
<td>completion of Skills List tasks</td>
</tr>
<tr>
<td>Explain gender determination and reproduction in common laboratory and exotic animals</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of</td>
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<tr>
<td></td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate understanding of potential zoonotic disease concerns of common laboratory and</td>
<td>Written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>exotic animals</td>
<td></td>
</tr>
<tr>
<td>Discuss common diseases seen in common laboratory and exotic animals</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td></td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Explain restraining and handling techniques for common laboratory and exotic animals during clinical, diagnostic, surgical, anesthetic, and therapeutic procedures</td>
<td>Class participation, role playing, written assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Differentiate physical examination findings of common laboratory and exotic animals</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td></td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Describe clinical and diagnostic procedures for common laboratory and exotic animals</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td></td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Explain surgical procedures and anesthesia used for common laboratory and exotic animals</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td></td>
<td>Skills List tasks</td>
</tr>
<tr>
<td>Contrast and explain therapeutic procedures for common laboratory and exotic animals</td>
<td>Class discussion, written assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td></td>
<td>Skills List tasks</td>
</tr>
</tbody>
</table>
common laboratory and exotic animals | exams, and completion of Skills List tasks
---|---
Discuss how rabbits and rodents may be used for research | Class discussion, written assignments, quizzes, exams, and completion of Skills List tasks

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. **Guidelines for Evaluation or Assessment Methods**

The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation and discussion, role playing, and exams.

VI. **Topical Course Outline**

A. **Birds**
   1. Natural history and taxonomy of common species seen in veterinary practice
   2. Husbandry and nutrition
   3. Gender determination and reproduction
   4. Zoonotic diseases
   5. Restraint procedures and physical examination
   6. Clinical and diagnostic procedures
   7. Surgical and anesthetic procedures
   8. Therapeutic procedures

B. **Reptiles**
   1. Natural history and taxonomy of common species seen in veterinary practice
   2. Husbandry and nutrition
   3. Gender determination and reproduction
   4. Zoonotic diseases
   5. Restraint procedures and physical examination
   6. Clinical and diagnostic procedures
   7. Surgical and anesthetic procedures
   8. Therapeutic procedures

C. **Rabbits**
   1. Natural history and taxonomy of common species seen in veterinary practice
   2. Husbandry and nutrition
   3. Gender determination and reproduction
   4. Zoonotic diseases
   5. Restraint procedures and physical examination
   6. Clinical and diagnostic procedures
   7. Surgical and anesthetic procedures
   8. Therapeutic procedures
   9. Use as research animals
D. Ferrets
1. Natural history and taxonomy of common species seen in veterinary practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures

E. Guinea Pigs
1. Natural history and taxonomy of common species seen in veterinary practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures

F. Rodents
1. Natural history and taxonomy of common species seen in veterinary practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures
9. Use as research animals

G. Pocket Pets
1. Natural history and taxonomy of common species seen in veterinary practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures

H. Other Exotic Animal Species (Including Chinchillas, Hedgehogs, Fish, and Amphibians)
1. Natural history and taxonomy of common species seen in veterinary practice
2. Husbandry and nutrition
3. Gender determination and reproduction  
4. Zoonotic diseases  
5. Restraint procedures and physical examination  
6. Clinical and diagnostic procedures  
7. Surgical and anesthetic procedures  
8. Therapeutic procedures

VII. Suggested Text(s)


VIII. Bibliography


*Classic text
## Course Action Request

### University of Alaska Anchorage

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

### 1a. School or College
MA Mat-SU

### 1b. Division
Choose one

### 1c. Department

### 2. Course Prefix
VTCH

### 3. Course Number
A241L

### 4. Previous Course Prefix & Number
None

### 5a. Credits/CEUs
1.0

### 5b. Contact Hours
(0+3)

### 6. Complete Course Title
Laboratory and Exotic Animal Medicine Laboratory
Lab & Exotic Animal Med Lab

### Abbreviated Title for Transcript (30 character)

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

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

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

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

### 11. Implementation Date
From: Fall/2015  To: 9999

### 12. Cross Listed with

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

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

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</tbody>
</table>

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

### 13b. Coordination Email
Date: 05/07/2014
submitted to Faculty Listser: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
Date: 04/10/2014

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

### 15. Course Description (suggested length 20 to 50 words)
Applies techniques for handling, restraining, care, feeding, determining gender, and performing clinical and surgical procedures of common laboratory and exotic animals.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
(VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C

### 16b. Co-requisite(s) (concurrent enrollment required)
VTCH A241

### 16c. Other Restriction(s)
- College ☐ Major ☑ Class ☐ Level

### 16d. Registration Restriction(s) (non-codable)
Acceptance into AAS Veterinary Technology Program

### 17. Mark if course has fees

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

### 19. Justification for Action
This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)
Karen L. Carpenter, DVM  Date

Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College  Date

Approved
Disapproved

Undergraduate/Graduate Academic  Date

Approved
Disapproved

Board Chair  Date

Approved
Disapproved

Provost or Designee  Date
I. **Initiation Date:** June 2013

II. **Course Information**
   A. **College:** Matanuska-Susitna College
   B. **Course Prefix:** VTCH – Veterinary Technology
   C. **Course Number:** A241L
   D. **Credits/Contact Hours:** 1.0 (0+3) Contact Hours
   E. **Course Title:** Laboratory and Exotic Animal Medicine Laboratory
   F. **Grading:** A-F (Must pass with a minimum grade of C to receive credit for VTCH A241)
   G. **Implementation Date:** Spring 2017
   H. **Cross Listing:** Not applicable
   I. **Stacking:** Not applicable
   J. **Course Description:**
      Applies techniques for handling, restraining, care, feeding, determining gender, and performing clinical and surgical procedures of common laboratory and exotic animals.
   K. **Course Attributes:** Not applicable
   L. **Course Requirements:**
      i. **Prerequisites:** (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C
      ii. **Co-requisites:** VTCH A241
      iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
   M. **Course Fee:** Yes

III. **Course Level Justification**
   This course is the laboratory component of VTCH A241 and is based on knowledge and skills gained in all previous VTCH courses.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
   A. **Instructional Goals:**
      The instructor will:
      - Introduce common laboratory and exotic animals (bird, reptile, rabbit, ferret, guinea pig, rodent, pocket pet, and other exotic species seen in veterinary practice)
      - Demonstrate care and feeding of common laboratory and exotic animals
      - Demonstrate determining gender of common laboratory and exotic animals
      - Reinforce safety procedures for preventing the transmission of potential zoonotic diseases from common laboratory and exotic animals
• Demonstrate nursing care for common laboratory and exotic animals
• Demonstrate restraining and handling techniques for common laboratory and exotic animals during clinical, diagnostic, surgical, anesthetic, and therapeutic procedures
• Demonstrate physical examination of common laboratory and exotic animals
• Demonstrate clinical and diagnostic procedures for common laboratory and exotic animals
• Demonstrate surgical procedures and anesthesia used for common laboratory and exotic animals
• Demonstrate therapeutic procedures for common laboratory and exotic animals

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify common laboratory and exotic animals (bird, reptile, rabbit, ferret, guinea pig,</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of</td>
</tr>
<tr>
<td>rodent, pocket pet, and other exotic species seen in veterinary practice)</td>
<td>Skills List* tasks</td>
</tr>
<tr>
<td>Care for and feed common laboratory and exotic animals</td>
<td>Class participation, homework assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Determine gender of common laboratory and exotic animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate safety procedures for preventing the transmission of potential zoonotic</td>
<td>Class participation, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>diseases from common laboratory and exotic animals</td>
<td></td>
</tr>
<tr>
<td>Provide nursing care for common laboratory and exotic animals</td>
<td>Class participation, homework assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Restrain and handle common laboratory and exotic animals during clinical, diagnostic,</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>surgical, anesthetic, and therapeutic procedures</td>
<td></td>
</tr>
<tr>
<td>Assist with physical examination of common laboratory and exotic animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Perform clinical and diagnostic procedures for common laboratory and exotic animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Assist with surgical procedures and anesthesia in common laboratory and exotic animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Perform therapeutic procedures on common laboratory and exotic animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written, laboratory, and oral assignments, class participation and discussion, and exams.

VI. Topical Course Outline
A. Birds
1. Natural history and taxonomy of common species seen in practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures

B. Reptiles
1. Natural history and taxonomy of common species seen in practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures

C. Rabbits
1. Natural history and taxonomy of common species seen in practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures
9. Use as research animals

D. Ferrets
1. Natural history and taxonomy of common species seen in practice
2. Husbandry and nutrition
3. Gender determination and reproduction
4. Zoonotic diseases
5. Restraint procedures and physical examination
6. Clinical and diagnostic procedures
7. Surgical and anesthetic procedures
8. Therapeutic procedures

E. Guinea Pigs
1. Natural history and taxonomy of common species seen in practice


*Classic text*
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<td>1b. Division</td>
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<td>1c. Department</td>
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<td>3. Course Number</td>
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<td>4. Previous Course Prefix &amp; Number</td>
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### 6. Complete Course Title

**Large Animal Medicine and Clinical Procedures**

*Abbreviated Title for Transcript (30 character)*: Lrg Animal Med & Clinical Proc

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If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- Major
- Other (please specify)

### 9. Repeat Status No

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### 10. Grading Basis

- ☒ A-F
- ☐ P/NP
- ☐ NG

### 11. Implementation Date

**semester/year**

From: Fall/2015 To: /9999

### 12. Cross Listed with

- ☐ Stacked with

- Cross-Listed Coordination Signature

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

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

<table>
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Initiator Name (typed): ___________________________ Initiator Signed Initials: ___________ Date: ___________

### 13b. Coordination Email

Date: 05/07/2014

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

### 13c. Coordination with Library Liaison

Date: 04/08/2014

### 14. General Education Requirement

Mark appropriate box:

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

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

Discusses common large animal species and their unique husbandry issues, handling and restraining, reproduction, nutrition, common diseases, and clinical and surgical procedures.

### 16a. Course Prerequisite(s) *(list prefix and number or test code and score)*

(VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C

### 16b. Co-requisite(s) *(concurrent enrollment required)*

VTCH A242L

### 16c. Other Restriction(s)

- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

### 16d. Registration Restriction(s) *(non-codable)*

Acceptance into AAS Veterinary Technology Program

### 17. ☒ Mark if course has fees

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

### 19. Justification for Action

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)

Karen L. Carpenter, DVM

Initiator (TYPE NAME)

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<td>Provost or Designee</td>
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<td>Date</td>
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277
I. **Initiation Date:** June 2013

II. **Course Information**
   
   A. **College:** Matanuska-Susitna College
   
   B. **Course Prefix:** VTCH – Veterinary Technology
   
   C. **Course Number:** A242
   
   D. **Credits/Contact Hours:** 2.0 (2+0) Contact Hours
   
   E. **Course Title:** Large Animal Medicine and Clinical Procedures
   
   F. **Grading:** A-F (Must pass VTCH A242L with a minimum grade of C to pass VTCH A242)
   
   G. **Implementation Date:** Spring 2017
   
   H. **Cross Listing:** Not applicable
   
   I. **Stacking:** Not applicable
   
   J. **Course Description:**
   
   K. Discusses common large animal species and their unique husbandry issues, handling and restraining, reproduction, nutrition, common diseases, and clinical and surgical procedures.
   
   L. **Course Attributes:** Not applicable
   
   M. **Course Requirements:**
      
      i. **Prerequisites:** (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C
      
      ii. **Co-requisites:** VTCH A242L
      
      iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
   
   N. **Course Fee:** Yes

III. **Course Level Justification**
   
   This course is based on knowledge and skills gained in all previous VTCH courses.

IV. **Instructional Goals, Student Outcomes and Assessment Procedures**
   
   A. **Instructional Goals:**
      
      The instructor will:
      
      - Describe common large animal species (horse, cattle, sheep, goat, swine, and camelid breeds seen in veterinary practices)
      
      - Explain the unique husbandry and nutritional concerns of common large animals
      
      - Describe reproduction and breeding management practices in common large animals
      
      - Discuss potential zoonotic disease concerns and herd health issues of common large animals
• Describe common diseases of common large animals
• Describe restraining and handling techniques for common large animals during clinical, diagnostic, surgical, anesthetic, and therapeutic procedures
• Explain physical examination techniques and findings of common large animals
• Discuss clinical and diagnostic procedures for common large animals
• Describe common surgical procedures and anesthesia used for large animals
• Discuss therapeutic procedures and their administration to common large animals
• Explain preventive medicine protocols for large animals including vaccine types and vaccination schedules
• Discuss drug withdrawal periods in food animals

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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</thead>
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<tr>
<td><strong>Student Learning Outcomes</strong></td>
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<tr>
<td>Discuss common large animals (horse, cattle, sheep, goat, swine, and camelid breeds seen in veterinary practice)</td>
</tr>
<tr>
<td>Describe the unique husbandry and nutritional concerns of common large animals</td>
</tr>
<tr>
<td>Explain reproduction and breeding management practices in common large animals</td>
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<tr>
<td>Demonstrate understanding of potential zoonotic disease concerns and herd health issues of common large animals</td>
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<tr>
<td>Discuss common diseases of common large animals</td>
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<tr>
<td>Explain restraining and handling techniques for common large animals during clinical, diagnostic, surgical, anesthetic, and therapeutic procedures</td>
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<tr>
<td>Discuss physical examination techniques and findings of common large animal species</td>
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<td>Describe clinical and diagnostic procedures for common large animals</td>
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<tr>
<td>Explain common surgical procedures and anesthesia used for large animals</td>
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<td>Describe preventive medicine protocols for large animals including vaccine types and</td>
</tr>
<tr>
<td>Vaccination Schedules</td>
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V. Guidelines for Evaluation or Assessment Methods
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VI. Topical Course Outline
A. Horses
1. Common breeds seen in veterinary practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures

B. Cattle
1. Common breeds seen in veterinary practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures
10. Drug withdrawal periods

C. Sheep
1. Common breeds seen in veterinary practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures
10. Drug withdrawal periods
D. Goats
1. Common breeds seen in veterinary practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures
10. Drug withdrawal periods

E. Swine
1. Common breeds seen in veterinary practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures
10. Drug withdrawal periods

F. Camelids
1. Common breeds seen in veterinary practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures

VII. Suggested Text(s)


VIII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<td>MA Mat-SU</td>
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<td>Large Animal Medicine and Clinical Procedures Laboratory</td>
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<td>or</td>
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<th>13. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
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<td>Natural Sciences</td>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>Applies techniques for care, reproductive management, disease prevention, handling, restraining, feeding, and performing clinical and surgical procedures for common large animals.</td>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<th>17. Mark if course has fees</th>
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<td>This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.</td>
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<tr>
<td>Karen L. Carpenter, DVM</td>
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| Approved |
| Disapproved |
| Approved |
| Disapproved |
| Approved |
| Disapproved |

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283
I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A242L
D. Credits/Contact Hours: 1.0 (0+3) Contact Hours
E. Course Title: Large Animal Medicine and Clinical Procedures Laboratory
F. Grading: A-F (Must pass with a minimum grade of C to receive credit for VTCH A242)
G. Implementation Date: Spring 2017
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description:
Applies techniques for care, reproductive management, disease prevention, handling, restraining, feeding, and performing clinical and surgical procedures for common large animals.

K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C
   ii. Co-requisites: VTCH A242
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program

M. Course Fee: Yes

III. Course Level Justification
This course is the laboratory component of VTCH A242 and builds on knowledge and skills gained in all previous VTCH courses.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Present breeds of common large animals (horses, cattle, sheep, goats, swine, and camelids seen in veterinary practice)
   • Demonstrate care and feeding of common large animals
   • Demonstrate reproduction and breeding management practices in common large animals
   • Reinforce safety procedures for preventing the transmission of potential zoonotic diseases from common large animals
• Demonstrate nursing care for common large animals
• Demonstrate restraining and handling techniques for common large animals during clinical, diagnostic, surgical, anesthetic, and therapeutic procedures
• Demonstrate physical examination of common large animals
• Demonstrate clinical and diagnostic procedures for common large animals
• Demonstrate surgical procedures and anesthesia used for common large animals
• Demonstrate therapeutic procedures for common large animals
• Demonstrate vaccination and deworming procedures for common large animals

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td>Identify breeds of common large animals (horses, cattle, sheep, goats, swine, and camelids seen in veterinary practice)</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List* tasks</td>
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<tr>
<td>Care for and feed common large animals</td>
<td>Class participation, homework assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Assist with reproduction and breeding management practices in common large animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Demonstrate safety procedures for preventing the transmission of potential zoonotic diseases from common large animals</td>
<td>Class participation, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Provide nursing care for common large animals</td>
<td>Class participation, homework assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Restrain and handle common large animals during clinical, diagnostic, surgical, anesthetic, and therapeutic procedures</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
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<tr>
<td>Assist with physical examination of common large animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Perform clinical and diagnostic procedures for common large animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Assist with surgical procedures and anesthesia in common large animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
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<tr>
<td>Administer therapeutics to common large animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
<tr>
<td>Assist with vaccination and deworming procedures for common large animals</td>
<td>Class participation, lab assignments, quizzes, exams, and completion of Skills List tasks</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance; quizzes; written, laboratory, and oral assignments; class participation and discussion; role playing; and exams.

