

Undergraduate Academic Board Agenda

April 17, 2015

2:00-5:00

ADM 204

I. Roll

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

Ex-Officio Members

() Susan Kalina
() Lora Volden
() Scheduling and Publications

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

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

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

V. Chair's Report

A. UAB Chair- Francisco Miranda

B. GERC

VII. Program/Course Action Request- Second Readings

Chg General Education Requirements for Baccalaureate Degrees (pg. 8-35)
Chg Bachelor of Arts, Early Childhood Education (EDEC)(pg. 36-47)

VIII. Program/Course Action Request- First Readings

Chg Associate of Applied Science, Early Childhood Education (EDEC)(pg. 48-54)
Add EDFN A210 Data-informed Instruction (2 cr)(2+0)(pg. 55-61)
Add SOC A250 Guns in American Society (3 cr)(3+0)(pg. 62-67)
Chg ES A302 Engineering Data Analysis (3 cr)(3+0)(pg.68-71)
Chg Bachelor of Science, Civil Engineering (pg. 72-88)
Add CED A194 Scientific Illustration (1 cr)(0.5+1)(pg. 89-91)
Chg BA A287 Introduction to International Business (3 cr)(3+0)(pg. 92-96)
Chg BA A347 International Marketing (3 cr)(3+0)(pg. 97-101)
Chg BA A381 Consumer Behavior and Relationship Management (3 cr)(3+0)(pg. 102-105)
Chg BA A388 Globalization and Business Environment (3 cr)(3+0)(pg. 106-111)
Add BA A485 International Business Applications (3 cr)(3+0)(pg. 112-117)
Add BA A486 Field Studies in International Business (3 cr)(3+0)(pg.118-121)
Add BA A490C Selected Topics in International Business (1-3 cr)(1-3+0)(pg. 122-127)
Add Minor, International Business (pg. 128-131)
Add ATA A102A Introduction to Aviation Technology A (2 cr)(2+0)(pg. 132-136)

Add	ATA	A102B	Introduction to Aviation Technology B (1 cr)(1+0)(pg. 137-140)
Chg	ATP	A200	Commercial Ground School (3 cr)(3+0)(pg. 141-145)
Chg	ATA	A233	Aviation Safety (3 cr)(3+0)(pg. 146-150)
Add	ATP	A433	Aerospace Physiology (3 cr)(3+0)(pg. 151-155)
Chg	JPC	A201	Reporting and Writing News (3 cr)(3+0)(pg. 156-159)
Chg	JPC	A202	First Amendment and Media Ethics (3 cr)(3+0)(pg. 160-163)
Chg	JPC	A203	Writing and Producing Media (3 cr)(3+0)(pg. 164-167)
Chg	JPC	A204	Media Literacy (3 cr)(3+0)(pg. 168-171)
Chg	JPC	A212	Editing in a Multimedia World (3 cr)(3+0)(pg. 172-175)
Dlt	JPC	A346	Magazine Content Creation (3 cr)(3+0)(pg. 176)
Chg	JPC	A382	Digital Auto Production (3 cr)(3+0)(pg. 177-180)
Chg	JPC	A443	Public Service Reporting (3 cr)(3+0)(pg. 181-185)
Dlt	JPC	A444	Specialty Reporting (3 cr)(3+0)(pg. 186)
Chg	JPC	A445	Magazines (3 cr)(3+0)(pg. 187-190)
Chg	JPC	A465	Strategic Communications Campaigns (3 cr)(3+0)(pg.191-194)
Dlt	JPC	A466	Strategic Communications Campaigns II (3 cr)(3+0)(pg. 195)
Chg	JPC	A484	Digital Film Production I (3 cr)(3+0)(pg. 196-199)
Chg	JPC	A486	Digital Film Production II (3 cr)(3+0)(pg. 200-203)
Chg	JPC	A492	JPC Capstone Seminar (3 cr)(3+0)(pg. 204-208)
Chg			Minor, Journalism and Public Communications (pg. 209-218)
Chg			Bachelor of Arts, Journalism and Public Communications (pg. 211-218)
Chg	MATH	A054	Prealgebra (3 cr)(3+0)(pg. 219-222)
Chg	MATH	A054A	Prealgebra A (1 cr)(1+0)(pg. 223-225)
Chg	MATH	A054B	Prealgebra B (1 cr)(1+0)(pg. 226-228)
Chg	MATH	A054C	Prealgebra C (1 cr)(1+0)(pg. 229-231)
Chg	MATH	A055	Elementary Algebra (3 cr)(3+0)(pg. 232-235)
Chg	MATH	A055A	Elementary Algebra A (1 cr)(1+0)(pg. 236-238)
Chg	MATH	A055B	Elementary Algebra B (1 cr)(1+0)(pg. 239-241)
Chg	MATH	A055C	Elementary Algebra C (1 cr)(1+0)(pg. 242-244)
Chg	PER	A110	Beginning Zumba (1 cr)(0.5+1)(pg. 245-247)
Chg	PER	A168	Winter Camping Alaska (1 cr)(0.5+1)(pg. 248-252)
Chg	PEP	A183	Wellness Principles (1 cr)(1+0)(pg. 253-256)
Chg	PEP	A184	Fundamental Motor Skills (1 cr)(1+0)(pg. 257-260)
Chg	PEP	A251	Prevention and Care of Activity-related Injuries (3 cr)(3+0)(pg. 261-265)
Chg	PEP	A264	Recreation Program Planning and Evaluation (3 cr)(3+0)(pg. 266-270)
Chg	PEP	A346	Lower Body Injury Assessment Skills (3 cr)(3+0)(pg. 271-274)
Chg	PEP	A347	Upper Body Injury Assessment Skills (3cr)(3+0)(pg. 275-278)
Chg	PEP	A365	Outdoor Leadership Theory and Practice (3 cr)(3+0)(pg. 279-283)
Chg	PEP	A382	Kinesiology and Biomechanics (4 cr)(3+2)(pg. 284-288)
Chg	PEP	A383	Movement Theory and Motor Development (3 cr)(3+0)(pg. 289-293)
Chg	PEP	A385	Physiology of Exercise (4 cr)(3+2)(pg. 294-298)
Chg	PEP	A453	Health Promotion (3 cr)(3+0)(pg. 299-303)
Chg	PEP	A454	Exercise Testing and Prescription (4 cr)(3+2)(pg. 304-308)
Chg	PEP	A455	Cardia Rehabilitation and Special Populations (4 cr)(3+2)(pg. 309-314)
Chg	PEP	A467B	Climbing-Based Outdoor Leadership (2 cr)(.5+3)(pg. 315-319)
Chg	PEP	A467C	Land-Based Outdoor Leadership (2 cr)(.5+3)(pg. 320-323)
Chg	PEP	A467D	Water-Based Outdoor Leadership (2 cr)(.5+3)(pg. 324-327)
Chg	PEP	A486	Standards and Assessment in Health, Physical Education and Recreation (3 cr)(3+0)(pg. 328-332)
Chg	PEP	A487	Administration and Supervision in Health, Physical Education and Recreation (3 cr)(3+0)(pg. 333-337)
Chg	PEP	A495	Internship (6 cr)(.5+16.5)(pg. 338-342)
Dlt	PEP	A496	Internship in Outdoor Leadership (6 cr)(.5+16.5)(pg. 343)
Chg			Bachelor of Science, Physical Education (pg. 344-353)

VII. Old Business

IX. New Business

IX. Informational Items and Adjournment:

- A. Geomatics Curriculum Changes (pg. 354)

Undergraduate Academic Board Summary

April 10, 2015

2:00-5:00

LIB 307

I. Roll

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

Ex-Officio Members

(P) Susan Kalina
(P) Lora Volden
(P) Scheduling and Publications

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

III. Approval of Meeting Summary (pg. 3-6) **Approved**

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

Student Affairs committee approved the conversion of the Engineering BS concentrations into three separate degrees to the Northwest Commission on Colleges and Universities for final approvals.

B. University Registrar Lora Volden

CIM is complete and will begin to prepare its launch for this fall.

V. Chair's Report

A. UAB Chair- Francisco Miranda

B. GERC

Approved MUS A221 and A222 as well as EDEC A105

Approved the catalog copy for the General Education Requirements

Made changes to the integrative capstone template

Approved the curriculum handbook revisions

VII. Program/Course Action Request- Second Readings

Add EE A317 Electrical Machines and Energy Conversion (3 cr)(3+0)(pg. 7-9)

Accepted for second reading

VIII. Program/Course Action Request- First Readings

Chg General Education Requirements for Baccalaureate Degrees (pg. 10-31)

Accepted for first reading

~~Chg Associate of Applied Science, Construction Management (pg. 32-36)~~

~~Chg Bachelor of Science, Construction Management (pg. 37-47)~~

CM curriculum does not need to be reviewed by the UAB

Chg SOC A347 Sociology of Religion (3 cr)(3+0)(pg. 48-52)
Waive first, approved for second

Chg PSY A261 Research Methods in Psychology (3 cr)(3+0)(pg. 53-59)
Waive first, approved for second

Chg PSY A261L Research Methods in Psychology Lab (1 cr)(0+2)(pg. 60-65)
Waive first, approved for second

Dlt PSY A427 Field Experience in Psychology (3 cr)(1+6)(pg. 66-67)
Waive first, approved for second

~~Chg Bachelor of Arts, Psychology (pg. 68-71)~~

~~Chg Bachelor of Science, Psychology (pg. 72-75)~~

PSY programs do not need to be reviewed by the UAB

Add AKNS A181 Community Project Planning (1 cr)(1+0)(pg. 76-79)
Waive first, approved for second

Add AKNS A182 Grant Writing for Alaska Native Communities (1 cr)(1+0)(pg. 80-83)
Waive first, approved for second

Add AKNS A184 Indigenous Leadership and Civic Engagement (1 cr)(1+0)(pg. 84-87)
Waive first, approved for second

Add AKNS A185 Event Planning and Meeting Facilitation (1 cr)(1+0)(pg. 88-91)
Waive first, approved for second

Add AKNS A190 Selected Topics: Alaska Native Cultural Skills (1-3 cr)(1-3+0)(pg. 92-95)
Postponed

Chg EDEC A105 Introduction to the Field of Early Childhood (3 cr)(3+0)(pg. 96-101)
Waive first, approved for second

Chg EDEC A201 Early Childhood Practitioner Roles and Responsibilities (2 cr)(2+0)
(pg. 102-107)
Waive first, approved for second

Chg EDEC A206 Integrated Curriculum for Young Children (3 cr)(2+2)(pg. 109-113)
Waive first, approved for second

Chg EDEC A210 Guiding Young Children (3 cr)(3+0)(pg. 114-119)
Waive first, approved for second

Chg EDEC A241 Infant and Toddler Development (3 cr)(3+0)(pg. 120-126)
Waive first, approved for second

Chg EDEC A292 Early Childhood Practicum Seminar (1 cr)(1+0)(pg. 127-132)
Waive first, approved for second

Chg EDEC A295 Early Childhood Practicum (3 cr)(0+10)(pg. 133-138)
Waive first, approved for second

Chg EDEC A303 Young Children in Inclusive Settings (3 cr)(3+0)(pg. 139-146)
Waive first, approved for second

Add EDEC A310 A Developmental Approach to Assessment in Early Childhood Education
(3 cr)(3+0)(pg. 147-153)
Waive first, approved for second

Chg EDEC A403 Mathematics and Science in Early Childhood (3 cr)(3+0)(pg. 154-160)
Waive first, approved for second

Chg EDEC A404 Literacy for Young Children (3 cr)(3+0)(pg. 161-167)
Waive first, approved for second

Chg EDEC A407 Action Research Using Observation and Documentation
(stacked with EDEC A607)(3 cr)(2+2)(pg. 168-180)
Waive first, approved for second

Chg EDEC A408 Children's Literature: Early Childhood Years (stacked with EDEC A608)
(3 cr)(3+0)(pg. 181-194)
Waive first, approved for second

Add EDEC A492A Early Childhood Advanced Practicum Seminar (1 cr)(1+0)(pg. 195-199)
Waive first, approved for second

Chg EDEC A492B Early Childhood Internship Seminar (1 cr)(1+0)(pg. 200-204)
Waive first, approved for second

Chg EDEC A495A Early Childhood Advanced Practicum (3 cr)(0+3)(pg. 205-209)
Waive first, approved for second

Chg EDEC A495B Early Childhood Internship (9 cr)(0+27-35)(pg. 210-214)
Waive first, approved for second

Dlt Undergraduate Certificate, Early Childhood Education (EDEC)
(pg. 215-221)
Waive first, approved for second

Chg Associate of Applied Science, Early Childhood Education (EDEC)
(pg. 222-228)
Postponed to the next meeting on Friday, April 17th

Chg Bachelor of Arts, Early Childhood Education (EDEC)(pg. 229-241)
Accepted for first reading

VII. Old Business

IX. New Business

IX. Informational Items and Adjournment:

- A. Geomatics Curriculum Changes (pg. 242)
Postponed to the next meeting on Friday, April 17th
- B. Modification to Biological Sciences and Natural Sciences Graduation Requirements
– Standardized ETS Exam (pg. 243-244)
Waive first, approved for second

General Education Requirements (GERs) for Baccalaureate Degrees

- [Overview](#)
- [Tier 1](#)
- [Tier 2](#)
- [Tier 3](#)

Introduction:

General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. They are designed to promote an elevation of the student's level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and understanding how to integrate and apply knowledge to an evolving world (Tier 3).

UAA's General Education Values

Develop intellectual and practical skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

Build knowledge of human institutions, socio-cultural processes, and the physical and natural world through study of the natural and social sciences, mathematics, humanities, and the arts.

Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

Integrate and apply learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

GER Student Learning Outcomes

After completing the GERs, UAA students shall be able to:

- Communicate effectively in a variety of contexts and formats;
- Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
- Relate knowledge to the historical context in which it developed and the human problems it addresses;
- Interpret different systems of aesthetic representation and understand their historical and cultural contexts;

- Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
- Identify ways in which science has advanced the understanding of important natural processes;
- Locate and use relevant information to make appropriate personal and professional decisions;
- Adopt critical perspectives for understanding the forces of globalization and diversity; and
- Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Tier 1: Basic College-Level Skills	12
Tier 2: Disciplinary Areas	22
Tier 3: Integrative Capstone	3
Total Credits	37

Tier 1: Basic College-Level Skills

Introduction:

The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication skills:

- Courses in oral and written communication develop intellectual and practical skills, building critical reading, thinking, and communication competencies (listening, speaking, reading, and writing) necessary to communicate effectively in a variety of contexts and formats needed for personal and professional success.
- Quantitative courses develop abilities to reason mathematically and analyze quantitative and qualitative data to reach sound conclusions for success in undergraduate study and professional life.
- Baccalaureate students are required to complete the 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits. Students may select approved basic college-level skills, which may also fulfill requirements in their intended major. Faculty in English, communications and mathematics provide placement criteria (which may require the completion of preparatory coursework).

Oral Communication Skills	3
Quantitative Skills	3

Written Communication Skills

6

Total Credits

12

Oral Communication Skills

- Oral communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group and public speaking settings.
 - Students develop both their message creation and message interpretation skills in order to be more successful communicators.
 - Students develop an awareness of the role of communication in a variety of human relationships—personal and professional.
 - Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages.
 - Students analyze audiences and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following Oral Communication courses:

Select 3 credits of the following:

COMM A111	Fundamentals of Oral Communication	3
COMM A235	Small Group Communication	3
COMM A237	Interpersonal Communication	3
COMM A241	Public Speaking	3

Quantitative Skills

- Quantitative skills courses increase mathematical abilities.
 - Students become more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which dominate 21st-century decision-making.
 - Students develop their algebraic, analytic and numeric skills; use them to solve applied problems; and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following Quantitative Skills courses:

Select 3 credits of the following:

MATH A107	College Algebra	4
MATH A108	Trigonometry	3
MATH A109	Precalculus	6
MATH A172	Applied Finite Mathematics	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A272	Applied Calculus	3
STAT A252	Elementary Statistics	3
STAT A253	Applied Statistics for the Sciences	4
STAT A307	Probability and Statistics	4

Written Communication Skills

- Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting and revising as well as a primary element of active learning in literate cultures.
 - Students practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
 - Students write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
 - Students develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

Courses completed at UAA must be selected from the following Written Communication courses:

Select 6 credits of the following:

ENGL A111	Introduction to Composition	3
ENGL A211	Academic Writing About Literature	3
ENGL A212	Technical Writing	3
ENGL A213	Writing in the Social and Natural Sciences	3
ENGL A214	Persuasive Writing	3
ENGL A311	Advanced Composition	3
ENGL A312	Advanced Technical Writing	3
ENGL A414	Research Writing	3

Tier 2: Disciplinary Areas

Introduction:

Courses in this tier examine Fine Arts, Humanities, Natural Sciences, and Social Sciences which provide a breadth of academic experience regarding human institutions, artistic and socio-cultural processes, and the physical and natural world.

- Courses in the Fine Arts interpret different systems of aesthetic representation within their historical and cultural contexts.
- Courses in the Humanities investigate the cultural, historical, literary, aesthetic, ethical and spiritual traditions that have shaped and continue to shape our worlds.
- Courses in Natural Sciences identify theoretical and descriptive approaches in which science advances the understanding of the natural and physical world. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore the complexity of human behavior via empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.

Fine Arts	3
Humanities	6
Natural Sciences	7
Social Sciences	6
Total Credits	22

Fine Arts

- The fine arts (i.e. visual and performing) arts focus on the historical, aesthetic, critical and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills.
 - Students who complete the fine arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
 - Students should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

Courses completed at UAA must be selected from the following Fine Arts courses:
(TABLE OF COURSES)

Humanities

(6 credits from outside the major)

- The humanities courses examine the characteristics of realities, the purpose of human existence, the properties of knowledge and the qualities of sound reasoning, eloquent communication, and creative expression, studying the problems of judicious conduct in personal, social and political life. They also consider the qualities of the divine, the sacred and the mysterious. In these tasks the humanities courses reflect upon the world's heritage of the arts, history, languages, literature, religion and philosophy.
 - Students who complete a content-oriented course in the humanities should be able to identify texts or objects, place them in the historical context of the discipline, articulate the central problems they address and provide reasoned assessments of their significance.
 - Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of written arguments, evaluate their cogency, and recognize common fallacies. They should also be able to employ formal techniques to determine the validity of deductive arguments and evaluate the adequacy of evidence according to appropriate inductive standards.

- Students who complete a humanities course in a language should additionally demonstrate proficiency in listening, speaking, reading, and writing in the target language.

Courses completed at UAA must be selected from the following Humanities courses:

(TABLE OF COURSES)

Natural Sciences

(must include a laboratory course)

- The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.
 - Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
 - Students demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.
- Laboratory courses illustrate how scientists develop, test and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.
 - Students will demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline.
 - Students will critically observe materials, events or processes, and accurately record and analyze their observations.

Courses completed at UAA must be selected from the following Natural Sciences courses:

(TABLE OF COURSES)

*

Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation. Only the most recent course taken is used to fulfill university requirements, including the General Education Requirement.

Social Sciences

(6 credits from outside the major and from two different disciplines)

- The social sciences constitute the various fields of study concerned with society, social interaction and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.
 - Students describe the discipline studied and discuss the key principles or themes that unify it.
 - Students describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research
 - Students demonstrate the ability to think critically about how society works and how social realities are created by diverse social processes and cultural practices.
 - Students describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
 - Students explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying and rejecting hypotheses.

Courses completed at UAA must be selected from the following Social Sciences courses:

(TABLE OF COURSES)

Tier 3: Integrative Capstone*

Introduction:

Integrative Capstone courses culminate the GER experience by synthesizing material across GER domains with the blending of basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2), establishing a foundation for life-long learning.

- Students completing the integrative capstone requirement demonstrate the ability to integrate knowledge and employ skills to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.
- Student adopt critical perspectives for understanding the forces of globalization and diversity.
- *The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see [Academic Standards and Regulations](#).)*

Courses completed at UAA must be selected from the following Integrative Capstone courses:

(TABLE OF COURSES)

GER FAQs and ADVISING NOTES

All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.
- Courses listed as satisfying a GER are also identified in the [course descriptions](#).

- A course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.
- Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below. (Create a link to GER substitutions list.)

PETITIONS FOR GERs and/or GENERAL UNIVERSITY REQUIREMENTS

Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost. After the petition has received final approval or denial, the student is notified of the decision. Changes in course level, grading or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the [Academic Petition](#) section.

UAA Table of GER Substitutions

This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.

General Education Requirements (GERs) for Baccalaureate Degrees

- [Overview](#)
- [Tier 1](#)
- [Tier 2](#)
- [Tier 3](#)

Introduction:

General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. They are designed to promote an elevation of the student's level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and understanding how to integrate and apply knowledge to an evolving world~~experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century~~ (Tier 3).

Tier 1: Basic College-Level Skills	12
Tier 2: Disciplinary Areas	22
Tier 3: Integrative Capstone	3
Total Credits	37

UAA's General Education Values

Develop intellectual and practical skills across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.

Build knowledge of human institutions, socio-cultural processes, and the physical and natural world through study of the natural and social sciences, mathematics, humanities, and the arts.

Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.

Integrate and apply learning, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

GER Student Learning Outcomes

After completing the GERs, UAA students shall be able to:

- Communicate effectively in a variety of contexts and formats;

- Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
- Relate knowledge to the historical context in which it developed and the human problems it addresses;
- Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
- Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
- Identify ways in which science has advanced the understanding of important natural processes;
- Locate and use relevant information to make appropriate personal and professional decisions;
- Adopt critical perspectives for understanding the forces of globalization and diversity; and
- Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

<u>Tier 1: Basic College-Level Skills</u>	<u>12</u>
<u>Tier 2: Disciplinary Areas</u>	<u>22</u>
<u>Tier 3: Integrative Capstone</u>	<u>3</u>
<u>Total Credits</u>	<u>37</u>

~~All students should consult a faculty or academic advisor for appropriate course selections.~~

- ~~Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree-applicable credits.~~
- ~~Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.~~
- ~~Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.~~
- ~~Courses ending with numbers 93 or 94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.~~

~~Petitions for GERs and/or General University Requirements~~

~~Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost.~~

~~After the petition has received final approval or denial, the student is notified of the decision.~~

~~Changes in course level, grading or number of credits awarded are not petitionable. UAA courses~~

~~not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.~~

~~GER Classification List~~

~~Courses listed as satisfying a GER are also identified in the course descriptions. Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.~~

~~Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below.~~

~~UAA Table of GER Substitutions~~

~~This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.~~

Tier 1: Basic College-Level Skills

Introduction:

The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication, ~~oral communication and quantitative~~ skills:

- Courses in oral and written communication ~~and oral communication~~ develop intellectual and practical ~~the critical reading, thinking and communication~~ skills, building critical reading, thinking, and communication competencies ~~(listening~~ writing, speaking, reading, and listening ~~writing)~~ necessary to communicate effectively in a variety of contexts and formats needed for personal and professional success.
- ~~Courses in q~~Quantitative courses ~~skills foster~~ develop abilities to reason mathematically and the ~~analy~~ zetical quantitative and qualitative data to reach sound conclusions and ~~mathematical abilities necessary~~ for success in undergraduate study and professional life.
- Baccalaureate students are required to complete the 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits. Students may select approved basic college-level skills, which may also fulfill requirements in their intended major. Faculty in English, communications and mathematics provide placement criteria (which may require the completion of preparatory coursework).

Oral Communication Skills	3
Quantitative Skills	3
Written Communication Skills	6
Total Credits	12

Oral Communication Skills

- Oral communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group and public speaking settings. ~~In these courses,~~
 - sStudents develop both their message creation and message interpretation skills in order to be more successful communicators. ~~In doing so,~~
 - sStudents develop an awareness of the role of communication in a variety of human relationships—personal and professional.
 - Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages.
 - ~~÷~~ Students analyze audiences; and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following Oral Communication courses:

Select 3 credits of the following:

COMM A111	Fundamentals of Oral Communication	3
COMM A235	Small Group Communication	3
COMM A237	Interpersonal Communication	3
COMM A241	Public Speaking	3

Quantitative Skills

- Quantitative skills courses increase ~~the~~ mathematical abilities. ~~of~~
 - sStudents ~~in order to make them become~~ more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which ~~will~~ dominate 21st-century decision-making.

- ~~In these courses, all baccalaureate s~~Students develop their algebraic, analytic and numeric skills; use them to solve applied problems; and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following Quantitative Skills courses:

Select 3 credits of the following:

MATH A107	College Algebra	4
MATH A108	Trigonometry	3
MATH A109	Precalculus	6
MATH A172	Applied Finite Mathematics	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A272	Applied Calculus	3
STAT A252	Elementary Statistics	3
STAT A253	Applied Statistics for the Sciences	4
STAT A307	Probability and Statistics	4

Written Communication Skills

- Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting and revising as well as a primary element of active learning in literate cultures.
 - Students practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
 - TheyStudents write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
 - TheyStudents develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling

stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

Courses completed at UAA must be selected from the following Written Communication courses:

Select 6 credits of the following:

ENGL A111	Introduction to Composition	3
ENGL A211	Academic Writing About Literature	3
ENGL A212	Technical Writing	3
ENGL A213	Writing in the Social and Natural Sciences	3
ENGL A214	Persuasive Writing	3
ENGL A311	Advanced Composition	3
ENGL A312	Advanced Technical Writing	3
ENGL A414	Research Writing	3

Tier 2: Disciplinary Areas

Introduction:

Courses in this tier examine Fine Arts, Humanities, Natural Sciences, and Social Sciences which provide GERs continue with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience regarding human institutions, artistic and socio-cultural processes, and the physical and natural world. These are fine arts, humanities, natural science and social science:

- Courses in the ~~f~~Fine ~~a~~Arts interpret different systems of aesthetic representation within their historical and cultural context~~examine the historical, aesthetic, critical and creative aspects of art.~~
- Courses in the ~~h~~Humanities investigate~~consider~~ the cultural, historical, literary, aesthetic, ethical and spiritual traditions that have shaped and continue to shape~~ing the contemporary our~~ worlds.
- Courses in ~~n~~Natural ~~s~~Sciences identify~~present~~ theoretical and descriptive approaches in which science advances the~~to~~ understanding of the natural and physical worlds. Lab

courses in the ~~n~~Natural ~~s~~Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.

- Courses in the ~~s~~Social ~~s~~Sciences explore the complexity of human behavior via insights about individuals, groups and cultures derived from empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.

Fine Arts	3
Humanities	6
Natural Sciences	7
Social Sciences	6
Total Credits	22

Fine Arts

- The fine arts (i.e. visual and performing) ~~arts}~~ focus on the historical, aesthetic, critical and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills.
 - Students who complete the fine arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
 - ~~They~~Students should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

Courses completed at UAA must be selected from the following Fine Arts courses:
(TABLE OF COURSES)

Humanities

(6 credits from outside the major)

- The humanities courses examine the characteristics of realities~~y~~, the purpose of human existence, the properties of knowledge and the qualities of sound reasoning, eloquent communication, and creative expression. studying.~~They~~ study the problems of ~~right~~judicious conduct in personal, social and political life. They also consider the qualities of the divine, the sacred and the mysterious. In

these tasks the humanities courses reflect upon the world's heritage of the arts, history, languages, literature, religion and philosophy.

- Students who complete a content-oriented course in the humanities should be able to identify texts or objects, place them in the historical context of the discipline, articulate the central problems they address and provide reasoned assessments of their significance.
- Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of ~~brief~~-written arguments, evaluate their ~~soundness or~~-cogency, and recognize common fallacies. They should also be able to ~~use~~employ ~~a~~-formal techniques to determine the validity of ~~simple~~-deductive arguments and evaluate the adequacy of evidence according to appropriate inductive standards.
- Students who complete a ~~skill-oriented~~ humanities course in a language should additionally demonstrate proficiency in listening, speaking, reading, and writing in the target language.

Courses completed at UAA must be selected from the following Humanities courses:

(TABLE OF COURSES)

Natural Sciences

(must include a laboratory course)

- The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.
 - Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
 - They will also~~Students~~ demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

- Laboratory courses illustrate how scientists develop, test and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.

~~Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.~~

- ~~Students completing the laboratory class~~ will demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline.
- ~~Students~~ will critically observe materials, events or processes, and ~~will~~ accurately record and analyze their observations.

Courses completed at UAA must be selected from the following Natural Sciences courses:

(TABLE OF COURSES)

*

Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation. Only the most recent course taken is used to fulfill university requirements, including the General Education Requirement.

Social Sciences

(6 credits from outside the major and from two different disciplines)

- The social sciences constitute the various fields of study concerned with society, social interaction and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.

~~Therefore, each of the social science courses under the rubric of General Education Requirements (GERs), share common learning outcomes. Upon successful completion of a social science GER course, the student will be able to:~~

- ~~Students~~ Describe the discipline ~~she or he has~~ studied and discuss the key principles or themes that unify it.
- ~~Students~~ Describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research
- ~~Students~~ Demonstrate the ability to think critically about how society works and how ~~our~~ social realities are created by diverse social processes and cultural practices.
- ~~Students~~ Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
- ~~Students~~ Explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying and rejecting hypotheses.

Courses completed at UAA must be selected from the following Social Sciences courses:

(TABLE OF COURSES)

Tier 3: Integrative Capstone*

Introduction:

- ~~Integrative Capstone courses~~ For baccalaureate students, culminate the GER experience ~~culminates with an integrative capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design.~~

~~Integrative capstone (Tier 3) courses may be taken only after the student has completed all basic college-level skills (Tier 1) requirements.~~

~~The integrative capstone list includes courses from across the university that require students to~~ synthesize material gleaned across GER domains. ~~Integrative capstone courses include knowledge integration of GER with the blending of basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2),~~ establishing/cultivating a foundation for life-long learning. ~~as part of their course design. Integrative capstone courses should focus on practice, study and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century.~~

- Students completing the integrative capstone requirement **must** demonstrate the ability to integrate knowledge **and employ skills to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner** by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.
- Student adopt critical perspectives for understanding the forces of globalization and diversity.
- The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)

Courses completed at UAA must be selected from the following Integrative Capstone courses:

(TABLE OF COURSES)

*

~~The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)~~

GER FAQs and ADVISING NOTES

All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.

- Courses ending with numbers 93 or 94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.
- Courses listed as satisfying a GER are also identified in the course descriptions.
- A course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.
- Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below. (Create a link to GER substitutions list.)

PETITIONS FOR GERs and/or GENERAL UNIVERSITY REQUIREMENTSPetitions for GERs and/or General University Requirements

Petitions pertaining to GERs and/or General University Requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the provost. After the petition has received final approval or denial, the student is notified of the decision. Changes in course level, grading or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate GER lists cannot be petitioned to meet a GER. For more information, see the Academic Petition section.

GER Classification List

Courses listed as satisfying a GER are also identified in the course descriptions. Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the table of substitutions below.

UAA Table of GER Substitutions

This table is intended to assist UAA students who wish to use UAF or UAS courses to meet a UAA GER per Board of Regents Policy P10.04.062.

Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The General Education Review Committee (GERC) is a standing committee of the UAB reporting to the UAB.

When an action involves a change in GER, the action will be reviewed by the GERC and referred to the UAB for approval with recommendations.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. GER Committee of UAB
3. UAB agenda
4. Faculty Senate (approved actions of UAB only)
5. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
 - Inter MAU coordination to facilitate transfer between campuses.
 - Courtesy coordination is recommended to determine potential transfer conflicts.

- Check other campus' catalogs to see if they have a course with the same prefix and number.
- If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA. The registrar's office can provide assistance with course number suggestions.
- If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
- The appropriate GER template must be applied (www.uaa.alaska.edu/governance/)
- Addresses appropriate GER student learning outcome(s) from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)
 1. Communicate effectively in a variety of contexts and formats;
 2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
 3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
 6. Identify ways in which science has advanced the understanding of important natural processes;
 7. Locate and use relevant information to make appropriate personal and professional decisions;
 8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
 9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.
- Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
- Provides rationale for retaining or adding this course to the GER menu
- Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
 - **Oral communication skills.** Students:
 - develop both their message creation and message interpretation skills in order to be more successful communicators.
 - develop an awareness of the role of communication in a variety of human relationships.
 - develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.
 - **Quantitative skills.** Students:
 - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
 - correctly explain their mathematical reasoning.
 - **Written communication skills.** Students:
 - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.

- write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
 - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.
 - demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.
- **Fine arts.** Students should be able to:
- identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
 - interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

○ **Humanities.**

Students who complete a **content-oriented** course in the humanities should be able to:

- identify texts or objects, place them in the historical context of the discipline,
- articulate the central problems they address and provide reasoned assessments of their significance.

Students who complete a **skills oriented** humanities course in **logic** should be able to:

- identify the premises and conclusions of brief written arguments,
- evaluate their soundness or cogency, and recognize common fallacies.
- use a formal technique to determine the validity of simple deductive arguments and
- evaluate the adequacy of evidence according to appropriate inductive standards.

Students who complete a **skill-oriented** humanities course in a **language** should:

- demonstrate proficiency in listening, speaking and writing.

○ **Natural sciences.** Student will:

- Be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
- demonstrate an understanding of the fundamentals of one or more scientific disciplines,
- demonstrate a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Students completing the laboratory class will:

- demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
- critically observe materials, events or processes, and
- accurately record and analyze their observations.

Social sciences. Students will be able to:

- describe the discipline she or he has studied and discuss the key principles or themes that unify it.
- describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research.
- demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of

social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.

- explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

Integrative capstone. Students ~~must~~ will be able to:

- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.
- adopt critical perspectives for understanding the forces of globalization and diversity.
- ~~Provides rationale for retaining or adding this course to the GER menu~~
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.
- Integrative capstone course content guides should include an outcomes table that illustrates how each of the two required outcomes are addressed and assessed. The knowledge integration outcome must include at least three of the following: effective communication, quantitative perspectives, information literacy, and critical thinking.
- SAMPLE TABLE

<u>Student Learning Outcomes: Upon completion of this course, the student will be able to:</u>	<u>Graded Assessment Measures</u>	<u>Integrative Capstone Goals</u>
<u>Demonstrate the attainment of detailed knowledge of chronological history of mathematics from prehistoric times to the twenty first century, and identify, analyze, and evaluate factors which influenced the global growth of mathematical knowledge across cultures and times.</u>	<u>Examinations, paper, oral presentation</u>	<u>Knowledge integration</u> <u>Critical thinking</u> <u>Effective communication</u> <u>Adopt critical perspectives for understanding the forces of globalization and diversity.</u>
<u>Prove theorems and perform calculations using historical methods</u>	<u>Examinations, assignments</u>	<u>Quantitative perspectives</u> <u>Critical thinking</u>
<u>Write and revise papers and give oral presentations which demonstrate knowledge of mathematics in its historical context, and explain mathematical concepts with proper notations and clarity.</u>	<u>Paper, oral presentation</u>	<u>Knowledge integration</u> <u>Quantitative perspectives</u> <u>Critical thinking</u> <u>Effective communication</u>

Actions involving changes in GER are referred to the GERC. After GERC review and approval, the first reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

a. Signed CAR.

Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

b. Completed CCG.

If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track

changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).

- c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:

- a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

- b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:
 - School and department (CAR boxes 1a and 1c),
 - course prefix (CAR box 2),
 - course number (CAR box 3),
 - course title (CAR box 6),
 - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
 - course description (CAR box 15),
 - justification for action (CAR box 19),
 - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at GERC.

- c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).
4. GER courses are approved through the curriculum approval process outlined in section 3.
5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

6.3 Revocation of General Education Requirement Designation and Deletion of a GER Course

A course's designation as an approved general education course may be revoked if the course is not updated through the curriculum approval process at least every 10 years or if the department offering the course does not provide requested data for the current general education assessment process relevant to that course.

The revocation process will be initiated by the GERC. The GERC will notify the department of noncompliance with UAA general education policy (published in the Curriculum Handbook) and/or assessment procedures. After notification, the department will have the next academic year to come into compliance.

If compliance is not achieved by the end of the next academic year after notification of noncompliance, GERC will make a recommendation regarding revocation of general education designation to UAB. UAB will consider the matter and make a recommendation to Faculty Senate. If approved by Faculty Senate, then it moves to the Provost for consideration. If approved, the UAB Chair will notate the appropriate curriculum documents to indicate revocation of general education status. Faculty wishing to reinstate general education designation for a course are referred to section 6.1-6.2.

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The purge list of GER courses will be provided to GERC and UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by the GERC and UAB in the spring semester.



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 EA COE	1b. Department Teaching and Learning				
2. Complete Program Title/Prefix BA Early Childhood/EDEC					
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE					
This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No					
<table style="width: 100%;"> <tr> <td style="width: 50%;"> 4. Type of Action: PROGRAM </td> <td style="width: 50%;"> PREFIX </td> </tr> <tr> <td> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM	PREFIX	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
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<input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate				
5. Implementation Date (semester/year) From: Fall/2015 To: /9999					
6a. Coordination with Affected Units Department, School, or College: Early Childhood/Elementary Ed Initiator Name (typed): <u>Karen Roth</u> Initiator Signed Initials: _____ Date: _____					
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11.21.14					
6c. Coordination with Library Liaison Date: 11.21.14					
7. Title and Program Description - Please attach the following: <div style="text-align: center;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function </div>					
8. Justification for Action Courses are being updated to reflect current trends and practices.					
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Bachelor of Arts in Early Childhood Education

- [Overview](#)

An individual interested in undergraduate early childhood preparation may obtain a Bachelor of Arts in Early Childhood Education to work with children from the ages of birth to age 8.

Individuals with baccalaureate degrees should refer to [Post Baccalaureate Certificate Programs](#) for more information.

The Bachelor of Arts in Early Childhood is a professional degree. Unique features of the program include a foundation in liberal studies with coursework in child development and families. Candidates will engage in field experiences throughout their coursework to directly apply teaching and learning principles. In addition, candidates will engage in an internship(s) in early childhood settings. Admission to the program occurs in two stages (see below) and admission to the internship requires academic achievement, written and oral communication skills, and community involvement. For more information see [COE Field Placements](#).

Admission Requirements

Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#). Application forms are available on the [Admissions website](#).

Admission to the College of Education, Department of Teaching and Learning: Early Childhood Major

Admission to the Department of Teaching and Learning is a prerequisite for all upper division coursework in early childhood. In order to be admitted to the Department of Teaching and Learning, applicants must:

1. Complete the application to the Department of Teaching and Learning, Early Childhood major.
2. Complete [Tier 1: Basic College-Level Skills General Education Requirements](#) (transfer credits may be used).
3. Complete a minimum of 9 lower division credits from the Early Childhood Major Requirements with a grade of C or higher.
4. Have a cumulative GPA of 2.75.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Submit an Interested Person Report.

Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Early Childhood major does not guarantee admission to the department.

Admission to Early Childhood Advanced Practicum/Internship

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Early Childhood major.
2. Submit an application form for admission to internship. Contact the Office of Clinical Services and Certification for appropriate deadlines.
3. Submit one letter of recommendation from someone who can speak to the applicant's potential as a future early childhood educator.
4. Demonstrate general content knowledge competency through successful completion of 70 percent of required coursework with a 3.00GPA and a passing score on Praxis II: Elementary Education: Content Knowledge (0014) or Elementary Education: Curriculum, Instruction and Assessment (0011).
5. Submit a resume that provides evidence of working with children.
6. Interview for placement.
7. Initiate fingerprinting and criminal background check process.
8. Provide evidence of a current physical examination. This service is available free at the UAA Student Health and Counseling Center.
9. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

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

Note: Partnership organizations, early care and education centers and other school settings have the right to refuse or limit field experience placements for university students.

Academic Progress

Internship(s) must be completed successfully and all Early Childhood Major Requirements, the Alaska Studies requirement, [MATH A205](#), and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments must be completed with a grade of C or higher in order to obtain an institutional recommendation for teacher certification.

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).

- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the background check requirements listed under COE [Field Placements](#).
- Complete the Foundation Requirements below.
- Complete the Major Requirements below.

Foundation Requirements

Complete the following foundation courses. The courses are selected to provide future early childhood educators with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the foundation courses may also be used to meet General Education Requirements.

Child Development		
DN A151	Nutrition Through the Life Cycle	3
EDSE A212	Human Development and Learning	3
or PSY A365	Child and Adolescent Development	3
Select two courses from the following:		
CEL A292	Introduction to Civic Engagement	3
EDEL A327	Teaching Social Studies in Elementary Schools	3
EDSE A474	Special Children from Birth Through Five	3
EDSE A482	Inclusive Classrooms for All Children	3
EDSL A201	Foundations of Communication Disorders	3
SWK A342	Human Behavior in the Social Environment	3
SWK A409	Introduction to Child Welfare	3
Liberal Studies Humanities and Social Science Core*		
Select one course from the GER fine arts list		
HIST A132	History of United States II	3
LSSS A111	Cultural Foundations of Human Behavior	3
or SWK A243	Cultural Diversity and Community Service Learning	3
Select one of the following Alaska studies courses:		
ANTH A200	Natives of Alaska	3
EDFN A478	Issues in Alaska Native Education, K-12	3
HIST A341	History of Alaska	3
Select one of the following:		
ANTH A250	The Rise of Civilization	3
GEOG/INTL A101	Local Places/Global Regions: An Introduction to Geography	3
HIST A131	History of United States I	3
HNRS A292	Honors Seminar in Social Science	3
PS A101	Introduction to American Government	3
PS A102	Introduction to Political Science	3
*These courses have been selected by Early Childhood faculty from which to choose.		

Mathematical Skills		
Select one course from the GER quantitative skills list		
MATH A205	Communicating Mathematical Ideas	3
Oral and Written Communication Skills		
Select one course from the GER Oral Communications skills list		3
Select two courses from the GER Written Communications skills list		6

*Students must meet the [General Education Requirements](#) for Baccalaureate Degrees, including *6 credits of social science from two different disciplines and 6 credits of humanities.*

Major Requirements

Field experience in early childhood programs may be required as part of the core courses.

Core Courses		
EDEC A105	Introduction to Early Childhood	3
EDEC A106	Creativity and the Arts in Early Childhood	3
EDEC A206	Integrated Curriculum for Young Children	3
EDEC A210	Guiding Young Children	3
EDEC A241	Infant and Toddler Development	3
EDEC A242	Family & Community Partnerships	3
EDEC A303	Young Children in Inclusive Settings	3
EDEC A310	A Developmental Approach to Assessment in Early Childhood Education	3
EDEC A407	Action Research: Using Observation and Documentation in Early Childhood	3
EDEC A408	Children's Literature: Early Childhood Years	3
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	2
PEP A345	Incorporating Health and Physical Activity into the Pre-K - 6 Classroom	2
Methodology Requirements		
EDEC A403	Mathematics and Science in Early Childhood	3
EDEC A404	Literacy for Young Children	3
Internship and Seminar Requirements		
EDEC A492E	Early Childhood Advanced Practicum Seminar	1
EDEC A492I	Early Childhood Internship Seminar	1
EDEC A495E	Early Childhood Advanced Practicum	3
EDEC A495I	Early Childhood Internship	9
Electives		12

A total of 120-122 credits is required for the degree, of which 42 must be upper division.

Institutional Recommendation Pre-K-3 Teacher Certification

Candidates who complete an internship in the primary grades (pre-K-3rd grade) may apply for teacher certification, pre-K-3rd grade. Following are the requirements for an institutional recommendation:

1. Major Requirements completed with a grade of C or higher.
2. Alaska studies requirement, [MATH A205](#), and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments completed with a grade of C or higher.
3. Cumulative GPA of 3.0.
4. Cumulative GPA of 3.0 in all Major Requirements.
5. Passing scores on the Praxis Core and Praxis II (0011 or 0014) exams.
6. Internships satisfactorily completed.
7. Bachelor of Arts in Early Childhood Education degree conferred.

Bachelor of Arts in Early Childhood Education

- [Overview](#)

An individual interested in undergraduate early childhood preparation may obtain a Bachelor of Arts in Early Childhood Education to work with children from the ages of birth to age 8.

Individuals with baccalaureate degrees should refer to [Post Baccalaureate Certificate Programs](#) for more information.

The Bachelor of Arts in Early Childhood is a professional degree. Unique features of the program include a foundation in liberal studies with coursework in child development and families. Candidates will engage in field experiences throughout their coursework to directly apply teaching and learning principles. In addition, candidates will engage in an internship(s) in early childhood settings. Admission to the program occurs in two stages (see below) and admission to the internship requires academic achievement, written and oral communication skills, and community involvement. For more information see [COE Field Placements](#).

Admission Requirements

Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#). Application forms are available on the [Admissions website](#).

Admission to the College of Education, Department of Teaching and Learning: Early Childhood Major

Admission to the Department of Teaching and Learning is a prerequisite for all upper division coursework in early childhood. In order to be admitted to the Department of Teaching and Learning, applicants must:

1. Complete the application to the Department of Teaching and Learning, Early Childhood major.
2. Complete [Tier 1: Basic College-Level Skills General Education Requirements](#) (transfer credits may be used).
3. Complete a minimum of 9 lower division credits from the Early Childhood Major Requirements with a grade of C or higher.
4. Have a cumulative GPA of 2.75.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Submit an Interested Person Report.

Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Early Childhood major does not guarantee admission to the department.

Admission to Early Childhood Advanced Practicum/Internship

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Early Childhood major.
2. Submit an application form for admission to internship. Contact the Office of Clinical Services and Certification for appropriate deadlines.
3. Submit one letter of recommendation from someone who can speak to the applicant's potential as a future early childhood educator.
4. Demonstrate general content knowledge competency through successful completion of 70 percent of required coursework with a 3.002-75 GPA and a passing score on Praxis II: Elementary Education: Content Knowledge (0014) or Elementary Education: Curriculum, Instruction and Assessment (0011).
5. Submit a resume that provides evidence of working with children.
6. Interview for placement.
7. Initiate fingerprinting and criminal background check process.
8. Provide evidence of a current physical examination. This service is available free at the UAA Student Health and Counseling Center.
9. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

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

Note: Partnership organizations, early care and education centers and other school settings have the right to refuse or limit field experience placements for university students.

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Academic Progress

Internship(s) must be completed successfully and all Early Childhood Major Requirements, the Alaska Studies requirement, [MATH A205](#), and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments must be completed with a grade of C or higher in order to obtain an institutional recommendation for teacher certification.

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).

- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the background check requirements listed under [COE Field Placements](#).
- Complete the Foundation Requirements below.
- Complete the Major Requirements below.

Foundation Requirements

Complete the following foundation courses. The courses are selected to provide future early childhood educators with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the foundation courses may also be used to meet General Education Requirements.

Child Development		
DN A15145	Child Nutrition Nutrition Through the Life Cycle	3
EDSE A212	Human Development and Learning	3
or PSY A365	Child and Adolescent Development	3
Social Relationships and Inclusive Environments		
EDEC A242	Family and Community Partnerships	3
EDEC A303	Young Children in Inclusive Settings	3
Select two courses from the following:		5-6
CEL A292	Introduction to Civic Engagement	3
EDEL A327	Teaching Social Studies in Elementary Schools	3
EDSE A474	Special Children from Birth Through Five	3
EDSE A482	Inclusive Classrooms for All Children	3
EDSL A201	Foundations of Communication Disorders	3
SWK A342	Human Behavior in the Social Environment	3
SWK A409	Introduction to Child Welfare	3
Liberal Studies Humanities and Social Science Core^{* 2}		
<i>*Students must meet General Education Requirements (GER) for Baccalaureate Degrees including 6 credits of social science (SS), from two different disciplines, and 6 credits of humanities (HUM).</i>		
Select one course from the GER fine arts list		3
EDEC A105	Introduction to the Field of Early Childhood	3
HIST A132	History of United States II	3
LSSS A111	Cultural Foundations of Human Behavior	3
or SWK A243	Cultural Diversity and Community Service Learning	3
Select one of the following Alaska studies courses:		3
ANTH A200	Natives of Alaska	3
EDFN A478	Issues in Alaska Native Education, K-12	3
HIST A341	History of Alaska	3
Select one of the following:		3
ANTH A250	The Rise of Civilization	3
GEOG/INTL A101	Local Places/Global Regions: An Introduction to Geography	3

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HIST A131	History of United States I	3
HNRS A292	Honors Seminar in Social Science	3
LSIC A331	Power, Authority, and Governance	
PS A101	Introduction to American Government	3
PS A102	Introduction to Political Science	3
Liberal Studies Integrated Sciences Core		
LSIS A102	Origins: Earth Solar System Life	5
LSIS A201	Life on Earth	5
*These courses have been selected by Early Childhood faculty from which to choose.		
Mathematical Skills		
Select one course from the GER quantitative skills list		3-4
MATH A205	Communicating Mathematical Ideas	3
Oral and Written Communication Skills		
Select one course from the GER Oral Communications skills list		3
Select two courses from the GER Written Communications skills list		6

Students must meet the [General Education Requirements](#) for Baccalaureate Degrees, including *6 credits of social science from two different disciplines and 6 credits of humanities.

Major Requirements

Field experience in early childhood programs may be required as part of the core courses.