VI. **Topical Course Outline**

A. **Horses**
   1. Common breeds seen in practice
   2. Husbandry and nutrition
   3. Reproduction and breeding management
   4. Zoonotic diseases
   5. Preventive medicine and herd health
   6. Restraint procedures and physical examination
   7. Clinical and diagnostic procedures
   8. Surgical and anesthetic procedures
   9. Therapeutic procedures

B. **Cattle**
   1. Common breeds seen in practice
   2. Husbandry and nutrition
   3. Reproduction and breeding management
   4. Zoonotic diseases
   5. Preventive medicine and herd health
   6. Restraint procedures and physical examination
   7. Clinical and diagnostic procedures
   8. Surgical and anesthetic procedures
   9. Therapeutic procedures
   10. Drug withdrawal periods

C. **Sheep**
   1. Common breeds seen in practice
   2. Husbandry and nutrition
   3. Reproduction and breeding management
   4. Zoonotic diseases
   5. Preventive medicine and herd health
   6. Restraint procedures and physical examination
   7. Clinical and diagnostic procedures
   8. Surgical and anesthetic procedures
   9. Therapeutic procedures
   10. Drug withdrawal periods

D. **Goats**
   1. Common breeds seen in practice
   2. Husbandry and nutrition
   3. Reproduction and breeding management
   4. Zoonotic diseases
   5. Preventive medicine and herd health
   6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures
10. Drug withdrawal periods

E. Swine
1. Common breeds seen in practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures
10. Drug withdrawal periods

F. Camelids
1. Common breeds seen in practice
2. Husbandry and nutrition
3. Reproduction and breeding management
4. Zoonotic diseases
5. Preventive medicine and herd health
6. Restraint procedures and physical examination
7. Clinical and diagnostic procedures
8. Surgical and anesthetic procedures
9. Therapeutic procedures

VII. Suggested Text(s)


VIII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>choose one</th>
<th>1c. Department</th>
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<table>
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<th>2. Course Prefix</th>
<th>VTCH</th>
<th>3. Course Number</th>
<th>A243</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>None</th>
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<th>1.0</th>
<th>5b. Contact Hours</th>
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| 6. Complete Course Title | Career Success for Veterinary Technicians  
| Career Success for Vet Techs |

| Abbreviated Title for Transcript (30 character) | |

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<th>☐ Non-credit</th>
<th>☐ CEU</th>
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| 8. Type of Action: | ☑ Add | ☐ Change | ☐ Delete |

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<th>Contact Hours</th>
<th>Repeat Status</th>
<th>Cross-Listed/Stacked</th>
<th>Course Prerequisites</th>
<th>Co-requisites</th>
<th>Registration Restrictions</th>
<th>General Education Requirement</th>
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| 10. Grading Basis | ☑ A-F | ☐ P/NP | ☐ NG |

| 11. Implementation Date | ☑ From: Fall/2015 | To: 9999 |

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<th>Cross-Listed Coordination Signature</th>
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| 13a. Impacted Courses or Programs: | List any programs or college requirements that require this course.  
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<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<th>submitted to Faculty Listserve: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></th>
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</table>

<table>
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<th>Date: 04/10/2014</th>
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<table>
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<th>14. General Education Requirement</th>
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<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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</table>

| 15. Course Description (suggested length 20 to 50 words) | Emphasizes professionalism, critical thinking tools, interpersonal skills, and professional ethics for success as a veterinary technician. Teaches résumé writing and job interviewing techniques. Explores career options, professional development opportunities, and current and projected trends in veterinary technology. |

<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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| 16b. Co-requisite(s) (concurrent enrollment required) | None |

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<th>16c. Other Restriction(s)</th>
<th>Acceptance into AAS Veterinary Technology Program</th>
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</table>

| 16d. Registration Restriction(s) (non-codable) | Acceptance into AAS Veterinary Technology Program |

| 17. ☑ Mark if course has fees | |

| 18. ☐ Mark if course is a selected topic course | |

<p>| 19. Justification for Action | This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology. |</p>
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<tr>
<td>Karen L. Carpenter, DVM</td>
<td></td>
<td></td>
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<table>
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<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<th>Disapproved</th>
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<th>Disapproved</th>
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</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
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<th>Disapproved</th>
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</thead>
</table>
I. **Initiation Date:** June 2013

II. **Course Information**

A. **College:** Matanuska-Susitna College
B. **Course Prefix:** VTCH – Veterinary Technology
C. **Course Number:** A243
D. **Credits/Contact Hours:** 1.0 (1+0) Contact Hours
E. **Course Title:** Career Success for Veterinary Technicians
F. **Grading:** A-F
G. **Implementation Date:** Spring 2017
H. **Cross Listing:** Not applicable
I. **Stacking:** Not applicable
J. **Course Description:** Emphasizes professionalism, critical thinking tools, interpersonal skills, and professional ethics for success as a veterinary technician. Teaches résumé writing and job interviewing techniques. Explores career options, professional development opportunities, and current and projected trends in veterinary technology.
K. **Course Attributes:** Not applicable
L. **Course Requirements:**
   i. **Prerequisites:** (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C
   ii. **Co-requisites:** None
   iii. **Registration Restrictions:** Acceptance into AAS Veterinary Technology Program
M. **Course Fee:** Yes

III. **Course Level Justification**

This course focuses on skills learned in previous VTCH courses and applies them to professional success.

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

A. **Instructional Goals:**

   The instructor will:
   - Describe and demonstrate professional résumé and cover-letter writing skills
   - Outline successful interview techniques
   - Discuss personal and professional management skills required to work as a successful team member
   - Associate critical thinking and interpersonal skills with high-quality patient care and job performance
   - Identify career options and professional development opportunities
• Explain importance of lifelong learning and continuing medical education
• Review need for following and upholding applicable laws using the veterinary technology profession’s ethical codes

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>Write a professional résumé and cover letter</td>
</tr>
<tr>
<td>Give a successful interview in a role-playing exercise</td>
</tr>
<tr>
<td>Demonstrate personal and professional management skills required to work as a successful team member</td>
</tr>
<tr>
<td>Demonstrate critical thinking and interpersonal skills leading to high-quality patient care and job performance</td>
</tr>
<tr>
<td>Describe career options and professional development opportunities</td>
</tr>
<tr>
<td>Discuss importance of lifelong learning and continuing medical education</td>
</tr>
<tr>
<td>Explain importance of following and upholding applicable laws using the veterinary technology profession’s ethical codes</td>
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* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class participation and discussion, role playing, and exams.

VI. Topical Course Outline
A. Professional Résumé and Cover-Letter Writing
B. Effective Employee Interview Skills
C. Professionalism
   1. Clients and fellow staff members
   2. High-quality patient care
D. Career Choices for Veterinary Technicians
E. Professional Development and Lifelong Learning Opportunities
F. Critical Thinking
   1. Documentation and the veterinary technician practice model
documentation skills
G. Application of Veterinary Technology Profession’s Ethical Code

VII. Suggested Text(s)


VIII. Bibliography


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

1a. School or College
    MA Mat-SU

1b. Division
    choose one

1c. Department

2. Course Prefix
    VTCH

3. Course Number
    A244

4. Previous Course Prefix & Number
    None

5a. Credits/CEUs
    1.0

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

6. Complete Course Title
   Veterinary Technician National Exam Preparation
   Vet Tech National Exam Prep
   Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status No
   # of Repeats
   Max Credits

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

11. Implementation Date
    semester/year
    From: Fall/2015  To: /9999

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

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

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Initiator Name (typed): ________________________________________  Initiator Signed Initials: ____________________________  Date: ____________

13b. Coordination Email
    Date: 05/07/2014
    submitted to Faculty List serv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 04/10/2014

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

15. Course Description (suggested length 20 to 50 words)
   Describes and applies study strategies and test-taking skills for successfully completing the Veterinary Technician National Exam (VTNE). Reviews all VTCH curricula content and related practice tests.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
    (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)
    None

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

16d. Registration Restriction(s) (non-codable)
    Acceptance into AAS Veterinary Technology Program

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.

Initiator (faculty only)
Karen L. Carpenter, DVM

Initiator (TYPE NAME)

Approved  ☐ Disapproved
Dean/Director of School/College  Date

Approved  ☐ Disapproved
Undergraduate/Graduate Academic  Date

Approved  ☐ Disapproved
Board Chair  Date

Approved

Disapproved  Provost or Designee  Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A244
D. Credits/Contact Hours: 1.0 (1+0) Contact Hours
E. Course Title: Veterinary Technician National Exam Preparation
F. Grading: A-F
G. Implementation Date: Spring 2017
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description: Describes and applies study strategies and test-taking skills for successfully completing the Veterinary Technician National Exam (VTNE). Reviews all VTCH curricula content and related practice tests.
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L) with a minimum grade of C
   ii. Co-requisites: None
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
This course is a review of all previously covered material in the VTCH curricula.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Outline study strategies for successful test taking
   • Discuss test-taking strategies including dealing with test anxiety
   • Assist students with applying study strategies for reviewing all topics covered in the program
   • Administer VTNE practice tests
   • Evaluate, review, and discuss practice test results based on test-taking strategies for improving future test performance

B. Student Learning Outcomes. Student will be able to:
### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and demonstrate study strategies for successful test taking</td>
<td>Class discussion, written assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Describe test-taking strategies including dealing with test anxiety</td>
<td>Class participation, quizzes, and exams</td>
</tr>
<tr>
<td>Apply study strategies for reviewing all topics covered in the program</td>
<td>Class participation, written assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Apply test-taking strategies to VTNE practice tests</td>
<td>Class participation and exams</td>
</tr>
<tr>
<td>Improve future VTNE practice-test performance in preparation for actual exam</td>
<td>Class discussion, written assignments, and exams</td>
</tr>
</tbody>
</table>

### V. Guidelines for Evaluation or Assessment Methods

The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for this program and possibly this course. Other assessment tools are at the instructor’s discretion and may include attendance, quizzes, written and oral assignments, class discussion and participation, and exams.

### VI. Topical Course Outline

A. Test-Taking Strategies
   1. Study strategies
   2. Testing strategies
   3. Multiple-choice testing strategies
   4. Dealing with test anxiety

B. Basic and Clinical Sciences
   1. Veterinary anatomy and physiology
   2. Urinalysis and hematology
   3. Cytology
   4. Parasitology
   5. Microbiology
   6. Clinical chemistry

C. Clinical Applications
   1. Restraining and handling
   2. Facility maintenance
   3. Diagnostic imaging

D. Patient Management and Nutrition
   1. Life-stage patient care
   2. Behavior
   3. Large and small animal nutrition
   4. Laboratory and exotic animal medicine

E. Anesthesia and Pharmacology
   1. Anesthesia
   2. Pharmacology
   3. Calculations
F. Medical and Surgical Nursing
   1. Surgical preparation and instrument care
   2. Small animal nursing
   3. Large animal nursing
   4. Dentistry
   5. Emergency medicine

G. Practice Management
   1. Self-management
   2. Professional management
   3. Veterinary ethics

VII. Suggested Text(s)


VIII. Bibliography


*Classic text
## Course Action Request

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

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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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### 6. Complete Course Title

**Clinical Externship II**  
**Clinical Externship II**  
(30 character)  
**Abbreviated Title for Transcript**

### 7. Type of Course

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

### 8. Type of Action:

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

*If a change, mark appropriate boxes:*

- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Course Description  
- [ ] Test Score Prerequisites  
- [ ] Other Restrictions  
  - [ ] Class  
  - [ ] Level  
  - [ ] College  
  - [ ] Major  
  - [ ] Other  
  - [ ] (please specify)

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

### 10. Grading Basis

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

### 11. Implementation Date

- **From:** Fall/2015  
- **To:**  

### 12. Cross Listed with

- [ ]  
- [ ]  

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

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*Initiator Name (typed):__  
Initiator Signed Initials:__  
Date:__

### 13b. Coordination Email

**Date:** 05/07/2014  
**submitted to Faculty Listserv:** (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

**Date:** 04/11/2014

### 14. General Education Requirement

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

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

Combines veterinary clinical skills with theoretical knowledge to complete student preparation for licensure and employment opportunities after graduation.  
*Special note: Requires 45 hours of work experience for each credit (135 approved hours).*

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)

*VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH A233, and VTCH A233L)* with a minimum grade of C

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

*None*

### 16c. Other Restriction(s)

- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

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

*Acceptance into AAS Veterinary Technology Program*

### 17. Mark if course has fees

- [ ]

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

- [ ]

### 19. Justification for Action

This course is required as part of the curricula needed to obtain accreditation by the American Veterinary Medical Association (AVMA) for an Associates of Applied Science Degree in Veterinary Technology.
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I. Initiation Date: June 2013

II. Course Information
A. College: Matanuska-Susitna College
B. Course Prefix: VTCH – Veterinary Technology
C. Course Number: A295
D. Credits/Contact Hours: 3.0 (0+9) Contact Hours
E. Course Title: Clinical Externship II
F. Grading: A-F
G. Implementation Date: Spring 2017
H. Cross Listing: Not applicable
I. Stacking: Not applicable
J. Course Description: Combines veterinary clinical skills with theoretical knowledge to complete student preparation for licensure and employment opportunities after graduation. Special note: Requires 45 hours of work experience for each credit (135 approved hours).
K. Course Attributes: Not applicable
L. Course Requirements:
   i. Prerequisites: (VTCH A130, VTCH A231, VTCH A231L, VTCH A232, VTCH A232L, VTCH 233, and VTCH A233L) with a minimum grade of C
   ii. Co-requisites: None
   iii. Registration Restrictions: Acceptance into AAS Veterinary Technology Program
M. Course Fee: Yes

III. Course Level Justification
Knowledge and skills acquired throughout veterinary technology curricula culminate in this capstone course.

IV. Instructional Goals, Student Outcomes and Assessment Procedures
A. Instructional Goals:
The instructor will:
   • Explain course and faculty expectations including attendance, time-log maintenance, journaling, communication, professionalism, ambassadorship, dress, appearance, and confidentiality
   • Review student clinical skills self-assessment forms
   • Query students regarding externship expectations, concerns, and previous experiences
- Describe safety and risk-management procedures including incident report submission, insurance coverage, and medical-care protocol for externship incidents
- Provide additional opportunity for applying theoretical knowledge and acquired skills in a veterinary facility
- Coordinate with externship supervisor to ensure that student works out a learning agreement, is informed of externship supervisor expectations, and develops a work schedule
- Orchestrates ongoing communication among faculty, externship supervisors, and students concerning workplace performance and challenges
- Provide opportunity for students to share workplace experiences
- Provide opportunity for final work-performance evaluations and students’ evaluations of experiences and externship sites

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td>Describe and model course and faculty expectations including attendance, time-log maintenance, journaling, communication, professionalism, ambassadorship, dress, appearance, and confidentiality</td>
<td>Written and oral assignments, quizzes, exams, and externship supervisor evaluation</td>
</tr>
<tr>
<td>Complete forms to assess their competency levels before and after externship</td>
<td>Written reports</td>
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<tr>
<td>Explain safety and risk-management procedures including incident report submission, insurance coverage, and medical-care protocol for externship incidents</td>
<td>Written and oral assignments, quizzes, and exams</td>
</tr>
<tr>
<td>Describe externship supervisor expectations</td>
<td>Class discussion</td>
</tr>
<tr>
<td>Observe and practice veterinary technician, management, and client relations skills in a veterinary facility setting</td>
<td>Class participation, journaling, externship supervisor evaluation, and possible completion of Skills List* tasks</td>
</tr>
<tr>
<td>Communicate workplace performance and challenges to faculty and externship supervisors</td>
<td>Journaling, oral assignments, and externship site evaluation</td>
</tr>
<tr>
<td>Discuss workplace experiences in a group setting</td>
<td>Class participation and written and oral assignments</td>
</tr>
<tr>
<td>Perform veterinary technician duties as assigned by externship supervisor</td>
<td>Externship supervisor evaluation and possible completion of Skills List tasks</td>
</tr>
<tr>
<td>Identify strengths, weaknesses, and lessons learned</td>
<td>Self-reflection</td>
</tr>
</tbody>
</table>

* “Skills List” refers to The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List.