Core Courses		
EDEC A105	Introduction to Early Childhood	3
EDEC A106	Creativity and the Arts in Early Childhood	3
EDEC A206	Integrated Curriculum for Young Children	3
EDEC A210	Guiding Young Children	3
EDEC A241	Infant and Toddler Development	3
EDEC A242	Family & Community Partnerships	3
EDEC A303	Young Children in Inclusive Settings	3
EDEC A310	A Developmental Approach to Assessment in Early Childhood Education	3
EDEC A407	Action Research: Using Observation and Documentation in Early Childhood	4 3
EDEC A408	Children's Literature: Early Childhood Years	3
EDFN A300	Philosophical and Social Context of American Education	3
Comparative Education		
or EDFN A304	3	
EDFN A301	Foundations of Literacy and Language Development	3
EDFN A302	Foundations of Educational Technology	2
PEP A345	Incorporating Health and Physical Activity into the Pre-K - 6 Classroom	2
Methodology Requirements		
EDEC A403	Mathematics and Science in Early Childhood	3
EDEC A404	Literacy for Young Children	3
Internship and Seminar Requirements		

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EDEC A492EA	Early Childhood Seminar Advanced Practicum Seminar	21
EDEC A492I EDEC A492B	Early Childhood Internship Seminar Advanced Practicum Seminar	11
EDEC A495E5A	Early Childhood Internship Advanced Practicum Advanced Practicum	12 33
EDEC A495IEDEC A495B	Early Childhood Internship	9
Electives		12

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~~*** Completion of 12 credits required for degree and certification.~~

A total of ~~124~~ **120** ~~123~~ **122** credits is required for the degree, of which 42 must be upper division.

Institutional Recommendation Pre-K-3 Teacher Certification

Candidates who complete an internship in the primary grades (pre-K-3rd grade) may apply for teacher certification, pre-K-3rd grade. Following are the requirements for an institutional recommendation:

1. Major Requirements completed with a grade of C or higher.
2. Alaska studies requirement, [MATH A205](#), and Foundation Requirements in Child Development and Social Relationships and Inclusive Environments completed with a grade of C or higher.
3. Cumulative GPA of ~~2.75~~ **3.0**.
4. Cumulative GPA of ~~2.75~~ **3.0** in all Major Requirements.
5. Passing scores on the ~~Praxis Core~~ **Praxis I (PPST)** and Praxis II (0011 or 0014) exams.
6. Internships satisfactorily completed.
7. Bachelor of Arts in Early Childhood Education degree conferred.

~~See more at:~~

~~<http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/ba-earlychildhoodeducation/#sthash.zahR07nX.dpuf>~~

Program Student Learning Outcomes

~~Student outcomes for the four early childhood programs are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards. Outcomes are also based on the professional preparation standards of the National Association for the Education of Young Children (NAEYC) found at www.naeyc.org. Students will demonstrate the following outcomes:~~

- ~~• Create a healthy, respectful, supportive and challenging learning environment based on knowledge of child development.~~

- Create respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning.
- Use systematic observations, documentation and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.
- Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
- Incorporate knowledge of content areas to create appropriate experiences for young children.
- Use ethical guidelines and other professional standards related to early childhood practice.
- Demonstrate knowledgeable, reflective and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

The expected mastery of student outcomes differs in accordance with program level. Students who complete the Bachelor of Arts in Early Childhood Education will demonstrate advanced integrated knowledge and skills in preparation for careers in teaching primary grades (K-3) as well as in infant, toddler and preschool educational programs.

— See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/ba-earlychildhoodeducation/#learningoutcomestext>



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 EA COE	1b. Department Teaching and Learning		
2. Complete Program Title/Prefix Associates Early Childhood/EDEC			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: _____ or Graduate: _____ Associate of Applied Science _____ CHOOSE ONE This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No			
4. Type of Action: <div style="display: flex; justify-content: space-between;"><div style="width: 45%;">PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</div><div style="width: 45%;">PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</div></div>			
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units Initiator Name (typed): <u>Karen Roth</u> Department, School, or College: <u>Early Childhood/Elementary Ed</u> Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11.21.14			
6c. Coordination with Library Liaison Date: 11.21.14			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"><input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function</div>			
8. Justification for Action Courses are being updated to reflect current trends and practices in field.			
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Associate of Applied Science in Early Childhood Development

- [Overview](#)

Admission Requirements

- Satisfy the [Application and Admission Requirements for Associate Degree Programs](#).
- Complete an application to the Associate of Applied Science Early Childhood Development program. Applications may be obtained from the Department of Teaching and Learning.

Academic Progress Requirements

All candidates in the Associate of Applied Science Early Childhood Development program must maintain a cumulative GPA of 2.00 or above in all EDEC courses.

Background Check Requirements

See [College of Education Field Placements](#).

Graduation Requirements

- Satisfy the [General University Requirements for Associate of Applied Science Degrees](#).
- Complete the [General Course Requirements for Associate of Applied Science Degrees](#). [ENGL A211](#), [ENGL A212](#), [ENGL A213](#) or [ENGL A214](#) are recommended for the written communication requirement. [MATH A105](#) or higher is recommended as a mathematics and natural sciences requirement.
- Complete the Program Requirements below.

Program Requirements

DN A151	Nutrition Through the Life Cycle	3
EDEC A105	Introduction to the Field of Early Childhood	3
EDEC A106	Creativity and the Arts in Early Childhood	3
EDEC A201	Early Childhood Practitioner Roles and Responsibilities	2
EDEC A206	Integrated Curriculum for Young Children	3
EDEC A210	Guiding Young Children	3
EDEC A241	Infant and Toddler Development	3

EDEC A242	Family and Community Partnerships	3
EDEC A292	Early Childhood Practicum Seminar	1
EDEC A295	Early Childhood Practicum *	3
EDEC A303	Young Children in Inclusive Settings	3
EDSE A212	Human Development and Learning	3
or PSY A365	Child and Adolescent Development	
Complete 12 credits of electives. EDEC A100 is recommended. Students are strongly encouraged to discuss elective choices with an advisor.		12

*To be admitted to [EDEC A295](#), applicants must complete an application and have earned a *grade of C or above in all EDEC courses.*

A total of 60 credits is required for the degree.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.qCwSw0OP.dpuf>

Program Student Learning Outcomes

Student outcomes are based on the [Standards for Alaska's Teachers](#). Outcomes are also based on the professional preparation standards of the [National Association for the Education of Young Children \(NAEYC\)](#). The students will demonstrate the following outcomes:

- Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development.
- Create respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.
- Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
- Incorporate knowledge of content areas to create appropriate experiences for young children.
- Use ethical guidelines and other professional standards related to early childhood practice.
- Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

The expected mastery of student outcomes differs in accordance with program level. Students who complete the AAS in Early Childhood will be proficient entry-level child care workers, have knowledge of child development, and demonstrate basic abilities in child care paraprofessional skills.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#learningoutcomestext>

Associate of Applied Science in Early Childhood Development

- [Overview](#)

Admission Requirements

- Satisfy the [Application and Admission Requirements for Associate Degree Programs](#).
- Complete an application to the Associate of Applied Science Early Childhood Development program. Applications may be obtained from the Department of Teaching and Learning.

Academic Progress Requirements

All candidates in the Associate of Applied Science Early Childhood Development program must maintain a cumulative GPA of 2.00 or above in all EDEC courses.

Background Check Requirements

See [College of Education Field Placements](#).

Graduation Requirements

- Satisfy the [General University Requirements for Associate of Applied Science Degrees](#).
- Complete the [General Course Requirements for Associate of Applied Science Degrees](#). [ENGL A211](#), [ENGL A212](#), [ENGL A213](#) or [ENGL A214](#) are recommended for the written communication requirement. [MATH A105](#) or higher is recommended as a mathematics and natural sciences requirement.
- Complete the Program Requirements below.

Program Requirements

DN A15145	Child Nutrition Nutrition Through the Life Cycle	3
EDEC A105	Introduction to the Field of Early Childhood	3
EDEC A106	Creativity and the Arts in Early Childhood	3
EDEC A201	Early Childhood Practitioner Roles and Responsibilities	2
EDEC A206	Integrated Curriculum for Young Children	3
EDEC A210	Guiding Young Children	3
EDEC A241	Infant and Toddler Development	3

EDEC A242	Family and Community Partnerships	3
EDEC A292	Early Childhood Practicum Seminar	1
EDEC A295	Early Childhood Practicum *	3
EDEC A303	Young Children in Inclusive Settings	3
EDSE A212	Human Development and Learning	3
or PSY A365	Child and Adolescent Development	
EDSE A212L	Human Development and Learning Lab	4

Complete 12 credits of electives. [EDEC A100](#) is recommended. Students are strongly encouraged to discuss elective choices with an advisor. 12

*To be admitted to [EDEC A295](#), applicants must ~~complete an application~~~~meet all requirements~~
~~for and be admitted by an advisor into the practicum course~~ and have earned a grade of C or
above in all EDEC courses.

A total of ~~60~~⁶⁴ credits is required for the degree.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.gCwSw0OP.dpuf>

Program Student Learning Outcomes

Student outcomes are based on the [Standards for Alaska's Teachers](#). Outcomes are also based on the professional preparation standards of the [National Association for the Education of Young Children \(NAEYC\)](#). The students will demonstrate the following outcomes:

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▲ The expected mastery of student outcomes differs in accordance with program level. Students who complete the AAS in Early Childhood will be proficient entry-level child care workers, have knowledge of child development, and demonstrate basic abilities in child care paraprofessional skills.

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- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#learningoutcomestext>



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

1a. School or College EA COE		1b. Division No Division Code		1c. Department													
2. Course Prefix EDFN	3. Course Number A210	4. Previous Course Prefix & Number	5a. Credits/CEUs 2	5b. Contact Hours (Lecture + Lab) (2+0)													
6. Complete Course Title Data-informed Instruction Data-informed Instruct. <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits 2														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. BAEC Program</td><td>3/6/15</td><td>Karen Roth</td></tr><tr><td>2. Kodiak College</td><td>3/6/15</td><td>Kitty Deal</td></tr><tr><td>3. Kenai Peninsula College</td><td>3/6/15</td><td>Pete Snow</td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. BAEC Program	3/6/15	Karen Roth	2. Kodiak College	3/6/15	Kitty Deal	3. Kenai Peninsula College	3/6/15	Pete Snow
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3. Kenai Peninsula College	3/6/15	Pete Snow															
Initiator Name (typed): <u>Marc Robinson</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Use technology as a tool to tutor P-6 students in Rural Alaskan school districts. Focus on culturally responsive pedagogy and analysis and application of student achievement data to inform lesson planning and tutoring sessions. Emphasize discussion and reflection on assessment data as it relates to online tutoring in a P-6 environment																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) EDEC A105 or EDEL A205 or EDFB A101 or concurrent enrollment.			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) NA														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) NA														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action This course introduces students to culturally responsive pedagogy and provides context for students interested in teaching in Rural Alaska.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) <u>Marc Robinson</u> Initiator (TYPE NAME)</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Department Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair</div><div>Date</div></div></div><div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div></div></div></div></div>																	

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

I. Date Initiated: Spring 2015

II. Information for the Course Action Request

College/School:	EA College of Education
Department:	Undergraduate and Initial Certification
Subject:	EDFN
Course Number:	A210
Title:	Data-informed Instruction
Credits:	2.0
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Focus on culturally responsive pedagogy and analysis and application of student achievement data to inform lesson planning and tutoring sessions. Emphasize discussion and reflection on assessment data as it relates to online tutoring in a P-6 environment.
Course Prerequisites(s):	(EDEC A105 or EDEL A205 or EDFN A101 or concurrent enrollment)
Test Scores(s):	N/A
Corequisite(s)	N/A
Registration Restrictions:	None
Course Fee:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Explain the role of assessment in supporting student learning, including ethical issues.
2.	Present, review, explore, and analyze the use of key assessment and concepts commonly used to report, analyze, and apply student achievement data to learning.
3.	Demonstrate the use and role of web conferencing tools in online tutoring.
4.	Demonstrate analysis and interpretation of different student achievement data sets.
5.	Demonstrate and develop a tutoring plan and lessons based on formative and summative student assessment data.
6.	Demonstrate culturally responsive pedagogy needed to work effectively in the online tutoring environment.

B. Student Learning Outcomes/Assessment Procedures

	<i>Student Learning Outcomes</i> <i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>Assessment Procedures</i> <i>This outcome will be assessed by one or more of the following:</i>	<i>Standards</i> <i>This outcome meets the following state and/or national standard:</i>	<i>Core Values</i> <i>This outcome addresses the following core value:</i>
1.	Present and discuss the role of assessment in supporting student learning, including ethical issues.	Reflective Essay Classroom Discussion	*ACEI: 4.0 **ABTS: 5 *** NAEYC: 3 ****ISTE: 2	Intellectual Vitality Leadership
2.	Describe the different types and purposes of assessment.	Descriptive Essay Classroom Presentation	ACEI: 4.0 ABTS: 5 NAEYC: 3 ISTE: 2	Intellectual Vitality Inclusiveness and Equity
3.	Demonstrate the use and role of web conferencing tools in an online tutoring.	Online Tutoring Reflective Journal	ACEI: 4.0 ABTS: 5 NAEYC: 5 ISTE: 4	Intellectual Vitality Collaborative Spirit
4.	Demonstrate analysis and interpretation of different student achievement data sets.	Data Analysis Project Classroom Presentation	ACEI: 4.0 ABTS: 5 NAEYC: 3 ISTE: 2	Intellectual Vitality Inclusiveness and Equity

5.	Design a culturally responsive instructional plan based on formative and summative student assessment data.	Data Analysis Project Classroom Presentation	ACEI: 4.0 ABTS: 5 NAEYC: 4 ISTE: 2	Intellectual Vitality Leadership
6.	Demonstrate culturally responsive pedagogy needed to work effectively in the online tutoring environment.	Reflective Essay Classroom Presentation	ACEI: 4.0 ABTS: 5 NAEYC: 4 ISTE: 3	Intellectual Vitality Leadership

*ACEI: Association for Childhood Education International

**ABTS: Alaska Beginning Teacher Standards

*** NAEYC: National Association for Education of Young Children

**** ISTE: International Society for Technology in Education

IV. Course Level Justification

This course introduces students to culturally responsive pedagogy and provides context for students interested in teaching in Rural Alaska.

V. Course Outline

1. Overview of Assessment

1.1	The purposes and challenges of classroom assessment
1.2	Guiding principles of assessment
1.3	Assessment's role in student success
1.4	Ethical issues

2. Types and Purposes of Assessment

2.1	Standards, goals, and outcomes
2.2	Norm referenced and criterion referenced
2.3	Formative and summative
2.4	Statewide
2.5	District-wide
2.6	School-wide
2.7	Classroom
2.8	Authentic assessments

3. Web Conferencing Tools

3.1	Introduction to Web Conferencing
3.2	Using the Tools
3.3	Creating Presentations

4. Interpreting and reporting assessment results

4.1	Interpreting test scores
-----	--------------------------

4.2	Analyzing data sets
4.3	Standards-Based learning

5. Designing and Implementing Instructional Plans

5.1	Designing, Developing, and Implementing a tutoring plan
5.2	Designing, Developing, and Implementing an assessment plan

VI. Suggested Text(s)

Schurr, S. (2012). *Authentic assessment: active, engaging product and performance measures*. Nashville TN: Incentive Publications.

Burke, K (2009). *How to assess authentic learning* (4th ed). Thousand Oaks, CA: Corwin Press.

Crumly, C. & Dietz, P., & d'Angelo. S. (2014). *Pedagogies for student-centered learning: online and on-ground*. Minneapolis, MN: Fortress Press.

Mayrath, Michael & Clarke-Midura, J, & Robinson, D. (2012). *Technology-based assessments for 21st century skills: theoretical and practical implications from modern research*. Scottsdale, AZ: Information Age Publishing.

VII. Bibliography

Greenstein, L. (2012). *Assessing 21st century skills: a guide to evaluating mastery and authentic learning*. Thousand Oaks, CA: Corwin.

Marzano, R. & Heflebower, T, (2011). *Teaching and assessing 21st century skills: the classroom strategies series*. Bloomington, IN: Marzano Research.

McMillan, J. H. (2008). *Assessment essentials for standards-based education* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Popham, J. (2007). *Classroom assessment: What teachers need to know* (5th ed.). Upper Saddle River, NJ: Allyn & Bacon.

Popham, J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reynolds, C. R., Livingston, R., & Willson, V. (2008). *Measurement and assessment in education (2nd ed.)*. Upper Saddle River, NJ: Allyn & Bacon.

Stiggins, R. J. (2007). *Introduction to student-involved assessment for learning*. (5th ed.). Upper Saddle River, NJ: Pearson.

Wehlburg, C. M. (2008). *Promoting integrated and transformative assessment: A deeper focus on student learning*. Hoboken, NJ: Jossey-Bass.

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

Impacted Program/Course	Date of Coordination	Chair/ Coordinator Contacted
4. Mat-Su College	3/6/15	Marc Robinson



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 Sociology	
2. Course Prefix Soc	3. Course Number A 250	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Guns in American Society <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Sociology		2/9/15		Nelta Edwards	
2.					
3.					
Initiator Name (typed): <u>John Riley</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/02/15</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/02/15</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Focuses on the use of firearms in recreation, self-defense, and crime with an introduction to relevant empirical research. Offers historical and comparative perspectives on U.S. firearms policies with an emphasis on the social context in which competing groups work to shape and balance concerns about civil rights and public safety.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) SOC A101 with a minimum grade of c.			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Recent research suggests that Alaska has one of the highest rates of firearms ownership in the United States and public policies regulating firearms are a matter of great concern for many Alaskans. UAA currently offers no instruction on this topic.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) <u>John Riley</u> Initiator (TYPE NAME)</div><div>Department Chair</div><div>College/School Curriculum Committee Chair</div></div><div><div>Date</div><div>Date</div><div>Date</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College Undergraduate/Graduate Academic Board Chair Provost or Designee</div><div>Date Date Date</div></div></div>					

UNIVERSITY OF ALASKA ANCHORAGE
December 2014

School/College College of Arts and Sciences
Course Subject Sociology
Course Number SOC A250
Number of Credits 3+0
Course Title Guns in American Society
Grading Basis A-F

Course Description: Focuses on the use of firearms in recreation, self-defense, and crime with an introduction to relevant empirical research. Offers historical and comparative perspectives on U.S. firearms policies with an emphasis on the social context in which competing groups work to shape and balance concerns about civil rights and public safety.

Course Level Justification: Students enter this course after completing SOC A101.

Prerequisite(s) SOC A101 with a minimum grade of C.
Fees None
Instructional Goals

The Instructor will:	
1.	Describe, compare, and contrast commonly available firearms types and describe basic terminology and principles of firearms safety.
2.	Describe the social forces influencing the evolution of U.S. firearms laws while comparing U.S. policies to regulatory regimes in other developed countries.
3.	Describe, compare, and contrast major perspectives on U.S. firearms laws with an emphasis on competing efforts to balance concerns about civil rights and public safety.
4.	Describe and explain key research issues, including current empirical work on the relationship between firearms availability and public safety.

Student Learning Outcomes

The student will be able to	Assessment Method
1. Describe, compare, and contrast commonly available types of firearms and describe and explain basic principles of firearms safety.	Writing assignments, discussion, class presentations.
2. Describe the social forces influencing the evolution of U.S. firearms laws and compare U.S. laws to those of other developed nations.	Exams, writing assignments, discussion, class presentations.
3. Describe, compare, and critique major perspectives on U.S. firearms laws with an emphasis on competing efforts to balance concerns about civil rights and	Exams, writing assignments, discussion, class presentations.

public safety.	
4. Describe, and explain key findings and issues in the research literature on firearms and public safety.	Exams, writing assignments, discussion, class presentations.

Guidelines for Evaluation

Students will be evaluated on the basis of exams, written assignments, and class presentation and discussion.

Topical Course Outline

I. Common Firearms, Basic Terminology, and Safety Issues

1. Muskets, Rifles, Pistols, Revolvers, and Shotguns, 1770-1870
2. Rifles, Pistols, Revolvers, and Shotguns, 1870-1970
3. Contemporary Firearms: Muzzle Energy, Bullet Construction, and Rate of Fire
4. Safe Handling of Firearms
5. Safe Storage of Firearms and Ammunition
6. Accidents, Crimes, and Suicides Involving Firearms
7. Constitutional Rights, Public Safety, and the Rule of Law

II. Firearms Regulation in the United States in Comparative Perspective

1. The Second Amendment and the Militia Acts: The Right to Keep and Bear Arms
2. State and Local Firearms Regulations in the 19th Century
3. The Sullivan Dangerous Weapons Act: New York, 1911
4. Model Legislation: The Uniform Firearms Act
5. Prohibition, Crime and the National Firearms Act of 1934
6. The Federal Firearms Act of 1938: Licensing Dealers, Restricting Felons
7. U.S. v. Miller, 1939 to the Gun Control Act of 1968
8. Regulatory Concerns Since 1968: Handgun Ownership, Concealed Carry, So-Called Cop Killer Bullets, Saturday Night Specials and Assault Rifles
9. District of Columbia v. Heller and McDonald v. City of Chicago
10. Firearms Regulations in Canada, Europe, and Japan

III. Central Issues in Firearms Research

1. Victimization Rates and the Availability of Firearms: Accidents, Crimes, Suicides
2. Perspectives on Facilitation and Deterrence
3. Methodological Issues: Reverse Causality, Polling and Sampling Limitations, Heterogeneity, Problems with Time Series Data
4. Proxy Measures of Gun Ownership: Cook's Index, Firearms Suicides / Suicides (FS/S), Firearms Homicides / Homicides (FH/H), Hunting License Sales
5. Guns, Homicide, and Economic Development: The "American Anomaly"
6. Race, Class, Age and Gender as Predictors of Homicide by Firearms
7. Regional and International Variation in Homicide Rates and Gun Availability
8. Domestic Violence, Mental Illness, Suicide, and Mass Casualty Events
9. Public Opinion and Firearms Regulation
10. What Works? Evidence-Based Assessment of Efforts to Reduce Gun Violence

Suggested Texts

Winkler, Adam. 2011. *Gunfight: the Battle over the Right to Bear Arms in America*. New York: W.W. Norton.

Lott, John R. 2010. *More Guns Less Crime: Understanding Crime and Gun Control Laws*, 3rd Edition. Chicago: University of Chicago Press.

Hemenway, David. 2007. *Private Guns Public Health*. Ann Arbor: University of Michigan Press.

Beeghley, Leonard. 2003. *Homicide: A Sociological Explanation*. New York: Rowman and Littlefield.

References

Baker, Jeanine and Samara. McPhedran. 2007. "Gun Laws and Sudden Death: Did the Australian Firearms Legislation of 1996 Make a Difference?" *British Journal of Criminology* 47:455-469.

Boyce, Jillian and Adam Cotter. 2013. "Homicide in Canada, 2012." Canadian Centre for Justice Statistics, Available at: <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11882-eng.htm?fpv=2693> Accessed on 11/30/2014.

Center for Disease Control. 2003. "First Reports Evaluating the Effectiveness of Strategies for Preventing Violence: Firearms Laws." *MMWR Recommendations and Reports* 52 (RR14); 11-12. Available at www.cdc.gov/mmwr/preview/mmwrhtml/rr5214a2.htm Accessed on 2/19/2014.

Cook, Phillip J., 1981. "The Effect of gun Availability on Violent Crime Patterns," *Annals of the American Academy of Political and Social Science* 455:63-79.

- Cooper, Alexia and Erica L. Smith. 2011. "Homicide Trends in the United States, 1980-2008." Bureau of Justice Statistics. NCJ 236018. Available at: <http://www.bjs.gov/content/pub/pdf/htus8008.pdf> Retrieved on 11/30/2014.
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Suggested Periodicals

American Sociological Review

British Journal of Criminology

Crime and Delinquency

Criminology

Law and Society Review

Social Problems

Homicide Studies

Internet Sources

Bureau of Justice Statistics. <http://www.bjs.gov/>

Centers for Disease Control and Prevention. <http://www.cdc.gov/injury/wisqars/>

Federal Bureau of Investigation, Crime Statistics. <http://www.fbi.gov/stats-services/crimestats>

Statistics Canada. <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11854-eng.htm>



Course Action Request

University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ES	
2. Course Prefix ES	3. Course Number A302	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Engineering Data Analysis <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats n/a Max Credits n/a		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course Content Guide (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Spring/2016 To: 99/9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. BS Civil Engineering		02/18/2015		Rob Lang	
2. BS Mechanical Engineering		02/18/2015		Jennifer Brock	
3. BS Electrical Engineering		02/18/2015		Jens Munk	
Initiator Name (typed): <u>Utpal Dutta</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>03/23/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/23/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Introduce concepts of probability and statistics needed to solve various engineering problems.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) [MATH A201 and (ENGR A161 or EE A261)] with a minimum grade of C.			16b. Co-requisite(s) (concurrent enrollment required) n/a		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) n/a		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CoEngg fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updating course description and CCG.					
Initiator (faculty only) _____ Date _____ <u>Utpal Dutta</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____			<input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Disapproved Board Chair		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____		

COURSE CONTENT GUIDE
University of Alaska Anchorage, College of Engineering

ES A302
Engineering Data Analysis

1. Course Starting Date	Spring 2015
2. Course Information	
A. College	College of Engineering (CoENG)
B. Course Prefix	ES
C. Course Number	A302
D. Number of Credits and Contact Hours	Number of Credits: 3 Contact Hours: 3+0
E. Course Title	Engineering Data Analysis
F. Grading Basis	A-F
G. Implementation Date	Spring 2016
H. Course Description	Introduce concepts of probability and statistics needed to solve various engineering problems.
I. Course Prerequisites	[MATH A201 and (ENGR A161 or EE A261)] with minimum grade of C.
J. Course Co-requisites:	N/A
K. Other Restrictions:	N/A
L. Registration Restrictions:	N/A
M. Course Fee	Standard CoENG fee
N. Stacked	No

3. Course Level Justification

This course builds upon the 200-level knowledge of mathematics. Students are required to analyze engineering data to obtain information of interest for various engineering disciplines.

4. Instructional Goals

The instructor will

1. Demonstrate statistical software packages for analyzing engineering problems,
2. Introduce various measures of uncertainties in the engineering data,
3. Introduce graphical presentation of engineering data ,
4. Provide basic concepts and laws of probability and explain their role in fields of engineering,
5. Present various discrete and continuous probability distribution functions and demonstrate their use in engineering practice,
6. Instruct students in the practice of point-estimation as well as various statistical inferences including confidence intervals and hypothesis testing,
7. Introduce students to standard techniques for regression analysis and correlation.

5. Student Learning Outcomes and Assessment Methods

Students will be evaluated using a variety of tools at the instructor's discretion which may include but are not limited to those listed below.

Student Learning Outcomes Upon completion of this course, students will be able to:	Assessment Methods
1. Apply software packages to estimate central locations and variability of the engineering data.	Homework assignments, quizzes, midterm exams, and final exam.
2. Demonstrate software skills to graphically represent the engineering data and provide interpretation of the engineering data.	Homework assignments, quizzes, midterm exams, final exam.
3. Apply probability theory to predict likelihood of an event based on experimental results and sampled data.	Homework assignments, quizzes, midterm exams and final exam.
4. Predict the outcome based on common distributions.	Homework assignments, quizzes, midterm exams, and final exam.
5. Determine the significance of the engineering data using the Hypothesis testing and confidence interval.	Homework assignments, quizzes, midterm exams, and final exam.
6. Perform and analyze the results of regression.	Homework assignments, quizzes, midterm exams, and final exam.
7. Apply an Analysis Of Variance (ANOVA) on the data.	Homework assignments, quizzes, midterm exams, and final exam.

6. Topical Course Outline

This course will cover a variety of topics related to uncertainty in engineering problems, which may include but are not limited to:

- A. Meaning and Role of Statistics
- B. Descriptive Statistics
 - Measures of central tendency
 - Measures of variability
 - Data analysis with software packages
- C. Graphical Displays
 - Histograms
 - Boxplots
 - Scatter plots
 - Pie charts
 - Bar graphs
- D. Basic Probability

- Axioms of probability
 - Additive law of probability
 - Conditional probability
 - Probabilistic independence
- E. Random Variables – Probability Distribution Theory
- Discrete probability distributions
 1. Expected value for a discrete function
 2. Binomial distribution
 3. Poisson distribution
 - Continuous probability distributions
 1. Expected value for a continuous function
 2. Uniform distribution
 3. Normal distribution
 4. Other commonly used continuous distributions
 - Use of software packages in computing probability distributions
- F. Sampling and Sampling Distributions
- Central limit theorem
 - Linear combination of random variables
- G. Interval Estimates – Confidence Intervals
- H. Point estimates – Hypothesis Tests
- I. Analysis of Variance (ANOVA)
- Single Factor
 - Two Factor
- J. Regression
- Method of least squares
 - Correlation
 - Statistical analysis of a linear model
- K. Goodness of Fit

7. Suggested Text

Navidi, W. Statistics for Engineers & Scientists, 4th Edition, McGraw Hill, 2014.

8. Bibliography

Devore, J. L., Probability and Statistics for Engineering and the Sciences, 8th Edition, Cengage Learning, 2013.

Hayter, A., Probability and Statistics for Engineers and Scientists, 4th Edition, Cengage Learning, 2013.



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 EN SOENGR	1b. Department Civil Engineering		
2. Complete Program Title/Prefix Bachelors of Science in Civil Engineering			
3. Type of Program Choose one from the appropriate drop down menu: <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div>Undergraduate: Bachelor of Science</div> <div>or</div> <div>Graduate: CHOOSE ONE</div> </div> This program is a Gainful Employment Program: <div style="display: flex; align-items: center; margin-left: 20px;"> <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No </div>			
4. Type of Action: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;"> PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </div> <div style="width: 45%;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </div> </div>			
5. Implementation Date (semester/year) From: Fall/2015 To: 99/9999			
6a. Coordination with Affected Units <div style="float: right; text-align: right;">Department, School, or College: CoEng</div> <div style="display: flex; justify-content: space-between;"> <div>Initiator Name (typed): Thomas Ravens Date: _____</div> <div>Initiator Signed Initials: _____</div> </div>			
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: <div style="display: flex; justify-content: center; margin-top: 10px;"> <input type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function </div>			
8. Justification for Action Provide changes to upper level sub-discipline tracks such that students choose technical specialization courses in 4 of 5 disciplines to enhance student choice and to provide consistency in discipline course offerings.			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 10px;"> Thomas Ravens Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> </td> <td style="width: 50%; vertical-align: top;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </td> </tr> </table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 10px;"> Thomas Ravens Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>
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Bachelor of Science in Civil Engineering

The Department of Civil Engineering offers an undergraduate curriculum leading to a Bachelor of Science in Civil Engineering. The first two years of the program have application to most other branches of engineering.

Program Objectives

The curriculum of the UAA CE program is designed to produce graduates who, within five years of graduation, will:

1. Practice with “responsible charge” in the civil engineering sub-disciplines of water resources, geotechnical, structural, transportation, and environmental engineering; with emphasis on cold region issues. “Responsible charge” is as defined by the Alaska Professional Engineering licensing regulations.
2. Make contributions in project planning, preparation, implementation, design, and presentation in a team environment in sub-discipline areas.
3. Demonstrate and update their competency via professional registration, continuing education, graduate study, and professional service to their communities.
4. Exemplify the ethical standards of the profession.

Program Student Learning Outcomes

In keeping with the above objectives, it is expected that graduates of the UAA Civil Engineering program will have:

1. An ability to apply knowledge of mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry.
2. An ability to apply knowledge in a minimum of four recognized major civil engineering areas.
3. An ability to design and conduct experiments, as well as to analyze and interpret data, in more than one of the recognized major civil engineering areas.
4. An ability to design a civil engineering system, component, or process to meet desired needs.
5. An ability to function on multidisciplinary teams.
6. An ability to identify, formulate, and solve engineering problems.
7. An understanding of professional and ethical responsibility.
8. An ability to communicate effectively.
9. The broad education necessary to understand the impact of engineering solutions in a global and societal context.

10. A recognition of the need for, and an ability to engage in, lifelong learning.
11. A knowledge of contemporary issues in professional practice.
12. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Honors in Civil Engineering

Undergraduate Civil Engineering students may be recognized for exceptional performance by earning Departmental Honors in Civil Engineering. In order to receive honors in Civil Engineering, a student must meet each of the following requirements:

1. Complete all requirements for a BS degree in Civil Engineering. A minimum of 30 credits applicable to the Civil Engineering degree must be completed at UAA.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the civil engineering profession.
3. Have a GPA of 3.30 or higher in courses applicable to the Bachelor of Science in Civil Engineering degree.
4. Gain approval for a departmental honors design or research project prior to applying for graduation. Present an oral presentation and written report of project results eight weeks prior to scheduled graduation. The project proposal and final written report must be approved by the student's academic advisor and the chair of Civil Engineering Department.
5. Pass the Fundamentals of Engineering Examination in or prior to the fall semester of the senior year.
6. Document a minimum of eight weeks work experience in an engineering or engineering-related position.

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

Algebra	2 years
Chemistry	1 year
English	3 years
Physics	1 year
Trigonometry	1/2 year

Students successfully completing the above courses will be prepared to enroll in the first year of courses that count toward the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of

the first-year courses that count toward the engineering degree. Students are encouraged to work with their faculty advisors for developing a course plan.

Admission Requirements

Complete the Admission to Baccalaureate Degree Program requirements described in Chapter 7.

Admission to the Bachelor of Science in Engineering program is to one of two levels: Pre- Engineering or Engineering. Students admitted to either of the two levels are considered to be degree-seeking civil engineering students.

Pre-Engineering Level

Applicants for admission who have completed only the general Baccalaureate Programs requirements in Chapter 7 are admitted to the Civil Engineering program at the Pre-Engineering level.

Civil Engineering Level

Applicants for admission who, in addition to the general Baccalaureate Programs requirements, have completed the high school Preparation courses listed above (or their university equivalents) with grades of C or better will be admitted to the Civil Engineering program at the Civil Engineering level.

Advancement

Pre-Engineering to Civil Engineering

Pre-Engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the Civil Engineering level. Once the Pre-Engineering coursework outlined in the student's course plan is completed, students must meet with their advisor to apply for advancement to the Civil Engineering level.

Advising

All undergraduate students, as a part of the mandatory advising plan of the department, must meet with their faculty advisor at least once in an academic year to review their academic progress, future course plan and to advance within the program. It is particularly important for students to meet with their faculty advisor whenever academic difficulties arise.

Academic Progress

Any given CE or ES course may only be taken when prerequisites for the course are met with a grade of C or higher. A student who is unable to earn a grade of C or better in a CE or ES prerequisite course may attempt to earn a satisfactory grade one

additional time, on a space-available basis. Failure to earn a grade of C or better on the second attempt may result in removal from the Civil Engineering program.

A student who has a semester GPA in engineering courses below 2.00 will be placed on academic warning by the School of Engineering. A student on academic warning that receives a semester GPA in engineering courses of at least 2.00 will be removed from academic warning status by the school. Otherwise, he or she will be removed from the Civil Engineering program and will not be permitted to enroll in CE and ES courses.

Graduation Requirements

In order to receive the Bachelor of Science in Civil Engineering, students must complete the following graduation requirements:

A. General University Requirements

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

B. General Education Requirements

Complete the General Education Requirements (GER) for Baccalaureate Degrees listed at the beginning of this chapter.

C. Civil Engineering Requirements

1. Complete the following courses with a minimum GPA of 2.00. Courses with an asterisk (*) must be completed with a minimum grade of C (90 credits):

CE A152	Introduction to Civil Engineering	1
CE A334*	Properties of Materials	3
CE A344	Water Resources Engineering	3
CE A403	Arctic Engineering	3
CE A405	Transportation Engineering I	3
CE A431*	Structural Analysis	4
CE A435*	Soil Mechanics	3
CE A437*	Project Planning	1
CE A438	Design of Civil Engineering Systems	3
	Fundamentals of Environmental Engineering and Applied	
CE A441*	Environmental Science	3
CHEM A105*	General Chemistry I	3
CHEM A105L*	General Chemistry I Laboratory	1
CHEM A106*	General Chemistry II	3
CHEM A106L*	General Chemistry II Laboratory	1
ENGL A212	Technical Writing	3
ENGR A151*	Introduction to Engineering	1
ENGR A161*	Engineering Practices II	3
ES A103	Engineering Graphics	3
ES A209*	Engineering Statics	3

<u>ES A210*</u>	Engineering Dynamics	3
<u>ES A302*</u>	Engineering Data Analysis	3
<u>ES A331*</u>	Mechanics of Materials	3
<u>ES A341*</u>	Fluid Mechanics	3
<u>ES A341L</u>	Fluid Mechanics Laboratory	1
<u>ESM A450*</u>	Economic Analysis and Operations	3
<u>GEO A155*</u>	Introduction to Surveying	3
<u>MATH A200*</u>	Calculus I	4
<u>MATH A201*</u>	Calculus II	4
<u>MATH A202*</u>	Calculus III	4
<u>MATH A302*</u>	Ordinary Differential Equations	3
<u>PHYS A211*</u>	General Physics I	3
<u>PHYS A211L*</u>	General Physics I Laboratory	1
<u>PHYS A212*</u>	General Physics II	3
<u>PHYS A212L*</u>	General Physics II Laboratory	1

2. Complete 12 credits of discipline-specific courses from the following list in the disciplines of Environmental, Water Resources, Transportation, Geotechnical, and Structural. At least one course must be taken in four of the five disciplines:

Environmental Engineering

CE A442 Environmental Systems Design 3

Water Resources Engineering

CE A464 Hydrologic Analysis and Design 3

Transportation Engineering

CE A406 Transportation Engineering II 3

Geotechnical Engineering

CE A422 Foundation Engineering 3

Structural Engineering

CE A432 Steel Design 3

CE A433 Reinforced Concrete Design 3

3. A basic science elective (minimum 3 credits)
must be taken from the following list: 3

BIOL A115	Fundamentals of Biology I (4)
BIOL/GEOL A178	Fundamentals of Oceanography (3)
BIOL A271	Principles of Ecology (4)

GEOL A111 Physical Geology (4)

4. Complete six credits of technical elective courses from the following list. Graduate courses may not be applied to both a baccalaureate and a master's degree.

6

Note: Students are encouraged to take 6 credits from a single subdiscipline.

Environmental Engineering

[AEST A601](#) Aquatic Process Chemistry (3)
Chemical and Physical Water and Wastewater Treatment
Processes (3)
[CE A445](#)
[CE A446](#) Biological Treatment Processes (3)
[CE A447](#) Advanced Unit Processes (3)

Water Resources Engineering

[CE A462](#) Surface Water Dynamics (3)
[CE A475](#) Design of Ports and Harbors (3)
[CE A476](#) Coastal Engineering (3)
[CE A479](#) Sediment Transport and Coastal Processes (3)
[CE A663](#) Ground Water Dynamics (3)
[CE A674](#) Waves, Tides, and Ocean Processes for Engineers (3)

Transportation Engineering

[CE A423](#) Traffic Engineering (3)
[CE A424](#) Pavement Design (3)
[CE A425](#) Highway Engineering (3)
[CE A426](#) Traffic Modeling and Simulation (3)

Geotechnical Engineering

[CE A414](#) Soil Strength and Slope Stability (3)
[CE A611](#) Geotechnical Earthquake Engineering (3)
[CE A612](#) Advanced Foundation Design (3)

Structural Engineering

[CE A432](#) Steel Design (3)
or
[CE A433](#) Reinforced Concrete Design (3)
[CE A451](#) Advanced Structural Analysis (3)
[CE A452](#) Advanced Steel Design (3)
[CE A454](#) Timber Design (3)
[CE A631](#) Structural Finite Elements (3)
[CE A639](#) Loads on Structures (3)

5. Note: A total of 132 credits is required for the degree, of which 42 credits must be upper division (300-, 400-, or 600-level).

Bachelor of Science in Civil Engineering

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Program Objectives

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1. Practice with “responsible charge” in the civil engineering sub-disciplines of water resources, geotechnical, structural, transportation, and environmental engineering; with emphasis on cold region issues. “Responsible charge” is as defined by the Alaska Professional Engineering licensing regulations.
2. Make contributions in project planning, preparation, implementation, design, and presentation in a team environment in sub-discipline areas.
3. Demonstrate and update their competency via professional registration, continuing education, graduate study, and professional service to their communities.
4. Exemplify the ethical standards of the profession.

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Program Student Learning Outcomes

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In keeping with the above objectives, it is expected that graduates of the UAA Civil Engineering program will have:

1. An ability to apply knowledge of mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry.
2. An ability to apply knowledge in a minimum of four recognized major civil engineering areas.
3. An ability to design and conduct experiments, as well as to analyze and interpret data, in more than one of the recognized major civil engineering areas.
4. An ability to design a civil engineering system, component, or process to meet desired needs.
5. An ability to function on multidisciplinary teams.
6. An ability to identify, formulate, and solve engineering problems.
7. An understanding of professional and ethical responsibility.
8. An ability to communicate effectively.
9. The broad education necessary to understand the impact of engineering solutions in a global and societal context.

10. A recognition of the need for, and an ability to engage in, lifelong learning.
11. A knowledge of contemporary issues in professional practice.
12. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Comment [KM1]: This section will be on the Learning Outcomes Tab on the catalog website

Honors in Civil Engineering

Undergraduate Civil Engineering students may be recognized for exceptional performance by earning Departmental Honors in Civil Engineering. In order to receive honors in Civil Engineering, a student must meet each of the following requirements:

1. Complete all requirements for a BS degree in Civil Engineering. A minimum of 30 credits applicable to the Civil Engineering degree must be completed at UAA.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the civil engineering profession.
3. Have a GPA of 3.30 or higher in courses applicable to the Bachelor of Science in Civil Engineering degree.
4. Gain approval for a departmental honors design or research project prior to applying for graduation. Present an oral presentation and written report of project results eight weeks prior to scheduled graduation. The project proposal and final written report must be approved by the student's academic advisor and the chair of Civil Engineering Department.
5. Pass the Fundamentals of Engineering Examination in or prior to the fall semester of the senior year.
6. Document a minimum of eight weeks work experience in an engineering or engineering-related position.

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Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

Algebra 2 years
Chemistry 1 year
English 3 years
Physics 1 year
Trigonometry 1/2 year

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Students successfully completing the above courses will be prepared to enroll in the first year of courses that count toward the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of

the first-year courses that count toward the engineering degree. Students are encouraged to work with their faculty advisors for developing a course plan.

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Admission Requirements

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Complete the Admission to Baccalaureate Degree Program requirements described in Chapter 7.

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Admission to the Bachelor of Science in Engineering program is to one of two levels:

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Pre- Engineering or Engineering. Students admitted to either of the two levels are considered to be degree-seeking civil engineering students. Satisfy the Application and Admission Requirements for Baccalaureate Programs.

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Pre-Engineering Level

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Applicants for admission who have completed only the general Baccalaureate Programs requirements in Chapter 7 are admitted to the Civil Engineering program at the Pre-Engineering level.

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Civil Engineering Level

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Applicants for admission who, in addition to the general Baccalaureate Programs requirements, have completed the high school Preparation courses listed above (or their university equivalents) with grades of C or better will be admitted to the Civil Engineering program at the Civil Engineering level.

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Advancement

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Pre-Engineering to Civil Engineering

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Pre-Engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the Civil Engineering level. Once the Pre-Engineering coursework outlined in the student's course plan is completed, students must meet with their advisor to apply for advancement to the Civil Engineering level.

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Advising

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All undergraduate students, as a part of the mandatory advising plan of the department, must meet with their faculty advisor at least once in an academic year to review their academic progress, future course plan and to advance within the program. It is particularly important for students to meet with their faculty advisor whenever academic difficulties arise.

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Academic Progress

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Any given CE or ES course may only be taken when prerequisites for the course are met with a grade of C or higher. A student who is unable to earn a grade of C or better

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in a CE or ES prerequisite course may attempt to earn a satisfactory grade one additional time, on a space-available basis. Failure to earn a grade of C or better on the second attempt may result in removal from the Civil Engineering program.

A student who has a semester GPA in engineering courses below 2.00 will be placed on academic warning by the School of Engineering. A student on academic warning that receives a semester GPA in engineering courses of at least 2.00 will be removed from academic warning status by the school. Otherwise, he or she will be removed from the Civil Engineering program and will not be permitted to enroll in CE and ES courses.

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

Algebra	2 years
Chemistry	1 year
English	3 years
Physics	1 year
Trigonometry	1/2 year

Students successfully completing the above courses will be prepared to enroll in the first year of courses that count toward the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of the first-year courses that count toward the engineering degree. Students are encouraged to work with their faculty advisors for developing a course plan.

Pre-engineering and Engineering Levels

Admission to the Bachelor of Science in Civil Engineering program is to one of two levels: pre-engineering or engineering. Students admitted to either of the two levels are considered to be degree-seeking engineering students.

Applicants for admission who have completed only the Application and Admission Requirements for Baccalaureate Programs are admitted to the Civil Engineering program at the pre-engineering level.

Applicants for admission who, in addition to the Application and Admission Requirements for Baccalaureate Programs, have completed the high school preparation courses listed above (or their university equivalents) with grades of C or better will be admitted to the Civil Engineering program at the engineering level.

Advancement

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~~Pre-engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the engineering level. Once the pre-engineering coursework outlined in the student's course plan is completed, students must meet with their advisor to apply for advancement to the engineering level.~~

Advising

~~All undergraduate students, as a part of the mandatory advising plan of the department, must meet with their faculty advisor at least once in an academic year to review their academic progress, future course plan and to advance within the program. It is particularly important for students to meet with their faculty advisor whenever academic difficulties arise.~~

Academic Progress Requirements

~~Any given CE or ES course may only be taken when prerequisites for the course are met with a grade of C or higher. A student who is unable to earn a grade of C or better in a CE or ES prerequisite course may attempt to earn a satisfactory grade one additional time on a space-available basis. Failure to earn a grade of C or better on the second attempt may result in removal from the Civil Engineering program.~~

~~A student who has a semester GPA in engineering courses below 2.00 will be placed on academic warning by the College of Engineering. A student on academic warning that receives a semester GPA in engineering courses of at least 2.00 will be removed from academic warning status by the school. Otherwise, he or she will be removed from the Civil Engineering program and will not be permitted to enroll in CE and ES courses.~~

Graduation Requirements

~~In order to receive the Bachelor of Science in Civil Engineering, students must complete the following graduation requirements:~~

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A. General University Requirements

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

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B. General Education Requirements

~~Complete the General Education Requirements (GER) for Baccalaureate Degrees listed at the beginning of this chapter.~~

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C. Civil Engineering Requirements

1. Complete the following courses with a minimum GPA of 2.00. Courses with an asterisk (*) must be completed with a minimum grade of C (102-90 credits):

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below.