V. Guidelines for Evaluation or Assessment Methods
The Committee on Veterinary Technician Education and Activities (CVTEA) Essential and Recommended Skills List, reviewed annually, is a required assessment tool for the program and a possible assessment tool for this course dependent on availability of program instructors for evaluation of skills. Other assessment tools are at the instructor’s discretion and may include class participation; attendance; written and oral assignments; quizzes; exams; student self-assessment; and externship supervisor evaluation of work habits, attitude, appearance, professionalism, demonstration, and competency of skills.

VI. Topical Course Outline
A. Externship Orientation
   1. Externship site selection and placement
   2. Course and faculty expectations
      a. Attendance and professionalism
      b. Ambassadorship
      c. Dress and appearance
      d. Confidentiality
      e. Student self-assessment of competence level before and after externship
      f. Time-log maintenance
      g. Journaling
      h. Communication with other students
   3. Communication essential to successful relationship between faculty, externship supervisors, and students
   4. Student concerns and expectations
   5. Safety and risk management
B. Placement in a Veterinary Facility
   1. Initial interview process
   2. Learning agreement
   3. Externship supervisor expectations
   4. Work schedule
C. Continuing Communication among Faculty, Externship Supervisors, and Students Regarding Workplace Performances and Challenges
D. Student Sharing of Workplace Experiences
E. Student Observation and Practice of Fundamental Skills Learned to Date
   1. Veterinary technician skills
      a. Pharmacy
      b. Imaging
      c. Nursing
      d. Anesthesia
      e. Surgical nursing
      f. Diagnostic imaging
      g. Dentistry
      h. Laboratory procedures
   2. Management skills
      a. Schedule appointments
      b. Triage, admit, and discharge procedures
c. Emergency situations
d. Medical records
e. Inventory control
f. Sanitation protocols
g. Regulatory agencies roles

3. Client relations
   a. Communication of patient and/or facility needs through phone and personal contact
   b. Relay drug information to clients
      1) Storage
      2) Handling
      3) Administration
      4) Side effects
      5) Drug interactions
      6) Safety
      7) Indications for drug use
      8) Disposal
   c. Client advice for diagnostic testing
      1) Value
      2) Procedures
      3) Results
   d. Billing and finances

F. Final Evaluation of Work Performance and Externship Experience
   1. Areas of strength
   2. Areas needing improvement
   3. Lessons learned

VII. Suggested Text(s)


VIII. Bibliography


To: Undergraduate Academic Board

From: Karen L. Carpenter, DVM, Term Assistant Professor of Science, Matanuska-Susitna College

Date: 13 June 2014

Subject: Proposal for an Associate of Applied Science Degree Program in Veterinary Technology

This proposal is to establish an Associate of Applied Science Degree Program in Veterinary Technology at Matanuska-Susitna College. Alaska is one of only two states that do not currently have at least one American Veterinary Medical Association (AVMA)-accredited veterinary technology degree program, and Alaska’s veterinary industry would like to fill that void. The proposed program follows the guidance established by the AVMA’s Committee on Veterinary Technician Education and Activities (CVTEA). Students admitted to the program will be required to complete the following courses, which include two externships, as part of the proposed degree. CGCs and CARs for each of these courses are included in this curriculum package.

*VTCH A101 Introduction to Veterinary Technology (1+0) 1 credit
*VTCH A102 Veterinary Medical Terminology (1+0) 1 credit
VTCH A110 Medical Calculations for Veterinary Technicians (1+0) 1 credit
VTCH A111 Veterinary Office Procedures and Hospital Management (3+0) 3 credits
VTCH A112 Veterinary Anatomy and Physiology (3+0) 3 credits
VTCH A112L Veterinary Anatomy and Physiology Laboratory (0+3) 1 credit
VTCH A113 Veterinary Nursing Skills (3+0) 3 credits
VTCH A113L Veterinary Nursing Skills Laboratory (0+3) 1 credit
VTCH A120 Pharmacology for Veterinary Technicians (2+0) 2 credits
VTCH A121 Small Animal Medicine (3+0) 3 credits
VTCH A122 Veterinary Surgical Nursing (3+0) 3 credits
VTCH A122L Veterinary Surgical Nursing Laboratory (0+3) 1 credit
VTCH A223 Veterinary Microbiology and Parasitology (3+0) 3 credits
VTCH A223L Veterinary Microbiology and Parasitology Laboratory (0+3) 1 credit
VTCH A195 Clinical Externship I (135 contact hours) (3+0) 3 credits
VTCH A130 Applied Small Animal Behavior I (1+0) 1 credit
VTCH A231 Veterinary Diagnostic Imaging and Dentistry (2+0) 2 credits
VTCH A231L Veterinary Diagnostic Imaging and Dentistry Laboratory (0+3) 1 credit
VTCH A232 Veterinary Anesthesia and Analgesia (3+0) 3 credits
VTCH A232L Veterinary Anesthesia and Analgesia Laboratory (0+3) 1 credit
VTCH A233 Veterinary Clinical Pathology (3+0) 3 credits
VTCH A233L Veterinary Clinical Pathology Laboratory (0+3) 1 credit
VTCH A240 Applied Small Animal Behavior II (1+0) 1 credit
VTCH A241 Laboratory and Exotic Animal Medicine (2+0) 2 credits
VTCH A241L Laboratory and Exotic Animal Medicine Laboratory (0+3) 1 credit
VTCH A242 Large Animal Medicine and Clinical Procedures (2+0) 2 credits
VTCH A242L Large Animal Medicine and Clinical Procedures Laboratory (0+3) 1 credit
VTCH A243 Career Success as a Veterinary Technician (1+0) 1 credit
VTCH A244 Veterinary Technician National Exam Preparation (1+0) 1 credit
VTCH A295 Clinical Externship II (135 contact hours) (3+0) 3 credits

TOTAL 54 CREDITS

*Admission prerequisites

Along with VTCH A101 and VTCH A102, students will also need COMM (3 credits), ENGL A111 (3 credits), BIOL (4 credits), MATH A105 (3 credits), and CHEM A055 or higher as prerequisites for acceptance into the program. They will also need 3 credits of PSY and a 3-credit, 200-level ENGL course before they graduate for a TOTAL of 73 CREDITS.

Please contact me at 907-745-9771 or klcarpenter@matsu.alaska.edu with any questions. Thank you for your consideration.
# 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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## 2. Complete Program Title/Prefix

Associate of Applied Science in Veterinary Technology

## 3. Type of Program

Choose one from the appropriate drop down menu:

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<th>Undergraduate:</th>
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<td>Associate of Applied Science</td>
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This program is a Gainful Employment Program:  Yes  or  No

## 4. Type of Action:

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

## 5. Implementation Date (semester/year)

| From: Fall/2015 | To: /9999 |

## 6a. Coordination with Affected Units

Department, School, or College:

Initiator Name (typed): Karen L. Carpenter, DVM

Initiator Signed Initials: _________

Date: __________________

## 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date: 5/07/2014

## 6c. Coordination with Library Liaison

Date: 4/11/2014

## 7. Title and Program Description - Please attach the following:

- [ ] Cover Memo
- [ ] Catalog Copy in Word using the track changes function

## 8. Justification for Action

The State of Alaska has no American Veterinary Medical Association (ACMA) accredited veterinary technician program. In 2010, veterinarians and veterinary technicians were surveyed at the Alaska Veterinary Medical Association conference; 98% of respondents supported developing an AVMA-accredited veterinary technology program and indicated they would hire our graduates. The Alaska veterinary community is required to hire licensed veterinary technicians to perform advanced procedures. Presently, trainees can receive licensure after on-the-job training and passing the Veterinary Technician National Exam (VTNE); however, veterinary technician licensing laws may soon require those wanting licensure to complete an accredited veterinary technician program before sitting for the VTNE. According to the Rochester Institute of Technology’s (RIT) report, “Job Outlook to 2018 For Today’s College Graduate,” employment prospects for veterinarians will increase by 33%. This increase in future jobs for veterinarians will mandate a need for more veterinary technicians to support them—both in Alaska and across the country. According to the United States Department of Labor Bureau of Labor Statistics, the job opportunities for veterinary technicians and technologists are excellent and are “expected to grow by 36 percent over the 2008-18 projection period, which is much faster than the average for all occupations” (http://www.bls.gov/oco/ocos183.htm). Furthermore, veterinary technicians not only support veterinarians in clinics, but they also have many other career options, such as conducting research or working in military service, food safety, teaching, zoos, and aquariums. An
AVMA-accredited veterinary technology program would provide its graduates a two-year associate of applied science degree in veterinary technology.

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Veterinary technicians are indispensable members of the professional veterinary medical team and provide animal health care and education to our community. They work in clinics, animal hospitals, animal shelters, zoos, and research facilities. In addition to being team members, they must also work independently and respond quickly in emergencies. Veterinary technicians are educated and trained to be contributing professionals supporting the needs of animals as patients and people as clients.

The program follows the educational guidelines of the American Veterinary Medical Association (AVMA) and is in the process of gaining accreditation. Upon accreditation, the program will prepare students to sit for the Veterinary Technician National Exam (VTNE) leading towards Veterinary Technician Licensure.

In the Veterinary Technology AAS program, students gain knowledge and technical skills for handling, treating, and providing nursing care necessary for effective patient management. Students will develop the skills essential for assisting veterinarians during treatment and surgery, including small, large, and exotic animal medicine; laboratory and clinical procedures; diagnostic imaging; dental hygiene; anesthesia and surgical nursing; pharmacology; proper positioning and restraint; nutritional management and husbandry; routine and emergency care; safety protocols; prevention of zoonotic diseases; grief management counseling; and applied animal behavior. Students also learn techniques for effective communication, both orally and in writing, with the veterinary team, clients, and the community.

Two primary requirements of the Veterinary Technology program are a mid-program clinical externship and a capstone clinical externship. Both clinical externships provide opportunities to apply learned skills in a clinical setting. These externships will be completed in clinics around the state and in other U.S. locations. Efforts are made to place students in geographic locations of their choice; however, externship positions may not be available at all approved sites.

**Associate of Applied Science, Veterinary Technology**

**Program Student Learning Outcomes**

MSC’s AAS Veterinary Technology program curricula follow the outcomes outlined in the Essential and Recommended Skills List of the American Veterinary Medical Association’s (AVMA’s) Committee on Veterinary Technician Education and Activities (CVTEA). The students and the program will be assessed by an external review team (AVMA’s CVTEA) on each of those specific skills.

Upon completion of the Associate of Applied Science degree program in Veterinary Technology, students will be prepared to:

1. Participate in facility management utilizing traditional and electronic media and appropriate veterinary medical terminology and abbreviations.
2. Communicate in a professional manner in all formats.
3. Follow and uphold applicable laws and the veterinary technology professional code of ethics to provide high quality care to patients.
4. Safely and effectively administer prescribed drugs to patients.
5. Accurately dispense and explain prescribed drugs to clients.
6. Demonstrate and perform patient assessment techniques in a variety of animal species.
7. Understand and demonstrate husbandry, nutrition, therapeutic, and dentistry techniques appropriate to various animal species.
8. Safely and effectively manage and maintain patients in all phases of anesthesia.
9. Safely and effectively select, utilize, and maintain anesthetic delivery and monitoring instruments and equipment.
10. Understand and integrate all aspects of patient management for common surgical procedures in a variety of animal species.
11. Understand and provide the appropriate instruments, supplies, and environment to maintain asepsis during surgical procedures.
12. Properly package, handle, and store specimens for laboratory analysis.
13. Properly analyze laboratory specimens.
14. Safely and effectively produce diagnostic radiographic and non-radiographic images.
15. Safely and effectively handle common laboratory animals used in animal research.
16. Understand the approach to providing safe and effective care for small and large domestic animals and common laboratory and exotic animals.
17. Model professional behavior, including risk management, time management, and respect for patients, clients, and colleagues.
18. Seek, obtain, evaluate, and use scientific literature and professional development opportunities relevant to veterinary technology for engaging in lifelong learning.
19. Promote the profession of veterinary technology through professional organization service and affiliations.

**Admission Requirements**

**Matanuska-Susitna College - Admission Requirements**

*Advising for this Mat-Su College (MSC) program is only available from MSC Student Services. Please call (907) 745-9762 for more information.*

Admission to the MSC Veterinary Technology program is competitive and based on a ranking process. Program applications can be requested through the Veterinary Technology department or downloaded via the Internet. Application requirements must be completed prior to the published application deadline.

Students should consider applying for admission as a “pre-major” in Veterinary Technology while enrolled in Veterinary Technology degree prerequisite courses. While being a pre-major is not required, students may be eligible for financial aid as pre-majors are considered to be degree-seeking students.

Admission as a Veterinary Technology pre-major does not guarantee admission to the Veterinary Technology degree program. Applications for major status must be submitted by the published deadline. Formal admission requirements to the Veterinary Technology AAS degree program are listed below.

**Admission Requirements for Veterinary Technology Degree**

1. Student must attend an advising session with the MSC Veterinary Technology coordinator. Contact the campus for an appointment.
2. VTCH A101 with a grade of C or better; this class functions both as an introduction to the profession and as an application assessment tool.
3. VTCH A102 with a grade of C or better
4. CHEM A055 or any CHEM course for which CHEM A055 is in the prerequisite chain with a grade of C or better
5. Completion of the following General Course Requirements for Associate of Applied Science Degree with a C or better in each class:
   a. Biology with laboratory from Natural Science UAA GER list (BIOL A102 and BIOL A103 or BIOL A115 and BIOL A115L are preferred)
   b. Oral Communication Skills GER
   c. ENGL A111 or ENGL A1W-Written Communication GER
   d. MATH A105 or any MATH course for which MATH A105 is in the prerequisite chain
6. Cumulative GPA of 2.00 or better in all courses (all program requirements and all prior coursework)
7. Admission essay
8. Résumé with three letters of recommendation

Selection criteria change periodically in response to AVMA guidelines. Applicants must contact the program or MSC Student Services for selection criteria for the year they wish to apply. Completion of the admissions requirements does not guarantee
selection into the Veterinary Technology AAS degree program. Applicants transferring credits from another institution benefit by applying for admissions in the pre-major status a semester prior to the application deadline. This allows sufficient time for transcript evaluation processing.

Further details regarding the selection process can be found in the Veterinary Technology AAS Student Handbook.

**Admission Requirements before Beginning Coursework**

Upon admission to the Veterinary Technology program, students are required to provide the following before beginning course work:

1. Documentation from personal physician, PA-C, or NP affirming capability of performing the physical tasks required for the program as outlined in the Veterinary Technology AAS Student Handbook
2. Evidence of diphtheria/tetanus vaccination within the past 10 years (with booster required at the time of expiration)
3. Professional liability insurance in the amount of $1 million/$3 million (to be maintained throughout the duration of the student’s enrollment in the Veterinary Technology program. The policy will be paid out of student fees.
4. Accident insurance throughout the duration of the student’s enrollment in the Veterinary Technology program. The policy will be paid out of student fees.
5. Results of a state- and national-level criminal background check. Must be completed prior to the start of courses. This process can take several months to complete.
6. Test results documenting that the student is free of illegal drugs. Tests must be taken and results submitted to the Veterinary Technology coordinator before the student’s date of acceptance into the program and the first day of class.

Students enrolled in clinical courses must provide their own transportation to clinical assignments and will be required to purchase uniforms and specialized equipment. The college 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. No workers compensation will be awarded if injured on a clinical site or during the field internship. It is strongly recommended that students maintain personal medical insurance.