Major Requirements

Complete the following courses with a minimum GPA of 2.00:

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CE A152	Introduction to Civil Engineering	1	Formatted	...	[3]
CE A334*	Properties of Materials [±]	3	Formatted	...	[4]
CE A344	Water Resources Engineering	3	Formatted	...	[5]
CE A403	Arctic Engineering	3	Formatted	...	[6]
CE A405	Transportation Engineering I	3	Formatted	...	[7]
CE A406	Transportation Engineering II	3	Formatted	...	[8]
CE A422	Foundation Engineering	3	Formatted	...	[9]
CE A431*	Structural Analysis [±]	4	Formatted	...	[10]
CE A432	Steel Design	3	Formatted	...	[11]
or CE A433	Reinforced Concrete Design		Formatted	...	[12]
CE A435*	Soil Mechanics [±]	3	Formatted	...	[13]
CE A437*	Project Planning [±]	1	Formatted	...	[14]
CE A438	Design of Civil Engineering Systems	3	Formatted	...	[15]
CE A441*	Fundamentals of Environmental Engineering and Applied Environmental Science [±]	3	Formatted	...	[16]
CE A442	Environmental Systems Design	3	Formatted	...	[17]
CHEM A105	General Chemistry I		Formatted	...	[18]
- & A105L	—and General Chemistry I Laboratory [±]	4	Formatted	...	[19]
CHEM A106	General Chemistry II		Formatted	...	[20]
- & A106L	—and General Chemistry II Laboratory [±]	4	Formatted	...	[21]
CHEM A105*	General Chemistry I	3	Formatted	...	[22]
CHEM A105L*	General Chemistry I Laboratory	1	Formatted	...	[23]
CHEM A106*	General Chemistry II	3	Formatted	...	[24]
CHEM A106L*	General Chemistry II Laboratory	1	Formatted	...	[25]
ENGL A212	Technical Writing	3	Formatted	...	[26]
ENGR A151*	Introduction to Engineering [±]	1	Formatted	...	[27]
ENGR A161*	Engineering Practices II [±]	3	Formatted	...	[28]
ES A103	Engineering Graphics	3	Formatted	...	[29]
ES A209*	Engineering Statics [±]	3	Formatted	...	[30]
ES A210*	Engineering Dynamics [±]	3	Formatted	...	[31]
ES A302*	Engineering Data Analysis [±]	3	Formatted	...	[32]
ES A331*	Mechanics of Materials [±]	3	Formatted	...	[33]
ES A341*	Fluid Mechanics	3	Formatted	...	[34]
ES A341L	Fluid Mechanics Laboratory	1	Formatted	...	[35]
ES A344	Fluid Mechanics	4	Formatted	...	[36]

ESM A341L	— and Fluid Mechanics Laboratory		Formatted	... [35]
ESM A450*	Economic Analysis and Operations	3	Formatted	... [36]
GEO A155*	Introduction to Surveying	3	Formatted	... [37]
MATH A200*	Calculus I	4	Formatted	... [38]
MATH A201*	Calculus II	4	Formatted	... [39]
MATH A202*	Calculus III	4	Formatted	... [40]
MATH A302*	Ordinary Differential Equations	3	Formatted	... [41]
PHYS A211*	General Physics I	3	Formatted	... [42]
PHYS A211L*	General Physics I Laboratory	1	Formatted	... [43]
PHYS A212*	General Physics II	3	Formatted	... [44]
PHYS A212L*	General Physics II Laboratory	1	Formatted	... [45]
PHYS A211	General Physics I		Formatted: Font: (Default) Arial	
ESM A211L	— and General Physics I Laboratory	4	Formatted	... [46]
PHYS A212	General Physics II		Formatted	... [47]
ESM A212L	— and General Physics II Laboratory	4	Formatted: Font: (Default) Arial	
2. Complete 12 credits of discipline-specific courses from the following list in the disciplines of Environmental, Water Resources, Transportation, Geotechnical, and Structural. At least one course must be taken in four of the five disciplines:			Formatted: Font: (Default) Arial, 12 pt, Font color: Black	
Environmental Engineering			Formatted	... [47]
CE A442 Environmental Systems Design			Formatted: Font: (Default) Arial	
3			Formatted: Normal, No bullets or numbering	
Water Resources Engineering			Formatted: Font: (Default) Arial, 12 pt	
CE A464 Hydrologic Analysis and Design			Formatted	... [48]
3			Formatted	... [49]
Transportation Engineering			Formatted	... [50]
CE A406 Transportation Engineering II			Formatted	... [51]
3			Formatted: Font: (Default) Arial	
Geotechnical Engineering			Formatted	... [52]
CE A422 Foundation Engineering			Formatted: Font: (Default) Arial, 12 pt	
3			Formatted: Font: (Default) Arial, 8 pt, Font color: Black	
Structural Engineering			Formatted: Normal, No bullets or numbering	
CE A432 Steel Design			Formatted: Font: (Default) Arial, 12 pt	
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CE A433 Reinforced Concrete Design			Formatted: Indent: Left: 0.75", No bullets or numbering	
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Basic Science Elective			Formatted: Font: (Default) Arial	
Select one of the following:			Formatted: Font: (Default) Arial, 12 pt	
BIOL A115	Fundamentals of Biology I (4)	3	Formatted	... [54]

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BIOL A115

BIOL/GEOL A178 Fundamentals of Oceanography

BIOL/GEOL A178 Fundamentals of Oceanography (3) Principles of Ecology

BIOL A271

BIOL Principles of Ecology (4) Physical Geology

A271/GEOL A111

GEOL A111 Physical Geology (4) Environmental Geology

GEOL A115

4. Complete six credits of technical elective courses from the following list. Graduate courses may not be applied to both a baccalaureate and a master's degree.

6

Technical Electives

Complete 6 credits of technical elective courses from the following list. Graduate courses may not be applied to both a baccalaureate and master's degree. ^{xxx} Note: Students are encouraged to take 6 credits from a single subdiscipline.

6

Environmental Engineering

AEST A601 Aquatic Process Chemistry (3)

Chemical and Physical Water and Wastewater Treatment

CE A445 Processes (3)

CE A446 Biological Treatment Processes (3)

CE A447 Advanced Unit Processes (3)

Water Resources Engineering

CE A462 Surface Water Dynamics (3)

CE A475 Design of Ports and Harbors (3)

CE A476 Coastal Engineering (3)

CE A479 Sediment Transport and Coastal Processes (3)

CE A663 Ground Water Dynamics (3)

CE A674 Waves, Tides, and Ocean Processes for Engineers (3)

Transportation Engineering

CE A423 Traffic Engineering (3)

CE A424 Pavement Design (3)

CE A425 Highway Engineering (3)

CE A426 Traffic Modeling and Simulation (3)

Geotechnical Engineering

CE A414 Soil Strength and Slope Stability (3)

CE A611 Geotechnical Earthquake Engineering (3)

CE A612 Advanced Foundation Design (3)

Structural Engineering

CE A432 Steel Design (3) ^{xxx}

or CE A433	Reinforced Concrete Design (3)
CE A451	Advanced Structural Analysis (3)
CE A452	Advanced Steel Design (3)
CE A454	Timber Design (3)
CE A631	Structural Finite Elements (3)
CE A639	Loads on Structures (3)

- ~~* Must be completed with a minimum grade of C.~~
- ~~** Students are encouraged to take 6 credits from a single subdiscipline.~~
- ~~Either CE A432 or CE A433 may be chosen as a technical elective if not applied to~~
- ~~*** satisfy the requirements described above.~~

~~A total of 132 credits is required for the degree, of which 42 credits must be upper division (300-, 400- or 600-level).~~

- ~~5. Note: A total of 132 credits is required for the degree, of which 42 credits must be upper division (300-, 400-, or 600-level).~~

Honors in Civil Engineering

Undergraduate Civil Engineering students may be recognized for exceptional performance by earning departmental honors in Civil Engineering. In order to receive honors in Civil Engineering, a student must meet each of the following requirements:

- ~~1. Complete all requirements for a BS in Civil Engineering. A minimum of 30 credits applicable to the Civil Engineering degree must be completed at UAA.~~
- ~~2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the civil engineering profession.~~
- ~~3. Have a GPA of 3.30 or higher in courses applicable to the Bachelor of Science in Civil Engineering.~~
- ~~4. Gain approval for a departmental honors design or research project prior to applying for graduation. Present an oral presentation and written report of project results eight weeks prior to scheduled graduation. The project proposal and final written report must be approved by the student's academic advisor and the chair of Civil Engineering Department.~~
- ~~5. Pass the Fundamentals of Engineering Examination in or prior to the fall semester of the senior year.~~
- ~~6. Document a minimum of eight weeks work experience in an engineering or engineering-related position.~~

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

1a. School or College KP KPC		1b. Division No Division Code		1c. Department CED	
2. Course Prefix CED	3. Course Number A194	4. Previous Course Prefix & Number	5a. Credits/CEUs 1	5b. Contact Hours (Lecture + Lab) (0.5+1)	
6. Complete Course Title Scientific Illustration <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: F/2015 To: /		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1.					
2.					
3.					
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>3/15/15</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Explores scientific illustration. Introduces basic techniques and teaches some basic methods for creating a publishable quality illustration of a biological specimen using drawing-pencil and ink pens.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) none			16b. Co-requisite(s) (concurrent enrollment required) none		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) none		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Meets community needs					
<div style="display: flex; justify-content: space-between;"><div><div>Initiator (faculty only) _____ Date _____ Lee Post Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____ <input type="checkbox"/> Disapproved Board Chair _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>					

**University of Alaska Anchorage
Kenai Peninsula College
Course Content Guide**

I. Initiation Date: March 17, 2015

II. Course Information:

- A. College: KPC
- B. Course Title: CED
- C. Course Subject/Number: A194
- D. Contact Time: .5+1
- E. Grading Information: A-F
- F. Course Description:

Explores scientific illustration. Introduces basic techniques and teaches some basic methods for creating a publishable quality illustration of a biological specimen using drawing-pencil and ink pens.

- G. Status of course relative to degree or certificate programs: N/A
- H. Lab Fee: yes
- I. Coordination: Faculty Listserve
- J. Course Prerequisite: None
- K. Registration Restrictions: None

III. Course Level Justification: Introductory course in the field of scientific illustration.

IV. Instructional Goals

The instructor will:

- A. Show examples of scientific illustrations and cover where and why they are used.
- B. Demonstrate techniques that even non-artists can use to do a high quality illustration, suitable for publication.
- C. Lead the students through the process from selection of a specimen, to making the illustration, to preparing it for publication using a suitable specimen of their choice.
- D. Describe layout, scaling, shading, texturing, and some tricks-of-the-trade shortcuts, leading to a finished illustration.

V. Student Learning Outcomes

A student will:	One or more of the following assessment methods will be used:
A. Identify different scientific illustrations.	In-class Project
B. Demonstrate techniques.	Project and produce examples of techniques.
C. Observe, plan and create high quality ink.	Completed drawings from a real natural biological specimen.

D. Complete an illustration from a specimen star.	A finished illustration.
---	--------------------------

VI. Course Content Outline

- A. Introduction and background
- B. Scientific Illustration—brief introduction to the “who-what-where” of scientific illustration through history and today.
- C. Tools and techniques.
- D. Shading exercises
- E. Choosing a specimen
- F. Photographing- scaling
- G Pencil cartoon
- H. Inking and finish work
- I. Reproducing-printing

VII. Suggested Text : No text

VIII. Bibliography

Hodges, Elaine R.S., & Guild of Natural Science Illustrators. (2003). *The Guild Handbook of Scientific Illustration*. Hoboken, NJ: John Wiley.

Wood, Phyllis, & McDonnell, Patrick. (1994). *Scientific Illustration: A Guide to Biological, Zoological, and Medical Rendering Techniques, Design, Printing, and Display*. New York, NY: John Wiley



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department Business Administration	
2. Course Prefix BA	3. Course Number A287	4. Previous Course Prefix & Number BA A487	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Introduction to International Business Intro. to Int'l Business Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2015 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. Global Logistics and Supply Chain Management, BBA				02/12/2015	
2.					
3.					
Initiator Name (typed): <u>Yong Cao</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/13/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/13/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Examines successes and failures of business and management practices across different cultures. Introduces personal and professional skills that a global manager needs to succeed in an international context.					
16a. Course Prerequisite(s) (list prefix and number) (ENGL A111 or ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A1W or ENGL A2W) with a minimum grade of C		16b. Test Score(s) N/A		16c. Co-requisite(s) (concurrent enrollment required) N/A	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) N/A			
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action The course is changed to be a foundation course in International Business Minor program. It is changed from 400-level to 200-level to provide an introductory course in international business.					

<div><div></div><div>Initiator (faculty only) Yong Cao Initiator (TYPE NAME)</div></div>		<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated February 8, 2015

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration, Global Logistics and Supply Chain Management
Course Title: Introduction to International Business
Course Number: BA A287
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A-F
Course Description: Examines successes and failures of business and management practices across different cultures. Introduces personal and professional skills that a global manager needs to succeed in an international context.
Course Prerequisites: (ENGL A111 or ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A1W or ENGL A2W) with a minimum grade of C
Registration Restrictions: None
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures supplemented by videos, cases and other presentations
- B. Discussion
- C. Guest presenters
- D. Case Studies

IV. Course Level Justification

This entry-level course introduces the student to different cultures, their business practices, and the skills that a manager needs to succeed in a global environment.

V. Outline

- A. Environment of International Management
 - 1. Globalization and international linkages
 - 2. Political, legal, and technological environment
- B. The Role of Culture
 - 1. Meanings and dimensions of culture
 - 2. Managing across cultures
 - 3. Personal survival skills
 - 4. Cross-cultural communication and negotiation
- C. International Strategic Management
 - 1. Strategic formulation and development
 - 2. Entry strategies and organizational structures
 - 3. Managing political risk, government relations, and alliances
- D. Organizational Behavior and Leadership Development
 - 1. Motivation and leadership across cultures
 - 2. Leadership: Comparison of international philosophies

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:	
1. Discuss the role that culture plays in international management	
2. Describe alternative international management systems and how they compare with respect to organizational behavior, leadership, decision-making, human resources, and strategy formulation, and implementation	
3. Discuss the challenges for international management, its dynamism, and the increasing unpredictability of global economic and political events	
4. Present important new and emerging developments that have changed what international managers are currently facing and likely to face in the coming years	
5. Examine importance of personal and professional survival skills across different cultures	

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Describe the role culture plays in the different international management systems	Written assignments, Exam

2. Explain emerging trends in business globalization	Written assignments, Exam
3. Discuss ways of differentiating cultures and identify major dimensions of culture relevant to the international business environment	Written assignments, Exam
4. Make recommendations as to the appropriate adaptation to different international business environments and management practices	Group project, Exam
5. Compare and contrast decision-making in different international markets	Written assignments, Exam
6. Explain how to manage political risk in a global environment	Written assignments, Exam
7. Demonstrate personal and professional survival skills across different cultures	Presentation

VII. Suggested Text

Gaspar, Julian E., Antonio Arreola-Risa, Leonard Bierman, Richard T. Hise, James W. Kolari, and Smith. Murphy L. (2014). *Introduction to Global Business: Understanding the International Environment and Global Business Functions*. Mason, Ohio: Thompson-Southwestern.

VIII. Bibliography

Adler, Nancy J., and Allison Gundersen. (2008). *International dimensions of organizational behavior*. Mason, Ohio: Thomson/South-Western.

Hofstede, Geert H (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks, California: Sage.

Lane, Henry W., and Martha Maznevski (2014). *International Management Behavior: Global and Sustainable Leadership*. Hoboken, New Jersey: John Wiley & Sons.



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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA	
2. Course Prefix BA	3. Course Number A347	4. Previous Course Prefix & Number BA A447	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title International Marketing <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Courtesy Coordination		01-28-15		Ed Forrest	
2.					
3.					
Initiator Name (typed): <u>Yong Cao</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/13/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/13/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Emphasizes concepts of marketing strategy used to achieve competitive advantage in the global marketplace. Focuses on global consumer insights, market planning, organizing, coordinating, and on the controlling functions of international marketing management.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) BA A343 with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required) NA		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Course is being changed from a 400- to 300-level to better align with CBPP curriculum.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div>					
Initiator (faculty only) <u>Yong Cao</u> Initiator (TYPE NAME)		Date		Dean/Director of School/College Date	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair		Date		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair		Date		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date	

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

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: International Marketing

Course Number: BA A347

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours

Grading Basis: A - F

Course Description: Emphasizes concepts of marketing strategy used to achieve competitive advantage in the global marketplace. Focuses on global consumer insights, market planning, organizing, coordinating, and on the controlling functions of international marketing management.

Course Prerequisites: BA A343 with a minimum grade of C

Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Discussion and lecture
- B. Case analyses
- C. Videos
- D. Student presentations
- E. In-class group exercises
- F. Final project

IV. Course Level Justification

This is an upper-division course that requires students to analyze the environment of business and explore business opportunities in global markets. Students are expected to use a variety of tools to develop strategies of pricing, product, placement and promotion to become a successful global manager. The course number is changed to from 400 level to 300 level to better align with CBPP curriculum.

V. Outline

- A. The Global Business Environment
 - 1. Economic and financial environment
 - 2. Political and legal environment
 - 3. Cultural environment
 - 4. Global consumer buying behavior
- B. Cross-cultural Management in Global Business
 - 1. Consumer network and buying behavior
 - 2. Global consumer insights
 - 3. Cross cultural communication
 - 4. Cross cultural negotiation
- C. Global Business Strategy Development
 - 1. Market entry strategy
 - 2. Market promotion strategy
 - 3. Logistics and supply chain strategy
 - 4. Product development strategy
 - 5. Pricing strategy
- D. Planning, Organization, and Control of Business Operations in Global Markets

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Present information on new developments, opportunities and risks of the business environment in global markets.
2. Expose students to opportunities and risks that businesses face in different countries.
3. Examine the effect of culture on businesses among different nations in Asia, Europe and South America.
4. Discuss successful business ventures and strategies in foreign markets.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Analyze business environments in global markets.	Case analysis, written exams
2. Diagnose market opportunities and risks in Asia, Europe and South America.	Case analysis, project
3. Analyze the role of culture in consumer behavior and business transactions in global markets.	Case analysis, project
4. Formulate effective business strategies to conduct business in foreign markets.	Case analysis, project, presentation, and reports

VII. Suggested Texts

Kotabe, Masaaki & Helsen, Kristiaan (2014). *Global marketing management* (6th ed). Hoboken, New Jersey: John Wiley and Sons.

VIII. Bibliography

Hollensen, Svend (2014) *Global Marketing*, 6th edition. Upper Saddle River, New Jersey: Pearson.

Svante Andersson & Göran Svensson (editors) (2009) *Global Marketing: think globally and act locally*. Lund: Studentlitteratur.

Kotabe, Masaki and Helsen, Kristiaan (2004) *Global Marketing Management*. (3rd ed.). Hoboken, New Jersey: John Wiley & Sons.

Theodore Levitt. (1983). The Globalization of Markets, *Harvard Business Review*, 61 (May-June): 92-10.

13a. Impacted courses or programs BA A347

Impacted program/course	Date of coordination	Chair/ Coordinator contacted
Global Logistics and Supply Chain Management, BBA	02/11/2015	Darren Prokop
Marketing, BBA	02/11/2015	Ed Forrest
Aviation Technology, BS, Aviation Management Emphasis	02/11/2015	Rocky Capozzi
Aviation Technology, BS, Air Traffic Control Emphasis	02/11/2015	Rocky Capozzi



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department Business Administration																	
2. Course Prefix BA	3. Course Number A381	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Consumer Behavior and Relationship Management <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date semester/year From: Fall/2015 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____																		
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Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
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15. Course Description (<i>suggested length 20 to 50 words</i>) Consumer-firm relationship analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from fields of cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) BA A343 with a minimum grade of C		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) College of Business & Public Policy majors must be admitted to upper-division standing.																			
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee		18. <input type="checkbox"/> Mark if course is a selected topic course																			
19. Justification for Action Added minimum grade of C to prerequisite. Updated text and bibliography.																					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Yong Cao</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																					

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

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration, Marketing; Aviation Technology, BS; Hospitality and Restaurant Management, BA
Course Title: Consumer Behavior and Relationship Management
Course Number: BA A381
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A - F
Course Description: Consumer-firm relationship analyzed through the application of concepts drawn from contemporary behavioral science to concrete business cases and practices. Relevant concepts from fields of cultural anthropology, sociology, and psychology applied to problems encountered in marketing to various consumer groups.
Course Prerequisites: BA A343 with a minimum grade of C.
Registration Restrictions: College of Business & Public Policy majors must be admitted to upper-division standing
Fees: Standard CBPP computer lab fee.

III. Course Activities

- A. Lecture
- B. Discussion
- C. Case analysis
- D. Guest lecturers

IV. Course Level Justification

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

V. Outline

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

VI. Suggested Text

Solomon, M. (2015). *Consumer behavior* (11th ed.). Upper Saddle River, NJ: Prentice-Hall.

VII. Bibliography

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

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

VIII. Instructional Goals and Student Learning Outcomes

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

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



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA													
2. Course Prefix BA	3. Course Number A388	4. Previous Course Prefix & Number BA A488	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Globalization and Business Environment <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div> <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Courtesy Coordination</td> <td>01-28-15</td> <td>Ed Forrest</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Courtesy Coordination	01-28-15	Ed Forrest	2.			3.		
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15. Course Description (<i>suggested length 20 to 50 words</i>) Examines the external context in which businesses operate. Includes an assessment of the ethical, legal, political, and social issues that organizations face in a global environment.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) NA														
16c. Automatic Restriction(s) <input checked="" type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) College of Business and Public Policy majors must be admitted to upper-division standing														
17. <input type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Course updated as part of the CBPP Five-Year Review Program and to update the course. It is changed from 400 level to 300 level to better align with CBPP curriculum.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> _____ Initiator (faculty only) Date </div> <div style="margin-bottom: 10px;"> _____ Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> _____ Department Chair Date </div> <div> _____ College/School Curriculum Committee Chair Date </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> _____ Dean/Director of School/College Date </div> <div style="margin-bottom: 10px;"> _____ Undergraduate/Graduate Academic Board Chair Date </div> <div> _____ Provost or Designee Date </div> </div> </div>																	

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

I. Date Initiated February 8, 2015

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration; Undergraduate Certificate, Applied Ethics; Bachelor of Science, Aviation Technology; Bachelor of Science, Hospitality and Restaurant Management
Course Title: Globalization and Business Environment
Course Number: BA A388
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A-F
Course Description: Examines the external context in which businesses operate. Includes an assessment of the ethical, legal, political, and social issues that organizations face in a global environment.
Course Prerequisites: N/A
Registration Restrictions: College of Business & Public Policy majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Class discussion
- B. Lecture augmented by case analyses, videos, and other activities
- C. Guest speakers
- D. Student presentations
- E. Group projects
- F. Case analysis

IV. Course Level Justification

Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the domestic and global business environments.

V. Outline

- A. External Stakeholders
 - 1. Business and its environment
 - 2. Current global business issues
 - 3. Corporate social responsibility
 - 4. Stakeholder theory
 - a. Strategies for stakeholder management
 - b. Crisis management
- B. Global Economic Groups and Trading Partners
 - 1. North America
 - 2. Asia Pacific
 - 3. EU
 - 4. Emerging Markets
- C. Political Economy
 - 1. Principles of political economy
 - 2. Government and business
 - 3. Economic development
 - 4. Sustainable development
- D. Ethics
 - 1. Ethical versus legal
 - 2. Approaches to business ethics
 - 3. Ethical issues in the global arena

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Describe the opportunities and threats that the current global environment brings to businesses
2. Describe global stakeholder theory and design approaches to manage external and internal stakeholders
3. Explain corporate social responsibility in understanding long-term profitability in global businesses
4. Discuss the ethical issues that challenge global organizations
5. Describe the role that government plays in global business operation
6. Compare and contrast strategies to manage government/business relationships in a global environment
7. Provide information on basic issues of public policy in a global context

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Diagnose current global challenges that businesses face in the external environment	Case analysis, exams/quizzes, discussion, written assignments, individual presentations, and group presentations
2. Evaluate stakeholder theory and how to include that understanding in formulating a global business strategy	Case analysis, written assignments and exams/quizzes
3. Discuss the basic principles of business ethics and their implications for global organizations	Written assignments, exams/quizzes, and written assignments
4. Examine different approaches to ethical behavior in global organizations	Case analysis, written assignments, and term paper
5. Determine the role that governments play as a major external stakeholders in global business	Written assignments, individual presentations, and group presentations

VII. Suggested Text

Lawrence, Anne T., and James Weber. 2011. *Business and society: stakeholders, ethics, public policy*. New York: McGraw-Hill Irwin.

VIII. Bibliography

Beekun, Rafik I., and Jamal A. Badawi. "Balancing ethical responsibility among multiple organizational stakeholders: The Islamic perspective." *Journal of business ethics* 60, no. 2 (2005): 131-145

Dunning, John H., and Sarianna M. Lundan. *Multinational enterprises and the global economy*. Edward Elgar Publishing, 2008.

Faucheux, Sylvie, and Isabelle Nicolai. "From sustainable development to corporate social responsibility: an application to the European aluminium sector." *International journal of sustainable development* 6, no. 2 (2003): 155-169.

Maskus, Keith E. *Intellectual Property Rights in the Global Economy* (1st ed). Washington, D.C.: Institute for International Economics (2000).

Hsieh N. "What Price the Moral High Ground? Ethical Dilemmas in Competitive Environments." *Business Ethics Quarterly*, 16(2) (2006): 306.

Street M., Street V.L. "The Effects of Escalating Commitment on Ethical Decision-Making." *Journal of Business Ethics*, 64(4) (2006): 343-356.

- Steurer R., Langer M.E., Konrad A., Martinuzzi A. Corporations, Stakeholders and Sustainable Development I: A Theoretical Exploration of Business-Society Relations. *Journal of Business Ethics*, 61(3) (2005): 263-273.
- Tsalikis J., Seaton B. Business Ethics Index: Measuring Consumer Sentiments Towards Business Ethical Practices. *Journal of Business Ethics*, 64(4) (2006): 317-326.
- Peng, Mike W. and Bhagat, Rabi S. (2010). Asia and global business. *Journal of International Business Studies*, Vol. 41, No. 3 (2010): 373 – 376.

13a. Impacted courses or programs BA A388

Impacted program/course	Date of coordination	Chair/ Coordinator contacted
Applied Ethics, Undergraduate Certificate	02/11/2015	John Mouracade
Management, BBA	02/11/2015	Ed Forrest
Aviation Technology, BS, Aviation Management Emphasis	02/11/2015	Rocky Capozzi
Aviation Technology, BS, Air Traffic Control Emphasis	02/11/2015	Rocky Capozzi
Hospitality and Restaurant Management, BA	02/11/2015	Timothy Doeblner
ATA A492	02/11/2015	Rocky Capozzi



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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA	
2. Course Prefix BA	3. Course Number A485	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title International Business Applications <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2015 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Courtesy Coordination		01-28-15		Ed Forrest	
2.					
3.					
Initiator Name (typed): <u>Yong Cao</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>03/27/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>3/27/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) International business concepts and processes explored in the field. Intensive experience applying international business knowledge and skills in a field work. Topics range from regional markets to specific topical studies. Special Note: May be repeated twice with change in subtitle.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) BA A287 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) NA		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) College of Business and Public Policy majors must be admitted to upper-division standing.		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Course is being added in response to the requests of the students and the community. It will be required for the International Business Minor Program.					

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

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

I. Date Initiated Mar 30, 2015

II. Course Action Request Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: International Business Applications

Course Number: BA A485

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A-F

Course Description: An in-depth, hands-on examination of international business issues. Students are encouraged to develop their international business skills through field experiences that require interaction with a faculty member and practicing managers.

Course Prerequisites: BA A287 with a minimum grade of C

Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Case studies
- B. Literature review
- C. Assessment of the industry
- D. Assessment of the international market potentials
- E. Business reexaminations

II. Course Level Justification

This course is the final overall demonstration of the student's competence in identifying, defining, analyzing, and solving international business problems, including documenting and presenting results.

IV. Outline

- A. Consultants and consulting in international business
- B. Establishing expectations and goals: client identification and criteria selection
 - a. Selection of project and host organization
 - b. Project scope

- c. Nature of the industry
 - d. Targeted market
- C. Formalizing the agreement: proposals and contracts
- D. Developing a project strategy: diagnosis and data collection
 - a. Geographic scope
 - b. Secondary data vs. primary data
 - c. Preliminary findings
- E. Preparing the feedback/assessment report: moving the client to action
 - a. Product
 - b. Promotion
 - c. Price
 - d. Placement
- F. Presenting the findings: moving from diagnosis to commitment to action
- G. Ending the project
 - a. Final report
 - b. Final presentation

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:
1. Meet with students and help them explore occupational interests and offer insight into projects related to international consulting opportunities
2. Help students to identify project scope and the nature of the industry
3. Guide the student to assess the targeted markets and their cultural, economic, operational, and legal environment
4. Help the students to develop a project strategy with precise geographic scope, feasible data collection and appropriate product, promotion, price and placement strategies
5. Work with practicing managers to develop the learning objectives that include specific academic content
6. Support the student to develop cross cultural intelligence and work habits pertinent to successful project deliverables

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Identify client's needs and project scope	Initial contract agreement
2. Perform job tasks effectively and efficiently	Mid-way evaluation Final evaluation
3. Complete assigned tasks	Mid-way evaluation Final evaluation
4. Accept responsibility to work independently and cooperatively in teams	Mid-way evaluation Final evaluation
5. Demonstrate effective written communication skills	Final report
6. Practice good work ethic	Mid-way evaluation Final evaluation

VI. Suggested Texts

Stroh, Linda K and Johnson, Homer H. The Basic Principles of Effective Consulting, Lawrence Erlbaum Associates, Mahwah, New Jersey 2006.

VII. Bibliography

Barkema, H., Bell, J., and Pennings, J. "Foreign entry, cultural barriers and learning." Strategic Management Journal, (1996): 151-166.

Fliess, B., & Busquets, C. "The role of trade barriers in SME internationalization." OECD Papers, 6.13 (2006): 1-19.

Franke, R. H., Hofstede, G., & Bond, M. H. "Cultural roots of economic performance: A research note." Strategic Management Journal, 12 (1991): 165-173.

Gomez-Mejia, L.R. and Palich, L.E. "Cultural diversity and the performance of multinational firms." Journal of International Business Studies, 28.2 (1997): 309-335.

Kónya, I. "Modeling cultural barriers in international trade." Review of International Economics, 14.3 (2006): 494-507.

Porter, M. E. "Clusters and the new economics of competition." Harvard Business Review, 76.6 (1998): 77-90.

Rugman, A. M., & Verbeke, A. "A perspective on regional and global strategies of multinational enterprises." Journal of International Business Studies, 35 (2004): 3-18.

Tse, D. K., Lee, K., Vertinsky, I., & Wehrung, D. A. "Does culture matter? A cross-cultural study of executives' choice, decisiveness, and risk adjustment in international marketing." Journal of Marketing, 52.4 (1988): 81-95.

Yadong, L., & Huaichuan, R. "An ambidexterity perspective toward multinational enterprises from emerging economies." Academy of Management Perspectives, 23.4 (2009): 49-70.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA	
2. Course Prefix BA	3. Course Number A486	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Field Studies in International Business					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
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16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.		
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COURSE CONTENT GUIDE
UNIVERSITY OF ALAKSA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration
Course Title: Field Studies in International Business
Course Number: BA A486
Credits: 3
Contact Hours: 135 hours
Grading Basis: P/NP
Course Description: International business concepts and processes explored in the field. Intensive experience applying international business knowledge and skills in a field work. Topics range from regional markets to specific topical studies.
Course Prerequisites: BA A287 with a minimum grade of C
Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing
Fees: Standard CBPP Computer lab fee. Additional fees might apply for international travel.

III. Course Activities

- A. Lectures (pre-trip lecture and on-site lecture)
- B. Site visits
- C. Case studies
- D. Field data collection
- E. Guest lecture
- F. Discussions

IV. Course Level Justification

This course is listed at the 400 level because it requires some pre-requisite course work in more introductory courses and maturity and experience to engage in field study and, potentially, international travel.

V. Course Outline (Note: for purposes of exemplification, what follows is one specific offering of this course, focused on field study of marketing in China.)

- A) Pre-trip Seminar
 - 1. Introduction: Preparations for International Travel
 - a. Passport and visa
 - b. Personal and group packing lists
 - c. Travelling in China: the cultural experience
 - 2. Personal and Professional Survival Skills for a Foreigner in China
 - a. Group and individual safety

- b. Preliminary language training
 - c. Group activities rules
 - 3. Economic and Business Environment in China
 - a. Historical changes of social and economic environment
 - b. Transportation and infrastructure
 - c. Regional disparity and different market opportunities in China
 - 4. China's Social Classes and Purchasing Power
 - a. Upper class, consumptions and related products and brands
 - b. Middle class, consumptions and related products and brands
 - c. Low class, consumptions and related products and brands
- B) Field Experience (Students select one of the following topics based on their own interest and then conduct an in-depth research and investigation).
- 1. Luxury Brands and Related Market
 - 2. Real Estate Market and Survey
 - 3. Seafood Demand, Brand and Related Market
 - 4. Hospitality Market and Traveling Business
 - 5. Wholesale Market and Retailing Business
 - 6. Transportation Infrastructure and Logistics Management
 - 7. Online and Offline Channels for Business
 - 8. Participating in Negotiation Game with Local Students
 - 9. Firms to Visit:
 - a. Baidu Inc.
 - b. Alibaba Beijing Office
 - c. Walt Disney in Shanghai

V. Suggested Texts (Note: for purposes of exemplification, what follows is one specific offering of this course, focused on field studies of marketing in China.)

Chan Savio and Michael Zakkour. *China's Super Consumers: What 1 Billion Customers Want and How to Sell it to Them*. Hoboken, New Jersey: Wiley. 2014.

VI. Bibliography (Note: for purposes of exemplification, what follows is one specific offering of this course, focused on field studies of marketing in China.)

Flores Eddie Jr., Elisia Flores., and Jon Murakami. *108 Tips on Business, Travel, and Culture in China*. L&L Franchise, Inc. 2015.

Brits Adriaan. *Luxury brand marketing in China 2015: The luxury and fashion market report for China*. Adriaan Brits. 2015.

Gupta Anil K., and Haiyan Wang. *Getting China and India Right: Strategies for Leveraging the World's Fastest Growing Economies for Global Advantage*. San Francisco CA: Jossey-Bass. 2009.

Schweitzer Sharon and Liz Alexander. *Access to Asia: Your Multicultural Guide to Building Trust, Inspiring Respect, and Creating Long-Lasting Business Relationships*. Hoboken, New Jersey: Wiley. 2015.

VIII. Sample of other possible topics

International business opportunities and market development in Brazil
Consumer demand and market development in Japan

VI. Instructional Goals and Student Learning Outcomes

This course will have widely varying goals dependent on the region and topic of study.

A. Instructional Goals. The instructor will:
1. To introduce students to and explore in detail field techniques and methods in international business
2. To utilize both local and global opportunities for experiential education in international business.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Discuss the significant issues of the targeted market and apply appropriate business strategies in different situations. (Field Techniques)	Field Projects
2. Appropriately use observation method, interview method or other research methods to collect market data. (Field Techniques)	Field Projects
3. Critically analyze field-based data, interpret these data, and recognize their strengths and weaknesses. (Analysis and Critique)	Field Projects
4. Solve specific research problems using field techniques and present their findings. (Application and Presentation)	Field Projects



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA													
2. Course Prefix BA	3. Course Number A490C	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)													
6. Complete Course Title Selected Topics in International Business <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			9. Repeat Status Yes # of Repeats Max Credits 3 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2015 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 border="1"> <thead> <tr> <th>Impacted Program/Course</th> <th>Date of Coordination</th> <th>Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Courtesy Coordination</td> <td>01-28-14</td> <td>Ed Forrest</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Courtesy Coordination	01-28-14	Ed Forrest	2.			3.		
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1. Courtesy Coordination	01-28-14	Ed Forrest															
2.																	
3.																	
Initiator Name (typed): <u>Yong Cao</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>02/15/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/15/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) Advanced examination of topics and issues in international business. Brings prominent leaders from business schools in overseas, federal government agencies, and business executives into direct classroom contact with students to discuss important international business topics. Special Note: Subtitle varies. May be repeated for credit with a different subtitle.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) BA A287 with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.														
17. <input type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Course is being added in response to the requests of the students and community. It will be offered as an elective for the International Business Minor Program.																	

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

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

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: International Business Minor
Course Title: Selected Topics in International Business Studies
Course Number: BA A490C
Credits: 1-3 credits
Contact Hours: 1-3 per week x 15 weeks = 15-45 hours
0 lab hours
Grading Basis: A-F
Course Description: Advanced examination of current topics in International Business Studies. Special Note: Subtitle varies. May be repeated for credit with a different subtitle.
Prerequisites: N/A
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Guest Speakers

IV. Course Level Justification

This course can be taken by BBA students who have completed a substantial body of lower-level business courses, and by non-BBA students that have the requisite work experience or have completed a substantial number of lower-level business courses.

V. Course Outline of an Example Course, International Business Law

- A) Public international law
Includes international personality, state territory, state succession, state responsibility to aliens, and others.
- B) Private international law
Includes torts, inheritances, money and banking, intellectual property, and others.
- C) Comity
Courts in the United States often avoid taking jurisdiction of a case where the defendant is a sovereign state and does not have sufficient contacts with the United States.

D) Sources of International Law

Article 38(1) of the Statute of the International Court of Justice lists the sources that the court is permitted to use, such as international

- a. Conventions
- b. Customs
- c. principles of general law recognized by civilized nations

E) The International Law of Treaties and Conventions

Both are compulsory for application to states.

Law of Treaties - the Vienna Convention has gained extensive recognition of nations and states and its codification of customary rules have made it the usual standard for interpretation.

The definition of Treaty excludes certain agreements, such as:

- a. Oral promises
- b. Unilateral promises
- c. Pacts relating to international organizations
- d. Covenants governed by municipal law
- e. Arrangements that were clearly not intended to create a legal relationship

F) International Customary Law

For a customary practice to become a customary law, two elements must be established:

- a. Behavioral
- b. Psychological

G) General principles

Principles of law common to the world's legal systems.

- a. Anglo-American common law system
- c. Romano-Germanic civil law system
- b. Islamic legal system

H) Jus cogens: An authoritative standard of general international law, recognized by the international community of states as a norm of international law.

Principle of international *jus cogens* was established under the robust influence of natural law perceptions. Natural law is the school of legal thought that emphasizes the need for statutes and constitutional laws to be based on universal principle

I) States

Independent/Dependent

Recognition

- a. Declaratory principle
- b. Constitutive principle

Sovereignty

- a) States may attain subjection to a limited use of certain territory by treaty or practice.
- b) Once a nation/state invades or is invited into a territory it obtains title either by being recognized by other states or merely by the passage of time.
- c) Legal Merger rule: the treaties in effect in a previous state remain in effect in its land when it becomes measure of a new state.

VI. Instructional Goals and Student Learning Outcomes

(Will vary depending on topic.)

A. Instructional Goals. The instructor will:
1. Lecture and presentation formats will facilitate discussion on topics, bringing the most current topics, for example, international business law, to a level within the student's comprehension
2. Facilitate discussions and debates, and various in-class activities and exercises designed to bring the important international business issues, for example, international business law, alive for learning
3. Compare and contrast strategies to manage legal relationships with government.
4. Provide information on basic issues of international law.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Diagnose current global challenges that businesses face in the legal environment	Case analysis, exams/quizzes, discussion, written assignments, individual presentations, and group presentations
2. Evaluate legal strategies and how to include that understanding in formulating a business strategy	Case analysis, and exams/quizzes
3. Discuss the basic principles of international law and their implications for worldwide establishments	Term paper, exams/quizzes, and written assignments
4. Examine different approaches to legal conduct in global organizations	Case analysis, written assignments, and term paper
5. Determine the role that law plays as a major constraint on action.	Term paper, individual presentations, and group presentations

VII. Suggested Text

August Ray A., Don Mayer., & Michael Bixby. (2013). *International Business Law*, 6/E. Upper Saddle River, New Jersey: Prentice Hall.

VIII. Bibliography

Briggs, A. (2005). Foreign Judgments and Human Rights. *Law Quarterly Review*. 121 (APR). 185-189.

- Clarke, A. (2007). The Differing Approach to Commercial Litigation in the European Court of Justice and the Courts of England and Wales. *Electronic business law*. 18 101-129.
- Fawcett, J.J. (2007). The Impact of Article 6(1) of the ECHR on Private International Law. *International and comparative law quarterly*. 56. 1-48.
- Hartley, T.C. (2005). The European Union and the Systematic Dismantling of the Common Law Conflict of Laws. *International and comparative law quarterly*. 54 813.
- McLachlan, C. (2004). International Litigation and the Reworking of the Conflict of Laws. *Law quarterly review*. 120(Oct). 580-616.
- Robert-Tissot, S., and Smith, D. (2005). The Battle for Forum. *New Law Journal*, 7 (Oct). 1496.

To: Chair, Undergraduate Academic Board, Faculty Senate

From: Professor of Marketing, Yong Cao, CBPP

Subject: Minor, International Business

Date: April 08, 2015

This memorandum addresses the program overview and justification of international business minor, outlined in this Program Action Request (PAR).

Overview

The International Business (IB) Minor is designed to provide an opportunity for students to focus on international business. The IB Minor will introduce the students to knowledge, skills, and experiences that will help prepare them for careers that include international responsibilities. The program was developed in consultation with faculty in other programs such as Aviation Technology within the Community & Technical College and International Studies within the College of Arts and Sciences.

Students will be able to gain perspectives about the challenges and opportunities of commercial activity in a global business environment through 18 credits of course work that will include:

- a. 3 credits from Introduction to International Business
- b. 12 credits from electives such as International Marketing, Consumer Behavior and Relationship Management, Globalization and Business Environment, International Finance, International Economics, International Logistics, and Selected Topics in International Business
- c. 3 credits from an international experience, such as international business applications or courses through approved study abroad programs. Faculty-led short courses in foreign countries will be included as resources allow these opportunities to be developed.

Justification:

The International Business Minor will be a new program at UAA and it will be the first international business program in the UA system. In response to the demands of students and the business community, CBPP's proposal to add this new program to prepare the students and train our future labor force has received support from these groups:

- a. The CBPP Dean's advisory board consistently requested the dean add this program to meet the demands of the knowledge, skills, and experience necessary for successful careers in the global business environment.
- b. CBPP students also consistently asked the Student Advising Center to add this program to CBPP curriculum.
- c. The executive director and board members in the World Trade Center in Alaska recommended adding this program at UAA to meet the increasing demands of globalized state economy in Alaska. The increasing global trade between the State of Alaska and its trading partners, such as China, Japan, South Korea, Canada, and European countries require the business labor force to be better prepared for the challenges of business operations within a global business environment.
- d. Currently, international business minor program has received a funding support from UA Foundation International Trade Grant. Its pre-prospectus has been approved by CBPP Dean, Dr. Rashmi Prasad and UAA Interim Provost, Dr. Samuel Gingerich.



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 CB CBPP	1b. Department BA		
2. Complete Program Title/Prefix International Business			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Minor or Graduate: CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%;">PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		PROGRAM <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
PROGRAM <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units Department, School, or College: BA, CBPP Initiator Name (typed): Yong Cao Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 02/15/2015			
6c. Coordination with Library Liaison Date: 02/15/2015			
7. Title and Program Description - Please attach the following: <div style="text-align: center;"><input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function</div>			
8. Justification for Action International Business Minor Program is being added in response to the requests of the students and community.			
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div><div style="display: flex; justify-content: space-between;"><div>Yong Cao</div><div>Date</div></div><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Department Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>College/School Curriculum Committee Chair</div><div>Date</div></div></td><td style="width: 50%; vertical-align: top;"><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Provost or Designee</div><div>Date</div></div></td></tr></table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="display: flex; justify-content: space-between;"><div>Yong Cao</div><div>Date</div></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Department Chair</div><div>Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>College/School Curriculum Committee Chair</div><div>Date</div></div>	<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College</div><div>Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Provost or Designee</div><div>Date</div></div>
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Minor, International Business

Students who wish to minor in International Business must complete the following requirements. A total of 18 credits is required for the minor. Prerequisites for these courses must also be satisfied. All courses must be completed with a grade of C or better. Students pursuing a baccalaureate degree outside the College of Business and Public Policy should see the CBPP Student Advising Center for departmental approval.

1. Complete the following core course: 3
BA A287 Introduction to International Business (3)
2. Complete electives from the following (12 credits): 12
BA A347 International Marketing (3)
BA A381 Consumer Behavior and Relationship Management (3)
BA A388 Globalization and Business Environment (3)
BA A427 International Finance (3)
BA A490C Selected Topics in International Business (3)
ECON A363 International Economics (3)
LOG A416 International Logistics (3)
3. Choose one of the following (3 credits) 3
 - a. BA A485 International Business Applications (3)
 - b. BA A486 Field Studies in International Business (3)
 - c. Credits from study abroad program at 300-level or above business-related courses; requires approval of International Business Minor Coordinator (3)
Or
 - d. GEOG A490 Field Studies in Geography (3)
Must include significant international experience, such as conducting research project or field study in a foreign country; requires approval of International Business Minor Coordinator



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division AAVI Division of Aviation		1c. Department ATA													
2. Course Prefix ATA	3. Course Number A102A	4. Previous Course Prefix & Number	5a. Credits/CEUs 2 Cr.	5b. Contact Hours (Lecture + Lab) (2+0)													
6. Complete Course Title Introduction to Aviation Technology A Intro to Aviation Tech A <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits 2														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Spring/2016 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. See attached sheet																	
2.																	
3.																	
Initiator Name (typed): <u>Raymond Weber</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>2/12/2015</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>2/23/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Provide students an introduction to aviation academic life and academic expectations in the aviation industry. It will also provide a foundational knowledge of the aviation industry.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>)			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action We are adusting the current 102 course to allow for the career exploration component to be delivered distance.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Raymond Weber Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

I. Date of Initiation: Spring 2015

II. Curriculum Action Request

A. College:	Community and Technical College
B. Course Prefix:	ATA
C. Course Number:	A102A
D. Number of Credits:	2
E. Contact Hours:	2+0
F. Course Title:	Introduction to Aviation Technology A
G. Grading Basis:	A-F
H. Implementation Date:	Spring 2016
I. Cross-listed/Stacked:	N/A
J. Course Description:	Provide students an introduction to aviation academic life and academic expectations in the aviation industry. It will also provide a foundational knowledge of the aviation industry.
K. Course Prerequisites:	N/A
L. Course Co-requisites:	N/A
M. Other Restrictions:	N/A
N. Registration Restrictions:	N/A
O. Course Fees:	No

III. Instructional Goals and Student Learning Outcomes

- A. Instructional Goals. The instructor will:
1. Explain the industry expectations for professionalism, etiquette, and netiquette
 2. Discuss the various governmental organizations that affect aviation
 3. Explain basic aviation organizations
 4. Explain the segments of aviation
 5. Discuss aviation businesses
 6. Discuss relevant aviation history
 7. Provide examples of aircraft and their performance limitations
 8. Discuss the writing expectations in aviation
 9. Discuss the Aviation Technology program and its requirements

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
Name and describe the various segments comprising the aviation transportation industry	Written assignments and examinations
Calculate basic aircraft performance	Written assignments and examinations
Describe and identify various airport markings	Written assignments and examinations
Describe concepts and responsibility of an aviation professional	Written assignments and examinations
Develop a college semester by semester course plan	Course plan

IV. Course Level Justification

This is a 100 level course because it introduces students to the aviation field.

V. Topical Course Outline

- A. Safety
 - 1.General Rules
 - 2.Class Conduct
 - 3.Building Exit
- B. Netiquette and Etiquette
- C. Professionalism and Ethics
- D. Writing Expectations in Aviation
 - 1.Research
 - 2.Paper writing
 - 3.Cover letter
 - 4.Resume
- E. College and Course Planning
- F. Government Agencies
 - 1.FAA
 - 2.NTSB
 - 3.TSA
- G. Airports
 - 1.Types
 - 2.Operations
- H. Aviation Businesses
 - 1.FBO's
 - 2.Maintenance
 - 3. Support businesses

I. Aircraft

- 1.Types and roles
- 2.Operating characteristics
- 3.Aircraft performance

VI. Suggested Texts

Whitehurst, G. (2012). *Introduction to aviation*. Dubuque, IA: Kendall Hunt.

VII. Bibliography

Civil Air Patrol. (2008). *Aerospace: The journey of flight* (2nd ed.). Maxwell Air Force Base, AL: Author.

Department of Transportation. (Latest Edition). *Aeronautical information manual*. Washington, DC: U.S. Government Printing Office.

[illegible]



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

1a. School or College CT CTC		1b. Division AAVI Division of Aviation		1c. Department ATA	
2. Course Prefix ATA	3. Course Number A102B	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 Cr.	5b. Contact Hours (Lecture + Lab) (1+0)	
6. Complete Course Title Introduction to Aviation Technology B Intro to Aviation Tech B <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits 1		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Spring/2016 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<small>Impacted Program/Course</small>		<small>Date of Coordination</small>		<small>Chair/Coordinator Contacted</small>	
1. See attached sheet					
2.					
3.					
Initiator Name (typed): <u>Raymond Weber</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/12/2015</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>2/23/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<small>suggested length 20 to 50 words</small>) Exploration of the various segments of aviation, providing an overview of many of the employment opportunities available within the aviation industry.					
16a. Course Prerequisite(s) (<small>list prefix and number or test code and score</small>)			16b. Co-requisite(s) (<small>concurrent enrollment required</small>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<small>non-codable</small>)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action We are adusting the current 102 course to allow for the career exploration component to be delivered distance.					
<div style="display: flex; justify-content: space-between;"><div><div>Initiator (faculty only) <u>Raymond Weber</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee</div></div><div><div>_____ Date</div><div>_____ Date</div><div>_____ Date</div></div></div>					

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

I. Date of Initiation: Spring 2015

II. Curriculum Action Request

A. College: Community and Technical College
 B. Course Prefix: ATA
 C. Course Number: A102B
 D. Number of Credits: 1
 E. Contact Hours: 1+0
 F. Course Title: Introduction to Aviation Technology B
 G. Grading Basis: A-F
 H. Implementation Date: Spring 2016
 I. Cross-listed/Stacked: N/A
 J. Course Description: Exploration of the various segments of aviation and provides an overview of many of the employment opportunities that are available within the aviation industry.
 K. Course Prerequisites: N/A
 L. Course Co-requisites: N/A
 M. Other Restrictions: N/A
 N. Registration Restrictions: N/A
 O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
 1. Discuss and explore the various career pathways available in aviation.
 2. Explain what is expected and the roles each of these pathways play within aviation.

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
Describe the basic starting requirements for the various aviation career paths	Written assignments and examinations
Describe the responsibilities and roles of each of the discuss aviation career paths	Written assignments and examinations
Develop career pathway including goals and benchmarks	Written assignments and examinations

IV. Course Level Justification

This is a 100 level course because it introduces students to the aviation field.

V. Topical Course Outline

- A. Safety
 - 1.General Rules
 - 2.Class Conduct
 - 3.Building Exit
- B. General Aviation
 - 1.Piloting
 - 2.FBO's
 - 3.Charter Operations
 - 4.Responsibilities
- C. Airlines
 - 1.Agents
 - 2.Dispatchers
 - 3.Ground Crew
 - 4.Pilots
 - 5.Support Functions
 - 6.Responsibilities
- D. Military
 - 1.Branches
 - 2.Flight opportunities
 - 3.Support Functions
 - 4.Responsibilities
- E. Air Traffic Control
 - 1.Enroute
 - 2.Terminal
 - 3.Hiring Procedures
 - 4.Responsibilities
- F. Maintenance
 - 1.Certificates
 - 2.Programs
 - 3.Responsibilities
- G. Aviation Management
 - 1.Airport
 - 2.Airline
 - 3.Operations
 - 4.Responsibilities
- H. Career Planning
 - 1.Goals
 - 2.Benchmarks
 - 3.Pathway

VI. Suggested Texts

Whitehurst, G. (2012). *Introduction to aviation*. Dubuque, IA: Kendall Hunt.