**Academic Progress**

1. Students are required to earn a grade of 2.00 C or higher in each VTCH course for all courses required. Failure to maintain a passing grade of C will result in dismissal from the program.
2. Students MUST complete all of the VTCH classes through VTCH A240, their 200-level English course, and their psychology course before they register for their final externship (VTCH A295). Students must have all of the VTCH classes through VTCH A244 completed before beginning the final externship (VTCH A295).
3. The veterinary technology program admits students into a program cohort. Thus, if a student leaves the program for any reason, the student will not be able to resume the program until the next cohort starts.

**General University Requirements**

Complete the General University and the General Course Requirements for Associate of Applied Science Degrees located at the beginning of this chapter.

**Communication Requirements (9 credits)**

- **Oral communication (3 credits)**
  Oral communication skills GER is a required prerequisite and fulfills the oral communication requirement (3)

- **Written communication (6 credits)**
  ENGL A111 or ENGL A1W-Written Communication GER is a required prerequisite and fulfills the 100-level written communication requirement (3)
  ENGL A211, ENGL A212 (preferred), ENGL A213, or ENGL A214 will fulfill the 200-level written communication requirement (3)
General Requirements (6 credits)

Natural Science Requirements (4 credits)

Biology with laboratory from the Natural Science UAA GER list (BIOL A102 and BIOL A103 or BIOL A115 and BIOL A115L are preferred) is a required prerequisite and fulfills part of the general requirements (4)

Math Requirements (3 credits)

MATH A105 or any MATH course for which MATH A105 is in the prerequisite chain is a required prerequisite and fulfills part of the general requirements (3)

Major Requirements (57 credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>PSY AXXX</td>
<td>Psychology class from UAA GR list (PSY A153 or A150 preferred)</td>
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<tr>
<td>VTCH A101</td>
<td>Introduction to Veterinary Technology</td>
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<td>VTCH A102</td>
<td>Veterinary Medical Terminology</td>
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<td>VTCH A110</td>
<td>Medical Calculations for Veterinary Technicians</td>
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<td>VTCH A112</td>
<td>Veterinary Anatomy and Physiology</td>
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<td>VTCH A112L</td>
<td>Veterinary Anatomy and Physiology Laboratory</td>
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<td>Career Success as a Veterinary Technician</td>
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<td>VTCH A244</td>
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<td>VTCH A295</td>
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</table>

A total of 73 credits is required for the degree.

FACULTY

Karen L. Carpenter, DVM, Coordinator/Assistant Professor of Science (MSC), klicarpenter@matsu.alaska.edu
# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Anthropology</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
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<td>ANTH</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Peoples and Cultures of Scandinavia</td>
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<th>7. Type of Course</th>
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<tr>
<td>☐ Preparatory/Development</td>
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<td>☐ Non-credit</td>
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<td>☐ Stacked with</td>
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| Cross-Listed Coordination Signature | |

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
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**Initiator Name (typed): Steve J. Langdon**  
**Initiator Signed Initials: _______**  
**Date: __________**

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</tr>
<tr>
<td>☐ Humanities</td>
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<tr>
<td>☐ Natural Sciences</td>
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<tr>
<td>☐ Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Cultural history and variations of Scandinavian peoples including their origins, prehistory, biological affiliations, major migrations, and selected current issues.</td>
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<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<th>18. Mark if course is a selected topic course</th>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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Program consolidation and revision, involving streamlining of course offerings for students.

<table>
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<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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**Initiator (TYPE NAME): _______**  
**Date: __________**

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<td>Dean/Director of School/College</td>
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<td>Date</td>
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<th>23. Disapproved</th>
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<tbody>
<tr>
<td>Provost or Designee</td>
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<td>Date</td>
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## Course Action Request

### University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
</tr>
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<td>ASSC Division of Social Science</td>
<td>Anthropology</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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### Complete Course Title

Applied Anthropology

### Abbreviated Title for Transcript (30 character)

### Type of Course

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

### Type of Action:

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

#### If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Other
- [ ] Course Number
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement

### Repeat Status No

<table>
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### Grading Basis

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

### Implementation Date

- From: Fall/2014
- To: Fall/9999

### Cross Listed with

- [ ] Stacked with A615

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

Applied anthropology, theory, methods, and the history of applied anthropology in the United States, with an emphasis on applying anthropology for social justice in Alaska. Students will conduct a local research project as a team through engagement with community institutions, thereby learning the methods of applying anthropology to solve contemporary sociocultural issues and problems.

### Course Prerequisite(s) (list prefix and number or test code and score)

ANTH A202, minimum grade of C

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

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

### Mark if course has fees

### Mark if course is a selected topic course

### Justification for Action

Updating course description and classroom approach to keep up with innovative teaching strategies being used for similar courses at other universities. Updating prerequisites to ensure students have taken Cultural Anthropology (ANTH A202).

---

**Initiator Name (typed): Sally Carraher**

**Initiator Signed Initials: _________**

**Date:**

---

**Coordination Email:**

- Date: 10/31/2013
- submitted to Faculty Listserv: (uaf-faculty@lists.uaa.alaska.edu)

**Coordination with Library Liaison**

- Date: 10/31/2013

**General Education Requirement**

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

---

**Course Prerequisite(s) (list prefix and number or test code and score)**

ANTH A202, minimum grade of C

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

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

---

**Mark if course has fees**

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

---

**Justification for Action**

- Updating course description and classroom approach to keep up with innovative teaching strategies being used for similar courses at other universities. Updating prerequisites to ensure students have taken Cultural Anthropology (ANTH A202).

---

**Initiator (faculty only) Date**

**Sally Carraher**

**Initiator (TYPE NAME)**

- [ ] Approved
- [ ] Disapproved

**Date**

---

**Dean/Director of School/College Date**

**Undergraduate/Graduate Academic Date**

**Board Chair Date**

**Provost or Designee Date**

---

314
I. Date of initiation: October, 2013
II. A. College or school: CAS  
B. Course title: Applied Anthropology  
C. Course prefix: ANTH  
D. Course number: A415  
E. Credits and Contact hours: 3.0 credits, 3+0 contact hours  
F. Grading: A-F  
G. Stacking: ANTH A615  
H. Course description: Applied anthropology, theory, methods, and the history of applied anthropology in the United States, with an emphasis on applying anthropology for social justice in Alaska. Students will conduct a local research project as a team through engagement with community institutions, thereby learning the methods of applying anthropology to solve contemporary sociocultural issues and problems.  
I. Course prerequisites: ANTH A202, with minimum grade of C  
J. Registration restrictions: none  
K. Course fee: No

III. Course activities/teaching methods:  
Course will be offered every other academic year. Each time course is offered, the instructor will have identified a local client and research project, and the main research focus/question for the class to work on as a team. Students work collaboratively with the client to identify specific research questions, project timeline, project data collection methods (i.e. open or structured interviews, focus groups, questionnaire surveys, oral histories, life histories, archival research), and develop project deliverables for the client (i.e. a final report, a website, pamphlets, public presentation, community education materials). Through this approach, students learn through personal experience how to actually do applied anthropological research with an emphasis on promoting social justice in Alaska. In addition to providing educational materials about the theory, methods, and history of applied anthropology, the instructor serves as a facilitator and mediator for students and the project client.

IV. Instructional goals and student learning outcomes:  
A. The instructor will:  
1. Explain the core concepts, historical developments, methods employed, and major results of applying anthropological theory and method to the understanding and amelioration of sociocultural problems or challenges in Alaska, the US, and worldwide.  
2. Identify and discuss the major subfields in applied anthropology, and the kinds of employment available in each related to one’s educational achievement and experience.
3. Explain the ethical principles required of applied and practicing anthropologists, proving illustrations of both appropriate and unethical activity in the field.

4. Serve as a project facilitator and a mediator between students and the client.

5. Prior to the start of the semester, the instructor will identify a client (person, community group, or organization) in the Anchorage/Mat-Su area, and work with the client to identify the main research topic and people who will be involved in the project (i.e. interviewees).

6. Prior to the start of the semester, the instructor will obtain IRB and any other necessary approvals/licenses, as well as project funding (if needed).

B. The student will be able to:

1. Discuss the core concepts, historical developments, methods and results of applying anthropological theory and method to sociocultural problems.

2. Discuss the development, activities appropriate to, and notable results of applied anthropology.

3. Discuss the ethical principles adhered to in this field.

4. Demonstrate competency in types of methods commonly used in applied anthropology.

5. Demonstrate competency in designing, carrying out, and analyzing anthropological research with an applied focus; and in the development and dissemination of research deliverables to a client.

6. Work effectively as a part of team.

V. Topical course outline:

1. Introduction and overview; distinction between basic and applied anthropological research

2. History and kinds of applied anthropology, globally, in the US, and with a special emphasis on Alaska

3. Ethics in applied research and practice

4. Method and theory in applied anthropology:
   a. Ethnography, participant observation, key-informant interviewing, oral and life histories, qualitative analyses
   b. Focus groups, questionnaire surveys, quantitative analyses

5. Research design and process:
   a. Identifying core research problem and developing specific research questions to answer the problem
   b. Time management and troubleshooting
   c. Population sampling techniques
   d. Designing research instruments (surveys, interviews)
   e. Storing, organizing, coding, and analyzing data
f. Writing research dissemination materials for clients and public audiences

VI. Suggested texts:

VII. Bibliography:
1a. School or College
   AS CAS

1b. Division
   ASSC Division of Social Science

1c. Department
   Anthropology

2. Course Prefix
   ANTH

3. Course Number
   A615

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Advanced Applied Anthropology

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

  ☐ Prefix
  ☐ Credits
  ☐ Title
  ☐ Grading Basis
  ☑ Course Description
  ☐ Test Score Prerequisites
  ☐ Automatic Restrictions
  ☐ Class
  ☐ Level
  ☐ College
  ☐ Major
  ☐ Other

9. Repeat Status No
   # of Repeats
   Max Credits

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

11. Implementation Date
    From:  Fall/2014    To:  Fall/9999

12. ☐ Cross Listed with
    ☐ Stacked with
    A415

Cross-Listed Coordination Signature

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

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

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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>Paul White</td>
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<tr>
<td>3.</td>
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Initiator Name (typed): Sally Carraher
Initiator Signed Initials: ________ Date: __________

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

Date: 10/31/2013

13c. Coordination with Library Liaison
Date: 10/31/2013

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

15. Course Description (suggested length 20 to 50 words)
Advanced applied anthropology, theory, methods, and the history of applied anthropology in the United States, with an emphasis on applying anthropology for social justice in Alaska. Students will conduct a local research project as a team through engagement with community institutions, thereby learning the methods of applying anthropology to solve contemporary sociocultural issues and problems.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
Anth 202 completed with minimum grade of C

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

16c. Automatic Restriction(s)
☐ College  ☐ Major  ☐ Class  ☐ Level

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updating course description and classroom approach to keep up with innovative teaching strategies being used for similar courses at other universities. Updating prerequisites to ensure students have taken Cultural Anthropology (ANTH202).

Initiator (faculty only)
Sally Carraher
Initiator (TYPE NAME)

Approved ☑ Disapproved ☐

Date: __________

Dean/Director of School/College

Approved ☑ Disapproved ☐

Date: __________

Undergraduate/Graduate Academic Board Chair

Approved ☑ Disapproved ☐

Date: __________

Provost or Designee

Approved ☑ Disapproved ☐

Date: __________
COURSE CONTENT GUIDE

I. Date of initiation: October, 2013
II. A. College or school: CAS
B. Course title: Applied Anthropology
C. Course prefix: ANTH
D. Course number: A615
E. Credits and Contact hours: 3.0 credits, 3+0 contact hours
F. Grading: A-F
G. Stacking: ANTH A415
H. Course description: Advanced applied anthropology, theory, methods, and the history of applied anthropology in the United States, with an emphasis on applying anthropology for social justice in Alaska. Students will conduct a local research project as a team through engagement with community institutions, thereby learning the methods of applying anthropology to solve contemporary sociocultural issues and problems.
I. Registration restrictions: Graduate standing
J. Course fee: No

III. Course activities/teaching methods:
Course will be offered every other academic year. Each time course is offered, the instructor will have identified a local client and research project, and the main research focus/question for the class to work on as a team. Students work collaboratively with the client to identify specific research questions, project timeline, project data collection methods (i.e. open or structured interviews, focus groups, questionnaire surveys, oral histories, life histories, archival research), and develop project deliverables for the client (i.e. a final report, a web site, pamphlets, public presentation, community education materials). Through this approach, students learn through personal experience how to actually do applied anthropological research with an emphasis on promoting social justice in Alaska. In addition to providing educational materials about the theory, methods, and history of applied anthropology, the instructor serves as a facilitator and mediator for students and the project client.

IV. Instructional goals and student outcomes:
A. The instructor will:
   1. Explain the core concepts, historical developments, methods employed, and major results of applying anthropological theory and method to the understanding and amelioration of sociocultural problems or challenges in Alaska, the US, and worldwide.
   2. Identify and discuss the major subfields in applied anthropology, and the kinds of employment available in each related to one’s educational achievement and experience.
3. Explain the ethical principles required of applied and practicing anthropologists, proving illustrations of both appropriate and unethical activity in the field.

4. Serve as a project facilitator and a mediator between students the client.

5. Prior to the start of the semester, the instructor will identify a client (person, community group, or organization) in the Anchorage/Mat-Su area, and work with the client to identify the main research topic and people who will be involved in the project (i.e. interviewees).

6. Prior to the start of the semester, the instructor will obtain IRB and any other necessary approvals/licenses, as well as project funding (if needed).

B. The student will be able to:

1. Discuss the core concepts, historical developments, methods and results of applying anthropological theory and method to sociocultural problems.

2. Discuss the development, activities appropriate to, and notable results of applied anthropology.

3. Discuss the ethical principles adhered to in this field.

4. Gain experience and competency in types of methods commonly used in applied anthropology.

5. Gain experience in designing, carrying out, and analyzing anthropological research with an applied focus; and in the development and dissemination of research deliverables to a client.

6. Work effectively as a part of a team.

7. Work as project managers to assist the instructor with mentoring undergraduate student research and writing; and oversee particular aspects of project completion.

V. Assessment:

1. Graduate students will receive a final grade for the course (A-F). Graduate students will maintain research journals cataloguing their progress and accounting for individual contributions and activities related to the class research project. Graduate students will be assessed based on the quality, rigor, completion, and collegiality reflected in their journals, in-class activities, and the final database and project reports developed for delivery to the class client. The journal also provides the instructor with information about student participation and success outside of the classroom – thus highlighting contributions to the class project that may not be readily observable in the classroom or the final report to the client.

2. Graduate students will be assessed, in addition to the above, based on their performance as mentors to the undergraduates, as reflected in their own journal entries and the instructor’s observations during class activities. Graduate students are expected to contribute to class research, analysis,
and writing at a higher level—and will work as project managers under the instructor to guide undergraduate student work.

VI. Topical course outline:
1. Introduction and overview; distinction between basic and applied anthropological research
2. History and kinds of applied anthropology, globally, in the US, and with a special emphasis on Alaska
3. Ethics in applied research and practice
4. Method and theory in applied anthropology:
   a. Ethnography, participant observation, key-informant interviewing, oral and life histories, qualitative analyses
   b. Focus groups, questionnaire surveys, quantitative analyses
5. Research design and process:
   a. Identifying core research problem and developing specific research questions to answer the problem
   b. Time management and troubleshooting
   c. Population sampling techniques
   d. Designing research instruments (surveys, interviews)
   e. Storing, organizing, coding, and analyzing data
   f. Writing research dissemination materials for clients and public audiences

VII. Suggested texts:

VIII. Bibliography:
American Anthropological Association Ethical Guidelines.


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

2. Course Prefix
   ANTH
3. Course Number
   A435
4. Previous Course Prefix & Number
   NA
5a. Credits/CEUs
   3
5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course Title
   Northwest Coast Cultures
   Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status choose one
   # of Repeats
   Max Credits
   ☑ Add
   ☐ Change
   ☐ Delete

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

11. Implementation Date
    From: Fall/2014
    To: Fall/9999

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

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

- Anthropology BA/BS
  Date: 10/31/2013
  Chair/Coordinator Contacted: Paul White
- Anthropology MA
  Date: 10/31/2013
  Chair/Coordinator Contacted: Paul White
- Alaska Native Studies Minor
  Date: 10/31/2013
  Chair/Coordinator Contacted: Maria Williams

Initiator Name (typed): Steve J. Langdon
Initiator Signed Initials: _________
Date: __________________

13b. Coordination Email
    Date: 10/31/2013
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 10/31/2013

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

15. Course Description (suggested length 20 to 50 words)
    Indigenous peoples and cultures of the Northwest Coast including prehistory, regional variations, key institutions (potlatch, art, slavery, spirituality, warfare), culture history, ethnohistoric change and contemporary issues such as cultural revitalization, land and resource rights and self-determination.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
16b. Co-requisite(s) (concurrent enrollment required)
16c. Automatic Restriction(s)
16d. Registration Restriction(s) (non-codable)
17. ☐ Mark if course has fees
18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Program consolidation and revision, involving streamlining of course offerings for students.