VII. Bibliography

Civil Air Patrol. (2008). *Aerospace: The journey of flight* (2nd ed.). Maxwell Air Force Base, AL: Author.

Department of Transportation. (Latest Edition). *Aeronautical information manual*. Washington, DC: U.S. Government Printing Office.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division AAVI Division of Aviation		1c. Department ATP	
2. Course Prefix ATP	3. Course Number A200	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 Cr.	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Commercial Ground School					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG and Catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits 3		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring2016/ To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. See attached Sheet					
2.					
3.					
Initiator Name (typed): <u>Raymond Weber</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/12/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/23/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Provides preparation for the Federal Aviation Administration's Commercial Pilot Knowledge Test. This includes advanced studies of Private Pilot topics, high performance and complex aircraft, commercial flight maneuvers, and Commercial Federal Aviation Regulations.					
16a. Course Prerequisite(s) (list prefix and number or test code and score)			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) FAA Private Pilot Certificate or equivalent		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This change will remove barriers to student progress in the flight program with little or no effect on their knowledge base. The CCG and catalog changes reflect the registration and topic changes.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Raymond Weber</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>					

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** Spring 2015
- II. Curriculum Action Request**
- A. College: Community and Technical College
 - B. Course Prefix: ATP
 - C. Course Number: A200
 - D. Number of Credits: 3
 - E. Contact Hours: 3+0
 - F. Course Title: Commercial Ground School
 - G. Grading Basis: A-F
 - H. Implementation Date: Spring 2016
 - I. Cross-listed/Stacked: N/A
 - J. Course Description: Provides preparation for the Federal Aviation Administration's Commercial Pilot Knowledge Test. This includes advanced studies of Private Pilot topics, high performance and complex aircraft, commercial flight maneuvers, and Commercial Federal Aviation Regulations.
 - K. Course Prerequisites: N/A
 - L. Course Co-requisites: N/A
 - M. Other Restrictions: N/A
 - N. Registration Restrictions: FAA Private Pilot Certificate or equivalent
 - O. Course Fees: No
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Discuss and show applications of Federal Aviation Regulations that apply to commercial operations.
 2. Explain the basic and advanced systems of more complex aircraft including light twins.
 3. Examine longer flight regimes, including weather and equipment considerations.
 4. Review applicable private pilot knowledge
 5. Examine multi-engine operations and the safety considerations.
 6. Review applicable knowledge for the Federal Aviation Administration's Commercial Pilot Airplane exam.

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
Explain the rules governing Commercial Pilot privileges and limitations in the National Airspace System.	Written assignments and examinations
Describe the systems and appliances found on a typical commercial airplane.	Written assignments and examinations
Plan a commercial cross-country flight taking into consideration airspace, current regulations, weather, and aircraft performance.	Written assignments and examinations
Explain differences and safety considerations for Multi-engine flight.	Written assignments and examinations

IV. Course Level Justification

This is a 200 level course because it builds on previous knowledge and skills of the students.

V. Topical Course Outline

- A. Safety
 - 1.General Rules
 - 2.Class Conduct
 - 3.Building Exit
- B. Aerodynamics Review
 - 1.Four forces acting on an airplane in flight
 - 2.Principles of lift
 - 3.Flight control systems
 - 4.Secondary flight controls
 - 5.Three axes of rotation
 - 6.Left-turning tendency
- C. High Speed Aerodynamics
- D. Multi-engine Considerations
 - 1.Multi-engine aerodynamics
 - 2.Loss of engine procedures
 - 3.Multi-engine airspeeds and terms
 - 4.Performance considerations

- E. Power Plant and Systems of a Complex Aircraft
 - 1. Reciprocating engine
 - 2. Constant speed propellers
 - 3. Electrical system
 - 4. Utility systems
 - 5. Retractable landing gear systems
- F. Flight Instrument Review
 - 1. Magnetic compass
 - 2. Pitot-static system (Pressure)
 - 3. Gyroscopic
 - 4. Inclinator (Turn and Slip indicator)
- G. Advanced Weight and Balance
 - 1. Review terms
 - 2. Change of weight formula
 - 3. Weight and its effect on performance
 - 4. Balance and its effect on stability and control
 - 5. Weight and balance calculations in larger aircraft
- H. Airplane Performance Review and Commercial Considerations
 - 1. Take-off calculations
 - 2. Climb airspeeds
 - 3. Time to climb
 - 4. Cruise performance
 - 5. Time to descend
 - 6. Landing performance
 - 7. Other
- I. Long Range Navigation Considerations
 - 1. Types of navigation
 - a) Pilotage
 - b) Dead reckoning
 - c) Electronic navigation /Electronic Navigation Aids
 - 2. Visual flight Rules
 - a) Sectional Aeronautical Charts
 - b) World Aeronautical Charts
 - c) VFR Terminal Area Charts
- J. National Airspace system
 - 1. Airspace
 - 2. Airport operations
- K. Applied Weather Theory
 - 1. Applied weather operations
 - a) Fronts
 - b) Turbulence
 - c) Fog
 - d) Icing
 - e) Thunderstorms
 - 2. Gathering weather information
 - a) Surface Analysis Chart
 - b) Weather Depiction Chart

- c) Low Level Significant Weather Program
- d) Radar Summary Chart
- e) Aviation weather reports
- f) Aviation weather forecasts

L. Applicable Federal Regulations

- 1. Part 121
- 2. Part 135
- 3. Part 91 K

M. Flight Planning Publications

N. Medical Facts Review

VI. Suggested Texts

Willits, P. (Ed.). (latest edition). *Guided flight discovery: Instrument commercial*. Englewood, CO: Jeppesen Sanderson.

VII. Bibliography

Department of Transportation. (latest edition). *Aeronautical information manual*. Washington, DC: U.S. Government Printing Press.

Flight Standards Service. (latest edition) *Commercial pilot practical test standards*. Washington, DC: U.S. Government Printing Press.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division AAVI Division of Aviation		1c. Department ATA																															
2. Course Prefix ATA	3. Course Number A233	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 Cr.	5b. Contact Hours (Lecture + Lab) (3+0)																															
6. Complete Course Title Aviation Safety <small>Abbreviated Title for Transcript (30 character)</small>																																			
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																			
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits 3																																
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> General Education Requirement <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG and Catalog Change (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																																
			11. Implementation Date semester/year From: Spring/2016 To: /9999																																
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Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted																															
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15. Course Description (<i>suggested length 20 to 50 words</i>) Surveys aviation safety to identify primary causes of aviation accidents. Introduces the process for developing and evaluating safety programs. Examines the roles of the National Transportation Safety Board, other appropriate agencies, and future concepts in aviation safety.																																			
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>)			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) ATA A102 or ATC A147																																
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)																																
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																																
19. Justification for Action By having Introduction to Aviation or Pilot/Controller Techniques as either a pre or co-requisite course the students will be able to make better correlations between the safety systems and the interconnectivity in the industry.																																			
<table border="0" style="width:100%;"> <tr> <td colspan="2">Initiator (faculty only) <u>Raymond Weber</u> Initiator (TYPE NAME)</td> <td colspan="2"><input type="checkbox"/> Approved</td> <td colspan="2"><input type="checkbox"/> Disapproved Dean/Director of School/College Date _____</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Approved</td> <td colspan="2"><input type="checkbox"/> Approved</td> <td colspan="2"><input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Disapproved Department Chair Date _____</td> <td colspan="2"><input type="checkbox"/> Disapproved</td> <td colspan="2"><input type="checkbox"/> Disapproved Provost or Designee Date _____</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Approved</td> <td colspan="2"><input type="checkbox"/> Approved</td> <td colspan="2"></td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____</td> <td colspan="2"><input type="checkbox"/> Disapproved</td> <td colspan="2"></td> </tr> </table>						Initiator (faculty only) <u>Raymond Weber</u> Initiator (TYPE NAME)		<input type="checkbox"/> Approved		<input type="checkbox"/> Disapproved Dean/Director of School/College Date _____		<input type="checkbox"/> Approved		<input type="checkbox"/> Approved		<input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____		<input type="checkbox"/> Disapproved Department Chair Date _____		<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved Provost or Designee Date _____		<input type="checkbox"/> Approved		<input type="checkbox"/> Approved				<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____		<input type="checkbox"/> Disapproved			
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**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

I. Date of Initiation: Spring 2015

II. Curriculum Action Request

A. College: Community and Technical College
 B. Course Prefix: ATA
 C. Course Number: A233
 D. Number of Credits: 3
 E. Contact Hours: 3+0
 F. Course Title: Aviation Safety
 G. Grading Basis: A-F
 H. Implementation Date: Spring 2016
 I. Cross-listed/Stacked: N/A
 J. Course Description: Surveys aviation safety to identify primary causes of aviation accidents. Introduces the process for developing and evaluating safety programs. Examines the roles of the National Transportation Safety Board, other appropriate agencies, and future concepts in aviation safety.
 K. Course Prerequisites: N/A
 L. Course Co-requisites: ATA A102 or ATC A147
 M. Other Restrictions: N/A
 N. Registration Restrictions: N/A
 O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

- A. Instructional Goals. The instructor will:
1. Discuss the influence and roles government organizations influence safety.
 2. Discuss primary causes of aviation accidents using real world examples.
 3. Explain and demonstrate the use of safety analysis tools.
 4. Explain Safety Management Systems and safety plans.

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
Identify regulatory organizations that oversee safety in the aviation industry and discuss pertinent regulations.	Written assignments and examinations
Identify primary causes of aviation accidents.	Written assignments and examinations
Explain management and employee responsibilities associated with aviation safety.	Written assignments and examinations
Use approved safety analysis tools to identify work environment deficiencies.	Written assignments and examinations
Develop safety enhancement plans and	Written assignments and examinations

procedures.	
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IV. Course Level Justification

This is a 200 level course because it builds on previous knowledge of the students. Additionally, the student will be expected to analyze different aviation accidents and issues associated with various facets of the aviation industry.

V. Topical Course Outline

- A. Safety
 - 1.General Rules
 - 2.Class Conduct
 - 3.Building Exit
- B. Introduction to Human Factors
 - 1.Overview
 - 2.Dealing with Human Error
 - 3.Basic Human Error Assessment
- C. Government Organizations
 - 1.Federal Aviation Administration (FAA)
 - 2.Environmental Protection Agency (EPA)
 - 3.Occupational Safety and Health Administration (OSHA)
 - 4.Transportation Security Agency (TSA)
 - 5.International Civil Aviation Organization (ICAO)
- D. National Transportation Safety Board (NTSB)
 - 1.Purpose
 - 2.Accident Investigative Process
 - 3.Database
 - 4.Other NTSB Functions
- E. Safety Systems and Management Responsibility
 - 1.Airports
 - 2.Airlines
 - 3.Air Traffic Control
 - 4.Manufacturing
- F. Aviation Accident Data
 - 1.Accidents
 - 2.Incidents
- G. Aviation Security Crossover
 - 1.Requirements
 - 2.International Influences
 - 3.Security Tools
 - 4.Plan Development
- H. Safety Management Systems
 - 1.Safety Policy
 - 2.Safety Promotion
 - 3.Risk Management
 - 4.Safety Assurance
 - 5.

VI. Suggested Texts

Rodrigues, C.C. & Cusick, S.K. (2011). *Commercial Aviation Safety* (5th Ed). New York, NY: McGraw-Hill.

VII. Bibliography

Conklin, T. (2012). *Pre-accident investigations: An introduction to organizational safety*. Burlington, VT: Ashgate.

Ericson II, C. A. (2011). *System Safety Primer*. USA: CreateSpace Independent Publishing Platform.

National Safety Council (2000). *Aviation ground operation- Safety handbook*. Itasca, IL: Author.

Wood, R. H. (1997). *Aviation safety programs – A management handbook*. Englewood, CO: Jeppesen Sanderson.

[illegible]



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

1a. School or College CT CTC		1b. Division AAVI Division of Aviation		1c. Department ATP	
2. Course Prefix ATP	3. Course Number A433	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 Cr.	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Aerospace Physiology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits 3		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2016 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. See attached sheet					
2.					
3.					
Initiator Name (typed): <u>Raymond Weber</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/12/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/23/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Surveys and explores the physiological information significant to pilots and others in the aviation community. The purpose of the course is to acquaint the student with the importance of physiological factors involved in flight. The students will develop an appreciation of the environment in which flight occurs.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) ATA A331			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Aviation technology has offered this course as a selected topic for a number of semester; it has always been well attended and is considered one of the go to electives. Because of this we are making it a standard course that is an elective for interested parties.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div>					
Initiator (faculty only) <u>Raymond Weber</u> Initiator (TYPE NAME)		Date		Dean/Director of School/College Date	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair		Date		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair		Date		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

I. Date of Initiation: Spring 2015

II. Curriculum Action Request

A. College: Community and Technical College
 B. Course Prefix: ATP
 C. Course Number: A433
 D. Number of Credits: 3
 E. Contact Hours: 3+0
 F. Course Title: Aviation Safety
 G. Grading Basis: A-F
 H. Implementation Date: Spring 2016
 I. Cross-listed/Stacked: N/A
 J. Course Description: A study of physiological information significant to pilots and others in the aviation community. The purpose of the course is to acquaint the student with the importance of physiological factors involved in flight. The students will develop an appreciation of the environments in which flight occurs.
 K. Course Prerequisites: ATA A331
 L. Course Co-requisites: N/A
 M. Other Restrictions: N/A
 N. Registration Restrictions: N/A
 O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

- A. Instructional Goals. The instructor will:
1. Discuss and explain the different flight environments.
 2. Explain the illusions and show counter measure to the various illusions.
 3. Explain and use models of analysis with real world case studies.
 4. Explore the effect that the atmosphere has on the human body.
 5. Explore the effect of extra-atmospheric environments has on the human body.

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
Explain how human physiology is affected by the flight environment.	Written assignments and examinations
Describe the various illusions that can occur during different phases of flight.	Written assignments and examinations
Apply various physiological issues to real world applications.	Written assignments and examinations
Explain the composition of the atmosphere and how the gas laws affect the human body.	Written assignments and examinations

IV. Course Level Justification

This is a 400 level course because it builds on previous knowledge of the students and requires the student to apply that knowledge to real life situations.

V. Topical Course Outline

- A. Safety
 - 1.General rules
 - 2.Class conduct
 - 3.Building exit
- B. Human Anatomy
 - 1.Respiration
 - 2.Circulation
- C. Vision and Illusions
 - 1.The eye
 - 2.Common visual illusions
- D. Hearing and Noise
 - 1.The Ear
 - 2.Deafness
- E. Vestibular System
 - 1.Orientation
 - 2.Spatial disorientation
- F. Memory and Cognition
- G. Effects of Drugs on the Human Body
 - 1.Mental
 - 2.Physical
- H. Health Maintenance
- I. Aviation Psychology
- J. Human Performance Issues
 - 1.Stress
 - 2.Fatigue
- K. Hypoxia
 - 1.Atmosphere
 - 2.Gas laws
- L. Altitude Physiology
 - 1.Decompression sickness
- M. Space Physiology
 - 1.Technology design
 - 2.Bioastronautics
 - 3.Microgravity
 - a. Cardiovascular system
 - b. Musculoskeletal system
 - 4.Radiation exposure
 - 5.Isolated, Confined Environments (ICE-E)
- N. Nervous System and the Brain
 - 1.Brain
 - 2.Spine
 - 3.Other

VI. Suggested Texts

Reinhart, R. (2008). *Basic flight physiology* (3rd ed.). New York, NY: McGraw-Hill.

VII. Bibliography

O'Hare, D, & Roscoe, S. (1990). *Flightdeck performance: The human factor*. Ames: Iowa State University Press.

Wickens, C. D., Lee J., Liu Y., & Becker, S. (2004). *An introduction to human factors engineering*. (2nd ed.). New Jersey: Pearson Prentice Hall.

[illegible]



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 JPC	
2. Course Prefix JPC	3. Course Number A201	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Reporting and Writing News <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: fall/2015 To: 9/99		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. B.A., Journalism and Public Communications		9/15/2014		Associate Professor and Chair Paola Banchemo	
2.					
3.					
Initiator Name (typed): <u>Paola Banchemo</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/22/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/22/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Course presents the basic principles of reporting and writing news. Students will learn to identify newsworthy people and events, conduct interviews, gather information and write news reports. This course emphasizes writing under deadlines.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Revise course as part of regular curriculum review.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) <u>Paola Banchemo</u> Initiator (TYPE NAME)</div><div>Department Chair</div><div>College/School Curriculum Committee Chair</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College Undergraduate/Graduate Academic Board Chair Provost or Designee</div></div><div><div>Date Date Date Date</div><div>Date Date Date Date</div></div></div>					

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES**

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts
Course Title: Reporting and Writing News
Course Number: JPC A201
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Course presents the basic principles of reporting and writing news. Students will learn to identify newsworthy people and events, conduct interviews, gather information and write news reports. This course emphasizes writing under deadlines.
Course Prerequisites: [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C.
Registration Restrictions: None
Fees: Yes

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

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Present detailed examples of professional principles and practices of news reporting and writing.
3.	Examine professional uses of terminology and practices of reporting and writing news with special attention to Associated Press style.
4.	Analyze examples of ethical actions by professional reporters and encourage students to apply these ethical principles to their own work.
5.	Provide numerous reporting and news writing assignments. Review, grade, and provide comments on submitted work in a timely manner.

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

Student Learning Outcomes and Assessment Measures	
1. Understand professional principles and practices of reporting and writing news	News reporting and writing assignments
2. Effectively communicate news judgment using professional standards and Associated Press style.	News reporting and writing assignments
3. Report news using professional principles and practices of information gathering for media professionals.	News reporting and writing assignments
4. Report and write news.	Final portfolio and reporting project

IV. Course Level Justification

This course is the entry-level JPC reporting and news writing foundation course. This class builds upon basic writing competencies established in ENGL 111 and either ENGL A211 or ENGL A212, or ENGL A213, or ENGL A214.

VI. Topical Course Outline

- A. Types of projects
 - 1. Reporting and news writing exercises
 - 2. Beat report assignments
 - 3. Final writing portfolio
 - 4. Final reporting project
- B. Writing basics
 - 1. Know the material
 - 2. Organize the material
 - 3. Incorporate details
 - 3. Check for accuracy
- C. Reporting and writing news
 - 1. What is journalism?
 - 2. What is news?
 - 3. Gathering news
 - 4. Types of news
 - 5. News judgment
- D. Writing the story
 - 1. Writing process
 - 2. Leads
 - 3. Story structures
 - 4. Storytelling techniques
 - 5. Revising the story
- E. Accuracy, Libel and Ethics
 - 1. Importance of accuracy
 - 2. Plagiarism
 - 3. Libel definitions and cases
 - 4. Privacy issues
 - 5. Online legal issues
 - 6. Deception
 - 7. Moral reasoning models
 - 8. Codes of Ethics
- F. Multicultural Sensitivity
 - 1. Language of multiculturalism
 - 2. People of color in the news
 - 3. Cultural differences
 - 4. Guidelines for writing about different groups

G. Applying techniques to types of stories

1. Government
2. Beats
3. Courts and crime
4. Speeches and meetings
5. Disasters, accidents and tragedies
6. Profiles and features

H. Media jobs and internships

1. Job application skills
2. Writing cover letters and resumes
3. Job interviewing skills

VII. Suggested Texts

Associated Press (2013). *The Associated Press stylebook and briefing on media law* (46th ed.). New York, NY: Basic Books.

Rich, C. (2013). *Writing and reporting news: A coaching method* (7th ed.). Boston, MA: Wadsworth.

VIII. Bibliography

Associated Press (2013). *The Associated Press stylebook and briefing on media law* (46th ed.). New York, NY: Basic Books.

Brooks, B. S., Pinson, J. & Wilson, J. (2003). *Working with words* (5th ed. or most recent edition). New York, NY: Bedford/St. Martin's.

Gibbs, C. & Warhover, T. (2002). *Getting the whole story*. New York, NY: Gilford Press.

Murray, D. M. (2000). *The craft of revision* (4th ed.). Fort Worth, TX: Harcourt College Publishers.

Poynter News University. (n.d). Retrieved from <https://www.newsu.org/>

Rich, C. (2013). *Writing and reporting news: A coaching method* (7th ed.). Boston, MA: Wadsworth.



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 Journalism and Communication																	
2. Course Prefix JPC	3. Course Number A202	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title First Amendment and Media Ethics <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date semester/year From: fall/2015 To: 9/9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>																		
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. B.A., JPC</td> <td></td> <td>January 15, 2015</td> <td>Paola Banchemo, associate professor and chair</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. B.A., JPC		January 15, 2015	Paola Banchemo, associate professor and chair	2.				3.			
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1. B.A., JPC		January 15, 2015	Paola Banchemo, associate professor and chair																		
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Initiator Name (typed): <u>Paola Banchemo</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>1/15/15</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/15/15</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) This course examines media ethics, from its foundations to its modern practice. This foundation course emphasizes principles and practices of First Amendment law and media ethics.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C.		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course																			
19. Justification for Action Course updated to reflect overall streamlined JPC curriculum.																					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ Paola Banchemo Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																					

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES**

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts
Course Title: First Amendment and Media Ethics
Course Number: JPC A202
Credits: 3
Contact Hours: 3+0
 6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A-F

Course Description: This course examines media ethics, from its foundations to its modern practice. This foundation course emphasizes principles and practices of First Amendment law and media ethics.

Course Prerequisites: [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C.

Registration Restrictions: None

Fees: Yes

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

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Present detailed examples of the importance of the First Amendment in journalism and media studies.
3.	Present a brief history of ethics with a focus on the major philosophic approaches to ethics beginning with Aristotle
4.	Examine case studies of media ethical issues and use these case studies to create a sense of importance for ethical decision-making in media.
5.	Instill in students a desire and an ability to examine effective use of ethical decision-making in communications marketplace.
6.	Provide numerous media ethics assignments. Review, grade, and provide comments on submitted work in a timely manner.

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

Student Learning Outcomes and Assessment Measures	
1. Identify the importance of the First Amendment and ethical decision-making in reporting and news writing.	Case study assignments
2. Understand case studies of professional principles and practices of ethical decision-making in journalism and media.	Case study assignments

3. Understand a brief history of ethics especially concerning the major philosophic approaches to ethics beginning with Aristotle.	Reflection journal/papers
4. Understand and apply effective use of ethical decision-making	Case study assignments

IV. G**Guidelines for Evaluation**

Each instructor will evaluate students on critical thinking skills, media ethics, presentation, class discussions, and writing assignments. The type and number of graded assignments will be consistent across multiple sections. Critical thinking assignments, class discussion, and case studies will be part of each session. Each instructor will design her/ his syllabus according to these shared standards.

V. Course Level Justification

This course is part of the JPC 200-level core foundation. This course introduces concepts of First Amendment and ethical issues in the media. Conceptual problem solving and critical thinking issues are addressed.

VI. Topical Course Outline

- A. First Amendment
 - 1. History
 - 2. Meaning to news media and other mass communications
- B. Philosophical approaches to decision making
 - 1. Aristotle
 - 2. Immanuel Kant
 - 4. John Stuart Mill
 - 5. John Rawls
 - 6. Sissela Bok
 - 7. Others
- C. Poynter Institute Model
- D. The Potter Box – a plan for moral reasoning
- E. Models for ethical reasoning
- F. Credibility of the media (print, broadcast, online, etc.)
- G. Codes of ethics
- H. Privacy issues
- I. Ethical issues in story coverage
- J. Anonymous sources, confidentiality
- K. Plagiarism

L. Visual communication and ethics

M. Strategic communications

N. Collegiate journalism issues

VII. Suggested Texts

Brown, F. (Ed.). (2011) *Journalism Ethics: A casebook for professional conduct in news media* (4th ed). Portland, OR.: Marion Street Press.

Patterson, P. and Wilkins, L. (2014). *Media Ethics: Issues and Cases*. (8th ed). New York, N.Y.: McGraw Hill.

VIII. Bibliography

Berry, D. (Ed.). (2000). *Ethics and media culture: practices and representations*. Woburn, MA: Focal Press.

Clark, R. P. & Campbell, C. C. (2002). (Eds). *The values and craft of American journalism*. Gainesville, FL: University Press of Florida.

Foreman, Gene. (2009). *The Ethical journalist*. New York, N.Y. Wiley-Blackwell.

Gordon, D. A. (1999). *Controversies in media ethics*. White Plains, NY: Longman Publishers

Keeble, R. (2001). *Ethics for journalists*. New York, NY: Routledge

Leslie, L. Z. (2000). *Mass communication ethics: Decision making in postmodern culture*. Boston, MA: Houghton Mifflin.

Pritchard, D. (Ed.). (2000). *Holding the media accountable, citizens, ethics, and the law*. Bloomington, IN: Indiana University Press.



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A203	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Writing and Producing Media <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: fall/2015 To: 9/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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13b. Coordination Email Date: <u>1/22/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/22/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Course provides students with the basic principles and best practices for writing and producing for multiple media platforms. Students will be equipped with the fundamentals of writing, story structure, and audio and visual production. Students begin assembling portfolio for major.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A201 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Course updated to reflect overall streamlined JPC curriculum.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Paola Banchemo</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES**

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts
Course Title: Writing and Producing Media
Course Number: JPC A203
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Course provides students with the basic principles and best practices for writing and producing for multiple media platforms. Students will be equipped with the fundamentals of writing, story structure, and audio and visual production. Students begin assembling portfolio for major.
Course Prerequisites: JPC A201 with minimum grade of C
Registration Restrictions: None
Fees: Yes

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

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Present detailed examples of professional principles and practices of writing and producing for media platforms.
3.	Provide exposure to writing and producing technology for students to directly examine and develop professional skills.
4.	Provide opportunities for students to publish their work in student media and other outlets.
5.	Provide numerous news writing and producing assignments. Review, grade, and provide comments on submitted work in a timely manner.

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

Student Learning Outcomes and Assessment Measures	
1. Understand professional principles and practices of writing and producing for media	News writing and producing exercises, portfolio
2. Effectively communicate using professional terminology and news judgment	News writing and producing exercises, portfolio
3. Demonstrate ability to report, write and produce for different platforms.	Final multimedia project and presentation, portfolio

IV. Course Level Justification

This course is a JPC 200-level core foundation course. The course builds upon basic concepts of reporting and news writing in JPC A201.

V. Topical Course Outline

- A. Types of projects
 - 1. News writing exercises
 - 2. News University exercises
 - 3. Producing for radio, television, online, mobile and social media platforms
 - 4. Final multimedia project
- B. Writing basics
 - 1. Know the material
 - 2. Organize the material
 - 3. Incorporate details
 - 4. Check for accuracy
- C. Writing and producing news
 - 1. What is journalism?
 - 2. What is news?
 - 3. Gathering news
 - 4. Types of news
 - 5. News judgment
- D. Writing and producing for radio
 - 1. Strengths of platform
 - 2. Gathering material for platform
 - 3. Special considerations of platform
 - 4. Radio news format
- E. Writing and producing for television
 - 1. Strengths of platform
 - 2. Gathering material for platform
 - 3. Special considerations of platform
 - 4. Television news format
- F. Writing and producing for online
 - 1. Strengths of platform
 - 2. Gathering material for platform
 - 3. Special considerations of platform
 - 4. Online news format
- G. Writing and producing for mobile
 - 1. Strengths of platform
 - 2. Gathering material for platform
 - 3. Special considerations of platform
 - 4. Mobile news format
- H. Writing and producing for social media
 - 1. Strengths of platform
 - 2. Gathering material for platform
 - 3. Special considerations of platform
 - 4. Social media news format
- I. Portfolio
 - 1. For academic career

2. For job-finding purposes
3. For assessment

VI. Suggested Texts

None

VII. Bibliography

Hughes, M. (2008). *Buzzmarketing: Get people to talk about your stuff*. New York, NY: The Penguin Group.

Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York, NY: New York University Press.

Poynter News University. (n.d). Retrieved from <https://www.newsu.org/>

Spigel, L., & Olsson, J. (Ed.). (2004). *Television after TV: Essays on a medium in transition*. Durham : Duke University Press.

The state of the news media: An annual report on American journalism. (2014). *PEW Project for Excellence in Journalism*. Retrieved September 20, 2014, from <http://www.journalism.org/packages/state-of-the-news-media-2014/>

Wenger, D. H. & Potter, D. (2015). *Advancing the story: Broadcast journalism in a multimedia world*. Thousand Oaks, CA: CQ Press SAGE



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 Journalism and Communication	
2. Course Prefix JPC	3. Course Number A204	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Media Literacy					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete			9. Repeat Status No # of Repeats Max Credits		
If a change, mark appropriate boxes:			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			11. Implementation Date semester/year From: fall /2015 To: 9/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. B.A. in Journalism and Public Communications		1/15/2015		Paola Banchemo, chair	
2.					
3.					
Initiator Name (typed): <u>Paola Banchemo</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/22/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/22/2015</u>		
14. General Education Requirement Mark appropriate box:			<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone		
15. Course Description (suggested length 20 to 50 words) This course examines how we access, analyze, evaluate and create media in a variety of forms. Students will explore how media and technology converge in a global culture. Emphasizes critical thinking skills, self-expression and information literacy.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C.			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action GER course to help students understand the world through the media messages that shape it. Course examines how global citizens consume, interpret, create and share information through media. Emphasizes information literacy concepts. Makes the JPC social science GER a part of JPC major requirements.					
Initiator (faculty only) <u>Paola Banchemo</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date		

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts
Course Title: Media Literacy
Course Number: JPC A204
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: This course examines how we access, analyze, evaluate and create media in a variety of forms. Students will explore how media and technology converge in a global culture. Emphasizes critical thinking skills, self-expression and information literacy.
Course Prerequisites: [ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C.
Registration Restrictions: None
Fees: Yes

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

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Present detailed examples of professional principles and practices of news reporting and writing.
3.	Examine professional uses of terminology and practices of media literacy.
4.	Analyze examples of ethical actions by professional reporters and encourage students to apply these ethical principles to their own work.
5.	Provide numerous reporting and news writing assignments. Review, grade, and provide comments on submitted work in a timely manner.

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

Student Learning Outcomes and Assessment Measures	
1. Describe how media messages are constructed.	Exams, quizzes and written assignments
2. Compare and contrast U.S. media with other systems in their histories, development, commercial viability, licensing structures, ethical values, and political roles.	Exams, quizzes and written assignments
3. Critically analyze media messages.	Exams, quizzes, written assignments and presentations
4. Analyze information for its reliability, validity, authority, timeliness, accuracy, usefulness and point of view or bias.	Exams, quizzes, written assignments and presentations

IV. Course Level Justification

This course is a social science general-education requirement. It is also a required course for students in the B.A. in Journalism and Public Communications. This class builds upon basic writing competencies established in ENGL 111 and either ENGL A211 or ENGL A212, or ENGL A213, or ENGL A214. This gateway course defines media literacy.

V. Topical Course Outline

- A. Who is the author?
 - 1. “Constructedness”
 - 2. Message understanding
 - 3. Rhetorical definitions
 - 4. Power and the media
 - 5. Implicit and explicit
- B. Format
 - 1. Print
 - 2. Video
 - 3. Audio
 - 4. Multimedia
 - 5. Interactive
- C. Audience
 - 1. Appropriate messages
 - 2. Types of audiences
 - 3. Types of news
 - 4. Types of media
- D. Content and motive
 - 1. Media structures
 - 3. Story structures
 - 4. Technology’s influence
- E. Information literacy
 - 1. Valid and reliable sources
 - 2. Information search strategies
 - 3. Importance of sourcing
 - 4. Citation
 - 5. Online issues
 - 6. Fabrication and plagiarism
- F. Development of different media systems
 - 1. First Amendment and U.S. news media
 - 2. U.S. entertainment and other media
 - 3. Global perspectives and media histories
 - 4. Cultural, economic and political influences
- G. Media biases and ethics
 - 1. Biases defined

2. Politics and partisanship
3. Ethical cultures
4. Speeches and meetings
5. Disasters, accidents and tragedies
6. Profiles and features
7. Political media, polls and campaigns

H. Media creation

1. Responsible practices
2. Modern audiences
3. Technology

VI. Suggested Texts

Gladstone, B., Neufeld, J., Jones, R., & Jones, S. (2013). *The influencing machine*. New York, NY: W.W. Norton & Co.

VII. Bibliography

Auletta, K. (2011). *Googled: The end of the world as we know it*. London: Virgin Books.

Barbour, C., Wright, G. (2014) *Keeping the republic: citizenship in America* (7th ed.). Thousand Oaks, CA: CQ Press.

Hoeschmann, M. (2012). *Media literacies: A critical introduction*. Malden, MA: Wiley-Blackwell.

Milhailidis, P. (ed.). (2012). *News literacy*. New York, NY: Peter Lang.

Potter, J.W. (2012). *Media literacy*. (6th ed.). Thousand Oaks, CA: Sage Publications.

Silverblatt, A., Smith, A., Miller, D. (2014). *Media literacy: keys to interpreting media messages*. Westport, CT: Praeger Frederick.



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A212	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Editing in a Multimedia World <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
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			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Principles and practice in editing copy for print, broadcast, Web and mobile, selecting pictures and video, and writing headlines, cutlines, blurbs, teases and promos. Course examines multimedia copy editing concepts and terminology. Strong emphasis placed on ethical decision-making and language usage.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A201 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Reflects modern needs of students pursuing mass communications careers.																	
<div style="display: flex; justify-content: space-between;"><div><div style="width: 45%;">Initiator (faculty only) <u>Paola Banchemo</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date</div></div></div>																	

**UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
COURSE CONTENT GUIDE**

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts, Journalism and Public Communications
Course Title: Editing in a Multimedia World
Course Number: JPC A212
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Principles and practice in editing copy for print, broadcast, Web and mobile, selecting pictures and video, and writing headlines, cutlines, blurbs, teasers and promos. Course examines multimedia copy editing concepts and terminology. Strong emphasis placed on ethical decision-making and language usage.
Course Prerequisites: JPC A201 with minimum grade of C
Fees: Yes

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

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Present detailed examples of the importance of professional principles and practices of multimedia copy editing.
3.	Examine professional uses of terminology and practices of multimedia editing.
4.	Examine how professional principles and practices of multimedia editing can be used to create professional content.
5.	Instill in students an ability to examine effective use of multimedia editing.
6.	Provide examples of ethical action of multimedia copy editing professionals and translate these ethical principles into critical analysis.
7.	Present multimedia copy editors as the last line of defense against libel and ethical breaches.
8.	Present and examine the uses of Associate Press Stylebook for editing in journalism and strategic communications.
9.	Provide numerous multimedia copy editing assignments. Review, grade, and provide comments on submitted work in a timely manner.

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

Student Learning Outcomes and Assessment Measures	
1. Understand professional principles and practices of multimedia copy editing for media professionals.	Class assignments and exams

2. Examine how professional principles and practices of multimedia copy editing can be used to create professional content.	Class assignments and exams
3. Use terminology and practices of multimedia copy editing with special attention to Associated Press style.	Class assignments and exams
4. Use media resources and tools to directly examine and develop professional skills in multimedia copy editing.	Class assignments and final paper/project

IV. Course Level Justification

The class focuses on basic principles and practices of 200-level core courses and emphasizes principles and practices of multimedia copy editing.

V. Topical Course Outline

A. Introduction to editing

1. The editor's role
2. Tier I and Tier II editing

B. Accuracy and fairness

1. Editing and the law
2. Libel
3. Editing crime stories
4. Ethical considerations

C. Grammar and usage

1. Associated Press style and other publication styles
2. Word usage
3. Tightening stories

D. Differences between print and online styles

1. Length
2. Tone
3. Word choice
4. Organization of content

E. Visuals and editing

1. Photo editing basics
2. Graphics
3. Design fundamentals
4. Integrated media packages

F. Consequences

1. Corrections and clarifications
2. Online imperatives in corrections

G. News judgment

1. Taste, tone, style

2. Newsworthiness

- H. Editing in broadcast

1. Time versus space
2. Conversational style

- I. Content management systems

1. Search-engine optimization
2. Digital literacy factors

VI. Suggested Texts

The Associated Press stylebook 2014. New York, N.Y.: The Associated Press.

VII. Bibliography

Brooks, B. (2013). *The art of editing* (10th ed). Boston, MA: Pearson Education.

Campbell, W. (2010). *Getting it wrong*. Oakland, CA.: University of California Press.

Kovach, B. and Rosenstiel, T. (2014). *The elements of journalism* (3rd ed).
New York, N.Y: Three Rivers Press.

Rosen, M. & David L. D. (2002). *Photography and digital imaging*. Kendall Hall.

Strunk, W. and White, E.B. (1999) *The elements of style* (4th ed). Buffalo, N.Y.: Amherst Media.*

*Classic text



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A346	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Magazine Content Creation <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; flex-wrap: wrap;"><div style="width: 50%;"><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input type="checkbox"/> Other (please specify)</div><div style="width: 50%;"><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: fall/2015 To: 9/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
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13b. Coordination Email Date: <u>1/22/2015</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>1/22/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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)														
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17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action																	
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><div>Initiator (faculty only) <u>Paola Banchero</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date</div></div><div style="width: 45%;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date</div></div></div>																	



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A382	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Digital Audio Production <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
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			11. Implementation Date semester/year From: fall/2015 To: 09/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. B.A., Journalism and Public Communications</td> <td>9/15/2014</td> <td>Associate Professor and Chair Paola Banchemo</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. B.A., Journalism and Public Communications	9/15/2014	Associate Professor and Chair Paola Banchemo	2.			3.		
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15. Course Description (<i>suggested length 20 to 50 words</i>) Emphasis on professional principles and practices of digital audio production including signal processing, multi-track mixing, layering, synchronization and editing. Students produce digital audio programs for various markets..																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A204 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update course content as part of periodic review.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) <u>Paola Banchemo</u> Date _____ Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____ </div> </div> </div>																	

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES

I. Date Initiated: January 23, 2015

II. Course Information:

College: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts, Journalism and Public Communications
Course Title: Digital Audio Production
Course Number: JPC A382
Credits: 3.0
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Emphasis on professional principles and practices of digital audio production including signal processing, multi-track mixing, layering, synchronization and editing. Students produce digital audio programs for various markets.
Course Prerequisites: JPC A204 with minimum grade of C
Fees: Yes

III. Instruction Goals and Student Learning Outcomes, Assessment Method

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Provide students detailed examples of professional principles and practices of digital audio production.
3.	Direct and guide students in applying audio production techniques to a variety of projects.
4.	Provide mentorship and editorial oversight to individual student and/or student teams as they design, plan, investigate, produce and disseminate audio production projects.
5.	Instill in students an ability to examine effective use of audio production in professional settings.
6.	Provide examples of ethical action and copyright regulation of audio production and translate these ethical principles into critical analysis.
7.	Provide numerous audio production assignments. Review, grade, and provide comments on submitted work in a timely manner.

B.

Student Learning Outcomes and Assessment Measures

1. Apply theory and practice of audio recording and production.	Scriptwriting and production of news and feature assignments
2. Exhibit skills needed to record, edit and produce professional audio in a variety of environments.	Conceptualizing, writing, recording of specific audio assignments, live and taped
3. Effectively critique and edit audio production.	Class critiques and collaborative recording projects.
4. Master production of professional feature and documentary audio content suitable for broadcast.	Final portfolio and final audio recording project.

IV. Course Level Justification

Builds upon basic principles and practices of 200-level core courses and emphasizes principles and practices of digital audio production. Builds upon basic concepts and techniques and requires 200-level prerequisites.

V. Topical Course Outline

Principles of audio production

- A. About sound
- B. The educated ear
- C. Physics and psychophysics of sound
- D. Acoustics
- E. Equipment
 - 1. Analog recording
 - 2. Digital recording
 - 3. Signal processing
- F. Production
- G. Synchronization
- H. Studio production
- I. Field recording
- J. Music Production
- K. Postproduction
 - 1. Multi-track recording
 - 2. Editing/mixing
- L. Program issues
 - 1. Broadcast
 - 2. Radio
 - 3. Television
 - 4. CD-ROM
 - 5. Multimedia

VI. Suggested Text:

None.

VII. Bibliography and Resources

- Alten, S. (2012). *Recording and producing audio for media*. Boston, MA: Course Technology.
- Emile, M. (2002). *The desktop studio: A guide to computer-based audio production* (1st ed.). Milwaukee, WI: Hal Leonard.
- Fisher, J. (2012). *Soundtrack success: A digital storyteller's guide to audio post-production*. Independence, KY: Cengage Learning.
- Geoghegan, M., Klass, D. (2007). *Podcast solutions the complete guide to audio and video podcasting* (2nd ed.). Berkeley, CA.: Friends of Ed.
- Huber, D. (1987). *Audio production techniques for video* (1st ed.). Indianapolis, Ind.: H.W. Sams.
- Kern, J. (2008). *Sound reporting: The NPR guide to audio journalism and production*. Chicago: University of Chicago Press.
- Savage, S. (2011). *The art of digital audio recording: A practical guide for home and studio*. New York, N.Y.: Oxford University Press.



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A443	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Public Service Reporting <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Applies advanced professional and ethical practices of newsgathering, reporting, producing and dissemination. Special attention is paid to the most current multimedia innovations that provide resources and tools for public service investigative journalism.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A201 and JPC A203			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update curriculum to streamline offerings and to bring course up to current standards in the field.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="text-align: right;">Date</div><div>Initiator (faculty only) <u>Paola Banchero</u> Initiator (TYPE NAME)</div><div style="text-align: right;">Date</div><div>Department Chair</div><div style="text-align: right;">Date</div><div>College/School Curriculum Committee Chair</div><div style="text-align: right;">Date</div></div><div><div style="text-align: right;">Date</div><div>Dean/Director of School/College</div><div style="text-align: right;">Date</div><div>Undergraduate/Graduate Academic Board Chair</div><div style="text-align: right;">Date</div><div>Provost or Designee</div><div style="text-align: right;">Date</div></div></div>																	

**UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
COURSE CONTENT GUIDE**

I. Date Initiated January 15, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts, Journalism and Public Communications
Course Title: Public Service Reporting
Course Number: JPC A443
Credits: 3
Contact Hours: 3 +0 hours
Grading Basis: A-F
Course Description: Applies advanced professional and ethical practices of newsgathering, reporting, producing and dissemination. Special attention is paid to the most current multimedia innovations that provide resources and tools for public service investigative journalism.
Course Prerequisites: JPC A201 and JPC A203
Fees: Yes

III. Instructional Goals, Student Learning Outcomes, Assessment Method

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Guide students to available resources for independent, public service reporting at local, national and international level.
3.	Direct and guide students in applying journalistic methods and ethical principles to small and large-scale investigative public service projects.
4.	Provide mentorship and editorial oversight to individual student and/or student teams as they conceptualize, research, report, produce and disseminate investigative public service projects.
5.	Instill in students an ability to examine effective use of visual communications in a communications marketplace.
6.	Provide examples of ethical action of visual communications professionals and translate these ethical principles into critical analysis.
7.	Provide numerous visual communications assignments. Review, grade, and provide comments on submitted work in a timely manner.

B.

Student Learning Outcomes and Assessment Measures	
1. Conceptualize and research journalistic projects on a topic of value to the public at the local, national and/or international level.	Short and long term project proposals
2. Effectively apply the most current, best practices of newsgathering, reporting and	Short and long term projects

production to multimedia projects.	
3. Demonstrate the ability and confidence to review, critique and revise multimedia projects.	Final project
4. Apply professional ethical principles to advanced newsgathering, reporting, production and dissemination.	Final project

IV. Guidelines for Evaluation

Students will be evaluated on investigative public service projects for student and professional media outlets.

V. Topical Course Outline

- A. Introduction to public service reporting
 1. Definitions
 2. Examples
- B. Introduction to investigative reporting techniques
 1. Advanced interviewing
 2. Document collection and analysis
 3. Data journalism
- C. Introduction to community information initiatives and resources
 1. Library
 2. Archives
 3. Resources
- D. Generation of investigative reporting projects
 1. Ideas
 2. Selling ideas
- E. Financial resources for reporting projects
 1. Grants
 2. Freelance
 3. Other
- F. Advanced multimedia techniques
 1. Reporting
 2. Production
 3. Dissemination
- G. Research, development, evolution and critique of reporting projects
- H. Ethics and social responsibility
- I. Final individual/team project pitch
 1. Developing the pitch

2. Production
3. Editing

J. Dissemination of final project and follow-up

VI. Texts

Houston, Brant (2008). *Investigative reporter's handbook: A guide to documents, databases, and techniques*. Investigative Reporters and Editors (IRE).

VII. Bibliography

Clark, Roy Peter and Campbell, Cole. (2005). *The values and craft of American journalism*. St. Petersburg, FL: Poynter Institute.

Cullier, David. (2010). *The art of access: strategies for acquiring public records*. Thousand Oaks, CA: CQ Press.

Harris, Roy, (2008) *Pulitzer's gold: behind the prize for public service journalism*, Columbia, MO.: University of Missouri Press.

Reynolds, Nedra and Davis, Elizabeth. (2013). *Portfolio keeping: A guide for students*. New York, NY: Bedford/St. Martin's.

Shapiro, Bruce. (2003). *Shaking the foundations: 200 years of investigative journalism in America*. New York, NY: Nation Books.

VIII. Internet Sources

Investigative Reporters and Editors
ire.org

News21
news21.com

The Center for Public Integrity
www.publicintegrity.org

ProPublica
www.propublica.org

The Center for Responsive Politics
www.opensecrets.org

Document Cloud
document.cloud.org

The Fund for Investigative Journalism
ww.fij.org

The Sunlight Foundation

www.sunlightfoundation.com

The New England Center for Investigative Journalism
www.necir.org

Spot.US
www.Spot.Us

Reporters Desktop
reporter.org

The Pulitzer Prizes
www.pulitzer.org

Poynter Institute
www.poynter.org

News University
www.newsu.org



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 Journalism and Communication	
2. Course Prefix JPC	3. Course Number A444	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Specialty Reporting					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one # of Repeats Max Credits		
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Evaluates specialty reporting such as sports, environmental, medical and health business, or transportation reporting. Applies ethical principles and advanced professional principles and practices of reporting to special topics. Students report for print, radio, television, or Web.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) JPC A204			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Another course --JPC A443--Enterprise Reporting, has been revised and expanded, and duplicates this course.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>					



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A445	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Magazines <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: fall/2015 To: 9/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. B.A., Journalism and Public Communications</td> <td>9/15/2014</td> <td>Paola Banchemo, chair</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. B.A., Journalism and Public Communications	9/15/2014	Paola Banchemo, chair	2.			3.		
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13b. Coordination Email Date: <u>1/22/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/22/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Magazine production from concept to writing articles and other content to editing to photography, design and layout and distribution. Class will produce a general interest color magazine.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A201 and [JPC A211 or JPC A212 or JPC A213] with a minimum grade of C.			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Updates course to reflect material added as we are eliminating Magazine Content Creation (formerly Magazine Writing).																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Paola Banchemo</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

**UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
COURSE CONTENT GUIDE**

I. Date Initiated March 23, 2015

II. Course Information:

College: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts, Journalism and Public Communications
Course Title: Magazines
Course Number: JPC A445
Credits: 3
Contact Hours: 3 + 0
Grading Basis: A-F
Course Description: Magazine production from concept to writing articles and other content to editing to photography, design and layout and distribution. Class will produce a general interest color magazine.
Course Prerequisites: JPC A201 and [JPC A211 or JPC A212 or JPC A213] with a minimum grade of C
Fees: Yes

III. Instruction Goals and Student Learning Outcomes

A. Instructional Goals	
The instructor will:	
1. Explain the principles and practices of contemporary magazine writing, editing and production in a general interest magazine.	
2. Provide significant hands-on exposure to magazine writing, editing and production including issue planning, writing, editing, layout, photojournalism, Internet presence, production, advertising sales, and distribution.	
3. Explain and translate ethical principles of contemporary magazine writing, editing and production to production of class magazine.	
4. Guide students in the management of a group-based reporting, editing and production project.	

B. Student Learning Outcomes	
Students will be able to:	Assessment methods
1. Apply tools, technologies and theories appropriate for the production of a general interest magazine.	Written drafts, magazine production project
2. Evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.	Written drafts, peer critiques, magazine production project

3. Demonstrate professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.	Magazine production project
4. Apply concepts and theories in the use and presentation of images and information in a magazine context.	Peer critiques, magazine production project

IV. Course Level Justification

Builds upon basic principles and practices of 200-level core courses.

V. Topical Course Outline

- A. History of JPC magazine
- B. Purpose and audience of magazine
- C. Print and online product
- D. Feature writing basics
- E. Story selection and editorial process
 - 1. Story ladder
 - 2. Table of contents
- F. Content creation
 - 1. Feature writing
 - 2. Alternative story forms
- G. Copy flow
 - 1. Macro editing
 - 2. Micro editing
- H. Advertising and selling
- I. Type and typographic imaging
- J. Copy and art preparation
- K. Imaging
- L. Design and layout
 - 1. Working with a printer
 - 2. File preparation
- M. Production processes
 - 1. Offset printing
 - 2. Digital printing
- N. Distribution

VI. Suggested Text

Johnson, S. and Prijatel, P. (2012). *The magazine from cover to cover*. (3rd). New York, N.Y.: Oxford University Press.