Initiator (faculty only)
Steve J. Langdon
Initiator (TYPE NAME)
Date

Initiator (faculty only)
Date

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Date

Approved
Disapproved
Board Chair
Date

Approved
Disapproved
Provost or Designee
Date
1. School or College  
AS CAS

2. Course Prefix  
ANTH

3. Course Number  
A454

6. Complete Course Title  
Culture and Ecology

6a. Credits/CEUs  
3

6b. Contact Hours  
(Lecture + Lab)  
(3+0)

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

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

If a change, mark appropriate boxes:

- Prefix  
- Credits  
- Title  
- Grading Basis  
- Course Description  
- Test Score Prerequisites  
- Other Restrictions  
  - Class  
  - Level  
  - College  
  - Major  
- Other

- Course Number  
- Contact Hours  
- Repeat Status  
- Cross-Listed/Stacked  
- Co-requisites  
- Registration Restrictions  
- General Education Requirement  
- Repeat Status No  
- # of Repeats  
- Max Credits

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

11. Implementation Date  
From: Spring/2014  
To: Fall/9999

12. ☐ Cross Listed with  
☐ Stacked with  
ANTH A654  
Cross-Listed Coordination

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Integrative Capstone (Tier 3 GER), p. 87 2012-13 catalog</td>
<td>10/31/2013</td>
<td>Faculty List Serv</td>
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</table>

Initiator Name (typed): Steve J. Langdon  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
Date: 10/31/2013  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 10/31/2013

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

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

Anthropological approaches to the relationships between cultural and ecological systems. Culture as an adaptive system and the role of various cultural subsystems in different adaptations. Application of ecological concepts to human societies; impacts of environmental change on human societies, and impacts of human societies on environments; ethnecology and traditional ecological knowledge of indigenous communities; values of nature among Western and non-Western societies; and political ecology in relation to the juxtaposition of indigenous peoples within contemporary nation-states.

16a. Course Prerequisite(s)  
(list prefix and number or test code and score)  
ANTH A202  minimum grade of C

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This capstone course has been taught at the advanced undergraduate level for the past several years, and its movement to the 400 level reflects its content level as a capstone course in Anthropology.
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</table>
I. Date of Initiation Date: Fall 2013

II. Course Information

A. College: College of Arts and Sciences
B. Course Prefix: ANTH
C. Course Number: A454
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Culture and Ecology
G. Grading Basis: A-F
H. Implementation Date: Fall 2014
I. Course Description: Anthropological approaches to the relationships between cultural and ecological systems. Culture as an adaptive system and the role of various cultural subsystems in different adaptations. Application of ecological concepts to human societies; impacts of environmental change on human societies, and impacts of human societies on environments; ethnoecology and traditional ecological knowledge of indigenous communities; values of nature among Western and non-Western societies; and political ecology in relation to the juxtaposition of indigenous peoples within contemporary nation-states.

J. Status of Course Relative to a GER Integrative Capstone Degree or Certificate Program:
   GER Integrative Capstone
   BA Anthropology capstone
   BS Anthropology capstone
   BS Environment and Society, Society and Environment emphasis
   Minor, Environmental Studies, List B
   BS Natural Sciences, Environmental Sciences option, Social Sciences list

K. Course Fees: No
L. Course Prerequisite: ANTH A202, minimum grade of C
M. Stacking: ANTH A654

III. Course Activities

In a lecture and discussion format, information will be presented concerning the diversity of ways in which human societies adapt and have adapted to their natural environments and have transformed those environments, from prehistory to the present, in global perspective.
IV. Course 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 all class content and assigned readings. Evaluation vehicles will include (but are not limited to) examinations, student journals/reflections, student questions on readings, and class discussions.

A. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply fundamental ecological concepts to human societies</td>
<td>Examinations, student journals/reflections, daily questions, and/or class discussion</td>
</tr>
<tr>
<td>2. Analyze environmental changes during human prehistory and history, and their impacts on human societies</td>
<td>Examinations, student journals/reflections, daily questions, and/or class discussion</td>
</tr>
<tr>
<td>3. Analyze long-term impacts of human societies on their environments, from prehistory to the present</td>
<td>Examinations, student journals/reflections, daily questions, and/or class discussion</td>
</tr>
<tr>
<td>4. Interpret different approaches of societies to nature, and the differences and similarities between indigenous environmental knowledge and that of contemporary Western societies</td>
<td>Examinations, student journals/reflections, daily questions, and/or class discussion</td>
</tr>
</tbody>
</table>

V. Course Justifications:

A. Justification of course level: This course contains advanced content; it is a synthetic course requiring specialized knowledge

B. Justification for capstone status: This course integrates general knowledge about human cultural adaptations to produce a synthetic but detailed understanding of the long-term history of human-environmental relations, including both environmental impacts on human societies and vice versa, as well as an understanding of distinctions between Western and non-Western approaches to ecological knowledge and values of nature, and a consideration of the ecological circumstances of indigenous peoples embedded within contemporary nation-states.

C. Justification for stacking: Presence of graduate students in the course will enhance the course experience; graduate students will serve as mentors

VI. Instructional Goals and Defined Outcomes
A. Instructional Goals. The Instructor will:

1. Present fundamental ecological concepts and their relationship to human societies
2. Discuss human adaptations from a variety of cultural perspectives
3. Describe the impacts of environmental changes on human societies, and of human societies on their environments
4. Present Western and Non-western (indigenous) perspectives on ecological knowledge

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

1. Apply fundamental ecological concepts to human societies
2. Analyze environmental changes during human prehistory and history, and their impacts on human societies
3. Analyze long-term impacts of human societies on their environments, from prehistory to the present
4. Interpret different approaches of societies to nature, and the differences and similarities between indigenous environmental knowledge and that of contemporary Western societies

C. Student assessment: based on examinations, student journals/reflections, daily questions, and class discussion

VII. Topical Outline:

1. History of Human Ecological Thought

2. Application of Ecological Concepts to Human Societies: Ecosystems and Communities; Species and Populations; Niches and Habitats; Ecotones and Boundaries; Limiting Factors

3. Global Environmental Change and Human Societies

4. Concepts of Adaptation, Resilience, and Sustainability as Applied to Human Societies

5. Biomes and Energetics

6. Human Bioenergetics; human food chains and food webs in ecological perspective; energy flow in human populations; energy and cultural evolution

7. Modeling Human Resource Utilization: bioeconomic optimization models; efficiency and risk in Human Adaptation; environment and technology; human subsistence patterns in spatiotemporal perspective
8. Ethnoecology, ethnosciences, and ethnotaxonomy

9. Traditional Ecological Knowledge (TEK); cognitive models and decision-making processes of indigenous communities

10. Gender and Ecology


12. Nutrient Cycles and Human Populations; Adaptation and Malnutrition


14. Cooperation and Competition for Resources; Ecology of Territoriality and Warfare

15. Human Resource Management Strategies: Notions of the Commons; Resource Redistribution, Reciprocity, Exchange, and Trade; Storage and Conservation of Resources

16. Concepts of Resilience and Sustainability

17. Valuing Nature - Spiritual and Ritual Ecology

18. Political Ecology of Economic “Development” and Globalization

19. Political Ecology and the Sustainability of Indigenous Communities in Contemporary Nation-states

20. Humans and Climate Change


VIII. Suggested Textbooks:


**IX. Bibliography:**


1a. School or College  
AS CAS

1b. Division  
ASSC Division of Social Science

1c. Department  
Anthropology

2. Course Prefix  
ANTH

3. Course Number  
A654

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3

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

6. Complete Course Title  
Advanced Culture and Ecology

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
- ☐ Other

- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
Semester/Year

From: Spring/2014  To: Fall/9999

12. ☐ Cross Listed with

Stacked with ANTH A454  Cross-Listed Coordination

Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>Anthropology MA</td>
<td>10/20/2013</td>
<td>Paul White</td>
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Initiator Name (typed):  Steve J. Langdon  Initiator Signed Initials: _________  Date:________________

13b. Coordination Email  
Date: 10/31/2013  submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 10/31/2013

14. General Education Requirement  
Mark appropriate box:

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

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

Advanced anthropological approaches to the relationships between cultural and ecological systems. Culture as an adaptive system and the role of various cultural subsystems in different adaptations. Application of ecological concepts to human societies; impacts of environmental change on human societies, and impacts of human societies on environments; ethnecology and traditional ecological knowledge of indigenous communities; values of nature among Western and non-Western societies; and political ecology in relation to the juxtaposition of indigenous peoples within contemporary nation-states. Research paper required.

16a. Course Prerequisite(s)  
(list prefix and number or test code and score)

Anth 202 completed with minimum C grade

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

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

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

Graduate standing

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

19. Justification for Action

Graduate students have need for a course in ecological anthropology that reflects both Western and non-Western (indigenous) approaches to human-environment interaction.
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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation Date: Fall 2013

II. Course Information

A. College: College of Arts and Sciences
B. Course Prefix: ANTH
C. Course Number: A654
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Advanced Studies in Culture and Ecology
G. Grading Basis: A-F
H. Implementation Date: Fall 2014
I. Course Description: Advanced anthropological approaches to the relationships between cultural and ecological systems. Culture as an adaptive system and the role of various cultural subsystems in different adaptations. Application of ecological concepts to human societies; impacts of environmental change on human societies, and impacts of human societies on environments; ethnoecology and traditional ecological knowledge of indigenous communities; values of nature among Western and non-Western societies; and political ecology in relation to the juxtaposition of indigenous peoples within contemporary nation-states.

J. Status of Course Relative to a Degree or Certificate Program: Elective in the MA Anthropology
K. Course Fees: No
L. Registration Restrictions: Graduate Standing
M. Stacking: ANTH A454

III. Course Activities

In a lecture and discussion format, information will be presented concerning the diversity of ways in which human societies adapt and have adapted to their natural environments and have transformed those environments, from prehistory to the present, in global perspective.

IV. Course 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 all class content and assigned readings. Evaluation vehicles will include (but are not limited to) examinations, research papers, student journals/reflections, student questions on readings, and class discussions. The requirement for research papers differentiates the undergraduate (A454) and graduate (A654) versions of this course.
V. Course Justifications:

A. Justification for new course: this course will provide graduate students with information on human-environmental relationships, including key concepts of resilience and sustainability, as well as traditional ecological knowledge and indigenous environmental perspectives, that are critical to graduate education in anthropology.

B. Justification for stacking: achieves goal of providing information on human-environmental relationships to graduate students in an efficient delivery vehicle; allows graduate students to mentor undergraduates; will be differentiated by requirement for research papers.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Present fundamental ecological concepts and their relationship to human societies
2. Discuss human adaptations from a variety of cultural perspectives
3. Describe the impacts of environmental changes on human societies, and of human societies on their environments
4. Present Western and Non-western (indigenous) perspectives on ecological knowledge

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

1. Apply fundamental ecological concepts to human societies
2. Analyze environmental changes during human prehistory and history, and their impacts on human societies
3. Analyze long-term impacts of human societies on their environments, from prehistory to the present
4. Articulate in detail a specific aspect of human-environmental relationships resulting from individual research

C. Student assessment: based on examinations, research papers, student journals/reflections, daily questions, and class discussion

VII. Topical Outline:

1. History of Human Ecological Thought
2. Application of Ecological Concepts to Human Societies: Ecosystems and Communities; Species and Populations; Niches and Habitats; Ecotones and Boundaries; Limiting Factors
3. Global Environmental Change and Human Societies

4. Concepts of Adaptation, Resilience, and Sustainability as Applied to Human Societies

5. Biomes and Energetics

6. Human Bioenergetics; human food chains and food webs in ecological perspective; energy flow in human populations; energy and cultural evolution

7. Modeling Human Resource Utilization: bioeconomic optimization models; efficiency and risk in Human Adaptation; environment and technology; human subsistence patterns in spatiotemporal perspective

8. Ethnoecology, ethnoscience, and ethnotaxonomy

9. Traditional Ecological Knowledge (TEK); cognitive models and decision-making processes of indigenous communities

10. Gender and Ecology


12. Nutrient Cycles and Human Populations; Adaptation and Malnutrition


14. Cooperation and Competition for Resources; Ecology of Territoriality and Warfare

15. Human Resource Management Strategies: Notions of the Commons; Resource Redistribution, Reciprocity, Exchange, and Trade; Storage and Conservation of Resources

16. Concepts of Resilience and Sustainability

17. Valuing Nature - Spiritual and Ritual Ecology

18. Political Ecology of Economic “Development” and Globalization

19. Political Ecology and the Sustainability of Indigenous Communities in Contemporary Nation-states

20. Humans and Climate Change

Suggested Textbooks:


VIII. Bibliography:


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

Exploration of the relationship between culture and globalization through an examination of global capitalism and ethnographic experiences in the workplace, in the context of transnational migration and diasporas, and through the influence of new information technologies and media on values, beliefs, and practices.

### Course Prerequisite(s) (list prefix and number or test code and score)

ANTH A101 or ANTH A202 or ANTH A250 completed with a minimum grade of C.

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

### Other Restriction(s)

- College
- Major
- Class
- Level

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

Junior Standing

### Justification for Action

The class has been taught three times as a special topics course. A permanent upper division anthropology course is needed to expose students to contemporary ethnographic studies about the relationship between globalization and sociocultural change. It would fill an ethnography course requirement for department majors and it is also proposed as a capstone option for ANTH and IS majors.
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I. **Initiation Date:** October 2013

II. **Course Information**
A. **College:** College of Arts and Sciences
B. **Course Title:** Culture and Globalization
C. **Course Subject/Number:** ANTH A465
D. **Credit Hours:** 3.0 Credits
E. **Contact Time:** 3+0 Contact Time
F. **Grading Information:** A-F
G. **Course Description:**
   Exploration of the relationship between culture and globalization through an examination of global capitalism and ethnographic experiences in the workplace, in the context of transnational migration and diasporas, and through the influence of new information technologies and media on values, beliefs, and practices.

Special Note: Graduate section may be taken if undergraduate section taken. May be stacked with ANTH A665

H. **Status of course relative to degree or certificate program:**
   Positioned as a capstone option and specified in the BA degree in International Studies as a capstone option. An International Studies program revision is currently in process as of Fall Semester 2013.

I. **Lab Fees:** No
J. **Coordination:** International Studies
K. **Course Prerequisites:** ANTH A101 or ANTH A202 or ANTH A250
L. **Registration Restrictions:** Junior Standing

III. **Course Activities**

Discussions, readings, videos, research paper formulation.

IV. **Evaluation**

This is a discussion-based course utilizing theoretical and ethnographic readings with a final term paper project. The grading structure is as follows:

A. **Attendance (10%), Preparedness/Participation (10%)** 20%
B. **Assignments (10@2%)** 20%
C. **Mid-Term Paper** 20%
D. **Final Term Paper** 40%

100%
A. *Attendance, Preparedness/Participation (20%)*

For each reading assignment, students will be given questions to use as a discussion guide. They will be expected to take notes on the discussion guide in addition to participating in the class discussion.

B. *Assignments (20%)*

The students will be required to formulate a research topic and paper related to the course material. The topic will be chosen early in the semester after some preliminary theoretical readings followed by ethnographic examples of the course’s main subject material. Subsequent assignments will encompass the construction of a literature review and bibliography (which will include a guest lecture by the anthropology department’s research librarian from the UAA Consortium Library), a paper outline, a paper expansion plan (see below), and short presentations on the term paper topic.

C. *Mid-Term Paper (20%)*

At mid-term, the students will write a 5-page version of their term papers which will include the full bibliography.

D. *Final Research Term Paper (40%)*

For the rest of the semester, students will work on expanding that 5-page paper into a respectable 20-page term paper. The instructor will walk the students through the research paper process step by step.

V. *Course Level Justification*

This course will build on and refine student understanding of historical processes, cultural diversity, and human adaptation to change introduced in lower division anthropology courses. A permanent upper division anthropology course is needed to expose students to contemporary ethnographic studies that investigate and examine the relationship between globalization processes and sociocultural change. For department majors, this course would fill an ethnography course requirement for subject material outside the domain of Alaska/Arctic anthropology. For students within the anthropology department and outside the anthropology department (such as INTL Studies), this course will provide them with a cross-cultural perspective on contemporary economic, political, and social issues in our increasingly interconnected world. All students will be required to produce a 20 page formal research paper on a topic of their choosing related to the course material. The instructor will mentor students on this assignment in a step-by-step and semester-long reflection and writing process. The goal is to help students develop their writing skills to be ready for graduate school or post-graduate professional positions.
VI. Course Outline

A. Introductions

1. What is globalization? What is culture? How has anthropology changed within the context of a globalized world?
2. Overview of course subtopics: Development, Mobility, Media.
3. Globalization as Neoliberalism, Cosmopolitanism and Consumption, the Rise of Fundamentalisms, Nationalisms, and Identity Politics.
4. Literature Review Workshop, Consortium Library
5. *Term Paper Topic Selection Decision*

B. Development, Devolution, Discourse

1. Development Theory
4. *Assignment 1: Paper Topic Description*
5. *Assignment 2: Thesis Statement*
6. *Assignment 3: Paper Sections and Title*
7. *Assignment 4: Paper Bibliography Draft Due*

C. Mobility: Migration, Transnationalism, Diasporas

1. Migration Theory.
   2. Ethnographic Reading on Migration.
   3. *Assignment 5: Full Paper Outline*
4. *Assignment 6: Final Draft Paper Bibliography*
5. *Mid-Term Paper*
6. *Assignment 7: Expansion Plan for Paper Due*
7. *Assignment 8 & 9: Rough Draft of Paper Due*

D. Media, Technology, and Identity

1. Segue from Mobility Component: Identity Theory.
   3. Ethnographic reading on Media and Identity: Media and Hegemony; Media and Resistance.
   4. Videos “Nanook of the North” and excerpts from “The Fast Runner.”
5. *Assignment 10: Mini Paper Presentations*

E. Conclusions

1. Wrap-up: Cultural Homogenization vs. Cultural Adaptation.
2. *Final Term Paper*
### VII. Instructional Goals and Defined Outcomes

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<th>Instructional Goal</th>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
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<tr>
<td>Student engagement with course material through spirited and intellectual discussion of course readings; emphasis on rhetorical argument skills.</td>
<td>Rhetorical argument Socratic reasoning skills.</td>
<td>Class attendance, preparedness, participation.</td>
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<td>Student familiarity with cultural dimensions of globalization and modernity.</td>
<td>Critical thinking and informed understandings and positions on the history and effects of large drivers of sociocultural change like globalization, what culture is, and the logic of cultural relativism.</td>
<td>Class attendance, preparedness, participation.</td>
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<tr>
<td>Help students learn the research process.</td>
<td>Ability to construct a literature review, formulate a research question and argument, locate references, build a bibliography, and write by way of drafts.</td>
<td>Ten assignments devoted to a step-by-step process for constructing a formal research paper.</td>
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<td>Help students produce a formal piece of academic writing.</td>
<td>Academic writing skills.</td>
<td>Term paper.</td>
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<td>Prepare students for graduate school or professional positions.</td>
<td>Argumentation, speaking, and writing skills.</td>
<td>Success in completion of the above assignments.</td>
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### VIII. Suggested Texts

**A. Theoretical Foundations:**


**B. Ethnographies/Ethnographic Writings** (Instructor will update periodically and choose three main works per semester):


C. Videos:


Flaherty, Robert J. 1922.  *Nanook of the North*.

Kunuk, Zacharias. 2002.  *The Fast Runner*.  (Excerpts in class; full-length on reserve)

IX. Bibliography and Resources


Barber, Benjamin 1995  *Introduction to Jihad vs. McWorld*.  Times Books.


Miller, Mark Crispin 2002  “What’s Wrong With This Picture”.  *The Nation*, January 7-14:333-8536.


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

**Course:** Advanced Culture and Globalization

**Course Prefix:** ANTH

**Course Number:** A665

**Type of Course:** Academic

**Type of Action:** Add

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### Course Description

Advanced exploration of the relationship between culture and globalization through an examination of global capitalism and ethnographic experiences in the workplace, in the context of transnational migration and diasporas, and through the influence of new information technologies and media on values, beliefs, and practices.

### Course Prerequisite(s)

- Anth 202 completed with minimum of C

### Co-requisite(s)

- Concord enrollment required

### Other Restriction(s)

- MA Program Acceptance

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### Justification for Action

This class has been taught three times as a special topics undergraduate course. A permanent, graduate anthropology course is needed to expose students to contemporary ethnographic studies on the relationship between globalization and sociocultural change. This course will provide graduate students with an ethnography course on subject material outside the domain of Alaska/Arctic anthropology.
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I. **Initiation Date:** March 2013

II. **Course Information**
   A. **College:** College of Arts and Sciences  
   B. **Course Title:** Culture and Globalization  
   C. **Course Subject/Number:** ANTH A665  
   D. **Credit Hours:** 3.0 Credits  
   E. **Contact Time:** 3+0 Contact Time  
   F. **Grading Information:** A-F  
   G. **Course Description:**

   The term, *globalization*, has economic, political, technological, environmental, and sociocultural implications. At a very basic conceptual level, the term describes transnational flows of products, people, and ideas. It is in this context the course situates the culture concept and its evolution in a changing world in conjunction with changes in the discipline and perspective of anthropology. The class will investigate the relationship between culture and globalization by examining global capitalism and ethnographic experiences in the workplace, in the context of transnational migration and diasporas, and through the influence of new information technologies and media on values, beliefs, and practices. Through individual research papers developed over the course of the semester, students will demonstrate both a theoretical and a real world understanding of how people are culturally affected by globalization and how globalization is in turn affected by culture.

   May be stacked with ANTH A465

   H. **Status of course relative to degree or certificate program:**

   Applies to the MA in Anthropology.

   I. **Lab Fees:** No  
   J. **Coordination:** None  
   K. **Course Prerequisites:** None  
   L. **Registration Restrictions:** Student must be enrolled in the UAA MA program

III. **Course Activities**

   Discussions, readings, videos, research paper formulation.
IV. Evaluation

This is a discussion-based course utilizing theoretical and ethnographic readings with a final term paper project. The grading structure is as follows:

A. Attendance (10%), Preparedness/Participation (10%) 20%
B. Short Position Paper Delivered to Class 10%
C. Writing Assignments (5@2%) 10%
D. Mid-Term Paper 20%
E. Final Term Paper 40%

A. Attendance, Preparedness/Participation (20%)

For each reading assignment, students will be given questions to use as a discussion guide. They will be expected to take notes on the discussion guide in addition to participating in the class discussion. Graduate students will be assigned three additional theoretical readings.

B. Assignments (20%)

Position Paper (10%): Each graduate student will be assigned a short position paper to present to the class on one of the three additional theory readings. The student must demonstrate the use of rhetorical argumentation in this paper and will read it to the class to stimulate discussion for that day.

Research Topic (10%): The students will be required to formulate a research topic and paper related to the course material. The topic will be chosen early in the semester after some preliminary theoretical readings followed by ethnographic examples of the course’s main subject material. Subsequent assignments will encompass the construction of a literature review and bibliography (which will include a guest lecture by the anthropology department’s research librarian from the UAA Consortium Library), a paper outline, a paper expansion plan (see below), and short presentations on the term paper topic.

C. Mid-Term Paper (20%)

At mid-term, the students will write a 5-page version of their term papers which will include the full bibliography.

D. Final Research Term Paper (40%)

For the rest of the semester, students will work on expanding that 5-page paper into a respectable 20-page term paper. The instructor will walk the students through the research paper process step by step.
V. Course Level Justification

This course will build on and refine student understanding of historical processes, cultural diversity, and human adaptation to change introduced in lower division anthropology courses. A permanent upper division anthropology course is needed to expose students to contemporary ethnographic studies that investigate and describe the relationship between globalization processes and sociocultural change. This course will provide graduate students with an ethnography course on subject material outside the domain of Alaska/Arctic anthropology. All students will be required to produce a 20 page formal research paper on a topic of their choosing related to the course material. The instructor will mentor students on this assignment in a step-by-step and semester-long reflection and writing process. The goal is to help students develop their writing skills to be ready for thesis projects and post-graduate professional positions.

VI. Course Outline

A. Introductions

1. What is globalization? What is culture? How has anthropology changed within the context of a globalized world?
2. Overview of course subtopics: Development, Mobility, Media.
3. Globalization as Neoliberalism, Cosmopolitanism and Consumption, the Rise of Fundamentalisms, Nationalisms, and Identity Politics.
4. Literature Review Workshop, Consortium Library
5. *Term Paper Topic Selection Decision*

B. Development, Devolution, Discourse

1. Development Theory
4. *Assignment 1: Paper Topic Description*
5. *Assignment 2: Thesis Statement*
6. *Assignment 3: Paper Sections and Title*
7. *Assignment 4: Paper Bibliography Draft Due*

C. Mobility: Migration, Transnationalism, Diasporas

1. Migration Theory.
2. Ethnographic Reading on Migration.
3. *Assignment 5: Full Paper Outline*
4. *Assignment 6: FinalDraftPaperBibliography*
5. *Mid-Term Paper*
6. *Assignment 7: Expansion Plan for Paper Due*
7. *Assignment 8 & 9: Rough Draft of Paper Due*
D. **Media, Technology, and Identity**

1. Segue from Mobility Component: Identity Theory.
3. Ethnographic reading on Media and Identity: Media and Hegemony; Media and Resistance.
4. Videos “Nanook of the North” and excerpts from “The Fast Runner.”
5. *Assignment 10: Mini Paper Presentations*

E. **Conclusions**

1. Wrap-up: Cultural Homogenization vs. Cultural Adaptation.
2. *Final Term Paper*

**VII. Instructional Goals and Defined Outcomes**

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<td>Student familiarity with cultural dimensions of globalization and modernity.</td>
<td>Critical thinking and informed understandings and positions on the history and effects of large drivers of sociocultural change like globalization, what culture is, and the logic of cultural relativism.</td>
<td>Class attendance, preparedness, participation, position paper on theory reading.</td>
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<tr>
<td>Help students learn the research process.</td>
<td>Ability to construct a literature review, formulate a research question and argument, locate references, build a bibliography, and write by way of drafts.</td>
<td>Five assignments devoted to a step-by-step process for constructing a formal research paper.</td>
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<td>Help students produce a formal piece of academic writing.</td>
<td>Academic writing skills.</td>
<td>Term paper.</td>
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<tr>
<td>Prepare students for thesis, professional report writing, and public presentations.</td>
<td>Argumentation, speaking, and writing skills.</td>
<td>Success in completion of the above assignments.</td>
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VIII. Suggested Texts

A. Theoretical Foundations:


*Additional readings for the graduate students (excerpts from the following):*


B. Under Review (UAA Book of the Year):


C. Ethnographies/Ethnographic Writings (Instructor will update periodically and choose three main works per semester):


D. Videos:


Flaherty, Robert J. 1922. Nanook of the North.

Kunuk, Zacharias. 2002. The Fast Runner. (Excerpts in class; full-length on reserve)

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</tr>
</tbody>
</table>

6. Complete Course Title
Archaeology of Animals

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

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

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Class
- College
- Major
- Level
- Other

If a change, mark appropriate box:
- Course Number
- Contact Hours
- Repeat Status
- Registration Restrictions
- General Education Requirement

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

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

11. Implementation Date
- [ ] semester/year
- From: Fall/2014
- To: Fall/1999

12. [ ] Cross Listed with
- Stacked with ANTH A683
- [ ] Cross-Listed Coordination

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1. Anthropology BA/BS</td>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
<tr>
<td>2. Anthropology MA</td>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Steve J. Langdon
Initiator Signed Initials: ________
Date: __________

13b. Coordination Email: [email]
submitted to Faculty Listserv: [email]

Date: 10/31/2013

13c. Coordination with Library Liaison
Date: 10/31/2013

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

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

Methods and techniques for, and theoretical approaches to, the description, analysis, and interpretation of animal bone assemblages from archaeological sites. Includes identification and quantification of animal remains, paleoenvironmental and dietary reconstruction, seasonality of site occupation, hunting and herding strategies, and the role of animals in the economy and ideology of human societies.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
ANTH A211

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

16c. Automatic Restriction(s)

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

17. [ ] Mark if course has fees

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

19. Justification for Action
Program consolidation and revision, involving streamlining of course offerings for students. Content of course will be taught on a rotating basis with other archaeological artifact analyses under A480 Analytical Techniques

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tr>
<td>Steve J. Langdon</td>
<td></td>
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<th>Disapprove</th>
<th>Undergraduate/Graduate Academic</th>
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<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
<th>Board Chair</th>
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<th>Approve</th>
<th>Disapprove</th>
<th>Provost or Designee</th>
<th>Date</th>
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</table>

361
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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

2. Course Prefix  
ANTH  
3. Course Number  
A683

4. Previous Course Prefix & Number  
NA

5a. Credits/CEUs  
4  
5b. Contact Hours  
(Lecture + Lab)  
(3+2)

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

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

8. Type of Action: ☑ Add  ☑ Change  ☐ Delete  
If a change, mark appropriate boxes:

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<th>Prefix</th>
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<th>Title</th>
<th>Grade</th>
<th>Basis</th>
<th>Course Description</th>
<th>Test Score Prerequisites</th>
<th>Co-requisites</th>
<th>Registration Restrictions</th>
<th>General Education Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
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</tr>
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</table>

9. Repeat Status choose one  
☒ # of Repeats  ☐ Max Credits

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

11. Implementation Date  
semester/year  
From: Fall/2014  To: Fall/9999

12. ☑ Cross Listed with  
Stacked with A483

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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<td>MA Anthropology</td>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
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</tbody>
</table>

Initiator Name (typed): Steve J. Langdon  
Initiator Signed Initials: _________  
Date: __________________

13b. Coordination Email  
Date: 10/31/2013  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 10/31/2013

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

15. Course Description (suggested length 20 to 50 words)  
Methods and techniques for, and theoretical approaches to the description, analysis, and interpretation of animal bone assemblages from archaeological sites....Independent research in zooarchaeology involving preparation of comparative osteological materials and/or analysis of an assemblage of archaeological faunal materials.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

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

16c. Automatic Restriction(s)

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</table>

16d. Registration Restriction(s) (non-codable)  
Graduate standing

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

19. Justification for Action  
Program consolidation and revision, involving streamlining of course offerings for students. The course materials will be taught on a rotating, as needed basis under Anth A680 Analytical Techniques.

Initiator (faculty only)  
Steve J. Langdon  
Initiator (TYPE NAME)

Initiator (faculty only)  
Steve J. Langdon  
Initiator (TYPE NAME)

Initiator (faculty only)  
Steve J. Langdon  
Initiator (TYPE NAME)

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Initiator (faculty only)  
Steve J. Langdon  
Initiator (TYPE NAME)

Initiator (faculty only)  
Steve J. Langdon  
Initiator (TYPE NAME)
## Course Action Request

### University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>ASSC Division of Social Science</th>
<th>1c. Department</th>
<th>Anthropology</th>
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<tbody>
<tr>
<td>2. Course Prefix</td>
<td>ANTH</td>
<td>3. Course Number</td>
<td>A484</td>
<td>4. Previous Course Prefix &amp; Number</td>
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<td>5a. Credits/CEUs</td>
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<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+0)</td>
<td>6. Complete Course Title</td>
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<td>7. Type of Course</td>
<td>☑️ Academic</td>
<td>☐ Preparatory/Development</td>
<td>☐ Non-credit</td>
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<td>8. Type of Action:</td>
<td>☐ Add</td>
<td>☐ Change</td>
<td>☑️ Delete</td>
<td></td>
<td></td>
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</table>

### Impacted Courses or Programs

List any programs or college requirements that require this course.

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

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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>1. Anthropology BA</td>
<td>10/31/2013</td>
<td>Paul White</td>
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<tr>
<td>2. Anthropology BS</td>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
<tr>
<td>3. Anthropology MA</td>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
</tbody>
</table>

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

### Course Description

Analysis of stone tool assemblages from archaeological sites, focusing on tool manufacture, use, and discard processes. Includes tool replication as part of learning the manufacturing process.