VII. Bibliography

Leslie, J. (2013). *The modern magazine: visual journalism in the digital era*. London: Laurence King Publishing.

Lupton, E. (2010). *Thinking with type*. (2nd). New York, N.Y.: Princeton Architectural Press.

Morrish, J. (2011). *Magazine editing: in print and online*. (3rd ed.). London: Routledge.

Rothstein, J. (2007) *Designing magazines*. New York, N.Y.: Allworth Press.

Whittaker, J. (2008). *Magazine production*. London: Routledge.

VIII. Internet Sources

<http://www.foliomag.com/magazines/>

<http://www.nytimes.com/pages/magazine/index.html>

<http://www.theatlantic.com/>

http://www.vice.com/en_us



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A465	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Strategic Communications Campaigns Strategic Comm Campaigns <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
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15. Course Description (<i>suggested length 20 to 50 words</i>) Applies advanced professional strategic communications practices to a weeks-long campaign, from the planning to the execution to the evaluation stages. Applies the ethical use of traditional media, social media, and other public engagement forms in influencing audiences.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A204 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Regular curriculum revision required updated course description. Course used to be part I of a two-part sequence. Second course to be deleted.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Paola Banchemo</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

COURSE CONTENT GUIDE

UNIVERSITY OF ALASKA ANCHORAGE

I. Date Initiated March 15, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts, JPC
Course Title: Strategic Communications Campaigns
Course Number: JPC A465
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Applies advanced professional strategic communications practices to a weeks-long campaign, from the planning to the execution to the evaluation stages. Applies the ethical use of traditional media, social media, and other public engagement forms in influencing audiences.
Course Prerequisites: JPC A204 with minimum grade of C
Registration Restrictions: None
Fees: Yes

III. Instructional Goals, Student Learning Outcomes, Assessment Method

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include department attendance and grading policies.
2.	Guide students to examples of professional principles and practices in the development of strategic campaigns.
3.	Evaluate common methods of interacting with the public during campaigns, including traditional media and social media.
4.	Evaluate how professional principles and the four-step public relations process during campaigns can significantly alter public perception and behavior.
5.	Provide significant hands-on exposure to traditional media and social media usage during a campaign.
6.	Provide assignments that measure students' abilities to alter public perception and behavior during a campaign.
7.	Evaluate examples of ethical behavior and illustrate the delusory effect of deceptive communications.
8.	Encourage a passion for ethical campaigns as a method of influencing society's attitudes and behavior.

B.

Student Learning Outcomes and Assessment Measures	
1. Apply the four-step public relations process to influence public perception and/or behavior.	Campaign proposal, plan and execution
2. Measure the extent of public engagement with an idea, product and/or service.	Campaign proposal, plan and execution
3. Research and write plans to use traditional media, social media, and other forms of public engagement to influence public perception of ideas, products and/or services.	Campaign proposal and plan
4. Implement plans designed to influence public perception.	Campaign proposal, plan and execution
5. Recognize and apply ethical standards to achieve public change.	Campaign proposal, plan and execution

IV. Course Level Justification

This is an advanced strategic communications course in which students demonstrate the ability to work professionally. The course emphasizes critical thinking, problem solving, and advanced communication skills.

V. Topical Course Outline**A. Context**

1. History of public relations
2. The four-step public relations process

B. Measuring public perception

1. Informal instruments
2. Formal instruments

C. Planning

1. Developing strategic communications goals
2. Measurements to create communications strategies
3. Creating tactics that modify behavior or influence opinion

D. Implementing communication tactics

1. Pros and cons of various media platforms
2. Deciding which platforms are best

E. Evaluating success of plan

1. Benchmarks
2. Client expectations
3. Other

F. Presenting communications campaign results

1. Planning after the evaluation
2. Research, development, evolution and critique of campaign projects

H. Ethics and social responsibility of professional strategic communicator

VI. Suggested Text

Scott, D. (2011). *The new rules of marketing and public relations*, (3rd ed). Hoboken, N.J.: John Wiley & Sons Publishing.

VII. Bibliography

Bonk, K., Tynes, E. Griggs, H. Sparks, P. (2008). *Strategic communications for nonprofits*. San Francisco, CA: Jossey-Bass.

Davis, J. (2013). *The rise and spread of advertising, public relations, marketing and branding*. Thousand Oaks, CA: Polity Press.

Giannini, G. (2009). *A marketer's approach public relations and social media*. Upper Saddle River, N.J.: Prentice Hall.

McKee, K.B. Lamb, L. (2009). *Applied public relations: cases in shareholder management*. New York, N.Y. Routledge Press.

Percy, L. (2011). *Strategic integrated marketing communications*. New York, N.Y. Routledge Press.



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A466	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Strategic Communications Campaigns II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: fall/2015 To: 9/9999														
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) Evaluates strategic communications campaigns. Part II of a two-semester sequence. Applies ethical principles and research methods, planning and production of campaign materials, working with client, production houses, and "pitch" presentations. Students develop and present a strategic communications campaign for business or nonprofit organization.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) JPC A465			16b. Co-requisite(s) (concurrent enrollment required)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)														
17. <input checked="" type="checkbox"/> Mark if course has fees Regular JPC fees.			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Part II of two-semester sequence is not needed in a streamlined curriculum.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>PB</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____ </div> </div>																	



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

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2. Course Prefix JPC	3. Course Number A484	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Digital Film Production I <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
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3.																	
Initiator Name (typed): <u>PB</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: _____ <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: _____														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Evaluates history and development of film production. Applies ethical principles and professional principles and practices of digital film production including preproduction, production, and postproduction. Part I of a two-semester sequence.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A213 or JPC A382 or JPC A383 or JPC A385 or JPC A482 or THR A121 or THR A131 or ART A225 or CWLA A382.			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Reflects way in which film production is taught in our unit.																	
<div style="display: flex; justify-content: space-between;"><div><div style="width: 45%;">Initiator (faculty only) <u>Paola Banchemo</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date</div></div></div>																	

**UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
COURSE CONTENT GUIDE**

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts
Course Title: Digital Film Production I
Course Number: JPC A484
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Evaluates history and development of film production. Applies ethical principles and professional principles and practices of digital film production including preproduction, production, and postproduction. Part I of a two-semester sequence.
Course Prerequisites: JPC A213 or JPC A382 or JPC A383 or JPC A385 or JPC A482 or THR A121 or THR A131 or ART A225 or CWLA A382.
Registration Restrictions: None.
Fees: Yes

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

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include the department's attendance and grading policies.
2.	Critique and recommend detailed examples of professional principles and practices, and of the history and development, of documentary and scripted film.
3.	Summarize and recommend professional terminology and concepts of digital film production.
4.	Summarize and recommend applications of professional principles and practices of digital filmmaking to the creation of professional content.
5.	Provide significant hands-on exposure to digital film production technology for students to directly evaluate digital film form and to master skills in digital filmmaking.
6.	Provide assignments in which students appraise the attributes of digital filmmaking.
7.	Provide a structured opportunity, through digital film production, for students to master digital film preproduction, production, and postproduction.
8.	Summarize and critique examples of ethical action of filmmakers and encourage students to apply these ethical principles to their own work.
9.	Encourage students to judge professional standards of documentary and scripted film.

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

Student Learning Outcomes and Assessment Measures		
1.	Apply understanding of professional principles, practices and terminology of digital filmmaking to organize and plan for a digital film project, including budget, schedule, and logistics (preproduction).	Preproduction documents
2.	Apply understanding of professional principles, practices and terminology of digital filmmaking to produce a digital film project, including picture and sound recording and logging (production).	Production documents and products
3.	Apply understanding of professional principles, practices and terminology of digital filmmaking to analyze and synthesize recordings into a digital film project, including picture and sound editing and effects (postproduction).	Postproduction documents and products and final film

IV. Course Activities

Studio course. Demonstration and lectures by instructor, computer mediated technical exercises and assignments. Readings as assigned, class discussions, projects.

V. Course Level Justification

This is an advanced production course that builds on 300- and 400-level elective courses, and emphasizes principles and practices of digital film production. This course emphasizes critical thinking, problem solving, and advanced picture and sound production skills.

VI. Topical Course Outline

A. Context

1. History of documentary and scripted film
2. Contemporary documentary and scripted film
3. Intellectual property for film production

B. Preproduction

1. Script selection and revision
2. Script breakdown
3. Production crew selection
4. Budget, schedule, and logistics
5. Location scouting

C. Production

1. Camera
2. Sound
3. Lighting
4. Talent
5. Recordkeeping

D. Postproduction

1. Picture editing
2. Sound editing

3. Color correction
4. Effects
5. Titles and graphics

E. Distribution

1. Mastering
2. Internet
3. Film festivals
4. Deals, contracts, and compensation

VII. Suggested Texts

Braverman, Barry. 2013. *Video shooter: mastering storytelling techniques*. 3rd ed. Burlington, MA: Focal Press.

Stump, David, ASC. 2014. *Digital Cinematography: fundamentals, tools, techniques, and workflows*. Burlington, MA: Focal Press.

VIII. Bibliography and Resources

Hullfish, Steve, and Jaime Fowler. 2009. *Color correction for video: using desktop tools to perfect your image*. 2nd ed. Amsterdam: Elsevier/Focal Press.

Jackman, John. 2010. *Lighting for digital video and television*. 3rd ed. Burlington, MA: Focal Press.

Murch, Walter. 2001. *In the blink of an eye: a perspective on film editing*. 2nd ed. Los Angeles: Silman-James Press.

Rose, Jay. 2014. *Producing great sound for film and video*. 4th ed. Burlington, MA: Focal Press.

Rose, Jay. 2009. *Audio postproduction for film and video*. 2nd ed. Burlington, MA: Oxford/Focal Press.

Uva, Michael. 2010. *The grip book*. 4th ed. Burlington, MA: Focal Press.

Bouzereau, Laurent. 1999. *The making of "Silverado"*. Columbia TriStar Home Entertainment.

Kenneally, Chris, Justin Szlasa, Keanu Reeves, Danny Boyle, James Cameron, David Fincher, George Lucas, et al. 2013. *Side by side*. [New York]: Tribeca Film.

Raymond, Alan, and Susan Raymond. 1977. *The police tapes*. [New York]: WNET.

Samuels, Stuart, and Todd McCarthy. 2000. *Visions of light: the art of cinematography*. [Beverly Hills, Calif.]: Twentieth Century Fox Home Entertainment.

Wiseman, Frederick. 1967. *Titicut follies*. Cambridge, MA: Zipporah Films.



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 Journalism and Communication													
2. Course Prefix JPC	3. Course Number A486	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Digital Film Production II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: fall/2015 To: 9/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. B.A., Journalism and Public Communications</td><td>1/1/15</td><td>Paola Banchemo, associate professor and chair</td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. B.A., Journalism and Public Communications	1/1/15	Paola Banchemo, associate professor and chair	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. B.A., Journalism and Public Communications	1/1/15	Paola Banchemo, associate professor and chair															
2.																	
3.																	
Initiator Name (typed): <u>Paola Banchemo</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>1/22/15</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>1/22/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Applies ethical principles and professional principles and practices of digital film production including preproduction, production, and postproduction, emphasizing revision, expansion, and completion of work begun in JPC A484. Part II of a two-semester sequence.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A484 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Streamlines film production curriculum by making one two-semester sequence rather than two two-semester sequences.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="text-align: right;">Date</div><div>Initiator (faculty only) <u>Paola Banchemo</u> Initiator (TYPE NAME)</div><div style="text-align: right;">Date</div><div>Department Chair</div><div style="text-align: right;">Date</div><div>College/School Curriculum Committee Chair</div><div style="text-align: right;">Date</div></div><div><div style="text-align: right;">Date</div><div>Dean/Director of School/College</div><div style="text-align: right;">Date</div><div>Undergraduate/Graduate Academic Board Chair</div><div style="text-align: right;">Date</div><div>Provost or Designee</div><div style="text-align: right;">Date</div></div></div>																	

**UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
COURSE CONTENT GUIDE**

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts, Journalism and Public Communications
Course Title: Digital Film Production II
Course Number: JPC A486
Credits: 3
Contact Hours: 3 + 0 hours
Grading Basis: A-F
Course Description: Applies ethical principles and professional principles and practices of digital film production including preproduction, production, and postproduction, emphasizing revision, expansion, and completion of work begun in JPC A484. Part II of a two-semester sequence.
Course Prerequisites: JPC A484 with a minimum grade of C
Registration Restrictions: None.
Fees: Yes

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

A. The instructor will:

1.	Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include the department's attendance and grading policies.
2.	Critique and recommend detailed examples of professional principles and practices, and of the history and development, of documentary and scripted film.
3.	Summarize and recommend professional terminology and concepts of digital film production.
4.	Summarize and recommend applications of professional principles and practices of digital filmmaking to the creation of professional content.
5.	Provide significant hands-on exposure to digital film production technology for students to directly evaluate digital film form and to master skills in digital filmmaking.
6.	Provide assignments in which students appraise the attributes of digital filmmaking.
7.	Provide a structured opportunity, through digital film production, for students to master digital film preproduction, production, and postproduction.
8.	Summarize and critique examples of ethical action of filmmakers and encourage students to apply these ethical principles to their own work.
9.	Encourage students to judge professional standards of documentary and scripted film.

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

Student Learning Outcomes and Assessment Measures		
1.	Apply understanding of professional principles, practices and terminology of digital filmmaking to evaluate funding, compensation, and contractual options for a digital film project.	Preproduction documents
2.	Apply understanding of professional principles, practices and terminology of digital filmmaking to create master and distribution copies of a digital film project.	Final film
3.	Apply understanding of professional principles, practices and terminology of digital filmmaking to appraise and select options for distribution of a digital film project.	Distribution documents

IV. Course Activities

Studio course. Demonstration and lectures by instructor, computer mediated technical exercises and assignments. Readings as assigned, class discussions, projects.

V. Course Level Justification

This is an advanced production course that builds on 400-level elective courses, and emphasizes principles and practices of digital film production.

VI. Topical Course Outline

- A. Preproduction
 - 1. Contemporary documentary and scripted film
 - 2. Intellectual property for film production
 - 3. Budget, and production funding sources
- B. Production
 - 1. Camera
 - 2. Sound
 - 3. Lighting
 - 4. Talent
 - 5. Recordkeeping
- C. Postproduction
 - 1. Picture editing
 - 2. Sound editing
 - 3. Color correction
 - 4. Effects
 - 5. Titles and graphics
 - 6. Postproduction funding
- D. Distribution
 - 1. Deals, contracts, credits, and compensation
 - 2. Internet
 - 3. Film festivals
 - 4. Cable and broadcast
 - 5. Direct sales

6. Formats and mastering

VII. Suggested Text:

Braverman, Barry. 2013. *Video shooter: mastering storytelling techniques*. 3rd ed. Burlington, MA: Focal Press.

VIII. Bibliography and Resources

Honthaner, Eve Light. 2012. *The complete film production handbook*. 4th ed. New York: Focal Press.

Hullfish, Steve, and Jaime Fowler. 2009. *Color correction for video: using desktop tools to perfect your image*. 2nd ed. Amsterdam: Elsevier/Focal Press.

Lyons, Suzanne. 2012. *Indie film producing: the craft of low budget filmmaking*. Waltham, MA: Focal Press.

Murch, Walter. 2001. *In the blink of an eye: a perspective on film editing*. 2nd ed. Los Angeles: Silman-James Press.

Rose, Jay. 2008. *Producing great sound for film and video*. 3rd ed. Amsterdam: Elsevier/Focal Press.

Rose, Jay. 2009. *Audio postproduction for film and video*. 2nd ed. Burlington, MA: Oxford/Focal Press.

Kenneally, Chris, Justin Szlasa, Keanu Reeves, Danny Boyle, James Cameron, David Fincher, George Lucas, et al. 2013. *Side by side*. [New York]: Tribeca Film.

Samuels, Stuart, and Todd McCarthy. 2000. *Visions of light: the art of cinematography*. [Beverly Hills, Calif.]: Twentieth Century Fox Home Entertainment.



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 Journalism and Communication	
2. Course Prefix JPC	3. Course Number A492	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title JPC Capstone Seminar <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex;"> <input type="checkbox"/> Class <input type="checkbox"/> Level </div> <div style="display: flex;"> <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: fall/2015 To: 09/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. B.A., Journalism and Public Communications		1/15/2014		Associate Professor and Chair Paola Banchero	
2.					
3.					
Initiator Name (typed): <u>Paola Banchero</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/22/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/22/2015</u>		
14. General Education Requirement <i>Mark appropriate box:</i>			<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone		
15. Course Description (<i>suggested length 20 to 50 words</i>) Recaps and expands on material in other Journalism and Public Communications major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, ethical practice, project management, and the synthesis of theory and practice.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) JPC A204 with a minimum grade of C and [STAT A252 or MATH A121 or MATH A151]			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Completion of all GER Tier I (basic college level skills) courses and junior or senior standing.		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Change senior seminar into an integrative capstone course more in line with the needs of our professionally oriented students, a recommendation of our external accrediting agency.					

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

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES**

I. Date Initiated April 14, 2015

II. Course Information

College/School: College of Arts and Sciences
Department: Journalism and Communication
Program: Bachelor of Arts
Course Title: JPC Capstone Seminar
Course Number: JPC A492
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Course Description: Recaps and expands on material in other Journalism and Public Communications major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, ethical practice, project management, and the synthesis of theory and practice.
Course Prerequisites: JPC A204 with a minimum grade of C and [STAT A252 or MATH A121 or MATH A151]
Registration Restrictions: Completion of all GER Tier I (basic college level skills) courses and junior or senior standing.
Fees: Yes

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

A. The instructor will:

1.	Present a range of strategies for organizing and completing a large-scale project and evaluating outcomes of that project.
2.	Review theories and practices common in modern journalism and public communications.
3.	Direct and guide students in integrating and applying journalism and public communications and interdisciplinary knowledge to a large-scale project.
4.	Identify and consider for students the role of historical events, technological innovation and research literature on journalism and public communications.
5.	Provide mentorship to students as they conduct final projects.

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

Student Learning Outcomes and Assessment Measures	
1. Select appropriate research, reporting, and presentation strategies for project.	Project proposal
2. Effectively communicate in detail the nature of the issue or subject that is to be the focus of the project.	Final project and presentation
3. Demonstrate the disciplinary confidence and command to be able to carry out an appropriate senior-level research and writing or creative project.	Final project and presentation
4. Apply professional ethical principles, and	Final project and presentation

practices and a well-developed regard for the range of human diversity in relation to mass communications.	
5. Demonstrate achievement of GER skills including the ability to integrate knowledge and ideas from multiple disciplines, critical thinking, information literacy, and written and oral communication.	Final project.

IV. Course Level Justification

This course requires synthesis of skills and theories covered in general-education courses, JPC core and upper-division courses.

V. Capstone Justification

A major goal of this course is the integration of Tier I and Tier II GER courses, with regard to knowledge integration, effective communication, critical thinking, information literacy, and quantitative skills.

Knowledge Integration: Course activities integrate knowledge gained in GER courses, including critical thinking and information literacy.

Effective Communication: Course activities focus on effective communication through written assignments, small group discussions, and final project.

Critical Thinking: Course activities emphasize the synthesis of theory and practice in the shaping of modern journalism and public communications.

Information Literacy: The projects produced in this course require mastery of a full range of information gathering skills.

Quantitative Skills: The projects produced in this course require understanding and application of empirical research appropriate to the discipline. Scholarly or professional research projects, communications campaigns or creative projects should reflect these skills.

VI. Topical Course Outline

A. Types of projects

1. Scholarly research paper
2. Professional project for community partner or client
3. Professional research project dealing with an industry issue, problem or situation
4. Creative project

B. Proposal and portfolio

1. Initial proposal
2. Elevator pitch to faculty and class
3. Capstone portfolio
3. Critical review of project

C. Integrating theory and practice

1. Becoming a more reflective communicator and media consumer
2. Addressing a communication question, problem and/or issue effectively

D. Reviewing Methodologies

1. Quantitative methods
2. Qualitative methods
3. Mixed methods

4. Interdisciplinary and multidisciplinary methods
- E. Journalism and Public Communications and the workplace
 1. Professional expectations
 2. Ethics, social responsibility and standards
 3. Entry-level positions
- F. Entrepreneurship in Journalism and Public Communications
 1. Self-branding
 2. Innovation and the marketplace
- G. Post-graduate study
 1. Which area of the discipline and why
 2. Which school and why?
 3. Teaching and research assistantships
 4. Application process

VII. Suggested Texts

None

VIII. Bibliography

Berger, A.A. (2014) *Media and communication research methods*. Third Edition. SAGE Publications.

Clark, R.P. and Campbell, C. (2005). *The values and craft of American journalism*. St. Petersburg, FL: Poynter Institute.

Ettema, J. and Glasser, T. *Custodians of conscience: investigative journalism and public virtue*. New York, NY: Columbia University Press. 1998.*

Kovach, B. and Rosenstiel, T. (2014). *The elements of journalism: what newspeople should know and the public should expect* (3rd. ed). New York, NY: Three Rivers Press.

Reynolds, N. and Davis, E. (2013). *Portfolio keeping: A guide for students*. (3rd ed.). New York, NY: Bedford/St. Martin's.

Starr, D.P. and Dunsford, D.W. (2014). *Working the story*. Lanham, MD: Rowman.

*Classic text

January 29, 2015

To: Francisco Miranda, Chair, Undergraduate Academic Board

From: Paola Banchemo, Chair, Journalism and Communication

Re: Changes to Bachelor of Arts in Journalism and Public Communications

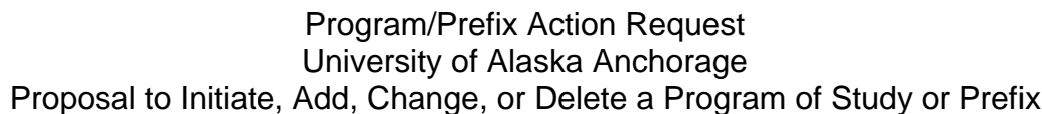
The Department of Journalism and Communication is updating curriculum in the Bachelor of Arts in Journalism and Public Communications as part of regular curriculum review and as part of a change to the major.

The Bachelor of Arts program is seeking to change its senior seminar into an integrative capstone course more in line with the needs of our professionally oriented students, a recommendation of our external accrediting agency.

The program is also reducing its concentrations from four to two: Journalism and Digital Media and Strategic Communications. In addition, students will be asked to complete 72 credits outside the major rather than the previous 81 credits. The other major change is that the total number of credits needed to graduate will be lowered from 126 to 120.

This process requires us to delete a few classes, and we are also revising our social science GER, which has not been a part of our major requirements for nearly 10 years. It will be again.

If you have any questions about these proposed changes, please contact me at your convenience.

210



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 Journalism and Communication
2. Complete Program Title/Prefix Journalism and Public Communications/JPC	
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No	
4. Type of Action: PROGRAM PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate	
5. Implementation Date (semester/year) From: fall/2015 To: 9/9999	
6a. Coordination with Affected Units Department, School, or College: College of Arts and Sciences Initiator Name (typed): <u>PB</u> Initiator Signed Initials: _____ Date: _____	
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: <u>1/22/2015</u>	
6c. Coordination with Library Liaison Date: <u>1/22/2015</u>	
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * </div> <p style="text-align: center; font-size: small;">*Copy the text directly from the program website of the online catalog and paste into a Word document.</p>	
8. Justification for Action Streamlines curriculum, reducing concentrations from four to two. Adds an integrative capstone suggested by external accrediting body. Changes JPC GER and makes it part of major requirements.	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) <u>PB</u> Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Provost or Designee Date _____ </div> </div>	

Admission Requirements

- Satisfy the [Application and Admission Requirements for Baccalaureate Degrees](#).
- Submit a Declared Major form for department approval. Students are accepted into a BA in JPC with two concentrations: ~~in Journalism and Digital Media and~~ Strategic Communications, ~~Telecommunications and Film, or Integrated Media.~~

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
Complete the [College of Arts and Sciences Requirements](#). Note that 72 credits must be outside the major and 42 credits must be 300- and 400-level courses.
- ~~Note that 81 credits must be outside the major; 66 of those credits must be in the liberal arts as approved by JPC faculty (liberal arts courses are normally found in the College of Arts and Sciences); and 42 credits must be 300- and 400-level courses.~~
- Complete the Major Requirements below.

Major Requirements

Core Courses *

JPC A201	Reporting and Writing News	3
JPC A202	First Amendment and Media Ethics	3
JPC A203	Writing and Producing for Electronic Media	3
JPC A204	Information Gathering Media Literacy	3

Electives

Select one of the following JPC 200-level courses: 3

JPC A211	Visual Literacy
JPC A212	Copy -Editing in a Multimedia World
JPC A213	Digital Imaging

Select one of the following JPC 300-level courses: 3

JPC A312	History of Alaska Media
JPC A313	Movies and the First Amendment
JPC A314	Documentary Filmmakers and Filmmaking

Select one of the following JPC 400-level courses: 3

JPC A404	Global Media and Communications Systems
JPC/JUST A413	Communications Law
Integrative Capstone	Research Course

JPC A403	Communications and Media Research	3
JPC A492	JPC Capstone Seminar	
Concentration Area		
Complete one of the following two concentrations: Journalism <u>and Digital Media</u> or; Strategic Communications, Telecommunications and Film, or Integrated Media Communications by taking seven (7) courses, six (6) of which must be in one concentration for a total of 21 upper-division credits from the list of courses below. (one course may be taken in any concentration area)		
	<i>JPC A201 and JPC A204 should be taken in the same semester, followed by JPC A202 and JPC A203 the next semester. JPC A204 is the prerequisite for most 300- and 400-level courses.</i>	21
	Journalism <u>and Digital Media</u> Concentration	24 18
JPC A342	Photojournalism	
JPC A343	Radio News Reporting	
JPC A344	Television News Reporting	
JPC A345	Web Design	
JPC A346	Magazine Content Creation	
JPC A442	Multimedia Journalism	
JPC A443	Enterprise Public Service Reporting	
JPC A444	Specialty Reporting	
JPC A445	Magazines Editing and Production I	
JPC A382	Digital Audio Production	
JPC A383	TV Studio Production	
JPC A384	Digital Video Production	
JPC A385	Scriptwriting for Film and Television	
JPC A482	TV Post-Production	
JPC A483	Broadcast Graphics	
JPC A484	Digital Film Production I	
JPC A486	Digital Film Production II	
JPC A490	<u>Selected Topics in Journalism and Public Communications</u>	
JPC A492	JPC Senior Seminar	
JPC A495	JPC Practica and Internships **	
JPC A497	Independent Study	
Strategic Communications Concentration		24 18
JPC A345	<u>Web Design</u>	
JPC A362	Principles of Strategic Communications	

Comment [PB1]: Course to be deleted; did not delete line because change would not show up as a change in track changes.

Comment [PB2]: Course to be deleted; did not delete line because change would not show up as a change in track changes.

Comment [PB3]: Course is becoming a capstone; did not delete line because change would not show up as a change in track changes.

JPC A363	Research Methods for Strategic Communications
JPC A366	Planning and Writing for Strategic Communications
JPC A368	Commercial Photography
JPC A369	Design for Publications
JPC A462	Corporate Communications
JPC A463	Crisis Communications
JPC A464	Development Communications
JPC A465	Strategic Communications Campaigns I
JPC A466	Strategic Communications Campaigns II
JPC A490	Selected Topics in Journalism and Public Communications
JPC A492	JPC Senior Seminar
JPC A495	JPC Practica and Internships **

Comment [PB4]: Course to be deleted; did not delete line because change would not show up as a change in track changes.

Comment [PB5]: Course is becoming a capstone; did not delete line because change would not show up as a change in track changes.

JPC A497 Independent Study

Only JPC juniors and seniors with a 3.205 GPA may enroll in [JPC A495](#). JPC practica require an approved academic plan and the approval of the appropriate JPC media advisor or UAA-based workplace supervisor. JPC internships require the approval of the director of JPC **internships.

Complete ~~126~~120 credits for the degree; 45 credits must be JPC credits.

Honors in Journalism and Public Communications

Students majoring in Journalism and Public Communications are eligible to graduate with department honors if they satisfy all of the following requirements:

- Meet the requirements for a BA degree in Journalism and Public Communications:
- Maintain a grade point average of 3.50 in JPC courses: and
- Complete [JPC A492](#) or [JPC A403](#) with grade of A or B.

Department honors are awarded by the faculty in Journalism and ~~Public~~ Communications.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/cas/journalismpubliccommunications/ba-journalismandpubliccommunications/#sthash.bAtKwZxa.dpuf>

Minor in Journalism and Public Communications

The study of Journalism and Public Communications helps students understand how global citizens consume, interpret, create and share information through the media. The minor in Journalism and Public Communications introduces students to media theories, historical precedents, and ethics. The minor develops understanding and skills that are valuable in a variety of majors and professions.

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Students majoring in another subject who wish to minor in JPC must complete the following requirements. A total of 18 credits is required for the minor.

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JPC A201	Reporting and Writing News	3
JPC A2043	Writing and Producing for Electronic Media Media Literacy	3
Complete 12 credits from any <u>300- and 400-level</u> JPC courses.		12
Total Credits		18

A total of 18 credits are required for the minor.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/cas/journalismpubliccommunications/minor-journalismpubliccommunications/#sthash.ETOPhHBV.dpuf>

Admission Requirements

- Satisfy the [Application and Admission Requirements for Baccalaureate Degrees](#).
- Submit a Declared Major form for department approval. Students are accepted into a BA in JPC with two concentrations: Journalism and Digital Media and Strategic Communications.

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
Complete the [College of Arts and Sciences Requirements](#). Note that 72 credits must be outside the major and 42 credits must be 300- and 400-level courses.
- Complete the Major Requirements below.

Major Requirements

Core Courses *

JPC A201	Report ing and Writing News	3
JPC A202	First Amendment and Media Ethics	3
JPC A203	Writing and Producing Media	3
JPC A204	Media Literacy	3

Electives

Select one of the following JPC 200-level courses: 3

JPC A211	Visual Literacy
JPC A212	Editing in a Multimedia World
JPC A213	Digital Imaging

Select one of the following JPC 300-level courses: 3

JPC A312	History of Alaska Media
JPC A313	Movies and the First Amendment
JPC A314	Documentary Filmmakers and Filmmaking

Select one of the following JPC 400-level courses: 3

JPC A404	Global Media and Communications Systems
JPC/JUST A413	Communications Law

Integrative Capstone

JPC A403	Communications and Media Research	3
JPC A492	JPC Capstone Seminar	

Concentration Area

Complete one of two concentrations: Journalism and Digital Media or Strategic 21

Communications by taking seven (7) courses, six (6) of which must be in one concentration for a total of 21 upper-division credits from the list of courses below.

Journalism and Digital Media Concentration 18

- [JPC A342](#) Photojournalism
- [JPC A343](#) Radio News Reporting
- [JPC A344](#) Television News Reporting
- [JPC A345](#) Web Design
- [JPC A442](#) Multimedia Journalism
- [JPC A443](#) Public Service Reporting
- [JPC A445](#) Magazines
- [JPC A382](#) Digital Audio Production
- [JPC A383](#) TV Studio Production
- [JPC A384](#) Digital Video Production
- [JPC A385](#) Scriptwriting for Film and Television
- [JPC A482](#) TV Post-Production
- [JPC A483](#) Broadcast Graphics
- [JPC A484](#) Digital Film Production I
- [JPC A486](#) Digital Film Production II
- JPC A490 Selected Topics in Journalism and Public Communications
- [JPC A492](#) JPC Senior Seminar
- [JPC A495](#) JPC Practica and Internships **
- JPC A497 Independent Study

Strategic Communications Concentration 18

- JPC A345 Web Design
- [JPC A362](#) Principles of Strategic Communications
- [JPC A363](#) Research Methods for Strategic Communications
- [JPC A366](#) Planning and Writing for Strategic Communications
- [JPC A368](#) Commercial Photography
- [JPC A369](#) Design for Publications
- [JPC A462](#) Corporate Communications
- [JPC A463](#) Crisis Communications
- [JPC A464](#) Development Communications
- [JPC A465](#) Strategic Communications Campaigns
- JPC A490 Selected Topics in Journalism and Public Communications
- [JPC A495](#) JPC Practica and Internships **

JPC A497 Independent Study

*Only JPC juniors and seniors with a 3.0 GPA may enroll in [JPC A495](#). JPC practica require an approved academic plan and the approval of the appropriate JPC media advisor or UAA-based workplace supervisor. JPC internships require the approval of the director of JPC **internships.*

Complete 120 credits for the degree; 45 credits must be JPC credits.

Honors in Journalism and Public Communications

Students majoring in Journalism and Public Communications are eligible to graduate with department honors if they satisfy all of the following requirements:

- Meet the requirements for a BA degree in Journalism and Public Communications:
- Maintain a grade point average of 3.50 in JPC courses: and
- Complete [JPC A492](#) or JPC A403 with grade of A or B.

Department honors are awarded by the faculty in Journalism and Communication.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/cas/journalismpubliccommunications/ba-journalismandpubliccommunications/#sthash.bAtKwZxa.dpuf>

Minor in Journalism and Public Communications

The study of Journalism and Public Communications helps students understand how global citizens consume, interpret, create and share information through the media. The minor in Journalism and Public Communications introduces students to media theories, historical precedents, and ethics. The minor develops understanding and skills that are valuable in a variety of majors and professions. Students majoring in another subject who wish to minor in JPC must complete the following requirements. A total of 18 credits is required for the minor.

JPC A201	Reporting and Writing News	3
JPC A204	Media Literacy	3
Complete 12 credits from any 300- and 400-level JPC courses.		12
Total Credits		18

A total of 18 credits are required for the minor.

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/cas/journalismpubliccommunications/minor-journalismpubliccommunications/#sthash.ETOPhHBV.dpuf>



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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A054	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 cr.	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Prealgebra <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. ATP A100</td><td>1/21/15</td><td>Rocky Capozzi</td></tr><tr><td>2. CIOS A116</td><td>1/21/15</td><td>Darlene Gill</td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. ATP A100	1/21/15	Rocky Capozzi	2. CIOS A116	1/21/15	Darlene Gill	3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. ATP A100	1/21/15	Rocky Capozzi															
2. CIOS A116	1/21/15	Darlene Gill															
3.																	
Initiator Name (typed): <u>Thomas Harman</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>1/21/15</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>1/21/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, percents, geometry and measures, evaluation of algebraic expressions and applications.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>)			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) An approved UAA placement test is required.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) <u>Thomas Harman</u> Initiator (TYPE NAME)</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Department Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair</div><div>Date</div></div></div><div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div></div></div></div></div>																	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A054 |
| D. Number of Credits: | 3 |
| E. Contact Hours: | 3+0 (135 hours of total student engagement) |
| F. Course Title: | Prealgebra |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, percents, geometry and measures, evaluation of algebraic expressions and applications. |
| K. Course Prerequisites: | N/A |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | An approved UAA placement test is required. |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Explain how to manipulate whole numbers, integers, fractions and decimals.
 2. Define exponents and radicals.
 3. Introduce tables, pictographs, bar graphs and line graphs, means, medians and modes.
 4. Demonstrate how to compute ratios, proportions and percentages, and solve simple interest problems.
 5. Demonstrate elementary geometry concepts (area, perimeter and volume calculations), the Pythagorean Theorem, and similar triangles.
 6. Introduce algebraic expressions and equations
- B. Student Learning Outcomes. Students will be able to:
1. Understand and manipulate integers, decimals and fractions
 2. Understand and apply graphical and proportional data
 3. Calculate perimeters, areas and volumes of basic geometric shapes
 4. Simplify and evaluate basic algebraic expressions and equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**

The course prepares students for Beginning Algebra and improves basic quantitative skills.

VI. Topical Course Outline

1.0 Basic Arithmetic

- 1.1 Arithmetic on Whole Numbers
- 1.2 Arithmetic on Integers
- 1.3 Order of Operations
- 1.4 Factors and Multiples
- 1.5 Simplifying Fractions
- 1.6 Multiplying and Dividing Fractions
- 1.7 Adding and Subtracting Fractions
- 1.8 Converting Mixed Numbers to Fractions
- 1.9 Converting Between Fractions and Decimals
- 1.10 Decimal Arithmetic
- 1.11 Order of Real Numbers and the Number Line
- 1.12 Rounding and Estimation

2.0 Exponents and Radicals

- 2.1 Integer Exponents
- 2.2 Scientific Notation
- 2.3 Radicals
- 2.4 Compound Interest (optional)

3.0 Data

- 3.1 Reading and Constructing Tables
- 3.2 Pictographs, Bar Graphs, and Line Graphs
- 3.3 Measures of Central Tendency

4.0 Arithmetic Applications

- 4.1 Ratios
- 4.2 Rates and Unit Prices
- 4.3 Proportions
- 4.4 Unit Conversions
- 4.5 Percent
- 4.6 Application of Percent
- 4.7 Simple Interest

5.0 Geometry Applications

- 5.1 Calculating Perimeter
- 5.2 Calculating Area
- 5.3 Calculating Volume
- 5.4 The Pythagorean Theorem
- 5.5 Similar Triangles

6.0 Algebraic Concepts

- 6.1 Algebraic Expressions

- 6.2 Arithmetic on Polynomials
- 6.3 Solving Algebraic Equations with Integers
- 6.4 Solving Algebraic Equations with Decimals
- 6.5 Solving Algebraic Equations with Fractions
- 6.6 Graphing Algebraic Equations

VI. Suggested Texts

Bittinger, M., Ellenbogen, D., & Johnson, B. (2012). *Prealgebra* (6th ed.). Addison Wesley.

Lontz, Barbara (2014). *Concepts of numbers for arithmetic and preAlgebra* (4th ed.). Pearson.

McKeague, C., & Pawlik, K. (2014), *Prealgebra*. XYZ Textbooks.

VII. Bibliography

Akst, G., & Bragg S. (2012). *Basic college mathematics through applications*. (5th ed.). Addison Wesley.

Aufmann R., Barker, V., & Lockwood, J. (2009). *Prealgebra*, (5th ed.). Houghton Mifflin.

Bittinger, M. (2007), *Basic mathematics*, (10th ed.). Addison-Wesley.

Lial, M., Salzman, S., & Hestwood, D., (2006). *Basic College Mathematics*, (7th ed.). Addison Wesley.

Nolting, P. (2008). *Math study skills workbook*, (3rd ed.). Houghton Mifflin.



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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A054A	4. Previous Course Prefix & Number MATH A050A	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Prealgebra A <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. ATP A100</td><td>1/21/15</td><td>Rocky Capozzi</td></tr><tr><td>2. CIOS A116</td><td>1/21/15</td><td>Darlene Gill</td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. ATP A100	1/21/15	Rocky Capozzi	2. CIOS A116	1/21/15	Darlene Gill	3.		
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3.																	
Initiator Name (typed): <u>Thomas Harman</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>1/21/15</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>1/21/15</u>														
14. General Education Requirement <small>Mark appropriate box:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Oral Communication <input type="checkbox"/> Fine Arts</div><div><input type="checkbox"/> Written Communication <input type="checkbox"/> Social Sciences</div><div><input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Natural Sciences</div><div><input type="checkbox"/> Humanities <input type="checkbox"/> Integrative Capstone</div></div>																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, and percents. The topic of math anxiety is dealt with throughout the course. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>)			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) An approved UAA placement test is required.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><div style="margin-bottom: 10px;">Initiator (faculty only) _____ Date _____ Thomas Harman Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></div><div style="width: 45%;"><div style="margin-bottom: 10px;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>																	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A054A |
| D. Number of Credits: | 1 |
| E. Contact Hours: | 1+0 (45 hours of total student engagement) |
| F. Course Title: | Prealgebra A |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, and percents. The topic of math anxiety is dealt with throughout the course.
Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054. |
| K. Course Prerequisites: | N/A |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | An approved UAA placement test is required. |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Explain how to manipulate whole numbers, integers, fractions and decimals.
- B. Student Learning Outcomes. Students will be able to:
1. Understand and manipulate integers, decimals and fractions
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course prepares students for Beginning Algebra and improves basic quantitative skills.

VI. Topical Course Outline

1.0 Math Anxiety

2.0 Basic Arithmetic

- 2.1 Notation of Whole Numbers
- 2.2 Arithmetic on Whole Numbers
- 2.3 Arithmetic on Integers
- 2.4 Order of Operations
- 2.5 Factors and Multiples
- 2.6 Simplifying Fractions
- 2.7 Multiplying and Dividing Fractions
- 2.8 Adding and Subtracting Fractions
- 2.9 Converting Mixed Numbers to Fractions
- 2.10 Converting Between Fractions and Decimals
- 2.11 Decimal Arithmetic
- 2.12 Order of Real Numbers and the Number Line
- 2.13 Rounding and Estimation

VI. Suggested Texts

Bittinger, M., Ellenbogen, D., & Johnson, B. (2012). *Prealgebra* (6th ed.). Addison Wesley.

Lontz, B. (2014). *Concepts of numbers for arithmetic and prealgebra* (4th ed.). Pearson.

McKeague, C., & Pawlik, K. (2014), *Prealgebra*. XYZ Textbooks.

VII. Bibliography

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Nolting, P. (2008). *Math study skills workbook*, (3rd ed.). Houghton Mifflin.



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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A054B	4. Previous Course Prefix & Number MATH A050B	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Prealgebra B <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
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15. Course Description (<i>suggested length 20 to 50 words</i>) Topics include operations and applications of integers, fractions, decimals, ratios and proportions, percents, exponents and radicals. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A054A with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
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**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|---|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A054B |
| D. Number of Credits: | 1 |
| E. Contact Hours: | 1+0 (45 hours of total student engagement) |
| F. Course Title: | Prealgebra B |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include operations and applications of integers, fractions, decimals, ratios and proportions, percents, exponents and radicals
Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054. |
| K. Course Prerequisites: | MATH A054A with a minimum grade of C |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | N/A |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Define exponents and radicals
 2. Demonstrate how to compute ratio, proportions and percentages, and solve simple interest problems.
- B. Student Learning Outcomes. Students will be able to:
1. Understand and manipulate integers, decimals and fractions
 2. Understand and apply graphical and proportional data
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course prepares students for Beginning Algebra and improves basic quantitative skills.

VI. Topical Course Outline

1.0 Exponents and Radicals

- 1.1 Integer Exponents
- 1.2 Scientific Notation
- 1.3 Radicals
- 1.4 Compound Interest (optional)

2.0 Arithmetic Applications

- 2.1 Decimal Arithmetic
- 2.2 Order of Real Numbers and the Number Line
- 2.3 Rounding and Estimation
- 2.4 Ratios
- 2.5 Rates and Unit Prices
- 2.6 Proportions
- 2.7 Unit Conversions
- 2.8 Percent
- 2.9 Applications of Percent
- 2.10 Simple Interest

VI. Suggested Texts

Bittinger, M., Ellenbogen, D., & Johnson, B. (2012). *Prealgebra* (6th ed.). Addison Wesley.

Lontz, B. (2014). *Concepts of numbers for arithmetic and prealgebra* (4th ed.). Pearson.

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Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A054C	4. Previous Course Prefix & Number MATH A050C	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Prealgebra C																	
Abbreviated Title for Transcript (30 character)																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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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15. Course Description (<i>suggested length 20 to 50 words</i>) Topics include evaluation of algebraic expressions with applications, geometry and measures. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A054B with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
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**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A054C |
| D. Number of Credits: | 1 |
| E. Contact Hours: | 1+0 (45 hours of total student engagement) |
| F. Course Title: | Prealgebra C |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include evaluation of algebraic expressions with applications, geometry and measures.
Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054. |
| K. Course Prerequisites: | MATH A054B with a minimum grade of C |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | N/A |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Introduce algebraic expressions and polynomials
- B. Student Learning Outcomes. Students will be able to:
1. Simplify and evaluate basic algebraic expressions and equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course prepares students for Beginning Algebra and improves basic quantitative skills.
- VI. Topical Course Outline**
- 1.0 Data
- 1.1 Reading and Constructing Tables
 - 1.2 Pictographs, Bar Graphs, and Line Graphs
 - 1.3 Measures of Central Tendency

2.0 Geometry and Applications

- 2.1 Calculating Perimeter
- 2.2 Calculating Area
- 2.3 Calculating Volume
- 2.4 Pythagorean Theorem
- 2.5 Similar Triangles

3.0 Algebraic Concepts

- 3.1 Algebraic Expressions
- 3.2 Arithmetic on Polynomials
- 3.3 Solving Algebraic Equations with Integers
- 3.4 Solving Algebraic Equations with Decimals
- 3.5 Solving Algebraic Equations with Fractions
- 3.6 Graphing Algebraic Equations

VI. Suggested Texts

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A055	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 cr.	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Elementary Algebra <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
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			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small> <table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. See attached list</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. See attached list			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
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3.																	
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14. General Education Requirement <small>Mark appropriate box:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Oral Communication <input type="checkbox"/> Fine Arts</div><div><input type="checkbox"/> Written Communication <input type="checkbox"/> Social Sciences</div><div><input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Natural Sciences</div><div><input type="checkbox"/> Humanities <input type="checkbox"/> Integrative Capstone</div></div>																	
15. Course Description (suggested length 20 to 50 words) Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents, rational expressions, solutions of linear equations and inequalities, quadratic equations and graphs of lines.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) MATH A054 with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) If the prerequisite is not satisfied, an approved UAA placement test is required.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><div style="margin-bottom: 10px;">Initiator (faculty only) _____ Date _____ Thomas Harman Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></div><div style="width: 45%;"><div style="margin-bottom: 10px;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>																	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A055 |
| D. Number of Credits: | 3 |
| E. Contact Hours: | 3+0 (135 hours of total student engagement) |
| F. Course Title: | Elementary Algebra |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents, rational expressions, solutions of linear equations and inequalities, quadratic equations and graphs of lines. |
| K. Course Prerequisites: | MATH A054 with a minimum grade of C |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | If the prerequisite is not satisfied, an approved UAA placement test is required. |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Define polynomial and rational expressions and demonstrate the basic operations on each
 2. Introduce the concept of a linear equation
 3. Demonstrate how to solve linear, quadratic and rational equations, and how to apply them to simple models
 4. Define exponents and radicals
- B. Student Learning Outcomes. Students will be able to:
1. Evaluate, factor and simplify algebraic, rational and absolute value expressions
 2. Solve, graph and interpret linear equations and inequalities
 3. Solve and interpret quadratic and rational equations
 4. Solve applications of linear, quadratic and rational equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course is a prerequisite for General Education Quantitative Skills courses at UAA.

VI. Topical Course Outline

- 1.0 Real Numbers and their Basic Properties
 - 1.1 Basic Definitions
 - 1.2 Operations on Real Numbers
 - 1.3 Properties of Real Numbers
 - 1.4 Powers of Real Numbers
- 2.0 Equations and Inequalities
 - 2.1 Solving Equations
 - 2.2 Simplifying Expressions to Solve Equations
 - 2.3 Application Problems
 - 2.4 Formulas for Solving Application Problems
 - 2.5 Solving Inequalities
- 3.0 Graphing and Solving Systems of Equations and Inequalities
 - 3.1 The Rectangular Coordinate System
 - 3.2 Graphing Linear Equations
 - 3.3 Slope and Applications
 - 3.4 Solving Systems of Linear Equations by Graphing
 - 3.5 Solving Systems of Linear Equations by Substitution
 - 3.6 Solving Systems of Equations by Elimination/Addition
 - 3.7 Applications of Systems of Equations
 - 3.8 Systems of Linear Inequalities (optional)
- 4.0 Polynomials
 - 4.1 Exponents and their Properties
 - 4.3 Negative Exponents and Scientific Notation
 - 4.4 Introduction to Polynomials
 - 4.5 Adding and Subtracting Polynomials
 - 4.6 Multiplying Polynomials
 - 4.7 Dividing Polynomials
- 5.0 Factoring Polynomials
 - 5.1 Factoring Out the Greatest Common Factor; Factoring by Grouping
 - 5.2 Factoring the Difference of Two Squares
 - 5.3 Factoring Trinomials with Lead Coefficients of 1
 - 5.4 Factoring General Trinomials
 - 5.5 Factoring the Sum and Difference of Two Cubes
 - 5.6 Factoring: A General Strategy
 - 5.7 Solving Equations by Factoring
 - 5.8 Solving Applications
- 6.0 Proportion and Rational Expressions
 - 6.1 Ratios
 - 6.2 Proportions and Similar Triangles
 - 6.3 Simplifying Rational Expressions

- 6.4 Multiplying and Dividing Rational Expressions
- 6.5 Adding and Subtracting Rational Expressions
- 6.6 Complex Rational Expressions
- 6.7 Solving Rational Equations
- 6.8 Applications of Equations that Contain Rational Expressions

VI. Suggested Texts

Bittinger M., Beecher J., & Johnson B. (2015). *Introductory algebra*, (12th ed.). Addison Wesley.

Gustafson R., Karr R., & Massey M. (2014). *Beginning and intermediate algebra*, (7th ed.). Cengage.