16a. Course Prerequisite(s) (list prefix and number or test code and score) ANTH A211

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

16c. Automatic Restriction(s)

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

17. ☑️ Mark if course has fees

18. ☐ Mark if course is a selected topic course

### Justification for Action

Program consolidation and revision, involving streamlining of course offerings for students. Content of course will be taught on a rotating basis with other archaeological artifact analyses under A480 Analytical Techniques.

Initiator (faculty only)

Steve J. Langdon

Initiator (TYPE NAME)

Approved

Disapproved

Date

Dean/Director of School/College

Date

Undergraduate/Graduate Academic Board Chair

Date

Provost or Designee

Date

Mark if course is a selected topic course

Mark if course has fees

Approved

Disapproved

Date

Department Chair

Date

College/School Curriculum Committee Chair

Date

Approved

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
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<td>ASSC Division of Social Science</td>
<td>Anthropology</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
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<td>ANTH</td>
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<td>(3+2)</td>
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<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
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</thead>
<tbody>
<tr>
<td>Human Osteology</td>
<td></td>
</tr>
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</table>

<table>
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<th>7. Type of Course</th>
<th>☒ Academic</th>
<th>☐ Preparatory/Development</th>
<th>☐ Non-credit</th>
<th>☐ CEU</th>
<th>☐ Professional Development</th>
</tr>
</thead>
</table>

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

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement
- Class
- Level
- College
- Major
- Other (please specify)

<table>
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<th>9. Repeat Status choose one</th>
<th># of Repeats</th>
<th>Max Credits</th>
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| 10. Grading Basis | ☒ A-F | ☐ P/NP | ☐ NG |

<table>
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<th>11. Implementation Date</th>
<th>semester/year</th>
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<tr>
<td>From: Fall/2014</td>
<td>To: Fall/9999</td>
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</table>

| 12. ☐ Cross Listed with |

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

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

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<th>Date of Coordination</th>
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<tr>
<td>1. Anth BA/BS</td>
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<td>Paul White</td>
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<tr>
<td>2. Anth MA</td>
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<tr>
<td>3. Pre-Health Sciences Major</td>
<td>10/31/2013</td>
<td>Quentin Reuer</td>
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| 13b. Coordination Email | Date: 10/31/2013 | submitted to Faculty Listserv: ([uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)) |

| 13c. Coordination with Library Liaison | Date: 10/31/2013 |

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<th>14. General Education Requirement</th>
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<td>Oral Communication</td>
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<tr>
<td></td>
<td>Fine Arts</td>
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</table>

| 15. Course Description (suggested length 20 to 50 words) | Methods of human skeletal identification, description, and analysis. Includes identification of age and sex attributes. Lecture and laboratory format. |

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>☐ College</td>
<td>☐ Class ☐ Major ☐ Level</td>
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</table>

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

| 19. Justification for Action | Program consolidation and revision, involving streamlining of course offerings for students. Content will taught in new format under new course. |

Initiator Name (typed): Steve J. Langdon
Initiator Signed Initials: ______________
Date: ______________

13b. Coordination Email Date: 10/31/2013 submitted to Faculty Listserv: ([uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu))

13c. Coordination with Library Liaison Date: 10/31/2013

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

16a. Course Prerequisite(s) (list prefix and number or test code and score) ANTH A205

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

16c. Automatic Restriction(s)
- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Program consolidation and revision, involving streamlining of course offerings for students. Content will taught in new format under new course.

Initiator (faculty only) Date
Steve J. Langdon
Initiator (TYPE NAME)

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

Approved ☐ Disapproved ☐
Undergraduate/Graduate Academic Board Chair Date

Approved ☐ Disapproved ☐
Provost or Designee Date
1a. School or College  
AS CAS  

1b. Division  
ASSC Division of Social Science  

1c. Department  
Anthropology  

2. Course Prefix  
ANTH  

3. Course Number  
A685  

4. Previous Course Prefix & Number  
NA  

5a. Credits/CEUs  
4  

5b. Contact Hours  
(Lecture + Lab)  
(3+2)  

6. Complete Course Title  
Advanced Human Osteology  

Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
☐ Add  
☐ Change  
☐ Delete  
☐ Prefix  
☐ Credits  
☐ Title  
☐ Grading Basis  
☐ Course Description  
☐ Test Score Prerequisites  
☐ Automatic Restrictions  
☐ Contact Hours  
☐ Repeat Status  
☐ Cross-Listed/Stacked  
☐ General Education Requirement  
☐ Class  
☐ Level  
☐ College  
☐ Major  
☐ Other (please specify)  

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

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

11. Implementation Date  
semester/year  
From: Fall/2014  
To: Fall/9999  

12. ☐ Cross Listed with  
☐ Stacked with ANTH A485  
Cross-Listed Coordination  
Signature  

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

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<th>Chair/Coordinator Contacted</th>
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<td>Paul White</td>
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<td>3.</td>
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Initiator Name (typed): Steve J. Langdon  
Initiator Signed Initials: ___________  
Date: ___________  

13b. Coordination Email  
Date: 10/31/2013  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 10/31/2013  

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

15. Course Description (suggested length 20 to 50 words)  
Methods, techniques, and theoretical approaches to human skeletal identification, description, and analysis. Encompasses principles of growth, development, and remodeling as well as identification of age, sex, and racial attributes, and interpretation of pathological changes in human bone. Lecture and laboratory format.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
ANTH A485  

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

16c. Automatic Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16d. Registration Restriction(s) (non-codable)  
Graduate standing  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Program consolidation and revision, involving streamlining of course offerings for students. Course materials will be taught under new format in new course.  

Initiator (faculty only)  
Date  

Initiator (TYPE NAME)  
Steve J. Langdon  
Initiator Signed Initials: ___________  
Date: ___________  

Disapproved  
Dean/Director of School/College  
Date: ___________  

Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date: ___________  

Disapproved  
Provost or Designee  
Date: ___________  

Approved  
Disapproved  
Department Chair  
Date: ___________  

Approved  
Disapproved  
College/School Curriculum Committee Chair  
Date: ___________  

Approved  
Disapproved  

### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Anthropology</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>A486</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Applied Human Osteology

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

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

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

**If a change, mark appropriate boxes:**

- ☐ Prefix  ☐ Credits  ☐ Title  ☐ Grading Basis  ☐ Course Description  ☐ Test Score Prerequisites  ☐ Automatic Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Other

<table>
<thead>
<tr>
<th>9. Repeat Status</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

**11. Implementation Date**  
From: Fall 2014  To: Fall 19999

**12. Cross Listed with**  
☒ Stacked  ☐ with ANTH A686  Cross-Listed Coordinator

**13a. Impacted Courses or Programs:**

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anthropology BA/BS</td>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
<tr>
<td>2. Anthropology MA</td>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
<tr>
<td>3. Pre-Health Sciences Approved Courses Social Science</td>
<td>10/31/2013</td>
<td>Quentin Reuer</td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Steve J. Langdon**  
Initiator Signed Initials: __________  Date: __________

**13b. Coordination Email**  
Date: 10/13/31  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 10/31/2013

**14. General Education Requirement**

Mark appropriate box:

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

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

Methods and techniques of the applications of human osteology, including paelopathology, bioarchaeology, and forensic anthropology. Includes identification and analysis of age, sex, and population attributes from human skeletal remains.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**  
ANTH A485

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

**16c. Automatic Restriction(s)**

| ☐ College  ☐ Major  ☐ Class  ☐ Level |

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

**17. Mark if course has fees**

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

**19. Justification for Action**

Program consolidation and revision, involving streamlining of course offerings for students.

**Initiator (faculty only)**  
Steve J. Langdon  
Initiator (TYPE NAME)

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

**Dean/Director of School/College**  
Date: __________

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

**Undergraduate/Graduate Academic Board Chair**  
Date: __________

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

**Provost or Designee**  
Date: __________
# Course Action Request

## University of Alaska Anchorage

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

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

**1b. Division**  
ASSC Division of Social Science

**1c. Department**  
Anthropology

**2. Course Prefix**  
ANTH

**3. Course Number**  
A686

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

**5a. Credits/CEUs**  
3

**5b. Contact Hours**  
(3+0)

**6. Complete Course Title**  
Advanced Applied Human Osteology

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

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

**8. Type of Action:**  
- [ ] Add  
- [ ] Change  
- [x] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other
- [ ] Course Number
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major

**9. Repeat Status choose one**  

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

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

**11. Implementation Date**  
semester/year

- From: Fall/2014  
- To: Fall/9999

**12. Cross Listed with**  
- [ ] ANTH A486

**Cross-Listed Coordination**

<table>
<thead>
<tr>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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.ualaska.edu/governance](http://www.ualaska.edu/governance).

**Impacted Program/Course**

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<thead>
<tr>
<th>Date of Coordination</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10/31/2013</td>
<td>Paul White</td>
</tr>
</tbody>
</table>

**13b. Coordination Email**  
Date: 10/31/2013

Submitted to Faculty Listserv: [ual-faculty@lists.ualaska.edu](mailto:ual-faculty@lists.ualaska.edu)

**13c. Coordination with Library Liaison**  
Date: 10/31/2013

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<td></td>
</tr>
</tbody>
</table>

**14. General Education Requirement**

Mark appropriate box:

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

**15. Course Description**  

*(suggested length 20 to 50 words)*

Methods, techniques, and theory of the applications of human osteology, including paleopathology, bioarchaeology, and forensic anthropology. Includes identification and analysis of age, sex, and population attributes from human skeletal remains, and the methods and theory of statistical interpretation of human skeletal data.

**16a. Course Prerequisite(s)** (list prefix and number or test code and score)

ANTH A485 or ANTH A685

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

**16c. Automatic Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

**16d. Registration Restriction(s) (non-codable)**  
Graduate standing

**17. □ Mark if course has fees**

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

**19. Justification for Action**

Program consolidation and revision, involving streamlining of course offerings for students. Course content will be taught with new format under different course.

**Initiator Name (typed):** Steve J. Langdon  
**Initiator Signed Initials:** _________  
**Date:** ________________

**13b. Coordination Email**  
Date: 10/31/2013

Submitted to Faculty Listserv: [ual-faculty@lists.ualaska.edu](mailto:ual-faculty@lists.ualaska.edu)

**13c. Coordination with Library Liaison**  
Date: 10/31/2013

**14. General Education Requirement**

Mark appropriate box:

- [ ] Oral Communication  
- [ ] Written Communication  
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- [ ] Humanities  
- [ ] Fine Arts  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

**15. Course Description**  

*(suggested length 20 to 50 words)*

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ANTH A485 or ANTH A685

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

**16c. Automatic Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

**16d. Registration Restriction(s) (non-codable)**  
Graduate standing

**17. □ Mark if course has fees**

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

**19. Justification for Action**

Program consolidation and revision, involving streamlining of course offerings for students. Course content will be taught with new format under different course.

**Initiator (faculty only) Date**

Steve J. Langdon  
**Initiator (TYPE NAME)**

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

**Approved**  
**Disapproved**  
**Undergraduate/Graduate Academic Date**

**Approved**  
**Disapproved**  
**Board Chair Date**

**Approved**  
**Disapproved**  
**Provost or Designee Date**
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College  
AS CAS

1b. Department  
Anthropology

2. Complete Program Title/Prefix  
Bachelor of Arts, Anthropology

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate:  
Graduate:  
Bachelor of Arts  
CHOOSE ONE

This program is a Gainful Employment Program:  
☐ Yes  or  ☑ No

4. Type of Action:  
PROGRAM  
☐ Add  
☒ Change  
☐ Delete

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)  
From: Fall/2014  
To: Fall/9999

6a. Coordination with Affected Units  
Department, School, or College: CAS  
Initiator Name (typed): Steve J. Langdon  
Initiator Signed Initials: __________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 10/31/2013

6c. Coordination with Library Liaison  
Date: 10/31/2013

7. Title and Program Description - Please attach the following:  
☒ Cover Memo  
☒ Catalog Copy in Word using the track changes function

8. Justification for Action  
Revisions of courses to streamline offerings to make more efficient for students.

Initiator (faculty only)  
Steve J. Langdon  
Initiator (TYPE NAME)

☐ Approved  
☐ Disapproved

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic Board Chair  
Date

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

1a. School or College  
AS CAS

1b. Department  
Anthropology

2. Complete Program Title/Prefix  
Bachelor of Sciences, Anthropology

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate: or Graduate:  
Bachelor of Science or CHOOSE ONE

This program is a Gainful Employment Program:  
☐ Yes or ☒ No

4. Type of Action:  
PROGRAM  
☐ Add  
☒ Change  
☐ Delete  

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)  
From: Fall/2014  
To: Fall/9999

6a. Coordination with Affected Units  
Department, School, or College: CAS  
Initiator Name (typed): Steve J. Langdon  
Initiator Signed Initials: _________  
Date:___________

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8. Justification for Action  
Revisions of courses to streamline offerings to make more efficient for students

Initiator (faculty only)  
Steve J. Langdon  
Initiator (TYPE NAME)

☐ Approved  
Disapproved  
Dean/Director of School/College  
Date

☐ Approved  
Disapproved  
Department Chair  
Date

☐ Approved  
Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date

☐ Approved  
Disapproved  
Provost or Designee  
Date

369
Anthropology is the study of human diversity on a cross-cultural basis, aimed at achieving both scientific and humanistic education goals. Anthropology is comprised of four sub-fields: sociocultural anthropology, biological anthropology, archaeology and anthropological linguistics. The BA/BS degrees are designed to provide the student with a solid general foundation in the discipline by emphasizing understanding of different cultures and peoples as well as different theories and methodologies. Although there is some opportunity for limited specialization in either archaeology or sociocultural anthropology and in Alaska studies, the department believes that such specialization should be deferred until graduate work.

Honors in Anthropology
The award of honors in Anthropology recognizes outstanding achievement by undergraduate majors in the study of anthropology. To be eligible for departmental honors, a student must satisfy the following requirements:

1. Be a declared Anthropology major.
2. Satisfy all of the requirements for a BA or BS degree in Anthropology.
3. Meet the requirements for Graduation with Honors, as listed in Chapter 7.
4. Earn a grade point average of 3.50 or above in courses specific to the Anthropology major.
5. Complete a senior thesis project (taken as ANTH A499), based on library, laboratory or field research resulting in a substantial, thesis-quality paper defended before the Anthropology faculty. Note: the course may be taken on a one-semester (3-credit) or two-semester (6-credit) basis.

Bachelor of Arts, Anthropology
Bachelor of Science, Anthropology

Program Student Learning Outcomes
Students graduating with a Bachelor of Arts in Anthropology or a Bachelor of Science in Anthropology will be able to:

- Explain current understandings about human beings and behavior including the evolution of humans, the nature of culture and cultural processes, the features of language and characteristics of linguistic use, the forms of biological diversity and the significant trajectories of change which have led to the current status of humanity.
- Demonstrate an understanding of different scientific and theoretical approaches in anthropology, their epistemological and conceptual foundations, their strengths and limitations, and the types of topics, issues and problems they are designed to address.
- Apply liberal educational skills, such as independent knowledge acquisition, problem identification, critical thinking, formation and evaluation of hypotheses, and organized and effective presentation of information, to anthropological materials demonstrated through various types of presentation including scientific and technical writing, effective public speaking and electronic media presentation.
- Demonstrate ability to apply anthropological concepts and perspectives to understanding local social and cultural practices occurring outside the classroom in the community.

Admission Requirements
Complete the Admission to Baccalaureate Programs Requirements in Chapter 7.

Graduation Requirements
Students must complete the following graduation requirements:
A. **General University Requirements**

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

B. **General Education Requirements**

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

C. **College of Arts and Sciences Requirements**

Complete the College of Arts and Sciences Requirements for either a BA or BS degree listed at the beginning of the CAS section.

D. **Major Requirements**

**Bachelor of Arts, Anthropology**

1. Complete 36 credits from items 2 through 6, 18 of which must be upper division credits.

2. Complete three of the following core courses (9 credits):
   - ANTH A202 Cultural Anthropology (3)
   - ANTH A205 Biological Anthropology (3)
   - ANTH A210 Introduction to Linguistic Anthropology (3)
   - ANTH A211 Fundamentals of Archaeology (3)

3. Complete the following courses (6 credits):
   - ANTH A250 Rise of Civilization (3)
   - ANTH A410 History of Anthropology (3)

4. Complete three ethnographic area courses from the following (9 credits):
   - ANTH A200 Natives of Alaska (3)
   - ANTH A325 Cook Inlet Anthropology (3)
   - ANTH A335 Native North Americans (3)
   - ANTH A336 Peoples and Cultures of South America (3)
   - ANTH A427 Ethnohistory of Alaska Natives (3)
   - ANTH A429 Contemporary Alaska Native Societies (3)
   - ANTH A434 Peoples and Cultures of Northeast Asia (3)
   - ANTH A436 Aleut Adaptations (3)
   - ANTH A437 Eskimo Adaptations (3)
   - ANTH A438 Tlingit and Haida Adaptations
   - ANTH A439 Athabaskan Adaptations (3)

   Of the following ethnographic area courses which emphasize archaeology, no more than 6 credits can be used to satisfy the ethnographic area requirement:
   - ANTH A312 North American Archaeology (3)
   - ANTH A413 Peopling of the Americas (3)
   - ANTH A416 Arctic Archaeology (3)

5. Complete two courses (6 credits) from the following topical/theoretical courses:
   - ANTH A270 Women in Cross-cultural Perspective (3)
   - ANTH A324 Psychological Anthropology (3)
   - ANTH A360 Anthropology of Art (3)
   - ANTH A361 Language and Culture (3)
   - ANTH A365 Modern Human Biological Diversity (3)
ANTH A375  Introduction to Cultural Resource Management (3)
ANTH A400  Anthropology of Religion (3)
ANTH A415  Applied Anthropology (3)
ANTH A425  Archaeology of Identity (3)
ANTH A432  Hunting and Gathering Societies (3)
ANTH A445  Evolution of Humans and Disease (3)
ANTH A454  Culture and Ecology (3)
ANTH A455  Medical Anthropology (3)
ANTH A457  Food and Nutrition: An Anthropological Perspective (3)
ANTH A460  Peace, War, and Violence: An Anthropological Perspective (3)
ANTH A465  Culture and Globalization
ANTH A476  Ethical Issues in Archaeology (3)
ANTH A480  Analytical Techniques in Archaeology (3)
ANTH A481  Museum Studies in Anthropology (3)
ANTH A482  Historical Archaeology (3)

Note: The upper division special topics course (ANTH A490) or independent study courses (ANTH A397, ANTH A497) may be petitioned to satisfy ethnographic area or topical/theoretical course requirements, depending on course content.

6. Anthropology electives: Any 6 credits in Anthropology       6
7. Complete one statistics course from the following:         3-4
   STAT A252  Elementary Statistics (3)
   STAT A253  Applied Statistics for the Sciences (4)
   STAT A307  Probability and Statistics (4)
8. A minimum of 120 credits is required for the degree, of which 42 credits must be upper division to satisfy General Education Requirements.

**Bachelor of Science, Anthropology**

1. Complete 36 credits from items 2 through 6, 18 of which must be upper division credits.
2. Complete three of the following core courses:                 9
   ANTH A202  Cultural Anthropology (3)
   ANTH A205  Biological Anthropology (3)
   ANTH A210  Introduction to Linguistic Anthropology (3)
   ANTH A211  Fundamentals of Archaeology (3)
3. Complete the following courses:                                6
   ANTH A250  Rise of Civilization (3)
   ANTH A410  History of Anthropology (3)
4. Complete three ethnographic area courses from the following:    9
   ANTH A200  Natives of Alaska (3)
   ANTH A325  Cook Inlet Anthropology (3)
   ANTH A335  Native North Americans (3)
   ANTH A336  Peoples and Cultures of South America (3)
   ANTH A427  Ethnohistory of Alaska Natives (3)
   ANTH A429  Contemporary Alaska Native Societies (3)
   ANTH A434  Peoples and Cultures of Northeast Asia (3)
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ANTH A437  Eskimo Adaptations (3)
ANTH A438  Tlingit and Haida Adaptations (3)
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Of the following ethnographic area courses which emphasize archaeology, no more than 6 credits can be used to satisfy the ethnographic area requirement:

ANTH A312  North American Archaeology (3)
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ANTH A416  Arctic Archaeology (3)

5. Complete two courses from the following topical/theoretical courses:  6

ANTH A270  Women in Cross-cultural Perspective (3)
ANTH A324  Psychological Anthropology (3)
ANTH A350  Survey of the Primates (3)
ANTH A360  Anthropology of Art (3)
ANTH A361  Language and Culture (3)
ANTH A365  Modern Human Biological Diversity (3)
ANTH A375  Introduction to Cultural Resource Management (3)
ANTH A400  Anthropology of Religion (3)
ANTH A415  Applied Anthropology (3)
ANTH A425  Archaeology of Identity (3)
ANTH A432  Hunting and Gathering Societies (3)
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ANTH A450  Human Evolution (3)
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Note: The upper division special topics course (ANTH A490) or independent study courses (ANTH A397, ANTH A497) may be petitioned to satisfy ethnographic area or topical/theoretical course requirements, depending on course content.

6. Anthropology Electives:  6

Any six courses in Anthropology

7. Complete one statistics course from the following:  4

STAT A253  Applied Statistics for the Sciences (4)
or
STAT A307  Probability and Statistics (4)
8. A minimum of 120 credits is required for the degree, of which 42 credits must be upper division to satisfy General Education Requirements.

**Minor, Anthropology**

Students majoring in another subject who wish to minor in Anthropology must complete the following requirements. A total of 18 credits is required for the minor, 6 of which must be upper division.

1. Select two courses (6 credits) from the following:
   - ANTH A101 Introduction to Anthropology (3)
   - ANTH A202 Cultural Anthropology (3)
   - ANTH A205 Biological Anthropology (3)
   - ANTH A210 Introduction to Linguistic Anthropology (3)
   - ANTH A211 Fundamentals of Archaeology (3)
   - ANTH A250 Rise of Civilization (3)

2. Complete at least one course (3 credits) from either the ethnographic area or the topical/theoretical area, as specified above for majors in Anthropology.

3. Complete three courses (9 credits) of Anthropology electives.

**FACULTY**

Alan Boraas, Professor (KPC campus), ffasb@uaa.alaska.edu
Sarah Carraher, Assistant professor, scarrarhe@uaa.alaska.edu
Clare Dannenberg, Assistant Professor, cjdanenberg@uaa.alaska.edu
Phyllis Fast, Professor Emeritus, pufast@uaa.alaska.edu
Kerry Feldman, Professor Emeritus, kdfeldman@uaa.alaska.edu
Diane Hanson, Associate Professor, dkhanson@uaa.alaska.edu
Ryan Harrod, Assistant Professor, rharrod2@uaa.alaska.edu
Catherine Knott, Assistant Professor (KPC campus), cknott@kpc.alaska.edu
Steve J. Langdon, Professor Emeritus, slangdon@uaa.alaska.edu
Marie Lowe, Assistant Professor (ISER), mlowe@uaa.alaska.edu
Paul White, Assistant Professor, pwhite2@uaa.alaska.edu
Douglas Veltre, Professor Emeritus, dve LTE@uaa.alaska.edu
William Workman, Professor Emeritus, AFWBW@uaa.alaska.edu
David Yesner, Professor, dryesner@uaa.alaska.edu
ANTHROPOLOGY

Beatrice McDonald Hall (BMH), Room 214, (907) 786-6840
www.uaa.alaska.edu/anthropology

Anthropology is the study of human diversity on a cross-cultural basis, aimed at achieving both scientific and humanistic education goals. Anthropology is comprised of four sub-fields: sociocultural anthropology, biological anthropology, archaeology and anthropological linguistics. The BA/BS degrees are designed to provide the student with a solid general foundation in the discipline by emphasizing understanding of different cultures and peoples as well as different theories and methodologies. Although there is some opportunity for limited specialization in either archaeology or sociocultural anthropology and in Alaska studies, the department believes that such specialization should be deferred until graduate work.

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Bachelor of Arts, Anthropology
Bachelor of Science, Anthropology

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Students graduating with a Bachelor of Arts in Anthropology or a Bachelor of Science in Anthropology will be able to:

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• Demonstrate an understanding of different scientific and theoretical approaches in anthropology, their epistemological and conceptual foundations, their strengths and limitations, and the types of topics, issues and problems they are designed to address.
• Apply liberal educational skills, such as independent knowledge acquisition, problem identification, critical thinking, formation and evaluation of hypotheses, and organized and effective presentation of information, to anthropological materials demonstrated through various types of presentation including scientific and technical writing, effective public speaking and electronic media presentation.
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Admission Requirements
Complete the Admission to Baccalaureate Programs Requirements in Chapter 7.

Graduation Requirements
Students must complete the following graduation requirements:

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

B. General Education Requirements
Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements
Complete the College of Arts and Sciences Requirements for either a BA or BS degree listed at the beginning of the CAS section.
D. Major Requirements

Bachelor of Arts, Anthropology

1. Complete 36 credits from items 2 through 6, 18 of which must be upper division credits.

2. Complete three of the following core courses (9 credits):

- ANTH A202 Cultural Anthropology (3)
- ANTH A205 Biological Anthropology (3)
- ANTH A210 Introduction to Linguistic Anthropology (3)
- ANTH A211 Fundamentals of Archaeology (3)

3. Complete the following courses (6 credits):

- ANTH A250 Rise of Civilization (3)
- ANTH A410 History of Anthropology (3)

4. Complete three ethnographic area courses from the following (9 credits):

- ANTH A200 Natives of Alaska (3)
- ANTH A325 Cook Inlet Anthropology (3)
- ANTH A335 Native North Americans (3)
- ANTH A336 Peoples and Cultures of South America (3)
- ANTH A338 Peoples and Cultures of Scandinavia (3)
- ANTH A339 Peoples and Cultures of South America (3)
- ANTH A427 Ethnohistory of Alaska Natives (3)
- ANTH A429 Contemporary Alaska Native Societies (3)
- ANTH A434 Peoples and Cultures of Northeast Asia (3)
- ANTH A435 Northwest Coast Cultures (3)
- ANTH A436 Aleut Adaptations (3)
- ANTH A437 Eskimo Adaptations (3)
- ANTH A438 Tlingit and Haida Adaptations (3)
- ANTH A439 Athabaskan Adaptations (3)

Of the following ethnographic area courses which emphasize archaeology, no more than 6 credits can be used to satisfy the ethnographic area requirement:

- ANTH A312 North American Archaeology (3)
- ANTH A413 Peopling of the Americas (3)
- ANTH A416 Arctic Archaeology (3)

5. Complete two courses (6 credits) from the following topical/theoretical courses:

- ANTH A270 Women in Cross-cultural Perspective (3)
- ANTH A324 Psychological Anthropology (3)
- ANTH A354 Culture and Ecology (3)
- ANTH A360 Anthropology of Art (3)
- ANTH A361 Language and Culture (3)
- ANTH A365 Modern Human Biological Diversity (3)
- ANTH A375 Introduction to Cultural Resource Management (3)
- ANTH A400 Anthropology of Religion (3)
- ANTH A415 Applied Anthropology (3)
- ANTH A425 Archaeology of Identity (3)
- ANTH A432 Hunting and Gathering Societies (3)
- ANTH A445 Evolution of Humans and Disease (3)
- ANTH A455 Medical Anthropology (3)
- ANTH A457 Food and Nutrition: An Anthropological Perspective (3)
- ANTH A460 Peace, War, and Violence: An Anthropological Perspective (3)
- ANTH A465 Culture and Globalization (3)
ANTH A476  Ethical Issues in Archaeology (3)
ANTH A480  Analytical Techniques in Archaeology (3)
ANTH A481  Museum Studies in Anthropology (3)
ANTH A482  Historical Archaeology (3)
ANTH A484  Lithic Technology (3)
ANTH A485  Human Osteology (3)
ANTH A486  Applied Human Osteology (3)

Note: The upper division special topics course (ANTH A490) or independent study courses (ANTH A397, ANTH A497) may be petitioned to satisfy ethnographic area or topical/theoretical course requirements, depending on course content.

6. Anthropology electives: Any 6 credits in Anthropology 6
7. Complete one statistics course from the following: 3-4
   STAT A252  Elementary Statistics (3)
   STAT A253  Applied Statistics for the Sciences (4)
   STAT A307  Probability and Statistics (4)
8. A minimum of 120 credits is required for the degree, of which 42 credits must be upper division to satisfy General Education Requirements.

**Bachelor of Science, Anthropology**

1. Complete 36 credits from items 2 through 6, 18 of which must be upper division credits.
2. Complete three of the following core courses: 9
   - ANTH A202  Cultural Anthropology (3)
   - ANTH A205  Biological Anthropology (3)
   - ANTH A210  Introduction to Linguistic Anthropology (3)
   - ANTH A211  Fundamentals of Archaeology (3)
3. Complete the following courses: 6
   - ANTH A250  Rise of Civilization (3)
   - ANTH A410  History of Anthropology (3)
4. Complete three ethnographic area courses from the following: 9
   - ANTH A200  Natives of Alaska (3)
   - ANTH A325  Cook Inlet Anthropology (3)
   - ANTH A335  Native North Americans (3)
   - ANTH A336  Peoples and Cultures of South America (3)
   - ANTH A338  Peoples and Cultures of Scandinavia (3)
   - ANTH A427  Ethnohistory of Alaska Natives (3)
   - ANTH A429  Contemporary Alaska Native Societies (3)
   - ANTH A434  Peoples and Cultures of Northeast Asia (3)
   - ANTH A435  Northwest Coast Cultures (3)
   - ANTH A436  Aleut Adaptations (3)
   - ANTH A437  Eskimo Adaptations (3)
   - ANTH A438  Tlingit and Haida Adaptations
   - ANTH A439  Athabaskan Adaptations (3)

   Of the following ethnographic area courses which emphasize archaeology, no more than 6 credits can be used to satisfy the ethnographic area requirement:
   - ANTH A312  North American Archaeology (3)
   - ANTH A413  Peopling of the Americas (3)
   - ANTH A416  Arctic Archaeology (3)
5. Complete two courses from the following topical/theoretical courses: 6
   - ANTH A270  Women in Cross-cultural Perspective (3)
   - ANTH A324  Psychological Anthropology (3)
ANTH A350  Survey of the Primates (3)
ANTH A354  Culture and Ecology (3)
ANTH A360  Anthropology of Art (3)
ANTH A361  Language and Culture (3)
ANTH A365  Modern Human Biological Diversity (3)
ANTH A375  Introduction to Cultural Resource Management (3)
ANTH A400  Anthropology of Religion (3)
ANTH A415  Applied Anthropology (3)
ANTH A425  Archaeology of Identity (3)
ANTH A432  Hunting and Gathering Societies (3)
ANTH A445  Evolution of Humans and Disease (3)
ANTH A450  Human Evolution (3)
ANTH A454  Culture and Ecology (3)
ANTH A455  Medical Anthropology (3)
ANTH A457  Food and Nutrition: An Anthropological Perspective (3)
ANTH A460  Peace, War, and Violence: An Anthropological Perspective (3)
ANTH A465  Culture and Globalization (3)
ANTH A476  Ethical Issues in Archaeology (3)
ANTH A480  Analytical Techniques in Archaeology (3)
ANTH A481  Museum Studies in Anthropology (3)
ANTH A482  Historical Archaeology (3)
ANTH A484  Lithic Technology (3)
ANTH A485  Human Osteology (3)
ANTH A486  Applied Human Osteology (3)

Note: The upper division special topics course (ANTH A490) or independent study courses (ANTH A397, ANTH A497) may be petitioned to satisfy ethnographic area or topical/theoretical course requirements, depending on course content.

6. Anthropology Electives:  6

Any six courses in Anthropology

7. Complete one statistics course from the following:  4

STAT A253  Applied Statistics for the Sciences (4)

or

STAT A307  Probability and Statistics (4)

8. A minimum of 120 credits is required for the degree, of which 42 credits must be upper division to satisfy General Education Requirements.

**Minor, Anthropology**

Students majoring in another subject who wish to minor in Anthropology must complete the following requirements. A total of 18 credits is required for the minor, 6 of which must be upper division.

1. Select two courses (6 credits) from the following:  6

   ANTH A101  Introduction to Anthropology (3)
   ANTH A202  Cultural Anthropology (3)
   ANTH A205  Biological Anthropology (3)
   ANTH A210  Introduction to Linguistic Anthropology (3)
   ANTH A211  Fundamentals of Archaeology (3)
   ANTH A250  Rise of Civilization (3)

2. Complete at least one course (3 credits) from either the ethnographic area or the topical/theoretical area, as specified above for majors in Anthropology.  3

3. Complete three courses (9 credits) of Anthropology electives.  9
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