VII. Bibliography

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies													
2. Course Prefix MATH	3. Course Number A055A	4. Previous Course Prefix & Number MATH A058A	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Elementary Algebra A <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
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15. Course Description (<i>suggested length 20 to 50 words</i>) Topics include solutions of linear equations and graphs of lines. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A054 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) If the prerequisite is not satisfied, an approved UAA placement test is required.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) <u>Thomas Harman</u> Initiator (TYPE NAME)</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Department Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair</div><div>Date</div></div></div><div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div></div></div></div></div>																	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|---|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A055A |
| D. Number of Credits: | 1 |
| E. Contact Hours: | 1+0 (45 hours of total student engagement) |
| F. Course Title: | Elementary Algebra A |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include solutions of linear equations and graphs of lines.
Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055. |
| K. Course Prerequisites: | MATH A054 with a minimum grade of C |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | If the prerequisite is not satisfied, an approved UAA placement test is required. |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Introduce the concept of a linear equation
 2. Demonstrate how to solve linear equations, and how to apply them to simple models
- B. Student Learning Outcomes. Students will be able to:
1. Solve, graph and interpret linear equations
 2. Solve applications of linear equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course is a prerequisite for General Education Quantitative Skills courses at UAA.

VI. Topical Course Outline

- 1.0 Real Numbers and their Basic Properties
 - 1.1 Basic Definitions
 - 1.2 Operations on Real Numbers
 - 1.3 Properties of Real Numbers
 - 1.4 Powers of Real Numbers
 - 1.5 Roots of Real Numbers
- 2.0 Equations and Inequalities
 - 2.1 Solving Equations
 - 2.2 Simplifying Expressions to Solve Equations
 - 2.3 Application Problems
 - 2.4 Formulas for Solving Application Problems
- 3.0 Graphing Linear Equations
 - 3.1 The Rectangular Coordinate System
 - 3.2 Graphing Linear Equations
 - 3.3 Slope and Applications

VI. Suggested Texts

Bittinger M., Beecher J., & Johnson B. (2015). *Introductory algebra*, (12th ed.). Addison Wesley.

Gustafson R., Karr R., & Massey M. (2014). *Beginning and intermediate algebra*, (7th ed.). Cengage.

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A055B	4. Previous Course Prefix & Number MATH A058B	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Elementary Algebra B <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A055A with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
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<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) <u>Thomas Harman</u> Initiator (TYPE NAME)</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Department Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair</div><div>Date</div></div></div><div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div></div></div></div></div>																	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|---|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A055B |
| D. Number of Credits: | 1 |
| E. Contact Hours: | 1+0 (45 hours of total student engagement) |
| F. Course Title: | Elementary Algebra B |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents.
Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055. |
| K. Course Prerequisites: | MATH A055A with a minimum grade of C |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | N/A |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Define polynomial expressions and demonstrate the basic operations
 2. Define exponents and their properties
 3. Demonstrate how to solve systems of linear equations
- B. Student Learning Outcomes. Students will be able to
1. Evaluate and simplify polynomial expressions
 2. Perform operations on polynomial expressions
 3. Solve and interpret systems of linear equation
 4. Solve applications of linear equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course is a prerequisite for General Education Quantitative Skills courses at UAA.
- VI. Topical Course Outline**

- 1.0 Solving Systems of Equations and Inequalities
 - 1.1 Solving Systems of Linear Equations by Graphing
 - 1.2 Solving Systems of Linear Equations by Substitution
 - 1.3 Solving Systems of Linear Equations by Elimination/Addition
 - 1.4 Applications of Systems of Equations
 - 1.5 Systems of Linear Inequalities (optional)
- 2.0 Polynomials
 - 2.1 Exponents and their Properties
 - 2.2 Negative Exponents and Scientific Notation
 - 2.3 Introduction to Polynomials
 - 2.4 Adding and Subtracting Polynomials
 - 2.5 Multiplying Polynomials
 - 2.6 Dividing Polynomials

VI. Suggested Texts

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A055C	4. Previous Course Prefix & Number MATH A058C	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Elementary Algebra C <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. see attached list</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. see attached list			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. see attached list																	
2.																	
3.																	
Initiator Name (typed): <u>Thomas Harman</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>1/21/15</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/21/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Topics include evaluating and simplifying algebraic expressions, factoring, and quadratic equations. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A055B with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="text-align: right;">Date</div><div>Initiator (faculty only) <u>Thomas Harman</u> Initiator (TYPE NAME)</div><div style="text-align: right;">Date</div><div>Department Chair</div><div style="text-align: right;">Date</div><div>College/School Curriculum Committee Chair</div><div style="text-align: right;">Date</div></div><div><div style="text-align: right;">Date</div><div>Dean/Director of School/College</div><div style="text-align: right;">Date</div><div>Undergraduate/Graduate Academic Board Chair</div><div style="text-align: right;">Date</div><div>Provost or Designee</div><div style="text-align: right;">Date</div></div></div>																	

**University of Alaska Anchorage
Community and Technical College
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. College: | Community and Technical College |
| B. Course Prefix: | MATH |
| C. Course Number: | A055C |
| D. Number of Credits: | 1 |
| E. Contact Hours: | 1+0 (45 hours of total student engagement) |
| F. Course Title: | Elementary Algebra C |
| G. Grading Basis: | A-F |
| H. Implementation Date: | Fall 2015 |
| I. Cross-listed/Stacked: | N/A |
| J. Course Description: | Topics include evaluating and simplifying algebraic expressions, factoring, and quadratic equations.
Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055. |
| K. Course Prerequisites: | MATH A055B with a minimum grade of C |
| L. Course Co-requisites: | N/A |
| M. Other Restrictions: | N/A |
| N. Registration Restrictions: | N/A |
| O. Course Fees: | Yes |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Define polynomial and rational expressions and demonstrate the basic operations on each
 2. Introduce the concept of a rational equation
 3. Demonstrate how to solve rational equations and how to apply them to simple models
- B. Student Learning Outcomes. Students will be able to:
1. Evaluate, factor and simplify rational expressions
 2. Perform operations on rational expressions
 3. Solve, graph and interpret rational equations
 4. Solve and interpret rational equations
 5. Solve applications of rational equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course is a prerequisite for General Education Quantitative Skills courses at UAA.
- VI. Topical Course Outline**

- 1.0 Factoring Polynomials
 - 1.1 Factoring out the Greatest Common Factor; Factoring by Grouping
 - 1.2 Factoring the Difference of Two Squares
 - 1.3 Factoring Trinomials with a Leading Coefficient of 1
 - 1.4 Factoring General Trinomials
 - 1.5 Factoring the Sum and Difference of Cubes
 - 1.6 Factoring: A General Strategy
 - 1.7 Solving Equations by Factoring
 - 1.8 Solving Applications
- 2.0 Proportions and Rational Expressions
 - 2.1 Ratios
 - 2.2 Proportions and Similar Triangles
 - 2.3 Simplifying Rational Expressions
 - 2.4 Multiplying and Dividing Rational Expressions
 - 2.5 Adding and Subtracting Rational Expressions
 - 2.6 Complex Rational Expressions
 - 2.7 Solving Rational Equations
 - 2.8 Applications Involving Rational Equations

VI. Suggested Texts

Bittinger M., Beecher J., & Johnson B. (2015). *Introductory algebra*, (12th ed.). Addison Wesley.

Gustafson R., Karr R., & Massey M. (2014). *Beginning and intermediate algebra*, (7th ed.). Cengage.

VII. Bibliography

Blitzer, R. (2002). *Introductory algebra for college students* (3rd ed.). Prentice Hall.

Hubbard, & Robinson (2002). *Elementary algebra*, (2nd ed.). Houghton Mifflin.

Lial, Hornsby, & McGinnis (2004). *Introductory Algebra*, (9th ed.). Addison Wesley.

McKeague (2004). *Elementary algebra*, (7th ed.). Thomson Publishing.



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

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER	
2. Course Prefix PER	3. Course Number A110	4. Previous Course Prefix & Number A194H	5a. Credits/CEUs 1.0 cr.	5b. Contact Hours (Lecture + Lab) (0.5+1.0)	
6. Complete Course Title Beginning Zumba <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG and catalog (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1.					
2.					
3.					
Initiator Name (typed): <u>Jean Marcey</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>3/31/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>3/31/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents Zumba, a Latin rhythm-based exercise program. Integrates aerobic, interval, and resistance training techniques for the purpose of developing overall fitness.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) None			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) None		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action There has been consistent and substantial demand for and enrollment in the class to warrant a permanent course number; catalog copy changed to reflect new number.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) <u>Jean L Marcey</u> Initiator (TYPE NAME)</div><div>Department Chair</div><div>College/School Curriculum Committee Chair</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved</div><div><div>Dean/Director of School/College</div><div>Undergraduate/Graduate Academic Board Chair</div><div>Provost or Designee</div></div></div><div><div>Date</div><div>Date</div><div>Date</div></div></div>					

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
Course Number: PER A110
Course Title: Beginning Zumba
Credits: 1

Date: 31 March 2015

I. Course Description:

Presents Zumba, a Latin rhythm-based exercise program. Integrates aerobic and interval training techniques for the purpose of developing overall fitness.

II. Course Design:

- A. Designed for individuals interested in learning Zumba exercises and techniques.
- B. One credit.
- C. Total time of student involvement: 45 hours
 - 1) Lecture: 7.5 hours
 - 2) Lab: 15 hours
 - 3) Outside: 22.5 hours
- D. Status of course relative to a degree or certificate program: N/A
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than one week.
- G. This is a new course.
- H. UAA List Serv.
- I. Course level justification: This is an introductory course.

III. Course Activities:

This course will be primarily conducted in a lab setting with hands-on instruction on Zumba. Students will be introduced to a variety of entry-level Zumba exercises designed to improve flexibility, muscular endurance, and cardiovascular endurance.

IV. Course Prerequisites:

There are no prerequisites for this course.

V. Course Evaluation:

Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:

- 1.0 Course Introduction
 - 1.1 Class and campus safety
 - 1.2 Appropriate apparel and footwear
- 2.0 Zumba
 - 2.1 History of Zumba
 - 2.2 Terminology
 - 2.3 Music selection
 - 2.4 Timing
 - 2.5 Basic steps, footwork, movements

2.6 Step progressions

3.0 Training Principles

3.1 Warm-up and cool-down

3.2 FITT (frequency, intensity, time, type) formula

3.3 Overload, progression, reversibility, specificity

4.0 Health-Related Fitness Components

4.1 Cardiovascular endurance

4.2 Muscular strength and endurance

4.3 Flexibility

4.4 Body composition

VII. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

Instructional Goal:

Present a variety of Zumba techniques designed to improve overall fitness.

Student Learning Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Describe the history of Zumba.	Written assignment
Perform basic Zumba exercises.	Demonstration
Apply training principles.	Demonstration Written assignment
Describe the relationship between Zumba and each of the components of health-related fitness.	Written assignment

VIII. Suggested Textbooks:

Perez, B., & Greenwood-Robinson, M. (2009). *Zumba: Ditch the workout, join the party*. New York, NY: Wellness Central.

Staugaard-Jones, J. (2011). *The anatomy of exercise and movement for the study of dance, pilates, sports, and yoga*. Berkeley, CA: North Atlantic.

IX. Bibliography:

Clippinger, K. (2007). *Dance anatomy and kinesiology*. Champaign, IL: Human Kinetics.

Dougherty, N. (2010). *Principles of safety in physical education and sport* (4th ed). Champaign, IL: Human Kinetics.

Ransdell, L., Dinger, M., Huberty, J., & Miller, K. (2009). *Developing effective physical activity programs*. Champaign, IL: Human Kinetics.

Ratey, J. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little Brown.

Sharkey, B., & Gaskill, S. (2013). *Fitness & health* (7th ed). Champaign, IL: Human Kinetics.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER	
2. Course Prefix PER	3. Course Number A168	4. Previous Course Prefix & Number PER A168	5a. Credits/CEUs 1.0 cr	5b. Contact Hours (Lecture + Lab) (0.5+1)	
6. Complete Course Title Winter Camping Alaska <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status Yes # of Repeats 3 Max Credits 4		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/15 To: SP/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor Science Physical Education		10/30/2014		Sandra-Caroll-Cobb	
2.					
3.					
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/1/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/1/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces winter camping in Alaska. Covers selection of personal, group, and safety equipment appropriate for an overnight outing. Emphasizes snow-shelter construction and learning to assess risk in the field. Course includes an overnight outing. Special note: Requires good physical condition and ability to perform comfortably in extremely cold and/or inclement weather.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Course was inadvertently purged in spring 2014. Course has been updated.					
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Date _____ <input type="checkbox"/> Disapproved Board Chair <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____ </div> <div> Initiator (faculty only) _____ Date _____ <u>TJ Miller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____ </div> </div>					

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: October 30, 2014

Course Number: PER 168

Course Title: Winter Camping Alaska

Credits: 1 (one)

I. Course Description:

Introduces winter camping in Alaska. Covers selection of personal, group, and safety equipment appropriate for an overnight outing. Emphasizes snow-shelter construction and learning to assess risk in the field. Course includes an overnight outing.

Special note: Requires good physical condition and ability to perform comfortably in extremely cold and/or inclement weather.

II. Course Design:

- A. Designed for individuals interested in obtaining a basic introduction to winter camping in Alaska. Combines lecture format with hands-on application of material.
- B. One (1) credit.
- C. Total time of student involvement: 45 hours
- D. Status of course relative to a degree or certificate program: Selective
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than one week.
- G. This is a revised course.
- H. UAA List Serv.
- I. Course level justification: Course outcomes meet the criteria listed in the Curriculum Guide for a 100 level course.

III. Course Activities:

This course will include lecture, skill development and field application.

IV. Course Prerequisites:

There are no prerequisites for this course.

V. Course Evaluation:

Grades will be A-F based on written/oral examinations, written assignments, skill proficiency, class attendance and participation. Specific grading criteria will be discussed during the first class.

VI. Course Curriculum:

1.0 Course Introduction

- 1.1 Class and campus safety
- 1.2 Appropriate apparel & footwear
- 1.3 Travel and transportation

2.0 Introduction to Risk Assessment and Hazard Evaluation

- 2.1 Environmental risks
- 2.2 Human factors
- 2.3 Equipment hazards

3.0 Personal and Group Equipment

- 3.1 Personal clothing and equipment
- 3.2 Camp equipment
- 3.3 Shelter
- 3.4 Sleds and sled rigging
- 3.5 Group equipment
- 3.6 Packing and carrying your gear

4.0 Safety Equipment

- 4.1 Survival equipment
- 4.2 First aid-kits (personal vs group)
- 4.3 Repair kit items
- 4.4 Communication devices

5.0 Cold-Weather Injury-Prevention and Recognition

- 5.1 Frostnip and frostbite
- 5.2 Hypothermia
- 5.3 Maintaining your temperature

6.0 Nutrition and Hydration

- 6.1 Caloric needs
- 6.2 Food selection and packing
- 6.3 Fluid intake (and indicators of dehydration)
- 6.4 Water purification
- 6.5 Personal hygiene

7.0 Navigation

- 7.1 Pacing
- 7.2 Maintaining a state of awareness
- 7.3 Topographic maps
- 7.4 Compass
- 7.5 GPS

8.0 Camping Skills

- 8.1 Site selection and preparation
- 8.2 Stove use
- 8.3 Sleeping warm
- 8.4 Snow shelter building and set-up
- 8.5 Bomb-proof camp set-up

9.0 Preparing for Future Trips

- 9.1 Physical fitness and training
- 9.2 Trip selection-local resources
- 9.3 Knowing your strengths and limitations
- 9.4 Trip planning
- 9.5 Building your skills and gaining experience

10.0 Environmental Ethics

- 10.1 Minimum impact
- 10.2 Sanitation and waste disposal
- 10.3 Wildlife viewing

VII. Suggested Textbook:

O'Bannon, A., & Clelland, M. (2007). *Allen & Mike's really cool backcountry ski book*. Helena, MT: Falcon Guides.

VIII. Bibliography:

- Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.
- DeLorme Mapping (2000). *Alaska atlas and gazetteer: Topo maps of the entire state*. Yarmouth, ME: Author.
- Gorman, S. (1991). *AMC guide to winter camping: Wilderness travel and adventure in the cold-weather months*. Boston, MA: Appalachian Mountain Club Books.*
- Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Fireside. *
- Lanza, M., & Adler, B. (2003). *Winter hiking and camping: Managing cold for comfort and safety*. Seattle, WA: The Mountaineers Books: *
- Tilton, B., & Gookin, J. (2005). *NOLS winter camping*. Mechanicsburg, PA: Stackpole Books.

*Denotes classic text.

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

Instructional Goals:

Present concepts, skills and safety elements associated with winter camping in Alaska.

Student Learning Outcomes After successful completion of the course, the student will be able to:	Assessment Procedures
Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.	Demonstration
Identify the potential environmental, physical, human and equipment hazards they may face with winter camping	Demonstration
Select personal and group equipment requirements for an overnight winter-camping trip.	Demonstration Written assignment
Demonstrate prevention and recognition of cold weather injuries	Demonstration
Identify the difference in caloric and hydration needs for a summer vs. winter camping outing.	Written assignment
Demonstrate campsite preparation, with regard to risks, benefits, features, and hazards of different snow shelters.	Demonstration
Demonstrate safe stove use, cooking, and efficient fuel use.	Demonstration
Develop a trip plan, selecting appropriate match for skill and experience level with regards to risk level.	Written assignment
Identify minimum impact camping techniques.	Demonstration Observation



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A183	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Wellness Principles <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog Copy (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall /2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. BSPE</td> <td>2/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. BSPE	2/16/2015	Sandra Carroll-Cobb	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. BSPE	2/16/2015	Sandra Carroll-Cobb															
2.																	
3.																	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Examines key concepts associated with the dimensions of personal wellness. Presents topics and activities for evaluation of wellness and strategies for making behavior change.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) PEP A181			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Departmental Approval														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite changed for consistency in PEP course offerings. CCG and catalog changed to reflect course changes.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ TJ Miller Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
Course Number: PEP A183
Course Title: Wellness Principles
Credits: 1

Date: 9 February, 2015

I. Course Description:

Examines key concepts associated with the dimensions of personal wellness. Presents topics and activities for evaluation of wellness and strategies for making behavior change.

II. Course Design:

- A. Designed for individuals interested in learning concepts of wellness and strategies for personal change.
- B. 1 credit
- C. Total time of student involvement: 45 hours
- D. Required for the Bachelor of Science in Physical Education and Minor in Physical Education.
- E. Fees: None.
- F. May be scheduled in any timeframe but not less than one week.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Introduces basic concepts and skills

III. Course Activities:

Includes lecture, discussion, group exercises, self-evaluation techniques and hands-on skill development.

IV. Course Prerequisites:

Prerequisite: PEP A181

Registration Restriction: Departmental approval

V. Course Evaluation:

Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:

- 1.0 Course Introduction
 - 1.1 Classroom and Campus Safety
 - 1.2 Campus Safety
- 2.0 Wellness Models
 - 2.1 Dimensions of Wellness
 - 2.2 Relationship of the Dimensions

3.0 Physical Wellness

- 3.1 Physical Fitness
- 3.2 Nutrition
- 3.3 Sleep
- 3.4 Posture and Body Mechanics
- 3.5 Substance Use/Abuse
- 3.6 Disease Prevention/Maintenance
- 3.7 Safety

4.0 Emotional Wellness

- 4.1 Healthful Expression of Emotions
- 4.2 Self-Concept/Self-Esteem
- 4.3 Stress and Stress Management

5.0 Intellectual Wellness

- 5.1 Intellectual Curiosity/Stimulation
- 5.2 Critical Analysis and Decision-Making
- 5.3 Healthy Consumerism

6.0 Social Wellness

- 6.1 Healthy Interpersonal Relationships
- 6.2 Communication
- 6.3 Support Networks
- 6.4 Capacity for Intimacy

7.0 Spiritual Wellness

- 7.1 Meaning and Fulfillment
- 7.2 Ethics, Beliefs, Values
- 7.3 Altruism

8.0 Environmental Wellness

- 8.1 Human Factors
- 8.2 Air, Water, Land Quality
- 8.3 Pollutants and Environmental Hazards

9.0 Assessment, Goal Setting and Behavior Change

- 9.1 Types of Assessment
- 9.2 Strategies for Behavioral Change
- 9.3 Specific, Measurable, Attainable, Realistic and Timely Goal Setting (SMART)
- 9.4 Monitoring progress
- 9.5 Motivation and Adherence

VII. Suggested Textbook:

Corbin, C., Lindsey, R., & Welk, G. (2008). *Concepts of fitness and wellness*, (14th ed.). Boston, MA: McGraw-Hill.

VIII. Bibliography:

Fahey, T., Insel, P., & Roth, W. (2005). *Fit & well*, (6th ed.). Boston, MA: McGraw-Hill.

Hoeger, W., & Hoeger, S. (2005). *Principles and labs for physical fitness*, (8th ed.). Englewood, CO: Morton.

Liguori, G. & Carroll-Cobb, S. (2015). *Questions and answers: A guide to fitness and wellness*. Boston, MA: McGraw-Hill.

Thygeson, A. (2005). *Fit to be well: Essential concepts*. Sudsbury, MA: Jones & Bartlett.

IX. Instructional Goals, Student Outcomes and Assessment Procedures

Instructional Goal:

Present basic wellness concepts, assessment techniques and strategies for change.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Compare and contrast various wellness models.	Graded discussion
Define the dimensions of wellness and describe the interrelatedness of the dimensions.	Oral examination Written examination
Assess their own status in each dimension of wellness.	Written assignment Demonstration
Write SMART goals.	Written assignment Project Portfolio



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A184	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Fundamental Motor Skills <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall /2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>2/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	2/16/2015	Sandra Carroll-Cobb	2.			3.		
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15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces basic patterns used in mature motor patterns of fundamental movement. Presents phases leading to mature patterns. Applies basic observation techniques to analysis of performance.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) PEP A181			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Departmental Approval														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite change for consistency with other PEP courses.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ TJ Miller Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
Course Number: PEP A184
Course Title: Fundamental Motor Skills
Credits: 1

Date: 20 February, 2015

I. Course Description:

Introduces basic patterns used in mature motor patterns of fundamental movement. Presents phases leading to mature patterns. Applies basic observation techniques to analysis of performance.

II. Course Design:

- A. Designed for individuals interested in learning how observe and correct fundamental human movement.
- B. 1 credit
- C. Total time of student involvement: 45 hours
- D. Required for the Bachelor of Science in Physical Education and Minor in Physical Education.
- E. Fees: A fee will be assessed.
- F. May be scheduled in any timeframe but not less than one week.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Introduces basic concepts and skills.

III. Course Activities:

Includes lecture, discussion, group exercise, hands-on skill development and analysis.

IV. Course Prerequisites:

Prerequisites: PEP A181

Registration Restriction: Departmental approval

V. Course Evaluation:

Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:

1.0 Course Introduction

1.1 Class and Campus Safety

1.2 Appropriate Apparel, Footwear, & Equipment

1.3 Warm-up Activities and Stretching

2.0 Locomotor Skills

2.1 Walk

- 2.2 Run
- 2.3 Skip
- 2.4 Gallop
- 2.5 Horizontal Jump

3.0 Non-Locomotor Skills

- 3.1 Throw
- 3.2 Catch
- 3.3 Strike
- 3.4 Kick
- 3.5 Vertical Jump

4.0 Developmental Stages

- 4.1 Minimal
- 4.2 Developmental
- 4.3 Mature

5.0 Sport Extensions

6.0 Assessment of Motor Skills

- 6.1 Visual
- 6.2 Technology

VII. Suggested Textbook:

*Seefeldt, V., & Vogel, P. (1993). *Fundamental motor skills: Instructional resource materials (Michigan exemplary physical education programs project series)*. Madison, WI: Brown & Benchmark.

VIII. Bibliography:

Landy, J., & Burrige, K. (2007). *Ready to use fundamental motor skills & movement activities for young children*. Upper Saddle River, NJ: Prentice Hall.

*Wickstrom, R. (1983). *Fundamental Motor Patterns*. Philadelphia, PA: Lea & Febiger.

*Classic

IX. Instructional Goals, Student Outcomes and Assessment Procedures

Instructional Goal:

Provides instruction in and application of fundamental motor skills.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Describe and demonstrate examples of correct technique for the following skills: walking, running, jumping, skipping, throwing, catching, striking, kicking.	Demonstration Written Exam
Identify developmental stages of acquiring mature motor patterns for the following skills: walking, running, jumping, skipping, throwing, catching, striking, kicking.	Demonstration Written Exam
Suggest corrections on performance.	Checklist Dartfish Assignment
Recognize motor patterns used in various sport settings.	Rubric Portfolio assignment



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

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER	
2. Course Prefix PEP	3. Course Number A251	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Prevention and Care of Activity-Related Injuries Prev/Care Activ Rel Injuries <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)</div><div><input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats n/a Max Credits n/a		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: FALL /2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		02/16/2015		Sandra Carroll-Cobb	
2. Minor, Athletic Training		02/16/2015		Sandra Carroll-Cobb	
3. Minor, Coaching		02/16/2015		Sandra Carroll-Cobb	
Initiator Name (typed): <u>TJM</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/11/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/11/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces the profession of athletic training. Examines theories and practices in preventing, recognizing and treating common activity-related injuries.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) n/a			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) n/a		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Changed contact hours to reflect course delivery methods. Removed unneeded prerequisites. Catalog and CCG updated with changes.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) _____ Date _____ <u>T.J. Miller</u> Initiator (TYPE NAME)</div><div>Department Chair _____ Date _____ College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ Provost or Designee _____ Date _____</div></div></div>					

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 9 February 2015

Course Number: PEP A251

Course Title: Prevention and Care of Activity-Related Injuries

Credits: 3

I. Course Description:

Introduces the profession of athletic training. Examines theories and practices in preventing, recognizing and treating common activity-related injuries.

II. Course Design:

- A. Designed for individuals interested in the care and prevention of activity related injuries.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership and required for Minor in Athletic Training, and Minor in Coaching.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA list serve.
- I. Course level justification: Course outcomes meet the criteria of foundational knowledge

III. Course Activities:

Includes lecture, discussions, group exercises, written assignments and examinations, oral examinations, and hands-on skill development.

IV. Course Prerequisites:

None

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Classroom
 - 1.2 Training Room
 - 1.3 Campus

- 2.0 Foundations of Athletic Training
 - 2.1 Historical Perspectives
 - 2.2 Overview of Activity Related Injuries
 - 2.3 Risk, Incidence, and Injury Data
 - 2.4 Collision, Contact and Non-Contact Sports
 - 2.5 Athletic Training Programs
- 3.0 Injury Prevention
 - 3.1 Physical Conditioning and Training
 - 3.2 Conditioning of Soft and Bony Tissues
 - 3.3 Conditioning Seasons
 - 3.4 Conditioning Principles
 - 3.5 Special Considerations
 - 3.6 Nutritional Considerations
 - 3.7 Protective Sports Devices
 - 3.8 Psychological Stresses
 - 3.9 Role of The Trainer
- 4.0 Activity Related Trauma
 - 4.1 Mechanisms, Characteristics, and Classification of Injuries
 - 4.1.1 Primary and Secondary Injuries
 - 4.1.2 Connective Tissue Characteristics
 - 4.1.3 Skin Trauma
 - 4.1.4 Skeletal Muscle Trauma
 - 4.1.5 Synovial Joints
 - 4.1.6 Bone Trauma
 - 4.1.7 Nerve Trauma
 - 4.1.8 Body Mechanics and Injury Susceptibility
 - 4.2 Tissue Response to Injury
 - 4.2.1 Soft Tissue Healing
 - 4.2.2 Fracture Healing
 - 4.2.3 Pain Perception
- 5.0 Management Skills
 - 5.1 Emergency Procedures
 - 5.2 General Assessment Procedures
 - 5.3 Recognition Versus Diagnoses
 - 5.4 Environmental Considerations
- 6.0 Prevention and Care of Injuries
 - 6.1 Emergency Care
 - 6.2 Common Sport Injuries
 - 6.3 Common Outdoor/Adventure Injuries
 - 6.4 Taping And Bandaging
 - 6.4.1 Types of Tapes and Bandages
 - 6.4.2 Common Procedures

- 6.5 Therapeutic Modalities and Technologies
 - 6.5.1 Legal Considerations
 - 6.5.2 Thermotherapy
 - 6.5.3 Cryotherapy
 - 6.5.4 Electroltherapy
 - 6.5.5 Manual and Mechanical Therapy
- 6.6 Exercise Rehabilitation and Technologies
 - 6.6.1 Major Elements of Rehabilitation
 - 6.6.2 Developing a Rehabilitation Plan
- 6.7 Drug Use and Abuse in Sports
 - 6.7.1 Pharmaceutical Classifications
 - 6.7.2 Therapeutic Drugs
 - 6.7.3 Performance Aids
 - 6.7.4 Drug Administration
 - 6.7.5 Drug Testing

7.0 Sports Specific Conditions

- 7.1 Skin Disorders
- 7.2 Foot, Ankle, and Lower Leg
- 7.3 Knee and Related Structures
- 7.4 Thigh, Hip, and Pelvis
- 7.5 Abdomen, Thorax, and Low Back
- 7.6 Head And The Thoracic and Cervical Spine
- 7.7 Shoulder Complex and Upper Arm
- 7.8 Elbow, Forearm, Wrist, and Hand
- 7.9 Other Health Conditions Related to Sports

VII. Suggested Textbook:

Prentice, W., & Arnheim, D. (2013). *Arnheim's principles of athletic training: A competency-based approach* (15th ed.). McGraw-Hill.

VIII. Bibliography:

- Anderson, M. (2011). *Fundamentals of Sports Injury Management* (3rd ed.). Hagerstown, MD: Lippincott Williams & Wilkins.
- Auerbach, P. (2009). *Medicine for the outdoors: The essential guide to emergency medical procedures and first aid* (5th ed.). Guilford, CT: Lyons.
- Delforge, G. (2002). *Musculoskeletal trauma: Implications for sport injury management*. Champaign, IL: Human Kinetics.
- Holcomb, W. (2002). *Practical skills manual for evaluation of athletic injuries*. Philadelphia, PA: F.A. Davis.
- Johe, D. (2011). *Outdoor emergency care: Comprehensive prehospital care for nonurban settings* (5th ed.). Boston, MA: Jones & Bartlett Publishing, Inc.

- Kjaer, M. (2003). *Textbook of sports medicine: Basic science and clinical aspects of sports injury and physical activity*. Hoboken, NJ: Blackwell Science, Inc.
- Kolt, G. (2007). *Physical therapies in sport and exercise: Principles and practice* (2nd ed.). Miamisburg, OH: Elsevier Science Publishers.
- Pfeiffer, R. & Mangus, B. (2014). *Concepts of athletic training* (7th ed.). Boston, MA: Jones & Bartlett.
- Prentice, W. (2008). *Therapeutic modalities: For sports medicine and athletic training*, (6th ed.). Columbus, OH: McGraw-Hill.
- Rankin, J. & Ingersoll, C. (2005). *Athletic training management: Concepts and application* (3rd ed.). Columbus, OH: McGraw-Hill.
- Schenck, R. (2012). *Athletic training and sports medicine: An integrated approach* (5th ed.). Rosemont, IL: American Academy of Orthopedic Surgeons.
- Street, S. & Runkle, D. (2001). *Athletic protection equipment*. Columbus, OH: McGraw-Hill.

XI. Instructional Goal, Student Outcomes, and Assessment Procedures

Instructional Goal:

The instructor will present information regarding the planning and assessment in the prevention and care of activity related injuries.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Describe the historical foundations of athletic training	Written examination
Differentiate between collision, contact, and non-contact activities.	Written assignments Written examination
Examine the importance of physical conditioning and training including the considerations for special populations.	Written assignments Written examination
Report the uses of protective equipment and devices and the concerns related to the use of such equipment.	Research Written assignments Written examination
Illustrate the various mechanisms, characteristics, and classifications of injuries.	Oral examination Written examination
Demonstrate the uses of various types of emergency care, taping and bandaging techniques, therapeutic modalities, and elements of rehabilitation.	Oral examination Demonstration and application Written examination
Demonstrate the prevention measures, assessment procedures, and treatment methods for various injuries.	Demonstration and application Written examination



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A264	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Recreation Program Planning and Evaluation Rec Program Planning & Eval <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
Course Number: PEP A 264
Course Title: Recreation Program Planning and Evaluation
Credits: 3

Date: 9 February, 2015

I. Course Description:

Examines the fundamental, conceptual, and operational aspects of recreational program planning, delivery and evaluation. Examines techniques and applications for a variety of leisure and recreational programming experiences to individuals or groups. Evaluates the socio-cultural, ecological, economic, entrepreneurial and managerial dimensions of providing recreation opportunities.

II. Course Design:

- A. Designed for individuals interested in providing and evaluating recreation programming for diverse populations within a wide range of contexts.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration and Minor in Outdoor Leadership.
- E. Fees: A fee will be assessed.
- F. May be scheduled in any time frame, but not less than 3 weeks.
- G. This is a revised course.
- H. Course coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon the knowledge, skills and abilities acquired in lower division PEP courses.

III. Course Activities:

Includes lecture, discussion, group exercises, self-evaluation techniques and hands-on skill development.

IV. Course Prerequisites:

PEP A181

V. Course Evaluation:

Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:

- 1.0 Course Introduction
 - 1.1 Classroom and Campus Safety
 - 1.2 Appropriate Apparel and Footwear

2.0 Foundations of Programming

- 2.1 Importance of Programmed Leisure
- 2.2 Benefits of Leisure
- 2.3 Leisure and Well Being
- 2.4 Organizational Setting
- 2.5 Professionalism

3.0 Program Planning Concepts and Philosophy

- 3.1 Incremental
- 3.2 Comprehensive
- 3.3 Long range Planning
- 3.4 Strategic Planning
- 3.5 Systems Planning

4.0 Evaluation Philosophies and Concepts

- 4.1 Definitions
- 4.2 Terminology
- 4.3 Types of Evaluation
- 4.4 Evaluations as Part of the Planning Process

5.0 Types of Plans

- 5.1 Master Plans
- 5.2 Comprehensive Plans
- 5.3 Statewide Comprehensive Outdoor Recreation Plans (SCORP)
- 5.4 Tourism Plans
- 5.5 Business Plans
- 5.6 Strategic Plans

6.0 Evaluation Types

- 6.1 Formative
- 6.2 Summative
- 6.3 By Goals and Objectives
- 6.4 Standards Based
- 6.5 Qualitative
- 6.6 Quantitative
- 6.7 Audits

7.0 Program Planning Process

- 7.1 Needs Assessment
- 7.2 Feasibility Study
- 7.3 Purpose
- 7.4 Activity Areas
- 7.5 Program Format
- 7.6 Budgets

- 7.7 Resources Allocation and Coordination
- 7.8 Risk and Safety Management
- 8.0 Program Implementation
 - 8.1 Facility Usage and Coordination
 - 8.2 Program Communication
 - 8.3 Staffing/Volunteer Needs and Expectations
 - 8.4 Recruiting, Training and Retaining Staff/Volunteers
 - 8.5 Program Monitoring
 - 8.6 Risk Management
- 9.0 Program Evaluation
 - 9.1 Type
 - 9.2 Format
 - 9.3 Timetable
 - 9.4 System
 - 9.5 Obstacles
 - 9.6 Collecting Data
 - 9.7 Data Interpretation
 - 9.8 Reporting
 - 9.9 Taking Action

VII. Suggested Textbook:

Rossmann, J., & Schlatter, B. (2015). *Recreation programming: Designing and staging leisure experiences* (7th ed.). Urbana, IL: Sagamore.

VIII. Bibliography:

- Carpenter, G., & Blandy, D. (2008). *Arts and cultural programming: A leisure perspective*. Champaign, IL: Human Kinetics.
- Cochran, L. Rothschild, A., & Rudick, J. (2009). *Leisure programming for baby boomers*. Champaign, IL: Human Kinetics.
- Coffman, S. (2007). *Successful programs for fitness and health clubs*. Champaign, IL: Human Kinetics.
- DeGraff, D., Jordan, D., & DeGraff, K. (2010). *Programming for parks, recreation and leisure services: A servant leadership approach* (3rd ed.). State College, PA: Venture.
- Driver, B.L. (Ed.) (2009). *Managing to optimize the beneficial outcomes of recreation*. State College, PA: Venture
- Henderson, K., & Bialescki, W. (2010). *Evaluating leisure services: Making enlightened decisions* (3rd ed.). State College, PA: Venture.
- Human Kinetics. (2010). *Inclusive recreation: Programs and services for diverse populations*. Champaign, IL: Author.
- Janes, P. (2006). *Marketing in leisure and tourism: Reaching new heights*. State College, PA: Venture.
- Jordan, D. (2007). *Leadership in leisure services: Making a difference* (3rd ed.). State College, PA: Venture

- O'Connell, T., & Cuthbertson, B. (2009). *Group dynamics in recreation and leisure*. Champaign, IL: Human Kinetics.
- Preist, S., & Gass, M. (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Russell, R. (2001). *Leadership in Recreation*. Boston, MA: McGraw-Hill.
- Shivers, J. (2011). *Programming recreational services*. Boston, MA: Jones and Bartlett.
- Stevens, C. (2008). *Service learning for health, physical education and recreation*. Champaign, IL: Human Kinetics.

IX. Instructional Goals, Student Outcomes and Assessment Procedures

Instructional Goals:

Provide program planning and evaluation techniques for successful and effective delivery of recreation and leisure programs to diverse audiences.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Describe foundations and philosophies of recreational programming.	Written assignment Written examination
Demonstrate competency in providing evaluation of programs.	Written assignments
Design and implement a leisure/recreation program.	Written assignment Program implementation & evaluation
Apply programming evaluation tools.	Written assignments
Develop awareness of ethical, social and political aspects of planning and evaluation.	Written assignment Discussion/debate
Describe the various client groups including their needs and appropriate methodologies.	Written examination Classroom discussion Oral report
Evaluate a recreation and leisure program experience.	Participation Rubric Oral and written reflection



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A346	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Lower Body Injury Assessment Skills Lwr Body Injury Assmnt Skills <small>Abbreviated Title for Transcript (30 character)</small>																	
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16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) BIOL A111, BIOL A112, PEP A251			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a														
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17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 11 February, 2015

Course Number: PEP A346

Course Title: Lower Body Injury Assessment Skills

Credits: 3

I. Course Description:

Focuses on the recognition and assessment of athletic injuries. Emphasizes lower body injury assessment skills and proficiencies.

II. Course Design:

- A. Designed for individuals interested in athletic-related injury assessment.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership; Exercise and Rehabilitation Sciences option, and a Minor in Athletic Training.
- E. Fees: No fee will be assessed
- F. May be scheduled in any time frame, but not less than 3 weeks.
- G. This is a revised course.
- H. Coordinated with: College of Health and UAA List Serv.
- I. Course level justification: Course outcomes build and develop analytical and evaluative knowledge, skills and abilities acquired in BIOL A111, BIOL A112, and PEP A251.

III. Course Activities:

Includes lecture, discussions, group exercises, speakers, and hands-on skill development.

IV. Course Prerequisites:

- BIOL A111 Human Anatomy and Physiology I
- BIOL A112 Human Anatomy and Physiology II
- PEP A251 Prevention and Care of Activity Related Injuries

V. Course Evaluation:

Grades will be A-F based on the written/practical exams, quizzes, proficiency check-offs, field experience hours and attendance.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Classroom, Campus and Field Safety

- 1.2 Equipment Safety
- 2.0 Course Introduction
 - 2.1 Assessment Techniques
 - 2.2 Goniometry and Manual Muscle Testing
- 3.0 Leg, Ankle and Foot
 - 3.1 History, Observation and Palpation
 - 3.2 Range of Motion and Strength
 - 3.3 Special Tests
 - 3.4 Leg, Ankle and Foot Evaluations
 - 3.5 Proficiency Check-offs
- 4.0 Knee and Thigh
 - 4.1 History, Observation and Palpation
 - 4.2 Range of Motion and Strength
 - 4.3 Special Tests
 - 4.4 Knee Evaluations
 - 4.5 Proficiency Check-offs
- 5.0 Hip, Pelvis and Groin
 - 5.1 History, Observation and Palpation
 - 5.2 Range of Motion and Strength
 - 5.3 Special Tests
 - 5.4 Hip, Pelvis and Groin Evaluations
 - 5.5 Proficiency Check-offs
- 6.0 Lower Thoracic and Lumbar Spine
 - 6.1 History, Observation, Palpation and Range of Motion
 - 6.2 Strength and Special Tests
 - 6.3 Lower Thoracic and Lumbar Spine Evaluations
 - 6.4 Proficiency Check-offs
- 7.0 Gait Cycle

VII. Suggested Textbooks:

- Shultz, S., Houglum, P., & Perrin, D. (2000). *Assessment of athletic injuries*. Champaign, IL: Human Kinetics.
- Sieg, K., & Adams, S. (2002). *Illustrated essentials of musculoskeletal anatomy*. Gainesville, FL: Megabooks.

VIII. Bibliography:

- Brown, G. (2002). *Gait* (CD-ROM). Slack.
- Epler, M. and Wainwright, S. (2000). *Manual muscle testing* (CD-ROM). Slack.

- Hoppenfeld, S. (1976). *Physical examination of the spine and extremities*. Valley Stream, NY: Appleton & Lange.
- Van Ost, L. (2000). *Manual muscle testing* (CD-ROM). Slack.
- Wiksten, D. and Barry, B. (2001). *Lower extremity injury evaluation: An interactive tutorial* (CD-ROM). Slack.

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:

Present proper procedures and techniques for patient assessment including: palpation, pathology, extent and assessment of an injury to the lower extremities (leg, ankle, foot, knee, thigh, hip, pelvis, groin, lower thoracic and lumbar spine).

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Obtain and analyze history information from observation, interview, and records, to assess the pathology and extent of a lower body injury.	Written exam Practical exam Proficiency check-offs
Inspect involved area(s) visually, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the lower body.	Written exam Practical exam Proficiency check-offs
Palpate an involved area(s) using standard techniques, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the lower body.	Written exam Practical exam Proficiency Check-offs
Perform specific impression tests systematically on an involved area, detect specific signs, analyze the information, and assess the pathology and extent of an injury to the lower body.	Written exam Practical exam Proficiency check-offs
Formulate a clinical impression by interpreting the signs and symptoms of an injury to the lower body to determine the appropriate course of action and to facilitate appropriate care.	Written exam Practical exam
Apply manual muscle testing techniques to detect asymmetry and assist in lower body injury assessment.	Written exam Practical exam Proficiency check-offs
Apply goniometric techniques to detect asymmetry and assist in lower body injury assessment.	Written exam Practical exam Proficiency check-offs



Course Action Request

University of Alaska Anchorage

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19. Justification for Action Course updated. Adjusted contact hours to align with course design. Prerequisite change to have students better prepared for application of course material. CCG and catalog updated to reflect changes.																													
<table border="0"><tr><td colspan="2">Initiator (faculty only) _____ Date _____ TJ Miller</td><td colspan="2"><input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____</td></tr><tr><td colspan="2">Initiator (TYPE NAME)</td><td colspan="2"></td></tr><tr><td><input type="checkbox"/> Approved _____</td><td></td><td><input type="checkbox"/> Approved _____</td><td>Undergraduate/Graduate Academic _____ Date _____</td></tr><tr><td><input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____</td><td></td><td><input type="checkbox"/> Disapproved _____</td><td>Board Chair _____</td></tr><tr><td><input type="checkbox"/> Approved _____</td><td></td><td><input type="checkbox"/> Approved _____</td><td></td></tr><tr><td><input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____</td><td></td><td><input type="checkbox"/> Disapproved _____</td><td>Provost or Designee _____ Date _____</td></tr></table>						Initiator (faculty only) _____ Date _____ TJ Miller		<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____		Initiator (TYPE NAME)				<input type="checkbox"/> Approved _____		<input type="checkbox"/> Approved _____	Undergraduate/Graduate Academic _____ Date _____	<input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____		<input type="checkbox"/> Disapproved _____	Board Chair _____	<input type="checkbox"/> Approved _____		<input type="checkbox"/> Approved _____		<input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____		<input type="checkbox"/> Disapproved _____	Provost or Designee _____ Date _____
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 12 February 2015

Course Number: PEP A347

Course Title: Upper Body Injury Assessment Skills

Credits: 3

I. Course Description:

Focuses on the recognition and assessment of athletic injuries. Emphasizes upper body injury assessment skills and proficiencies.

II. Course Design:

- A. Designed for individuals interested in athletic-related injury assessment.
- B. 3 credits
- C. Total time of student involvement: 135hours
- D. Required for Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership; Exercise and Rehabilitation Sciences option, and a Minor in Athletic Training
- E. Fees: No fee will be assessed..
- F. May be scheduled in any time frame, but not less than 3 weeks.
- G. This is a revised course.
- H. Coordinated with College of Health and UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A346.

III. Course Activities:

Includes lecture, discussions, group exercises, speakers, and hands-on skill development.

IV. Course Prerequisites:

PEP A346 Lower Body Injury Assessment Skills

V. Course Evaluation:

Grades will be A-F based on the following evaluation techniques: written/practical exams, quizzes, proficiency check-offs, field experience hours and attendance.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Classroom, Campus and Field Safety
 - 1.2 Equipment Safety
- 2.0 Cervical and Upper Thoracic Spine

- 1.1 History, Observation and Palpation
- 1.2 Range of Motion and Strength
- 1.3 Special Tests
- 1.4 Cervical and Upper Thoracic Spine Evaluations

- 3.0 Shoulder and Arm
 - 3.1 History, Observation and Palpation
 - 3.2 Range of Motion and Strength
 - 3.3 Special Tests
 - 3.4 Shoulder Evaluations

- 4.0 Elbow and Forearm
 - 4.1 History, Observation and Palpation
 - 4.2 Range of Motion and Strength
 - 4.3 Special Tests
 - 4.4 Elbow and Forearm Evaluations

- 5.0 Wrist and Hand
 - 5.1 History, Observation, Palpation
 - 5.2 Range of Motion and Strength
 - 5.3 Special Tests
 - 5.4 Wrist and Hand Evaluations

- 6.0 Head and Face
 - 6.1 History, Observation and Palpation
 - 6.2 Range of Motion and Strength
 - 6.3 Special Tests
 - 6.4 Head and Face Evaluations

VII. Suggested Textbook:

- Shultz, S., Houglum, P., & Perrin, D. (2000). *Assessment of athletic injuries*. Champaign, IL: Human Kinetics.
- Sieg, K., & Adams, S. (2002). *Illustrated essentials of musculoskeletal anatomy*. Gainesville, FL: Megabooks.

VIII. Bibliography:

- Brown, G. (2002). *Gait* (CD-ROM). Slack, Inc.
- Epler, M., & Wainwright, S. (2000). *Manual muscle testing* (CD-ROM). Slack.
- Hoppenfeld, S. (1976). *Physical examination of the spine and extremities*. Valley Stream, NY: Appleton & Lange.
- Van Ost, L. (2000). *Manual muscle testing* (CD-ROM). Slack, Inc.
- Wiksten, D. and Barry, B. (2000). *Upper extremity injury evaluation: An interactive tutorial* (CD-ROM). Slack.

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goals:

Present proper procedures and techniques for patient assessment including: palpation, pathology, extent and assessment of an injury to the upper body (cervical and upper thoracic spine, shoulder and arm, elbow and forearm, wrist and hand, head and face).

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Obtain and analyze history information from observation, interview, and records, to assess the pathology and extent of an upper body injury.	Written exam Practical exam Proficiency check-offs
Inspect involved area(s) visually, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the upper body.	Written exam Practical exam Proficiency check-offs
Palpate an involved area(s) using standard techniques, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the upper body.	Written exam Practical exam Proficiency check-offs
Perform specific impression tests systematically on an involved area, detect specific signs, analyze the information, and assess the pathology and extent of an injury to the upper body.	Written exam Practical exam Proficiency check-offs
Formulate a clinical impression by interpreting the signs and symptoms of an injury to the upper body to determine the appropriate course of action and to facilitate appropriate care.	Written exam and Practical exam
Apply manual muscle testing techniques to detect asymmetry and assist in upper body injury assessment.	Written exam, Practical exam Proficiency check-offs
Apply goniometric techniques to detect asymmetry and assist in upper body injury assessment.	Written exam, Practical exam Proficiency check-offs



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER	
2. Course Prefix PEP	3. Course Number A365	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Outdoor Leadership Theory and Practice Outdr Ldrshp Theory and Pract Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Bachelor of Science, Physical Education		02/16/2015		Sandra Carroll-Cobb	
2. Minor, Outdoor Leadership		02/16/2015		Sandra Carroll-Cobb	
3. OEC, Outdoor Leadership		02/16/2015		Sandra Carroll-Cobb	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/13/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/13/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Presents theories of leadership with emphasis on adventure programming application. Covers leadership styles, power, motivation, followership, group dynamics, diversity, safety, and ethics.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) PEP A262, PEP A264, PEP A280			16b. Co-requisite(s) (concurrent enrollment required) n/a		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Department Approval		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Changed title to be reflective of the degree name. Prerequisite change to have students better prepared for application of course material. CCG and Catalog changed to reflect course changes.					
<div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Initiator (faculty only) _____ Date _____ <u>T.J. Miller</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Department Chair _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>College/School Curriculum Committee Chair _____ Date _____</div></div> <div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Undergraduate/Graduate Academic Board Chair _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Provost or Designee _____ Date _____</div></div>					

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 13 February 2015

Course Number: PEP A365

Course Title: Outdoor Leadership Theory and Practice

Credits: 3

I. Course Description:

Presents theories of leadership with emphasis on adventure programming application. Covers leadership styles, power, motivation, followership, group dynamics, diversity, safety, and ethics.

II. Course Design:

- A. Designed for individuals interested in the field or profession of adventure and experiential education.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration. Required for Outdoor Leadership minor.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than three weeks
- G. This is a revised course
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes develop knowledge, skills, and abilities learned in Lower-division courses.

III. Course Activities:

Includes lectures, discussions, group exercises, written assignments and examinations, oral examinations, and hands-on skill development.

IV. Course Prerequisites:

PEP A262 Foundations of Outdoor Recreation
PEP A264 Recreation Program Planning and Evaluation
PEP A280 Leadership in HPER

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum

- 1.0 Safety
 - 1.1 Classroom, Campus, Field Safety
 - 1.2 Equipment Safety

- 2.0 Leadership Overview
 - 2.1 Definition
 - 2.2 Kinds of Leadership
 - 2.3 Leadership Triangle
 - 2.4 Leadership Through History
 - 2.5 Characteristics of Good Leadership (Organizational)
- 3.0 Aspects of Leadership
 - 3.1 Follower and Group Dynamics
 - 3.2 Situation
 - 3.3 Power
 - 3.4 Motivation
 - 3.5 Credibility
 - 3.6 Importance of Followership
- 4.0 Leadership Theories and Application in Outdoor Leadership
 - 4.1 Historical
 - 4.2 XY
 - 4.3 Situational
 - 4.4 Transformational
 - 4.5 Conditional Outdoor Leadership Theory (COLT)
 - 4.6 Chaordic
 - 4.7 Leader-Member Exchange
- 5.0 Diverse Populations
 - 5.1 Changing Nature of Society
 - 5.2 Adventure Program Participant Populations
 - 5.3 Values
 - 5.4 Communication
- 6.0 Leadership in the Outdoors
 - 6.1 Effective Communication
 - 6.2 Problem Solving
 - 6.3 Decision Making
 - 6.4 Experience-Based Judgment
- 7.0 Safety and Risk Management
 - 7.1 Definitions
 - 7.2 Accident Statistics
 - 7.3 Arousal Models
 - 7.4 Factors Increasing Risk
 - 7.5 Risk Mitigation Techniques
- 8.0 Ethics
 - 8.1 Personal
 - 8.2 Group

- 8.3 Organizational
- 8.4 Professional
- 8.5 Environmental

- 9.0 Legalities
 - 9.1 Liability
 - 9.2 Informed Consent
 - 9.3 Negligence
 - 9.4 Releases
 - 9.5 Incident Response

- 10.0 Future
 - 10.1 Social
 - 10.2 Technical
 - 10.3 Environmental

VII. Suggested Textbook:

- *Priest, S., & Gass, M. (1997). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- *Hunt, J. (2002). *Ethical issues in experiential education* (2nd ed). Boulder, CO: Association for Experiential Education.

VIII. Bibliography:

- *Bennis, W., & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. Jackson, TN: Perseus.
- *Drury, J., Bonney, B., Berman, D., & Wagstaff, M. (2005). *The backcountry classroom: Lessons, tools, and activities for teaching outdoor leaders*. MT: Falcon.
- *Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self-confidence*. Seattle, WA: The Mountaineers.
- *Hampton, B., & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Mechanicsburg, PA: Stackpole.
- *Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Simon & Schuster.
- *Luckner, J. L., & Nadler, R. S. (1997). *Processing the experience: Strategies to enhance and generalize learning*. Dubuque, IA: Kendall-Hunt.
- *Miles, J. C., & S. Priest. (1999). *Adventure Programming*. State College, PA: Venture.
- Yukul, G. (2012). *Leaderships in organizations* (8th ed.). Saddle River, NJ: Prentice-Hall.

- *Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:

The instructor will present effective leadership strategies and their application in the outdoors.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Identify historical perspectives on leadership.	Graded presentation Written examination
Analyze use of an effective leadership style, to include context, power, motivation, followership, communication, decision making, and judgment.	Case study analysis Written examination
Describe models and concepts of risk.	Class discussions Written examination
Detect factors increasing risk and specify mitigation strategies	Case study analysis Written exam
Formulate responses to ethical dilemmas, defending why a particular course of action was chosen.	Case study analysis Written exam
Discriminate between negligence, gross negligence, and criminal negligence.	Case study analysis Written exam



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																																											
2. Course Prefix PEP	3. Course Number A382	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)																																											
6. Complete Course Title Kinesiology and Biomechanics <small>Abbreviated Title for Transcript (30 character)</small>																																															
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																															
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																										
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Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted																																											
1. Bachelor of Science, Physical Education		2/16/2015		Sandra Carroll-Cobb																																											
2. Minor, Athletic Training		2/16/2015		Sandra Carroll-Cobb																																											
3. Bachelor of Science, Health Science		2/16/2015		Jenny Miller																																											
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																																															
13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>																																												
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																																															
15. Course Description (suggested length 20 to 50 words) Analyzes the structure, function, and mechanics of human movement with an emphasis on exercise, sports, and recreational activities. Includes application-based laboratory experiences.																																															
16a. Course Prerequisite(s) (list prefix and number or test code and score) BIOL A111, BIOL A112, [MATH A121 OR MATH A151 or STAT A252]			16b. Co-requisite(s) (concurrent enrollment required) N/A																																												
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental Approval																																												
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																																												
19. Justification for Action Updated curriculum and bibliography. Added MATH to prerequisites to have students better prepared for application of course material. Catalog and CCG changes to reflect course changes.																																															
<table border="0"><tr><td colspan="2">Initiator (faculty only) _____ Date _____</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2">_____</td></tr><tr><td colspan="2">TJ Miller</td><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2">Dean/Director of School/College _____ Date _____</td></tr><tr><td colspan="6">Initiator (TYPE NAME)</td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2">Undergraduate/Graduate Academic _____ Date _____</td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2">Board Chair _____</td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2">_____</td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2">Provost or Designee _____ Date _____</td></tr></table>						Initiator (faculty only) _____ Date _____		<input type="checkbox"/> Approved		_____		TJ Miller		<input type="checkbox"/> Disapproved		Dean/Director of School/College _____ Date _____		Initiator (TYPE NAME)						<input type="checkbox"/> Approved		<input type="checkbox"/> Approved		Undergraduate/Graduate Academic _____ Date _____		<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved		Board Chair _____		<input type="checkbox"/> Approved		<input type="checkbox"/> Approved		_____		<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved		Provost or Designee _____ Date _____	
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 11 February 2015

Course Number: PEP A382

Course Title: Kinesiology and Biomechanics

Credits: 4

I. Course Description:

Analyzes the structure, function, and mechanics of human movement with an emphasis on exercise, sports, and recreational activities. Includes application-based laboratory experiences.

II. Course Design:

- A. Designed for individuals interested in movement and motor development.
- B. 4 credits
- C. Total time the student will be involved in this course - 180 hours
- D. Required for the Bachelor of Science in Physical Education. Required for Bachelor of Science in Health Sciences. Required for a minor in Athletic Training.
- E. Fee: A fee will be assessed.
- F. This course may be taught in any time frame, but not less than 4 weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes meet, build, and develop theoretical, analytical, and evaluative knowledge, skills, and abilities acquired in BIOL A111 and BIOL A112.

III. Course Activities:

Classroom lecture, discussions, guest speakers, laboratory sessions, and potential field trips. Assignments and projects will be required.

IV. Course Prerequisites:

BIOL A111	Human Anatomy & Physiology I
BIOL A112	Human Anatomy & Physiology II
MATH A121	College Algebra for Managerial and Social Sciences or
MATH A151	College Algebra for Calculus
STAT A252	Elementary Statistics

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum:

1.0 Safety

- 1.1 Class and Campus Safety
- 1.2 Appropriate Apparel and Footwear
- 1.3 Equipment Safety
- 2.0 Applied Anatomy
 - 2.1 Anatomical Structures
 - 2.2 Musculoskeletal System
 - 2.3 Muscle Anatomy and Movement
 - 2.4 Articulations
 - 2.5 Mechanical Functions of Bones
 - 2.6 Anatomical Planes
 - 2.7 Axial Skeleton and Movement
 - 2.8 Appendicular Skeleton and Movement
 - 2.9 Growth and Development
 - 2.10 Terms of Movement
 - 2.11 Muscular Contractions and Movement
- 3.0 Biomechanical Principles
 - 3.1 Forces that Cause Movement
 - 3.2 Forces that Resist Movement
 - 3.3 Resultant Forces
 - 3.4 Torque
 - 3.5 Inertia
 - 3.6 Momentum
 - 3.7 Stability
 - 3.8 Newton's Laws
 - 3.9 Structure and Function
 - 3.10 Physical Activity
- 4.0 Applied Anatomy and Biomechanics Analysis
 - 4.1 Function, Structure, and Human Movement
 - 4.2 Exercise and Fitness
 - 4.3 Team and Individual Sports
 - 4.4 Recreation and Leisure Activities
 - 4.5 Outdoor and Adventure Activities
 - 4.6 Aquatic Activities
 - 4.7 Martial Arts Activities
 - 4.8 Special Populations
 - 4.9 Injury Prevention
 - 4.10 Equipment Considerations
- 5.0 Assessment and Prescription
 - 5.1 Musculoskeletal
 - 5.2 Individual Characteristics
 - 5.3 Technological Tools

VIII. Suggested Text(s):

McGinnis, P. (2013). *Biomechanics of sport and exercise* (3rd ed.).
Champaign, IL: Human Kinetics.

IX. Bibliography:

Behnke, R. (2012). *Kinetic anatomy* (3rd ed.). Champaign, IL: Human
Kinetics.

*Hall, S. (2001). *Basic biomechanics with dynamic human and powerweb:
health and human performance*. Columbus, OH: McGraw-Hill.

*Knudson, D., & Morrison, C. (2002). *Qualitative analysis of human
movement* (2nd ed.). Champaign, IL: Human Kinetics.

*Nigg, B., Macintosh, B., & Mester, J. (2000). *Biomechanics and biology of
movement*. Champaign, IL: Human Kinetics.

*Zatsiorsky, V. (2002). *Kinetics of human motion*. Champaign, IL: Human
Kinetics.

*Classic

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

Instructional Goal:

The instructor will review anatomical structure, mechanical function and biomechanical principles as applied to human movement and physical activity.

Student Outcomes	Assessment Procedures
After successful completion of the course the student will be able to:	
Describe applied anatomy, anatomical structures, mechanical functions of bones, and anatomical planes associated with the human body and movement.	Written exam Research project
Evaluate the relationship between the musculoskeletal system and human movement.	Laboratory activities Project Written Exam
Demonstrate examples of movement terms, muscles involved, and type of muscle including the relationship between the axial and appendicular skeletal system and movement.	Project Written Exam Portfolio
Assess contraindicated movements and describe their effect on the likelihood of becoming injured or creating postural misalignments.	Project Written Exam Class Participation
Critique how human movement is impacted by gravity, balance, force, torque, base of support, momentum, inertia, and stability.	Project Written Exam Laboratory activities
Evaluate and describe how Newton's Laws affect human movement.	Project Written Exam Laboratory activities
Demonstrate proficiency in the use of technology in assisting evaluation and prescription of applied anatomy.	Project Class demonstration Laboratory activities
Assess how human movement experiences are impacted by musculoskeletal limitations and choice of equipment, type of activity, venue, intensity, and duration of activity.	Project Class demonstration Laboratory activities
Assess and prescribe appropriate human movement experiences based on individual musculoskeletal characteristics, special needs, equipment, and other biomechanical factors.	Project Portfolio Class demonstration Laboratory activities

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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 11 February 2015

Course Number: PEP A383

Course Title: Movement Theory and Motor Development

Credits: 3

I. Course Description:

Analyzes the process of development in the psychomotor domain. Investigates motor learning theories, physiological foundations of skill performance, motor skill development, environmental effects, application of motor development instructional techniques, and measurement processes.

II. Course Design:

- A. Designed for individuals interested in learning about motor development.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education. Required for Bachelor of Science in Health Science. Required for a minor in coaching.
- E. Fees: None
- F. May be scheduled in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A184.

III. Course Activities:

Includes lecture, discussions, group exercises, self-evaluation techniques, and hands-on activities.

IV. Course Prerequisites:

PEP A184 Fundamental Motor Skills

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Classroom and Campus Safety
 - 1.2 Appropriate Apparel and Footwear
 - 1.3 Equipment

- 2.0 Motor Learning Concepts
 - 2.1 Terminology
 - 2.2 Defining and Classifying Motor Skills
 - 2.3 Definitions of Learning
 - 2.4 Stages of Learning
 - 2.5 Describing Performance Measures
 - 2.6 Theories of Motor Learning
- 3.0 Controlling Movement
 - 3.1 Structure and Function of the Control System
 - 3.2 Systems of Motor Control
 - 3.3 Proprioception and Vision in Motor Control
 - 3.4 Motor Programs
 - 3.5 Anticipation Timing
- 4.0 Attention
 - 4.1 Response Preparation
 - 4.2 Capacity of Attention
 - 4.3 Selective Attention
- 5.0 Memory
 - 5.1 Functional Components of Memory
 - 5.2 Causes of Forgetting
 - 5.3 Remembering Movement Information
 - 5.4 Remembering Serial Information
- 6.0 Individual Differences
 - 6.1 Identifying Motor Abilities
 - 6.2 Generality Versus Specificity
 - 6.3 Predicting Potential for Success in Motor Skills
- 7.0 Movement Instruction
 - 7.1 Function of Knowledge of Results in Learning Motor Skills
 - 7.2 Feedback and the Stages of Learning
 - 7.3 Types of Sensory Input
 - 7.4 Time Intervals
 - 7.5 Retention and the Promotion of Learning
- 8.0 Transfer of Learning
 - 8.1 Defining and Measuring Transfer of Learning
 - 8.2 Bilateral Transfer
 - 8.3 Maximizing Positive Transfer
- 9.0 Practice

- 9.1 Variable Practice
- 9.2 Effect of the Amount of Practice
- 9.3 Distributed Practice
- 9.4 Whole-Part Methods
- 9.5 Mental Practice
- 9.6 The Effects of Fatigue on Practice
- 10.0 Motivation
 - 10.1 Defining Motivation
 - 10.2 Arousal or Anxiety
 - 10.3 Reinforcement
 - 10.4 Level of Aspiration
- 11.0 Measurement of Movement and Related Technologies
 - 11.1 Measurement tools and devices
 - 11.2 Interpretation of Movement Data

VII. Suggested Textbook:

Schmidt R., & Wrisberg, C. (2007). *Motor learning & performance* (4th ed.). Champaign, IL: Human Kinetics.

VIII. Bibliography:

- Bennett, S., Van Der Kamp, J., Davids, K., & Savelsbergh, G. (2013). *Development of movement coordination in children: Applications in the field of ergonomics, health sciences, and sports*. New York, NY: Routledge.
- Enoka, R. (2008). *Neuromechanics of human movement* (4th ed.). Champaign, IL: Human Kinetics.
- Gallahue, D., & Ozmun, J. (2011). *Understanding motor development*. Columbus, OH: McGraw-Hill.
- *Haywood, K., & Getchell, N. (2001). *Learning activities for life span motor development*. (3rd ed.). Champaign, IL: Human Kinetics.
- *Jurimae, T., & Jurimas, T.E. (2001). *Growth, physical activity, and motor development in prepubertal children*. Boca Raton, FL: CRC.
- *Latash, M. (2002) *Progress in motor control: Structure-function relations in voluntary movement* (2nd Ed.). Champaign, IL: Human Kinetics.
- *Latash, M., & Zatsiorski, V. (2001). *Classics in movement science*. Champaign, IL: Human Kinetics.
- Payne, G. & Isaacs, L. (2011). *Human Motor Development: A Lifespan Approach* (8th ed.). Columbus, OH: McGraw-Hill.
- *Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:

The instructor will present motor learning concepts, motor skill assessment, the systems involved in controlling movement including the roles of attention, memory, individual differences, type of instruction, transfer of learning, practice, motivation in learning and refining motor skill.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Employ basic motor learning terminology.	Oral examination Written examination
Analyze the structure and function of the neuromuscular system in relation to the performance of motor skills.	Written assignment Written examination
Analyze the role of proprioception, vision, and timing in controlling movement.	Skill performance Oral presentation
Evaluate the strengths and limitation of various theories of motor learning.	Research
Construct a movement demonstration specifying the classification of motor skills and performance measures and describing the stages of learning.	Skill performance Oral presentation
Analyze the roles of attention, memory, individual differences, type of instruction, transfer of learning, practice, and motivation in learning and refining motor skill.	Research Skill performance Written assignments Written examination
Discriminate between the various types of measurement tools/devices and their appropriate uses.	Group assignment Written examination
Interpret movement data.	Research Written assignment



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																																					
2. Course Prefix PEP	3. Course Number A385	4. Previous Course Prefix & Number N/Aa	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)																																					
6. Complete Course Title Physiology of Exercise <small>Abbreviated Title for Transcript (30 character)</small>																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input checked="" type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																				
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2. Minor, Coaching		02/16/2015		Sandra Carroll-Cobb																																					
3. Minor, Athletic Training		02/16/2015		Sandra Carroll-Cobb																																					
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																																									
13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>																																						
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																																									
15. Course Description (suggested length 20 to 50 words) Analyzes the relationship of physical activity and exercise and the various physiological processes of the human body. Examines the sources and metabolism of energy used to produce movement and other factors that may influence performance.																																									
16a. Course Prerequisite(s) (list prefix and number or test code and score) PEP A382 with a "C" or higher			16b. Co-requisite(s) (concurrent enrollment required) N/A																																						
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental Approval																																						
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																																						
19. Justification for Action Prerequisite change to have students better prepared for application of course material. Course description changed for proper grammar. CCG and catalog copy updated to reflect changes.																																									
<table border="0"><tr><td colspan="2">Initiator (faculty only) _____ Date _____</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2">_____</td></tr><tr><td colspan="2">Initiator (TYPE NAME) <u>TJ Miller</u></td><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2">Dean/Director of School/College _____ Date _____</td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2">Undergraduate/Graduate Academic _____ Date _____</td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2">Board Chair _____</td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2">Provost or Designee _____ Date _____</td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2">_____</td></tr></table>						Initiator (faculty only) _____ Date _____		<input type="checkbox"/> Approved		_____		Initiator (TYPE NAME) <u>TJ Miller</u>		<input type="checkbox"/> Disapproved		Dean/Director of School/College _____ Date _____		<input type="checkbox"/> Approved		<input type="checkbox"/> Approved		Undergraduate/Graduate Academic _____ Date _____		<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved		Board Chair _____		<input type="checkbox"/> Approved		<input type="checkbox"/> Approved		Provost or Designee _____ Date _____		<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved		_____	
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 11 February 2015

Course Number: PEP A385
Course Title: Physiology of Exercise
Credits: 4

I. Course Description:

Analyzes the relationship of physical activity, exercise, and the various physiological processes of the human body. Examines the sources and metabolism of energy used to produce movement and other factors that may influence performance.

II. Course Design:

- A. Designed for individuals who are interested in exercise physiology.
- B. 4 credits
- C. Total time of student involvement: 180 hours
- D. Required for a Bachelor of Science in Physical Education. Required for a minor in Athletic Training. Required for a minor in Coaching.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than four weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A382, PEP A383.

III. Course Activities:

Includes lecture, discussions, group exercises, self-evaluation techniques, laboratory activities, and written examination.

IV. Course Prerequisites:

PEP A382 Kinesiology and Biomechanics with a "C" or higher

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum:

1.0 Safety

- 1.1 Campus and Classroom
- 1.2 Appropriate Apparel and Footwear
- 1.3 Equipment

2.0 Physiology of Muscular Contraction

- 2.1 Gross and Microscopic Structure of Skeletal Muscle

- 2.2 Muscle Fiber Structure and Function
- 3.0 Human Energy Production
 - 3.1 Applications of Energy Concepts
 - 3.2 The Energy Systems
 - 3.3 Relationship Between Oxygen Consumption and Energy Production
 - 3.4 Energy Continuum Concept and Guidelines
 - 3.5 Fuel for Energy
- 4.0 Exercise Metabolism and the Recovery Process
 - 4.1 Recovery Terminology
 - 4.2 Oxygen Debt
 - 4.3 Restoration of Muscle and Phosphagen Stores
 - 4.4 Replenishment of Myoglobin and Oxygen
 - 4.5 Restoration of Glycogen Stores
 - 4.6 Removal of Lactic Acid
 - 4.7 Practical Considerations
- 5.0 Neuromuscular Concepts Applied to Physical Activity
 - 5.1 Structure and Function of Nerves
 - 5.2 Reflexes
 - 5.3 Proprioception and Kinesthesia
 - 5.4 Systems of Muscular Control
 - 5.5 Posture, Balance, and Voluntary Movement
- 6.0 The Circulatory System and Physical Activity
 - 6.1 Cardiac Output
 - 6.2 Coronary Circulation and Efficiency of the Heart
 - 6.3 Factors Affecting Heart Rate
 - 6.4 Heart Rate During and After Exercise
 - 6.5 Cardiac Reserve Capacity
 - 6.6 Blood Flow and Control of Blood Distribution
- 7.0 Respiration & Gas Transport
 - 7.1 Lung Ventilation and External Respiration
 - 7.2 Lung Volume and Capacity
 - 7.3 Respiratory Control and Breathing Patterns
 - 7.4 Gas Transport by the Blood and Internal Respiration
 - 7.5 Aerobic Capacity
 - 7.6 Regulation of Acid-base Balance
 - 7.7 Changes in Lung Diffusion During Exercise
 - 7.8 Respiratory Factors Affecting Performance
- 8.0 Endocrine System and Physical Activity
 - 8.1 Nature of Hormones
 - 8.2 Importance of Hormones in Exercise and Physical Activity
- 9.0 Physiology of Training and Conditioning

- 9.1 Physical Fitness Testing and Prescription
- 9.2 Warming Up & Cooling Down
- 9.3 Physiology of Muscle Soreness
- 9.4 Environmental Effects
- 9.5 Nutrition and Training
- 9.6 Aids to Performance
- 9.7 Gender Differences
- 9.8 Effects of Age
- 9.9 Monitoring Training Progress

VII. Suggested Textbook:

McArdle, W., Katch, F., & Katch, V. (2014). *Exercise physiology: Energy, nutrition, and human performance*, (8th Ed.). Boston, MA: Lippincott Williams & Wilkins.

VIII. Bibliography:

- *Armstrong, L., & Bruton, H. (2001). *Performing in extreme environments: Training and working in intense heat, frigid cold, under water, high altitude, and air pollution*. Champaign, IL: Human Kinetics.
- *Axen, K., & Axen, K. (2000). *Illustrated principles of exercise physiology*. Upper Saddle River, NJ: Pearson.
- Brooks, G., White, T., Fahey, T., & Baldwin, K. (2005). *Exercise Physiology: Human Bioenergetics and Its Applications* (5th ed.). Columbus OH: McGraw-Hill.
- *Foss, M., & Keteyian, S. (2001). *Fox's Physiological Basis for Exercise and Sport*. Columbus OH: McGraw-Hill.
- Gore, C. (2012). *Physiological Tests for Elite Athletes* (2nd. Ed). Champaign, IL: Human Kinetics.
- Hoffman, J. (2014). *Physiological Aspects of Sport Training and Performance* (2nd ed.). Champaign, IL: Human Kinetics.
- Housh, T., Johnson, G., & Housh, D. (2012). *Introduction to Exercise Science*, (4th ed.). Upper Saddle River, NJ: Pearson Education.
- Humphrey, R., E., & Myers, J. (2009). *American College of Sports Medicine's Guidelines and Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic, and Hematologic Conditions* (2nd ed.). Boston, MA: Lippincott Williams & Wilkins.
- Powers, S. (2011). *Exercise Physiology*, (5th ed.). Columbus, OH: McGraw-Hill.
- *Robergs, R., & Roberts, S. (2000). *Fundamental Principles of Exercise Physiology*. Columbus OH: McGraw-Hill.
- Tharp, G., & Woodman, D. (2010). *Experiments in Physiology*, (8th ed.). Upper Saddle River, NJ: Pearson Education.
- *Thomas, D., & Fernhall, B. (2003). *Exercise Physiology*. Boston, MA: Jones & Bartlett.
- Wilmore, J., & Costill, D. (2011). *Physiology of Sport and Exercise* (5th ed.). Champaign, IL: Human Kinetics.
- *Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:

The instructor will address the relationship of physical activity/movement to the various physiological processes and sources of metabolic energy used to produce human movement.

Student Outcomes After successful completion of the course, the student will be able to:	Assessment Procedures
Examine and discriminate between the types, structure, and functions of muscle fibers.	Project Written examination
Examine the energy systems, effects of different types of fuel, and the relationship between oxygen consumption and energy production.	Demonstration Written examination
Analyze exercise metabolism and the recovery process.	Demonstration Written assignment Written examination
Investigate the effects of disuse, stress, excitement, fatigue, proprioceptive neuromuscular facilitation, cross education, reaction time, movement time, motor versus sensory set, and effort on exercise metabolism and recovery.	Demonstration Written assignment Written examination
Examine the structure of nerves in their functions in posture, balance, and voluntary movement.	Written assignment
Investigate how reflexes, proprioception, kinesthesia, and other systems affect the coordination and control of movement.	Demonstration Written assignment
Analyze the changes in cardiac output and heart rate related to physical performance.	Demonstration Written assignment Written examination
Describe the process of lung ventilation, external respiration, gas transport, and internal respiration.	Written assignment Written examination
Examine respiratory factors on performance.	Demonstration Written examination
Examine the regulation of the acid-base balance in relation to physical activity.	Written reports
Discriminate between the various types of fitness testing methods and prescribe their appropriate uses.	Demonstration Oral presentation Written assignment
Analyze the effects of warm-up, cool-down, muscle soreness, environment, nutrition, hormones, performance aids, gender, and aging on training and conditioning.	Demonstration Research Written examination
Construct a plan for monitoring the progress of a training program.	Demonstration Written assignment Written examination



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A453	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Health Promotion <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall /2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>2/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2. Minor, Health and Fitness Leadership</td> <td>02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	2/16/2015	Sandra Carroll-Cobb	2. Minor, Health and Fitness Leadership	02/16/2015	Sandra Carroll-Cobb	3.		
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2. Minor, Health and Fitness Leadership	02/16/2015	Sandra Carroll-Cobb															
3.																	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																	
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Focuses on understanding health behaviors and the development of intervention strategies to modify health risk behaviors. Examines various health promotion settings and the role of the health/fitness professional.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) BA A151 and PEP A280			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Departmental Approval, Junior or Senior status														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite and registration changes to have students better prepared for application of course material. Catalog and CCG changed to reflect course changes.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>TJ Miller</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
Course Number: PEP A453
Course Title: Health Promotion
Credits: 3

Date: 11 February 2015

I. Course Description:

Focuses on understanding health behaviors and the development of intervention strategies to modify health risk behaviors. Examines various health promotion settings and the role of the health/fitness professional.

II. Course Design:

- A. Designed for individuals interested in health promotion.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership and required for Minor in Health and Fitness Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in BA A151, PEP A183, PEP A184, and PEP A280.

III. Course Activities:

Includes lecture, discussions, group exercises, self-evaluation techniques, written assignments and examinations, oral presentations and hands-on skill development.

IV. Course Prerequisites:

Prerequisites: BA A151 and PEP A280

Registration Restriction: Department Approval; Junior or Senior Status

V. Course Evaluation:

Grades will be A-F based on all assignments. Specific criteria will be discussed in class.

VI. Course Curriculum:

- 1.0 Course Introduction
 - 1.1 Classroom Safety
 - 1.2 Campus safety

- 2.0 Overview of Health
 - 2.1 Definitions
 - 2.2 Dimensions of Health
 - 2.3 Major Factors Influencing Health
 - 2.3.1 Heredity
 - 2.3.2 Environment
 - 2.3.3 Services
 - 2.3.4 Behavior
- 3.0 History of Health Education and Health Promotion
 - 3.1 Pre-Modern Era
 - 3.2 First Half of the Nineteenth Century
 - 3.3 Modern Era of Health
- 4.0 Governmental Health Initiatives
 - 4.1 Healthy People 2020
 - 4.2 Other Initiatives
 - 4.3 State and Local Roles
- 5.0 Risk and Behavior Change
 - 5.1 Basic Principles of Learning
 - 5.2 Maslow's Theory of Human Motivation
 - 5.3 Behavioral Modification (Skinner)
 - 5.4 Lewin's Field Theory
 - 5.5 Transtheoretical Theory of Behavior Change
 - 5.6 Social Learning Theory
 - 5.7 Health Belief Model
 - 5.8 Health Promotion Model
- 6.0 Health Promotion and Disease Prevention
 - 6.1 Health Promotion
 - 6.2 Levels of Prevention
 - 6.3 Role of the Professional
- 7.0 Settings for Health Promotion
 - 7.1 Community Health Agencies
 - 7.2 Worksite Programs
 - 7.3 Fitness Centers
 - 7.4 School Programs
 - 7.5 College and University Programs
 - 7.6 Medical and Clinical Settings
- 8.0 Needs Assessment, Planning and Program Implementation
 - 8.1 Planning Models
 - 8.2 Needs Assessment
 - 8.3 Development of a Program Plan

- 8.4 Implementation
- 8.5 Evaluation

9.0 Overview of Successful Programs

- 10.0 Professionalism
 - 10.1 Credentialing
 - 10.2 Competencies

VII. Suggested Textbook:

McKenzie, J.F., Neiger, B.L., & Smeltzer, J.L. (2013) *Planning, implementing, & evaluating health promotion programs: A primer* (6th ed.). Boston, MA: Pearson Benson Cummings.

VIII. Bibliography:

- Butler, J. T. (2000) *Principles of health education and health promotion*. Florence, KY: Wadsworth.
- Cottrell, R.R., McKenzie, J.F., & Girvan, J.T. (2011) *Principles and foundations of health promotion and education*. Boston, MA: Pearson, Benson, & Cummings.
- Edelman, C., & Mandle, C. (2013) *Health promotion throughout the lifespan*. Philadelphia, PA: C.V. Mosby.
- Egger, G., Donovan, R., & Spark, R. (2013) *Health promotion strategies and methods*. Columbus, OH: McGraw-Hill.
- Glanz, K., & Rimer, B.K. (2008) *Health behavior and health education: Theory, research and practice*. Hoboken, NJ: John Wiley & Sons.
- Haber, D. (2013) *Health promotion and aging: Practical applications for the health professions*. New York, NY: Springer.
- Kerr, J. (2000) *Community health promotion*. Philadelphia, PA: Bailliere Tindall.
- MacLachlan, M. (2001) *Cultivating health: Cultural perspectives on health promotion*. John Wiley & Sons.
- Naidoo, J. (2009) *Health promotion: Foundations for practice*. Philadelphia, PA: Bailliere Tindall.
- Norman, P., Conner, M., & Abraham, C. (2001) *Understanding and changing health behaviour: From health beliefs to self-regulation*. Newark, NJ: Gordon & Breach.
- O'Donnell, M.P. (2014) *Health promotion in the workplace*. Troy, MI: American Journal of Health Promotion.
- Oliver, S., & Peersman, G. (2001) *Using research for effective health promotion*. Columbus, OH: Open University Press.
- Seedhouse, D. (2002) *Total health promotion: Mental health, rational fields and the quest for autonomy*. Hoboken, NJ: Wiley John & Sons.
- Watson, J., & Platt, S.D. (2000) *Researching health promotion*. New York, NY: Routledge.

IX. Instructional Goals, Student Outcomes and Assessment Procedures

Instructional Goal:

Present an overview of health promotion settings, programs and programming models, the role of the health/fitness professional, the history of health education, health promotion and federal health initiatives and expound on learning principles, behavior theories and behavior.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Define basic health terms, the dimensions of health and factors influencing health.	Written assignment Personal assessment
Organize historical perspectives of health education and health promotion and apply them to current health issues.	Research Written assignment
Determine the importance of federal health initiatives, state and local roles and personal health connections.	Written assignment
Determine and apply appropriate learning principles and theories related to behavior change.	Written examination
Prescribe an appropriate level of prevention for individuals/situations.	Case studies
Examine various settings for health promotion programs while	Written assignment
Assess the role of the health/fitness professional in health promotion and disease prevention.	Research Written assignment
Develop and implement a health intervention program.	Written assignment Project Oral Presentation Portfolio
Evaluate successful programs for use as models for program development.	Research Project



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A454	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)													
6. Complete Course Title Exercise Testing and Prescription Exercise Test & Prescription <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall /2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%; text-align: center;">Impacted Program/Course</th> <th style="width:20%; text-align: center;">Date of Coordination</th> <th style="width:40%; text-align: center;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td style="text-align: center;">02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2. </td> <td></td> <td></td> </tr> <tr> <td>3. </td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb	2.			3.		
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Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																	
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents techniques necessary for exercise test administration, evaluation, and prescription for individuals. Emphasizes clinical physiology, testing protocols, the evaluation of results, and the design of individual exercise prescriptions based upon the results.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) PEP A385 with a grade of "C" or higher			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Department Approval; Junior or Senior status														
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
Course Number: PEP A454
Course Title: Exercise Testing and Prescription
Credits: 4

Date: 11 February 2015

I. Course Description:

Presents techniques necessary for exercise test administration, evaluation, and prescription for individuals. Emphasizes clinical physiology, testing protocols, the evaluation of results, and the design of individual exercise prescriptions based upon the results.

II. Course Design:

- A. Designed for individuals majoring in physical education with emphasis in health and fitness leadership.
- B. 4 credits
- C. Total time of student involvement: 180 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than four weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A382, PEP A383, PEP A384 and PEP A385.

III. Course Activities:

Includes lecture, discussions, individual/group laboratory activities, practical application and written examinations.

IV. Course Prerequisites:

Prerequisite: PEP A385 with a grade of "C" or higher
Registration Restriction: Department Approval; Junior or Senior Status

V. Course Evaluation:

Grades will be A-F. Specific criteria will be discussed in class.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Class, Lab, Campus and Field Safety
 - 1.2 Appropriate Apparel and Footwear

- 1.3 Equipment Safety
- 2.0 Benefits and Risks Associated with Exercise
 - 2.1 Benefits of Regular Exercise
 - 2.2 Risks Associated with Exercise Testing
 - 2.3 Risks Associated with Physical Activity
- 3.0 Health Screening and Risk Stratification
 - 3.1 Pre-participation Health Screening
 - 3.2 American College of Sports Medicine (ACSM) Risk Stratification
- 4.0 Pre-test Evaluations
 - 4.1 Medical History
 - 4.2 Physical Examination
 - 4.3 Laboratory Tests
 - 4.3.1 Blood pressure
 - 4.3.2 Blood profile analyses
 - 4.4 Contraindications to Exercise Testing
 - 4.5 Informed Consent and Patient Instructions
- 5.0 Physical Fitness Testing
 - 5.1 Introduction
 - 5.1.1 Purposes of fitness testing
 - 5.1.2 Basic principles and guidelines
 - 5.2 Body Composition Assessment
 - 5.2.1 Anthropometric methods
 - 5.2.2 Densitometry
 - 5.2.3 Other techniques
 - 5.2.4 Laboratory: measuring body composition
 - 5.3 Cardiovascular Assessment
 - 5.3.1 Submaximal testing methods
 - 5.3.2 Maximal testing methods
 - 5.3.3 Laboratory: measuring cardiovascular fitness
 - 5.4 Muscular Fitness and Flexibility Assessment
 - 5.4.1 Muscular strength
 - 5.4.2 Muscular endurance
 - 5.4.3 Flexibility
 - 5.4.4 Laboratories: assessing muscular fitness and flexibility
- 6.0 Clinical Exercise Testing
 - 6.1 Exercise Test Modalities and Protocols
 - 6.2 Measurements
 - 6.3 Indications for Exercise Test Termination
 - 6.4 Supervision of Exercise Stress Testing
- 7.0 Interpretation of Clinical Test Data

- 7.1 Interpretation Methods and Considerations
- 7.2 Diagnostic Value of Exercise Testing
- 8.0 General Principles of Exercise Prescription
 - 8.1 Introduction
 - 8.2 Components of the Training Session
 - 8.3 Cardiorespiratory Endurance
 - 8.4 Musculoskeletal Flexibility
 - 8.5 Muscular Fitness
 - 8.6 Maintenance of the Training Effect
- 9.0 Exercise Prescriptions For Special Populations:
 - 9.1 Cardiac Patients
 - 9.2 Pulmonary Patients
 - 9.3 Children
 - 9.4 Elderly
 - 9.5 Pregnant Women
- 10.0 Clinical Conditions Influencing Exercise Prescriptions
 - 10.1 Hypertension
 - 10.2 Diabetes mellitus
 - 10.3 Obesity
 - 10.4 Peripheral vascular disease
- 11.0 Methods for Changing Exercising Behaviors
 - 11.1 Exercise Compliance
 - 11.2 Psychological Components of Successful Behavior Change
 - 11.3 Strategies to Improve Behavioral Change Outcomes
 - 11.4 Other Areas for Health Behavior Change
- 12.0 Legal Issues
 - 12.1 Contracts, Informed Consent and Torts
 - 12.2 Negligence and/or Malpractice
 - 12.3 Standards of Care

VII. Suggested Textbook:

American College of Sports Medicine. (2010). *ACSM's guidelines for exercise testing and prescription* (8th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

American College of Sports Medicine (2010). *ACSM's resource manual for guidelines for exercise testing and prescription* (6th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

VIII. Bibliography:

American College of Sports Medicine. (2009). *ACSM's certification review*. Philadelphia, PA: Lippincott, Williams and Wilkins.

- Beam, W., & Adams, G. (2010). *Exercise physiology laboratory manual* (6th ed.). Columbus, OH: McGraw-Hill.
- Bompa, T., & Haff, G. (2009). *Periodization: Theory and methodology of training* (5th ed.). Dubuque, IA: Kendall-Hunt.
- Heyward, V. (2010). *Advanced fitness assessment and exercise prescription* (6th ed.). Champaign, IL: Human Kinetics.
- Howley, E., & Franks, B. (2003). *Health fitness instructor's handbook* (4th ed.). Champaign, IL: Human Kinetics.
- McMurray, R. (1999). *Concepts in fitness programming*. New York, NY: CRC.
- Nieman, D. (2010). *Exercise testing and prescription* (7th ed.). Columbus, OH: McGraw-Hill.

IX. Instructional Goals, Student Outcomes and Assessment Procedures

Instructional Goal:

Present principles concerning the benefits and risks associated with exercise, exercise testing and prescribing exercise.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Critique the risks and benefits associated with physical activity and exercise testing.	Research Discussion Written examination
Elaborate on the different types of health screening, risk stratification, pre-test evaluations and their clinical significance.	Discussion Written examination
Prepare, conduct and evaluate physical fitness testing in the areas of cardiovascular, muscular strength, muscular endurance, flexibility and body composition.	Group activity Laboratory activity Discussion Written examination
Integrate the information from physical fitness testing and develop and/or prescribe an appropriate exercise regimen from the data provided.	Laboratory activity Discussion Written examination Portfolio assignment
Identify the needs in developing an exercise prescription for special populations (e.g., elderly, children, pregnant women, cardiac or pulmonary patients, etc.) and those with special conditions (e.g., hypertension, obesity, diabetes mellitus, etc.).	Research Discussion Written assignment Written examination
Identify methods of improving exercise compliance and positively influencing other health behaviors.	Research Discussion Written examination
Explain the importance of selected legal issues and guidelines for minimizing risk to human subjects or participants in exercise settings.	Discussion Written examination



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A455	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)													
6. Complete Course Title Cardiac Rehabilitation and Special Populations Cardiac Rehab & Special Pops <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catlog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall /2015 To: /9999														
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Focuses on exercise as an integral part of medicine by assisting in the diagnosis of cardiovascular disease and by serving as an adjunct to traditional medical practice in the treatment of persons with cardiovascular and other chronic diseases and disabilities. Emphasizes the pathophysiology and detection of diseases, medical management, and exercise therapy program design.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) PEP A454 with a grade of "C" or higher			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Departmental Approval														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Added grade requirement to prerequisites to better prepare students for application of course material. Changed registration restrictions for better enrollment management. CCG and Cataolog updated for course changes.																	
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department:	HPER	Date:	11 February 2015
Course Number:	PEP A455		
Course Title:	Cardiac Rehabilitation and Special Populations		
Credits:	4		

I. Course Description:

Focuses on exercise as an integral part of medicine by assisting in the diagnosis of cardiovascular disease and by serving as an adjunct to traditional medical practice in the treatment of persons with cardiovascular and other chronic diseases and disabilities. Emphasizes the pathophysiology and detection of diseases, medical management, and exercise therapy program design.

II. Course Design:

- A. Designed for individuals majoring in physical education with emphasis in health and fitness leadership.
- B. 4 credits
- C. Total time of student involvement: 180 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than four weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A382, PEP A385 and PEP A454

III. Course Activities:

Includes lecture, discussions, individual/group laboratory activities, field activities, and practical and written examinations.

IV. Course Prerequisites and Registration Restrictions:

Prerequisites: PEP A454 with grade of "C" or higher
Registration Restrictions: Department Approval

V. Course Evaluation:

Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Class Campus and Field Safety
 - 1.2 Appropriate Apparel and Footwear

- 1.3 Equipment Safety
- 2.0 Cardiac Rehabilitation: Overview
 - 2.1 Historical Perspective on Coronary Heart Disease
 - 2.2 Overview of Cardiovascular Disease
 - 2.3 Relevance of Cardiac Rehabilitation Programs
- 3.0 Risk Factors
 - 3.1 Family History
 - 3.2 Cigarette Smoking
 - 3.3 Hypertension
 - 3.4 Plasma Cholesterol, Lipoproteins and Triglycerides
 - 3.5 Impaired Fasting Glucose
 - 3.6 Physical Inactivity
 - 3.7 Obesity
 - 3.8 Evaluation of Patient Risk-Factor Modification
- 4.0 Cardiac Rehabilitation Programs
 - 4.1 Inpatient Cardiac Rehabilitation Program
 - 4.2 Immediate Outpatient Cardiac Rehabilitation Program
 - 4.3 Intermediate Outpatient Cardiac Rehabilitation Program
 - 4.4 Maintenance Outpatient Cardiac Rehabilitation Program
- 5.0 Heart Anatomy and Physiology
 - 5.1 Heart Anatomy
 - 5.2 Coronary Arteries
 - 5.3 Metabolism of Cardiac Tissue
 - 5.4 Conduction System
 - 5.5 General Myology
 - 5.6 Neural Control of Heart Rate and Blood Vessels
 - 5.7 Peripheral Circulation
- 6.0 Pathophysiology of Coronary Artery Disease
 - 6.1 Arterial Wall
 - 6.2 Atherosclerotic Lesions
 - 6.3 Pathogenesis of Atherosclerosis
 - 6.4 Atherosclerosis and Coronary Artery Disease
 - 6.5 Coronary Artery Disease: Clinical Manifestation
- 7.0 Medical and Surgical Management of Cardiac Disease
 - 7.1 Pharmacologic Management
 - 7.1.1 Nitrates
 - 7.1.2 Beta-blocking agents
 - 7.1.3 Calcium channel blockers
 - 7.1.4 Cardiac glycosides
 - 7.1.5 Antiarrhythmics
 - 7.2 Surgical Intervention
 - 7.2.1 Percutaneous transluminal coronary angioplasty

- 7.2.2 Coronary stents
 - 7.2.3 Coronary artery bypass grafting
- 8.0 Electrocardiography
 - 8.1 Cardiac Cycle and Impulse Generation
 - 8.2 Waves, Complexes and Intervals
 - 8.2.1 P wave
 - 8.2.2 PR interval
 - 8.2.3 QRS complex
 - 8.2.4 ST segment
 - 8.2.5 T wave
 - 8.2.6 QT interval
 - 8.2.7 Standard electrocardiogram paper
 - 8.2.8 Standardization
 - 8.2.9 Electrocardiogram leads
 - 8.2.10 Lead placement
 - 8.2.11 The 12-lead electrocardiogram (ECG)
 - 8.3 Interpreting the Electrocardiogram
 - 8.3.1 Calculating the rate
 - 8.3.2 Determining the rhythm
 - 8.3.3 Characteristics of rhythms
 - 8.3.3.1 Atrial arrhythmias
 - 8.3.3.2 AV nodal/junctional arrhythmias
 - 8.3.3.3 Ventricular arrhythmias
 - 8.4 Heart Blocks
 - 8.4.1 AV blocks
 - 8.4.2 Bundle branch blocks
 - 8.5 Electrocardiogram Changes
 - 8.5.1 Effects of exercise
 - 8.5.2 Laboratory: Assess ECG responses under:
 - 8.5.2.1 Resting conditions
 - 8.5.2.2 Exercise conditions
 - 8.5.3 Effects of drugs
- 9.0 Special Population Diseases, Disorders and Management
 - 9.1 Pulmonary Diseases
 - 9.2 Metabolic Diseases
 - 9.3 Immunological and Hematological Disorders
 - 9.4 Orthopedic Diseases and Disabilities
 - 9.5 Neuromuscular Disorders
 - 9.6 Cognitive, Psychological and Sensory Disorders
 - 9.7 Other
- 10.0 Assessment of the Special Population Patient/Client
 - 10.1 Information Regarding Patient Medical Status
 - 10.2 Assessment of the Rehabilitation Center/Facility
 - 10.2.1 Informed consent
 - 10.2.2 Graded exercise test

10.2.3 Additional physical assessments
10.3 Graded Exercise Test Case Histories

- 11.0 Exercise Prescription
 - 11.1 Risk Stratification
 - 11.2 Cardiorespiratory Endurance
 - 11.3 Muscular Strength and Endurance
 - 11.4 Flexibility
 - 11.5 Body Composition
- 12.0 Exercise Session
 - 12.1 Review of Candidates for Cardiac Rehabilitation
 - 12.2 Components of the Exercise Session
 - 12.3 Patients Requiring Special Consideration
 - 12.3.1 Angina pectoris
 - 12.3.2 Diabetes mellitus
 - 12.3.3 Peripheral vascular disease
 - 12.3.4 Chronic heart failure
 - 12.3.5 Osteoarthritis and orthopedic limitations
 - 12.3.6 Obesity

VII. Suggested Textbook:

American College of Sports Medicine. (2010). *ACSM's guidelines for exercise testing and prescription* (8th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.
American College of Sports Medicine. (2010). *ACSM's resource manual for guidelines for exercise testing and prescription* (6th ed.). Champaign, IL: Human Kinetics.
American College of Sports Medicine. (2009). *ACSM's exercise management for persons with chronic diseases and disabilities* (3rd ed.). Champaign, IL: Human Kinetics.

VIII. Bibliography:

Brannon, F. J., Foley, M. W., & Starr, J. A. *et al.* (1998). *Cardiopulmonary rehabilitation: Basic theory and application* (3rd ed.). Philadelphia, PA: F. A. Davis.
Davis, D. (1985). *How to quickly and accurately master ECG interpretation*. Philadelphia, PA: Lippincott, Williams and Wilkins.
Dubin, D. (2000). *Rapid interpretation of EKG's: Dr. Dubin's classic, simplified methodology for understanding EKG's* (6th ed.). Cover.
Fardy, P., Franklin, B., Verrill, D., & Porcan, J. (1999). *Training Techniques in Cardiac Rehabilitation*, (Vol. 3). Champaign, IL: Human Kinetics.
Howley, E., & Franks, B. (2003). *Health fitness instructor's handbook* (4th ed.). Champaign, IL: Human Kinetics.
Porth, C. (2002). *Pathophysiology: Concepts of altered health states* (6th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.
Squires, R. (1998). *Exercise Prescription for the high risk cardiac patient*. Champaign, IL: Human Kinetics.

IX. Instructional Goals, Student Outcomes and Assessment Procedures

Instructional Goal:

The instructor will introduce the foundational principles of cardiac disease management and rehabilitation and exercise management for special populations.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Critique the different types of cardiac and special population rehabilitation programs.	Research Written examination
Identify elements in heart anatomy and explain the mechanisms of physiological control.	Written examination
Evaluate the different types of cardiovascular and chronic disease and pathophysiology.	Written examination
Differentiate pharmacologic and surgical management methods used in improving a patient's quality of life.	Research Written examination
Identify basic electrocardiograms and interpret their clinical relevance.	Research Written examination
Prepare and measure a basic electrocardiogram in a normal individual.	Group activity Laboratory activity
Assess and/or evaluate cardiac and special population patients' case history.	Research
Develop and prescribe appropriate exercise programs for cardiac and special population rehabilitation patients/clients.	Written assignment



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																			
2. Course Prefix PEP	3. Course Number A467B	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 2 cr	5b. Contact Hours (Lecture + Lab) (.5+3)																			
6. Complete Course Title Climbing-Based Outdoor Leadership Climb-based Outdr Ldrshp. <small>Abbreviated Title for Transcript (30 character)</small>																							
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																							
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input checked="" type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input checked="" type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input checked="" type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits		
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			11. Implementation Date semester/year From: Fall /2015 To: /9999																				
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																				
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3. OEC, Outdoor Leadership		02/16/2015		Sandra Carroll-Cobb																			
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																							
13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>																				
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																							
15. Course Description (suggested length 20 to 50 words) Presents techniques and strategies of outdoor leadership in the alpine or climbing environment. Emphasizes application of leadership skills in field-based experiences. Covers planning, organization, logistics, rope systems, anchors, environmental considerations, decision-making, judgment, and safety.																							
16a. Course Prerequisite(s) (list prefix and number or test code and score) PER A146 and PER A147 and [PER A148 or PER A181], PEP A365			16b. Co-requisite(s) (concurrent enrollment required) N/A																				
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Department Approval																				
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																				
19. Justification for Action Prerequisite and registration changes to have students better prepared for application of course material; removed unnecessary courses. Changed course title to be consistent with degree title. Changed course description for proper grammar. Updated CCG and catalog to reflect changes.																							

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

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 15 February 2015

Course Number: PEP A467B

Course Title: Climbing-Based Outdoor Leadership

Credits: 2

I. Course Description:

Presents techniques and strategies of outdoor leadership in the alpine or climbing environment. Emphasizes application of leadership skills in field-based experiences. Covers planning, organization, logistics, rope systems, anchors, environmental considerations, decision-making, judgment, and safety.

II. Course Design:

- A. This course is designed for students interested in outdoor leadership.
- B. 2 credits
- C. Total time of student involvement: 90 hours
- D. Elective for students pursuing a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration.
- E. Fees: No fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon leadership and technical knowledge, skills, and abilities developed in PEP A365.

III. Course Activities:

Includes lectures, discussions, and written assignments, with an emphasis on hands-on field leadership experiences.

IV. Course Prerequisites:

PER A146 Beginning Rock Climbing
PER A147 Beginning Ice Climbing
PER A148 Beginning Indoor Sport Climbing or
PER A181 Crevasse Rescue Techniques
PEP A365 Outdoor Leadership Theory and Practice
Registration Restriction: Department Approval

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum

1.0 Introduction

- 1.1 Classroom, Campus, Field Safety
- 1.2 Equipment Safety
- 2.0 Planning
 - 2.1 Matching Objectives to Clients
 - 2.2 Route Selection and Alternatives
 - 2.3 Acquiring Permits
 - 2.4 Budgeting
 - 2.5 Menus and Supplies
 - 2.6 Trip Plan
- 3.0 Organization and Logistics
 - 3.1 Equipment Selection
 - 3.2 Food Buying and Preparation
 - 3.3 Packing
 - 3.4 Transportation and Communication
- 4.0 Leadership Style and Ethics
 - 4.1 Assessing the Group and Situation
 - 4.2 Choosing Appropriate Style
 - 4.3 Flexibility
 - 4.4 Communication
 - 4.5 Instruction
 - 4.6 Motivation
 - 4.7 Ethics
- 5.0 Rope Systems and Anchors
 - 5.1 Site Specificity
 - 5.2 Anchor Set-Up
 - 5.2.1 Redundancy
 - 5.3 Rope Management
- 6.0 Environmental Considerations
 - 6.1 Leave No Trace Standards
 - 6.2 Natural History Interpretation
- 7.0 Decision Making And Judgment
- 8.0 Safety and Risk Management
 - 8.1 Risk Management Plan
 - 8.2 Environmental Safety
 - 8.3 Technical Safety
 - 8.4 Psychological Safety

VII. Suggested Textbook:

Graydon, D. & Hanson, K. (Eds.) (2010). *Mountaineering: The freedom of the hills* (6th ed.). Seattle, WA: The Mountaineers.

VIII. Bibliography:

- Barry, R. G. (2008). *Mountain weather and climate* (3rd ed.). New York, NY: Cambridge University Press.
- Graham, J. (2008). *Outdoor leadership: Technique, common sense, & self confidence* (3rd ed.). Seattle, WA: The Mountaineers.
- *Hampton, B. & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Harrisburg, PA: Stackpole.
- *Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Simon & Schuster.
- Tyson, A. (2006). *Climbing self-rescue: Improvising solutions for serious situations*. Seattle, WA: The Mountaineers
- Williamson, J. (2014). *Accidents in North American mountaineering 2014: Know the ropes: Snow climbing*. Golden, CO: American Alpine Club.
- *Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:

The instructor will facilitate student application of trip planning, leadership, technical climbing, decision making and judgment, and risk mitigation skills, processes and techniques.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Devise a formal trip plan for a climbing-based trip.	Written assignment
Assess the group and situation to choose and implement an appropriate leadership style.	Journal reflection Lead instructor review Classroom discussion
Select appropriate communication strategies for group and situation.	Journal reflection Lead instructor review
Demonstrate ethical decision-making.	Journal reflection Lead instructor review
Demonstrate safe and efficient use of ropes, anchors, site, and rope management.	Journal reflection Lead instructor review
Evaluate situations and make safe and effective decisions.	Journal reflection
Critique judgment calls in the field.	Lead instructor review
Compose a risk management plan for a climbing-based trip or program.	Written assignment
Demonstrate safe leadership, environmentally, technically, and psychologically.	Journal reflection Lead instructor review



Course Action Request

University of Alaska Anchorage

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16a. Course Prerequisite(s) (list prefix and number or test code and score) PER A169 or [PER A170 and PER A168], PEP A365			16b. Co-requisite(s) (concurrent enrollment required) N/A																																																								
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 15 February 2015

Course Number: PEP A467C

Course Title: Land-Based Outdoor Leadership

Credits: 2

I. Course Description:

Presents techniques and strategies of terrestrial-based outdoor leadership. Emphasizes application of leadership skills in field-based experiences. Covers planning and organization, logistics, campcraft, environmental considerations, decision making and judgment, and safety.

II. Course Design:

- A. This course is designed for physical education majors with a concentration in Outdoor Leadership & Administration
- B. 2 credits
- C. Total time of student involvement: 90 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration. Required for a minor in Outdoor Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon leadership and technical knowledge, skills, and abilities developed in PEP A365.

III. Course Activities:

Includes lectures, discussions, and written assignments, with an emphasis on hands-on field leadership experiences.

IV. Course Prerequisites:

PER A169 Four Season Backpacking or
PER A170 Backpack Alaska and
PER A168 Winter Camping Alaska
PEP A365 Outdoor Leadership Theory and Practice
Registration Restriction: Department Approval

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum

- 1.0 Safety

- 1.1 Classroom, Campus, and Field Safety
 - 1.2 Equipment Safety
 - 1.3 Appropriate Apparel and Footwear
- 2.0 Planning
 - 2.1 Matching Objectives to Clients
 - 2.2 Route Selection and Alternatives
 - 2.3 Permitting
 - 2.4 Budgeting
 - 2.5 Menus and Supplies
 - 2.6 Trip Plan
- 3.0 Organization and Logistics
 - 3.1 Equipment Selection
 - 3.2 Food Buying and Preparation
 - 3.3 Packing
 - 3.4 Transportation and Communication
- 4.0 Leadership Style and Ethics
 - 4.1 Assessing the Group and Situation
 - 4.2 Choosing Appropriate Style
 - 4.3 Flexibility
 - 4.4 Communication
 - 4.5 Instruction
 - 4.6 Motivation
 - 4.7 Ethics
- 5.0 Campcraft
 - 5.1 Site Selection
 - 5.2 Shelter
 - 5.3 Fires and Stoves
 - 5.4 Cooking
 - 5.5 Winter and Snow Considerations
- 6.0 Travel
 - 6.1 Map Work
 - 6.2 Compass
 - 6.3 Cross Country Navigation and Travel
 - 6.4 Winter and Snow Considerations
- 7.0 Environmental Considerations
 - 7.1 Leave No Trace Standards
 - 7.2 Natural History Interpretation
- 8.0 Decision Making and Judgment
 - 8.1 Decision Making
 - 8.2 Problem Solving
 - 8.3 Judgment
- 9.0 Safety and Risk Management
 - 9.1 Risk Management Plan

- 9.2 Environmental Safety
- 9.3 Technical Safety
- 9.4 Psychological Safety

VII. Suggested Textbook:

*Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Simon & Schuster.

VIII. Bibliography:

Drury, J., Bonney, B., Berman, D., & Wagstaff, M. (2005). *The backcountry classroom: Lessons, tools, and activities for teaching outdoor leaders*. Helena, MT: Falcon.

*Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self confidence*. Seattle, WA: The Mountaineers.

*Hampton, B. & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Harrisburg, PA: Stackpole.

*Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:

The instructor will facilitate student application of trip planning, leadership, technical, decision making and judgment, and risk mitigation skills, processes and techniques related to terrestrial backcountry travel.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Devise a formal land-based trip plan.	Written assignment
Assess the group and situation to choose and implement an appropriate leadership style.	Journal reflection Lead instructor review
Select appropriate communication strategies for group and situation.	Journal reflection Lead instructor review
Demonstrate ethical decision-making, taking into account personal, individual, group, and environmental goals.	Journal reflection Lead instructor review
Demonstrate effective and efficient site selection and campcraft.	Journal reflection Lead instructor review
Critique judgment calls in the field.	Lead instructor review
Compose a risk management plan for an extended trip or program.	Written assignment



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																																					
2. Course Prefix PEP	3. Course Number A467D	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 2 cr	5b. Contact Hours (Lecture + Lab) (0.5+3)																																					
6. Complete Course Title Water-Based Outdoor Leadership <small>Abbreviated Title for Transcript (30 character)</small>																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input checked="" type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input checked="" type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																				
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																																									
15. Course Description (suggested length 20 to 50 words) Presents techniques and strategies of water-based outdoor leadership. Emphasizes application of leadership skills in field-based experiences. Covers planning, organization, logistics, lead paddling considerations, environmental considerations, decision making, judgment, and safety.																																									
16a. Course Prerequisite(s) (list prefix and number or test code and score) [PER A151 or PER A152 or PER A153], PEP A365			16b. Co-requisite(s) (concurrent enrollment required) N/A																																						
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Department Approval																																						
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19. Justification for Action Prerequisite and registration change to have students better prepared for application of course material; removed unnecessary prerequisites. Changed course description for proper grammar. Updated CCG and catalog to reflect changes.																																									
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 15 February 2015

Course Number: PEP A467D

Course Title: Water-Based Outdoor Leadership

Credits: 2

I. Course Description:

Presents techniques and strategies of water-based outdoor leadership. Emphasizes application of leadership skills in field-based experiences. Covers planning, organization, logistics, lead paddling considerations, environmental considerations, decision making, judgment, and safety.

II. Course Design:

- A. This course is designed for Physical Education majors with a concentration in Outdoor Leadership & Administration.
- B. 2 credits
- C. Total time of student involvement: 90 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration. Required for Minor in Outdoor Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon leadership and technical knowledge, skills, and abilities developed in PEP A365.

III. Course Activities:

Includes lectures, discussions, and written assignments, with an emphasis on hands-on field leadership experiences.

IV. Course Prerequisites:

PER A151 Beginning Canoeing or
PER A152 Beginning River Rafting or
PER A153 Beginning Sea Kayaking
PEP A365 Outdoor Leadership Theory and Practice
Registration Restriction: Departmental Approval

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum

- 1.0 Course Safety
 - 1.1 Classroom, Campus, Field Safety

- 1.2 Equipment/Gear Safety
- 1.3 Appropriate Clothing and Shoes
- 2.0 Planning
 - 2.1 Matching Objective with Clients
 - 2.2 Route Selection and Alternatives
 - 2.3 Acquiring Permits
 - 2.4 Budgeting
 - 2.5 Menus and Supplies
 - 2.6 Trip Plan
- 3.0 Organization and Logistics
 - 3.1 Equipment Selection
 - 3.2 Food Buying and Preparation
 - 3.3 Packing
 - 3.4 Transportation and Communication
- 4.0 Leadership Style and Ethics
 - 4.1 Assessing the Group and Situation
 - 4.2 Choosing Appropriate Style
 - 4.3 Flexibility
 - 4.4 Communication
 - 4.5 Instruction
 - 4.6 Motivation
 - 4.7 Ethics
- 5.0 Lead Paddling Considerations
 - 5.1 Reading Water
 - 5.2 Coaching and Captaining
 - 5.3 Positioning and Instructing
- 6.0 Environmental Considerations
 - 6.1 Leave No Trace Standards
 - 6.2 Natural History Interpretation
- 7.0 Decision Making And Judgment
 - 7.1 Decision-making
 - 7.2 Problem Solving
 - 7.3 Judgment
- 8.0 Safety And Risk Management
 - 8.1 Risk Management Plan
 - 8.2 Environmental Safety
 - 8.3 Technical Safety
 - 8.4 Psychological Safety

VII. Suggested Textbook:

McGinnis, W. (2005). *The Guide's guide augmented*. San Francisco, CA: Author.

VIII. Bibliography:

- Bechdel, L. and Ray, S. (Eds.). (2009). *River rescue: A manual for whitewater safety* (4th ed.). Boston, MA: AMC Paddlesports
- *Broze, M. (1995). *Sea kayaker's deep trouble: True stories and their lessons from Sea Kayaker Magazine*. Camden, ME: Ragged Mountain Press.
- Drury, J., Bonney, B., Berman, D., & Wagstaff, M. (2005). *The backcountry classroom: Lessons, tools, and activities for teaching outdoor leaders*. MT: Falcon.
- *Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self-confidence*. Seattle, WA: The Mountaineers.
- Hampton, B. & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Harrisburg, PA: Stackpole.
- *Walbridge, C. and Tinsley, J. (Eds.). (1996). *The American Canoe Association's river safety anthology*. Menasha Press.
- *Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

The instructor will facilitate student application of trip planning, leadership, technical, decision making and judgment, and risk mitigation skills, processes and techniques related to water-based backcountry travel.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Devise a formal water-based trip plan.	Written trip plan
Organize an extended paddle trip including equipment selection, food buying and preparation, packing, transportation, communication.	Demonstrated organization Write-up
Assess the group and situation to choose and implement an appropriate leadership style.	Journal reflection Lead instructor review
Select appropriate communication strategies for group and situation.	Journal reflection Lead instructor review
Describe ethical decision-making, taking into account personal, individual, group, environmental goals.	Journal reflection Lead instructor review
Demonstrate effective and efficient use of paddling equipment.	Journal reflection Lead instructor review
Evaluate situations and make safe and effective decisions as well as being an efficient problem solver. Critique judgment calls in the field.	Journal reflection Lead instructor review
Compose a risk management plan for an extended paddle trip or program.	Written assignment



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A486	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Standards and Assessment in Health, Physical Education and Recreation Standards & Assessment in HPER <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall /2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb	2.			3.		
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Emphasizes program development and planning based on national, state, and local standards in health, physical education, recreation, and adventure leadership. Applies appropriate strategies to assess program and client success.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) PEP A280, [MATH A121 or MATH 151 or STAT A252]			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite change to have students better prepared for application of course material. Updated CCG and catalog to reflect changes.																	
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER **Date:** 15 February 2015
Course Number: PEP A486
Course Title: Standards and Assessment in Health, Physical Education & Recreation
Credits: 3

I. Course Description:

Emphasizes program development and planning based on national, state, and local standards in health, physical education, recreation, and adventure leadership.
Applies appropriate strategies to assess program and client success.

II. Course Design:

- A. This course is designed for physical education majors.
- B. Credits: 3
- C. Total time the student will be involved in this course 135 hours
- D. Required for a Bachelor of Science in Physical Education.
- E. Fees: None
- F. This course may be taught in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in previous coursework.

III. Course Activities:

Classroom lecture, discussions, guest speakers, and potential field trips.
Assignments and projects will be required.

IV. Course Prerequisites:

PEP A280 Leadership in HPER
MATH A121 College Algebra for the Managerial and Social Sciences or
MATH A151 College Algebra for Calculus or
STAT A252 Elementary Statistics

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus
 - 1.2 Classroom

2.0 Role of Standards and Assessment

- 2.1 National
- 2.2 State/Local
- 2.4 Field Specific
- 2.5 Accreditation
- 2.6 Writing Instructional Objectives
- 2.7 Defining Outcomes
- 2.8 Purpose of Evaluation
- 2.9 Trends and Issues

3.0 Health and Fitness Standards and Assessment

- 3.1 Scope and sequence
- 3.2 Performance indicators
- 3.3 Content
- 3.4 Context
- 3.5 National, state, local
- 3.6 Assessment strategies
- 3.7 Instructional/Program planning
- 3.8 Program improvement implementation
- 3.9 Curriculum models

4.0 Physical Education Standards and Assessment

- 4.1 Scope and Sequence
- 4.2 Performance Indicators
- 4.3 Content
- 4.4 Context
- 4.5 National, State, Local
- 4.6 Assessment Strategies
- 4.7 Instructional/Program Planning
- 4.8 Program Improvement Implementation
- 4.9 Curriculum Models

5.0 Outdoor Recreation and Adventure Education Standards and Assessment

- 5.1 Scope and Sequence
- 5.2 Performance Indicators
- 5.3 Content
- 5.4 Context
- 5.5 National, State, Local
- 5.6 Assessment Strategies
- 5.7 Instructional/Program Planning
- 5.8 Program Improvement Implementation
- 5.9 Curriculum Models

6.0 Safety and Risk Management Standards and Assessment

- 6.1 National, State, Local Standards

- 6.2 Field-Specific Standards
- 6.3 On-Going Assessment Strategies
- 6.4 Developing Policies and Procedures
- 6.5 Liability Issues
- 6.6 Response Protocol
- 6.7 Assessing Risk
- 6.8 Quality Improvement

VIII. Suggested Text(s):

- AAHPERD (2013). *National standards & grade level outcomes for k-12 physical education*. Champaign, IL: Human Kinetics.
- Jackson, A., Disch, J., Mood, D., & Morrow, J. (2000). *Measurement and evaluation in human performance* (Revised). Champaign, IL: Human Kinetics.

IX. Bibliography:

- AAHPERD. (2008). *NASPE/NCATE guidelines for teacher preparation in physical education*. Reston, VA: AAHPERD.
- American College of Sports Medicine Staff. (2003). *ACMS's health-related physical fitness assessment guidelines*. Boston, MA: Lippincott Williams & Wilkins.
- Cooper Institute. (2010). *Fitnessgram® test administration manual* (4th ed.). Dallas, TX: The Cooper Institute.
- *Doolittle, S., & Fay, T. (2002). *Authentic assessment of physical activity for high school students*. Reston, VA: National Association for Sport and Physical Education.
- Lacy, A. (2010). *Measurement and evaluation in physical education and exercise science* (6th ed.). Upper Saddle River, NJ: Allyn & Bacon, Inc.
- Holt, S. (2008). *Assessing and improving fitness in elementary physical education*. Reston, VA: National Association for Sport and Physical Education.
- *Holt, S. (2000). *Assessing motor skills in elementary physical education*. Reston, VA: National Association for Sport and Physical Education.
- *Kuzma, J. & Bohnenblust, S. (2004). *Basic statistics for the health sciences with PowerWeb 4th pkg*. Columbus, OH: McGraw-Hill.
- Lacy, A. & Hastad, D. (2006). *Measurement and evaluation in physical education exercise science* (5th ed.).
- Mohnsen, B. (2012). *Using technology in physical education*. Big Bear Lake, CA: Bonnie's Fitware.
- *Steffen, J., & Grosse, S. (2003). *Assessment in outdoor/adventure physical education*. Reston, VA: National Association for Sport and Physical Education.
- Thomas, J., & Nelson, J. (2010). *Research methods in physical activity* (6th ed.). Champaign, IL: Human Kinetics.

- *Welk, G. (2002). *Physical activity assessments for health-related research*.
Champaign, IL: Human Kinetics.
- Winnick, J. & Short, F. (2014). *Brockport physical fitness test manual* (2nd ed.).
Champaign, IL: Human Kinetics.
- *Classic

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

Instructional Goal:

The instructor will present basic statistical procedures as applied to HPER, assessment terminology, national standards, writing specific outcomes and a variety of tools, procedures and technologies related to assessment.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able:	
Describe and evaluate the role of standards and assessments.	Graded discussions Written exam Research project
Critique national, state/local, and field-based standards, trends and issues, and how standards are applied to accreditation principles.	Project
Write and evaluate instructional/program objectives associated with specific and well-defined outcomes.	Project Written exam
Assess the reliability and validity of a variety of assessment tools.	Research project Written exam
Outline and create a variety of effective evaluation procedures.	Project Class demonstration
Apply basic statistical function to a variety of assessment data.	Project Written exam
Identify and evaluate health and fitness standards, program planning considerations, implementing an improvement plan, and curriculum models.	Written assignment
Identify and evaluate physical education, outdoor recreation, and adventure education standards, program planning considerations, implementing an improvement plan, and curriculum models.	Written assignment Written exam Project
Identify and evaluate safety and risk management standards, response protocol, and liability issues.	Project Portfolio Class demonstration



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																															
2. Course Prefix PEP	3. Course Number A487	4. Previous Course Prefix & Number N/A		5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)																														
6. Complete Course Title Administration and Supervision in Health, Physical Education & Recreation Admin & Supervision HPER Abbreviated Title for Transcript (30 character)																																			
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																			
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature														
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15. Course Description (suggested length 20 to 50 words) Critiques and evaluates the technical, leadership, and supervisory skills necessary to safely and effectively administer health, physical education and recreation programs. Theoretical, practical, and research perspectives will be presented.																																			
16a. Course Prerequisite(s) (list prefix and number or test code and score) BA A151; PEP A280		16b. Co-requisite(s) (concurrent enrollment required) N/A																																	
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16d. Registration Restriction(s) (non-codable) N/A																																	
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department:	HPER	Date: 16 February 2015
Course Number:	PEP A487	
Course Title:	Administration and Supervision in Health, Physical Education & Recreation	
Credits:	3	

I. Course Description:

Critiques and evaluates the technical, leadership, and supervisory skills necessary to safely and effectively administer health, physical education, and recreation programs. Theoretical, practical, and research perspectives will be presented.

II. Course Design:

- A. This course is designed for physical education majors.
- B. 3 Credits
- C. Total time the student will be involved in this course is 135 hours
- D. Required for a Bachelor of Science in Physical Education.
- E. Fees: None
- F. This course may be taught in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A280, BA A151.

III. Course Activities:

Classroom lecture, discussions, guest speakers, and potential field trips. Assignments and projects will be required.

IV. Course Prerequisites:

BA A151	Introduction to Business
PEP A280	Leadership in Health, Physical Education & Recreation

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus
 - 1.2 Classroom
- 2.0 Philosophy and Administration
 - 2.1 Types of Administrators
 - 2.2 Philosophical Foundations of Administrators
 - 2.3 Power versus Authority

3.0 Leadership

- 3.1 Managerial Effectiveness
- 3.2 Leadership Models
- 3.3 Purpose and Scope
- 3.4 Leadership Styles
- 3.5 Developing Leaders
- 3.6 Delegation Strategies

4.0 Management and Supervision

- 4.1 Decision Making
- 4.2 Human Relations
- 4.3 Goal Setting
- 4.4 Time Management
- 4.5 Risk Management
- 4.6 Organizational Models

5.0 Budget and Finance

- 5.1 Types
- 5.2 Systems
- 5.3 Technology-Based Tools
- 5.4 Funding Sources
- 5.5 Establishing Priorities
- 5.6 Analysis, Construction, Justification, and Interpretation
- 5.7 Security Management
- 5.8 Financial Exigencies
- 5.9 Purchasing
- 5.10 Pricing

6.0 Public Relations

- 6.1 Scope and Importance
- 6.2 Principles and Guidelines
- 6.3 Marketing Strategies
- 6.4 Fund-Raising

7.0 Risk Management and Legal Issues

- 7.1 Risk Management Planning Process
- 7.3 Decision-Making
- 7.4 Crisis Management
- 7.5 Safety Standards
- 7.7 Inspections
- 7.8 Legal Liability
- 7.9 Documentation
- 7.10 Insurance
- 7.11 Student Rights
- 7.12 Legal Trends
- 7.13 Facilities and Equipment
- 7.14 Supervision
- 7.15 Disabilities and the Law

- 7.16 Remote Locations
- 7.17 Transporting Students/Clients

8.0 Facilities

- 8.1 Planning
- 8.2 Scheduling
- 8.3 Staffing
- 8.4 Security
- 8.5 Indoor versus Outdoor
- 8.6 Food Service
- 8.7 Pools

9.0 Organizational Structures and Theories

- 9.1 Quality Management
- 9.2 Theory X, Y, Z
- 9.3 Evaluation
- 9.4 Past Practice
- 9.5 Current Trends

10.0 Technology

- 10.1 Computer Systems and Applications
- 10.2 Hardware Accessories
- 10.3 Technology Tools
- 10.4 Trends

VIII. Suggested Text(s):

Scott, D. (2014). *Contemporary leadership in sport organizations*. Champaign, IL: Human Kinetics.

IX. Bibliography:

- Appenzeller, H. (2008). *Risk Management in sport: Issues and strategies*. Durham, NC: Carolina Academic Press.
- Bucher, C., & Krotee, M. (2006). *Management of physical education and sport* (13th ed.). Champaign, IL: Human Kinetics.
- Bates, M. (2008). *Health fitness management* (2nd ed.). Champaign, IL: Human Kinetics.
- Leeds, M., & Allmen, P. (2013). *Economics of sport and recreation* (5th ed.). New York, NY: Routledge.
- Horine, L. (2013). *Administration of physical education and sport programs* (5th ed.). Columbus, OH: McGraw-Hill.
- *Jensen, C. (2003). *Administrative Management of physical education and athletic programs*. Long Grove, IL: Waveland Press.
- *Olson, J. R. (1997). *Facility and equipment management for sport directors*. Champaign, IL: Human Kinetics.
- Chelladurai, P. (2006). *Management of human resources in sport and recreation* (2nd ed.). Champaign, IL: Human Kinetics.
- Pigram, J., & Jenkins, J. (2005). *Outdoor recreation management*. New York, NY: Routledge.

- *Priest, S., & Gass, M. (1999) *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- *Sawyer, T., & Smith, O. (1997) *Management of clubs, recreation and sport*. Urbana, IL: Sagamore Publishing.
- *Shivers, J. (2001) *Leadership and groups in recreational service*. Madison, NJ: Fairleigh Dickinson University Press.
- *Tarlow, P. (2002). *Event risk management and safety*. Hoboken, NJ: Wiley, John & Sons, Inc.
- *Classic

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

Instructional Goal:

The instructor will introduce best practices in budget and finance; public relations and marketing; risk management and legal issues; human resources, and facilities planning related to the administration of health, physical education and recreation programs.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Critique philosophical foundations associated with administration.	Research project
Assess and model a variety of leadership styles.	Project Written exam
Describe and demonstrate strategies for effective decision-making.	Project Written exam
Determine components of and best practices in budget and finance management.	Project Written exam
Create public relations and marketing plan for a physical education, health, or recreation program.	Project Written assignment
Evaluate risk management and legal issues.	Project Written exam
Critique facilities planning models and identify key components to successful facilities planning in outdoor and indoor programs.	Project Written assignment
Evaluate a variety of past and current trends in organization structure and theory.	Project Written Exam
Demonstrate the use of technology in the administration of physical education, health, or recreation programs.	Project Portfolio



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A495	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 6 cr	5b. Contact Hours (Lecture + Lab) (0.5+16.5)													
6. Complete Course Title Internship <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG; catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall /2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb	2.			3.		
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Advanced professional experience in an approved position with supervision and training in health , physical education and recreation programming. Special note: Special clothing and equipment may be required.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current CPR/First Aid certification required for internship placement; Admission to BS in PE; Senior Status.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Registration restriction change to have students better prepared for application of course material. Title changed to use this course as internship for both (HFL & OLAD) concentrations. Updated CCG and Catalog with changes.																	

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

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: 16 February 2015

Course Number: PEP A495
Course Title: Internship
Credits: 6

I. Course Description:

Advanced professional experience in an approved position with supervision and training in health , physical education and recreation programming.

Special note: Special clothing and equipment may be required.

II. Course Design:

A. Designed for individuals majoring in a baccalaureate degree in physical education

B. 6 credits

C. Total time of student involvement: 270 hours

D. Required for Bachelor of Science in Physical Education.

E. A fee will be assessed.

F. May be scheduled in any time frame, but not less than six weeks.

G. This is a revised course.

H. Coordinated with: UAA List Serv.

I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired throughout physical education core courses and concentration specific courses.

III. Course Activities:

Includes lecture, discussions, written assignments, oral examinations, and hands-on skill development.

IV. Course Prerequisites:

Registration Restriction: Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current CPR/First Aid certification required for internship placement; Admission to BS in PE; Senior Status.

V. Course Evaluation:

Grades will be A-F based on all assignments.

VI. Course Curriculum:

- 1.0 Course Introduction
 - 1.1 Class Safety
 - 1.2 Campus Safety

- 1.3 Internship Site Safety
- 2.0 Internship Overview
- 3.0 Internship Expectations and Evaluation
 - 3.1 Packet Process
 - 3.2 Learning Outcomes
 - 3.3 Assessment Procedures
- 4.0 Internship Preparation
 - 4.1 Clarifying Professional Interests and Goals
 - 4.2 Updating the Resume
 - 4.3 Interviewing
 - 4.4 Site Selection and Assignment
- 5.0 On-site Success
 - 5.1 Adapting to a New Environment
 - 5.2 Challenges
 - 5.3 Integrating into Worksite Culture
- 6.0 Concluding the Internship
 - 6.1 Exiting the Internship Site
 - 6.2 Completing the Final Academic Requirements
 - 6.3 Planning for the Future

VII. Suggested Textbook:

*Green, M. (1998). *Internship success: Real-world, step-by-step advice on getting the most out of internships*. Chicago, IL: NTC Contemporary.

VIII. Bibliography:

- Heitzmann, W. (2003). *Opportunities in sports and fitness careers*. Chicago, IL: McGraw-Hill.
- Kirk, A. (2009). *Outdoor careers: Field guides to finding a new career*. New York, NY: Ferguson.
- Miller, M., Rosenbaum, J., & Baratz, L. (1997). *Opportunities in fitness careers*. Lincolnwood, IL: VGM Career Books.
- Roitman, J. (2000). *American College of Sports Medicine's health & fitness certification review*. Boston, MA: Lippincott, Williams & Wilkins.
- Ross, C.M., Beggs, B.A., & Young, S.J. (2011). *Mastering the job search process in recreation and leisure services* (2nd ed.). Boston, MA: Jones and Bartlett.
- Seagle Jr., E.E., & Smith, R.W. (2008). *Internships in recreation and leisure services: A practical guide for students* (4th ed.). State College, PA: Venture.
- Shenk, E. (2000). *Outdoor careers: Exploring occupations in outdoor fields*. Mechanicsburg, PA: Stackpole.

Other resources will vary with students' interest.

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:

Present an overview of: internship expectations; locating an internship; creating goals and objectives; applying for, securing, and completing an internship including development of evaluation procedures for an internship.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Explain the internship prerequisites, requirements, outcomes, and assessment procedures.	Written plan
Clarify and formulate professional interests and goals.	Written plan
Critique professional resumes.	Written plan
Evaluate potential employment sites in relationship to personal and professional goals.	Research
Demonstrate appropriate entry-level discipline specific administrative tasks and leadership skills.	Site supervisor input Criteria checklists
Devise programmatic plans in accordance with industry trends, safety standards, and national, state, and/or local guidelines.	Site supervisor input Internship project
Prescribe and administer appropriate tests and/or activities based on participant characteristics and skill level.	Site supervisor input Criteria checklists Written assignments
Utilize discipline specific technology.	Demonstration
Exhibit professional communication skills.	Site supervisor input Skill checklists
Document internship experience. Evaluate and critique the internship experience in relation to professional goals.	Student journal Written assignment
Develop a plan for continued professional development.	Student journal Written assignment



Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																																					
2. Course Prefix PEP	3. Course Number A496	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 6cr	5b. Contact Hours (Lecture + Lab) (0.5+16.5)																																					
6. Complete Course Title Internship in Outdoor Leadership Intern in Outdoor Leadership Abbreviated Title for Transcript (30 character)																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete If a change, mark appropriate boxes: <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																				
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<input type="checkbox"/> College <input type="checkbox"/> Major																																									
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 border="1"><thead><tr><th>Impacted Program/Course</th><th>Date of Coordination</th><th>Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Bachelor of Science, Physical Education</td><td>02/16/2015</td><td>Sandra Carroll-Cobb</td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb	2.			3.																										
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2.																																									
3.																																									
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																																									
13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>																																						
14. General Education Requirement Mark appropriate box: <table border="0"><tr><td><input type="checkbox"/> Oral Communication</td><td><input type="checkbox"/> Written Communication</td><td><input type="checkbox"/> Quantitative Skills</td><td><input type="checkbox"/> Humanities</td></tr><tr><td><input type="checkbox"/> Fine Arts</td><td><input type="checkbox"/> Social Sciences</td><td><input type="checkbox"/> Natural Sciences</td><td><input type="checkbox"/> Integrative Capstone</td></tr></table>						<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Written Communication	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Humanities	<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social Sciences	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Integrative Capstone																												
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<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social Sciences	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Integrative Capstone																																						
15. Course Description (suggested length 20 to 50 words) Provides advanced professional experience in an approved position with supervision and training in various aspects of outdoor leadership and recreation programming.																																									
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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16d. Registration Restriction(s) (non-codable) Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current Wilderness First Responder certification required for internship placement; Admission to BS in PE; Senior Status																																							
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course																																							
19. Justification for Action Deleted course because HPER will be using PEP A495 as BSPE Internship course.																																									
<table border="0"><tr><td colspan="2">Initiator (faculty only) <u>TJ Miller</u> Initiator (TYPE NAME)</td><td colspan="4"><input type="checkbox"/> Approved</td></tr><tr><td colspan="2"></td><td colspan="4"><input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date</td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="4"><input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date</td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved Department Chair _____ Date</td><td colspan="4"><input type="checkbox"/> Disapproved Board Chair _____ Date</td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="4"><input type="checkbox"/> Approved Provost or Designee _____ Date</td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date</td><td colspan="4"><input type="checkbox"/> Disapproved _____ Date</td></tr></table>						Initiator (faculty only) <u>TJ Miller</u> Initiator (TYPE NAME)		<input type="checkbox"/> Approved						<input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date				<input type="checkbox"/> Approved		<input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date				<input type="checkbox"/> Disapproved Department Chair _____ Date		<input type="checkbox"/> Disapproved Board Chair _____ Date				<input type="checkbox"/> Approved		<input type="checkbox"/> Approved Provost or Designee _____ Date				<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date		<input type="checkbox"/> Disapproved _____ Date			
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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 CT CTC	1b. Department HPER		
2. Complete Program Title/Prefix Bachelor of Science Physical Education			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Science or Graduate: CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
4. Type of Action: PROGRAM PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate			
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units Department, School, or College: CTC Initiator Name (typed): TJ Miller Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 02/16/2015			
6c. Coordination with Library Liaison Date: 02/16/2015			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * </div> <p style="text-align: center; font-size: small;">*Copy the text directly from the program website of the online catalog and paste into a Word document.</p>			
8. Justification for Action The HPER Department is updating the curriculum for the BSPE program. The changes occur in the prerequisite requirements for many courses. This is to aid the students and better prepare them for the upper-division course work.			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;">T.J. Miller</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </td> <td style="width: 50%; vertical-align: top;"> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </td> </tr> </table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;">T.J. Miller</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div>	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div>
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Bachelor of Science in Physical Education

- [Overview](#)
- [Learning Outcomes](#)

The core of the Bachelor of Science in Physical Education degree emphasizes the broad fundamental principles of physical education, including scientific foundations, psychological and cultural aspects, assessment and testing methods, trends, and leadership development in a variety of physical activities. Students may choose to pursue study in one of two emphasis areas within the degree: Health and Fitness Leadership or Outdoor Leadership and Administration.

The Health and Fitness Leadership and the Outdoor Leadership and Administration emphases prepare students for professional positions in rapidly growing fields. Each emphasis focuses on developing leadership expertise as well as the knowledge, physical skills, and technical competencies to prepare graduates for the job market. The Health and Fitness Leadership emphasis readies students for employment in hospital-based health education and fitness programs, community or public health/fitness programs, private health clubs and fitness facilities, corporate fitness/wellness programs, military fitness centers, as personal trainers, or helps them prepare for further education in physical therapy or physical education teacher preparedness. The Outdoor Leadership and Administration emphasis readies graduates for employment with youth or recreational programs, adventure tourism, guide services, camps, schools, or a host of experiential education opportunities.

Admission Requirements

- Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#).
- Completion of [BIOL A111](#) and [PEP A181](#) with a grade of C or better.
- Meet with a Health, Physical Education and Recreation advisor regarding program requirements, and development of a program of study.
- The degree requires computer competency which may be demonstrated by:
 - successful completion of an approved university computer course,
 - work-related experience requiring computer competency as approved by faculty or major advisor, or
 - demonstrated computer competency as approved by faculty or major advisor.

Advising

All students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever difficulties arise.

See a Health, Physical Education and Recreation advisor for information on a recommended course sequence.

Academic Progress Requirements

A grade of C or higher in all Education Professional (PEP) courses and an overall GPA of 2.75.
A grade of B or better is required in internship ([PEP A495](#))

Honors in Physical Education

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

1. Meet the requirements for Graduating with Honors as listed in Chapter 7.
2. Meet the requirements for BS Physical Education
3. Earn an overall grade point average of 3.5 or higher
4. Complete the BSPE Research (PEP A490: Selected Topics: Research) with an honor grade (A)

Notify your faculty adviser of intention to graduate with honors, in writing, before submission of the Application for Graduation

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the Major Requirements listed below.

Major Requirements

Required Support Courses *

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
DN A203	Nutrition for Health Sciences	3
	or	
DN A215	Sports Nutrition	
HS A220	Core Concepts in the Health Sciences	3
PSY A111	General Psychology	3
	or	
PSY A150	Lifespan Development	

Core Courses

PEP A181	Introduction to Health, Physical Education and Recreation	3
PEP A182	Technology in Health, Physical Education and Recreation	1
PEP A183	Wellness Principles	1
PEP A184	Fundamental Motor Skills	1
PEP A280	Leadership in Health, Physical Education and Recreation	3
PEP A281	Leadership in Activities for Diverse Populations	2
PEP A282	Leadership in Initiative Activities	2

PEP A284	Leadership in Fitness Activities	2
PEP A382	Kinesiology and Biomechanics	4
PEP A383	Movement Theory and Motor Development	3
PEP A384	Cultural and Psychological Aspects of Health and Physical Activity	3
PEP A385	Physiology of Exercise	4
PEP A486	Standards and Assessment in Health, Physical Education, and Recreation	3
PEP A487	Administration and Supervision in Health, Physical Education and Recreation	3
Complete two courses from the following:		4
PEP A283	Leadership in Aquatic Activities (2)	
PEP A285	Leadership in Team Activities (2)	
PEP A286	Leadership in Individual and Dual Activities (2)	
PEP A287	Leadership in Outdoor Recreation Activities (2)	
PEP A288	Leadership in Rhythmic Activities (2)	
Total Credits		52

* Some of the courses may be used to satisfy the General Education Requirements.

Complete one the following emphasis areas: Health and Fitness Leadership or Outdoor Leadership and Administration.

Health and Fitness Leadership Concentration

BA A151	Introduction to Business	3
PEP A251	Prevention and Care of Activity-Related Injuries	3
PEP A454	Exercise Testing and Prescription	4
PEP A455	Cardiac Rehabilitation and Special Populations	4
PEP A456	Contemporary Personal Health Issues	3
PEP A495	Internship	6
Choose one of the following options:		20

Exercise Management Option

BA A231	Fundamentals of Supervision	
BA A260	Marketing Practices	
HS/NS A433	Health Education: Theory and Practice	
or PEP A490	Selected Topics in Health, Physical Education and Recreation	
PEP A453	Health Promotion	

Electives

Exercise and Rehabilitation Sciences Option

PEP A346	Lower Body Injury Assessment Skills	
PEP A347	Upper Body Injury Assessment Skills	

Science and Rehabilitation Core: Complete courses from at least two of the following

prefixes in consultation with the faculty advisor: BIOL, CHEM, DN, PEP, PHYS, PSY

Total Credits 43

Outdoor Leadership and Administration Concentration

BA A151	Introduction to Business	3
ENVI/PHIL A303	Environmental Ethics	3
PEP A262	Foundations of Outdoor Recreation	3
PEP A264	Recreation Program Planning and Evaluation	3
PEP A363	Natural History Interpretation and Environmental Education	3
PEP A365	Adventure Leadership Theory and Practice	3
PEP A464	Outdoor Recreation Administration	3
PEP A467C	Land-Based Outdoor Leadership	2
PEP A467D	Water-Based Outdoor Leadership	2
PEP A495	Internship	6
PER A169	Four-Season Backpacking	3
Electives		3
Choose a minimum of 6 credits from the following:		6
PER A146	Beginning Rock Climbing (1)	
PER A147	Beginning Ice Climbing (1)	
PER A148	Beginning Indoor Sport Climbing (1)	
PER A150	Water Safety and Rescue (1)	
PER A151	Beginning Canoeing (1)	
PER A152	Beginning River Rafting (1)	
PER A153	Beginning Sea Kayaking (1)	
PER A164	Skiing Alaska's Backcountry (2)	
PER A165	Avalanche Hazard Recognition and Evaluation (1)	
PER A181	Crevasse Rescue Techniques (1)	
PER A252	Intermediate River Rafting (2)	
PER A253	Intermediate Sea Kayaking (2)	
Total Credits		43

Other requirements for the Outdoor Leadership and Administration Concentration: Pass a swim test and possess current Wilderness First Responder Certification from a recognized institution at the time of completion.

A minimum of 120 credits is required for the degree of which 42 credits must be upper division.

Bachelor of Science in Physical Education

- [Overview](#)
- [Learning Outcomes](#)

The core of the Bachelor of Science in Physical Education degree emphasizes the broad fundamental principles of physical education, including scientific foundations, psychological and cultural aspects, assessment and testing methods, trends, and leadership development in a variety of physical activities. Students may choose to pursue study in one of two emphasis areas within the degree: Health and Fitness Leadership or Outdoor Leadership and Administration.

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Admission Requirements

- Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#).
- Completion of [BIOL A111](#) and [PEP A181](#) with a grade of C or better.
- Meet with a Health, Physical Education and Recreation advisor regarding program requirements, and development of a program of study.
- The degree requires computer competency which may be demonstrated by:
 - successful completion of an approved university computer course,
 - work-related experience requiring computer competency as approved by faculty or major advisor, or
 - demonstrated computer competency as approved by faculty or major advisor.

Advising

All students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever difficulties arise.

See a Health, Physical Education and Recreation advisor for information on a recommended course sequence.

Academic Progress Requirements

A grade of C or ~~better~~ higher in all ~~emphasis-specific~~ Education Professional (PEP) courses and an overall GPA of 2.75 ~~are required to enroll in the internship.~~ A grade of B or better is required in ~~the~~ internship (PEP A495) ~~(PEP A496)~~.

Honors in Physical Education

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

1. Meet the requirements for Graduating with Honors as listed in Chapter 7.
 2. Meet the requirements for BS Physical Education
 3. Earn an overall grade point average of 3.5 or higher
 4. Complete the BSPE Research (PEP A490: Selected Topics: Research) with an honor grade (A)
- Notify your faculty adviser of intention to graduate with honors, in writing, before submission of the Application for Graduation

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Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the Major Requirements listed below.

Major Requirements

Required Support Courses *

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
DN A203	Nutrition for Health Sciences	3
or DN A215	Sports Nutrition	
HS A220	Core Concepts in the Health Sciences	3
PSY A111	General Psychology	3
or PSY A150	Lifespan Development	

Core Courses

PEP A181	Introduction to Health, Physical Education and Recreation	3
PEP A182	Technology in Health, Physical Education and Recreation	1
PEP A183	Wellness Principles	1
PEP A184	Fundamental Motor Skills	1
PEP A280	Leadership in Health, Physical Education and Recreation	3

PEP A281	Leadership in Activities for Diverse Populations	2
PEP A282	Leadership in Initiative Activities	2
PEP A284	Leadership in Fitness Activities	2
PEP A382	Kinesiology and Biomechanics	4
PEP A383	Movement Theory and Motor Development	3
PEP A384	Cultural and Psychological Aspects of Health and Physical Activity	3
PEP A385	Physiology of Exercise	4
PEP A486	Standards and Assessment in Health, Physical Education, and Recreation	3
PEP A487	Administration and Supervision in Health, Physical Education and Recreation	3
Complete two courses from the following:		4
PEP A283	Leadership in Aquatic Activities (2)	
PEP A285	Leadership in Team Activities (2)	
PEP A286	Leadership in Individual and Dual Activities (2)	
PEP A287	Leadership in Outdoor Recreation Activities (2)	
PEP A288	Leadership in Rhythmic Activities (2)	
Total Credits		52

* Some of the courses may be used to satisfy the General Education Requirements.

Complete one the following emphasis areas: Health and Fitness Leadership or Outdoor Leadership and Administration.

Health and Fitness Leadership ~~Emphasis~~Concentration

BA A151	Introduction to Business	3
PEP A251	Prevention and Care of Activity-Related Injuries	3
PEP A454	Exercise Testing and Prescription	4
PEP A455	Cardiac Rehabilitation and Special Populations	4
PEP A456	Contemporary Personal Health Issues	3
PEP A495	Internship in Health and Fitness Leadership	6
Choose one of the following options:		20
Exercise Management Option		
BA A231	Fundamentals of Supervision	
BA A260	Marketing Practices	
HS/NS A433	Health Education: Theory and Practice	
or PEP A490	Selected Topics in Health, Physical Education and Recreation	
PEP A453	Health Promotion	
Electives		
Exercise and Rehabilitation Sciences Option		
PEP A346	Lower Body Injury Assessment Skills	

PEP A347	Upper Body Injury Assessment Skills	
Science and Rehabilitation Core: Complete courses from at least two of the following prefixes in consultation with the faculty advisor: BIOL, CHEM, DN, PEP, PHYS, PSY		
Total Credits		43

Outdoor Leadership and Administration ~~Emphasis~~Concentration

BA A151	Introduction to Business	3
ENVI/PHIL A303	Environmental Ethics	3
PEP A262	Foundations of Outdoor Recreation	3
PEP A264	Recreation Program Planning and Evaluation	3
PEP A363	Natural History Interpretation and Environmental Education	3
PEP A365	Adventure Leadership Theory and Practice	3
PEP A464	Outdoor Recreation Administration	3
PEP A467C	Land-Based Outdoor Leadership	2
PEP A467D	Water-Based Outdoor Leadership	2
PEP A4965	Internship in Outdoor Leadership	6
PER A169	Four-Season Backpacking	3

Electives		3
Choose a minimum of 6 credits from the following:		6

PER A146	Beginning Rock Climbing <u>(1)</u>
PER A147	Beginning Ice Climbing <u>(1)</u>
PER A148	Beginning Indoor Sport Climbing <u>(1)</u>
PER A150	Water Safety and Rescue <u>(1)</u>
PER A151	Beginning Canoeing <u>(1)</u>
PER A152	Beginning River Rafting <u>(1)</u>
PER A153	Beginning Sea Kayaking <u>(1)</u>
PER A164	Skiing Alaska's Backcountry <u>(2)</u>
PER A165	Avalanche Hazard Recognition and Evaluation <u>(1)</u>
PER A181	Crevasse Rescue Techniques <u>(1)</u>
PER A252	Intermediate River Rafting <u>(2)</u>
PER A253	Intermediate Sea Kayaking <u>(2)</u>

Total Credits		43
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Other requirements for the Outdoor Leadership and Administration ~~emphasis~~Concentration: Pass a swim test and possess current Wilderness First Responder Certification from a recognized institution at the time of completion.

A minimum of 120 credits is required for the degree of which 42 credits must be upper division.

—See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/etc/healthphysicaleducationrecreation/bs-physicaleducation/#sthash.Uy5Y1U2X.dpuf>

MEMORANDUM

To: Undergraduate Academic Board, UAA

April 14, 2015

The Department of Geomatics proposes changes in contact hours for several courses.

The Department has implemented the major curriculum review in 2014. It became apparent that allocation of the contact hours for many classes is not aligned well with the delivery mode. This prompted the Department to modify the CCGs in line with the optimal course delivery. The CCG's are all written in a general way and do not specify information about lab activities. Per instructor's preference, hands-on activities would be handled by in-class demonstrations, reinforced through homework assignments and outside of class activities. It is proposed to change contact hours from (2+2) to (3+0) for the following courses:

GEO A157 - Computer-Aided Drafting for Surveyors

GEO A355 - Land development design

GEO A357 - Photogrammetry

GEO A410 - Airborne LiDAR Surveying

GEO A420 - High Density Spatial Data Analysis

GEO A466 - Geopositioning

GIS A201 - Intermediate GIS

GIS A301 - Spatial Data Structures

GIS A351 - Remote Sensing

GIS A366 - Spatial Analysis

GIS A367 - Image Analysis

GIS A433 - Coastal mapping

GIS A458 - Spatial Data Management

There are no any other changes apart from updating implementation date and coordination emails.



Thanks,

Gennady Gienko, Ph.D.

Professor and Chair

Department of Geomatics

University of Alaska Anchorage

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