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 (3 cr)(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 Cardiac 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)
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 Stuive (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
(3 cr)(3+0)(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)(91+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

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

Total Credits

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM A111</td>
<td>Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A235</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A237</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A241</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

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
- **MATH A108** Trigonometry
- **MATH A109** Precalculus
- **MATH A172** Applied Finite Mathematics
- **MATH A200** Calculus I
- **MATH A201** Calculus II
- **MATH A272** Applied Calculus
- **STAT A252** Elementary Statistics
- **STAT A253** Applied Statistics for the Sciences
- **STAT A307** Probability and Statistics

**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:
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.

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>22</td>
</tr>
</tbody>
</table>
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.
- Students 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.

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

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 critical reading, thinking and communication 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.

- Courses in quantitative courses foster develop abilities to reason mathematically and the analytical 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

- 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:
  - Students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so,
  - 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 the mathematical abilities of students in order to make them 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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A107</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH A108</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH A109</td>
<td>Precalculus</td>
<td>6</td>
</tr>
<tr>
<td>MATH A172</td>
<td>Applied Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH A200</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH A201</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH A272</td>
<td>Applied Calculus</td>
<td>3</td>
</tr>
<tr>
<td>STAT A252</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT A253</td>
<td>Applied Statistics for the Sciences</td>
<td>4</td>
</tr>
<tr>
<td>STAT A307</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Select 6 credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A111</td>
<td>Introduction to Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A211</td>
<td>Academic Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A214</td>
<td>Persuasive Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A311</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A312</td>
<td>Advanced Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A414</td>
<td>Research Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

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 Fine Arts interpret different systems of aesthetic representation within their historical and cultural contexts examine the historical, aesthetic, critical and creative aspects of art.
- Courses in the Humanities investigate consider the cultural, historical, literary, aesthetic, ethical and spiritual traditions that have shaped and continue to shaping the contemporary our worlds.
- Courses in the Natural Sciences identify present theoretical and descriptive approaches in which science advances the understanding of the natural and physical worlds.
- 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 insights about individuals, groups, and cultures derived from empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>22</td>
</tr>
</tbody>
</table>

**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 reality, the purpose of human existence, the properties of knowledge and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of rightjudicious 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 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 skills-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 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 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.

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.
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.
     o 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 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**

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Graded Assessment Measures</th>
<th>Integrative Capstone Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Examinations, paper, oral presentation</td>
<td>Knowledge integration Critical thinking Effective communication Adopt critical perspectives for understanding the forces of globalization and diversity.</td>
</tr>
<tr>
<td>Prove theorems and perform calculations using historical methods</td>
<td>Examinations, assignments</td>
<td>Quantitative perspectives Critical thinking</td>
</tr>
<tr>
<td>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.</td>
<td>Paper, oral presentation</td>
<td>Knowledge integration Quantitative perspectives Critical thinking Effective communication</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>Teaching and Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Early Childhood/EDEC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
</tr>
<tr>
<td>Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM: Change or Delete</td>
</tr>
<tr>
<td>PREFIX: Add or Change or Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015 To: 9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: Early Childhood/Elementary Ed</td>
</tr>
<tr>
<td>Initiator Name (typed): Karen Roth</td>
</tr>
<tr>
<td>Initiator Signed Initials: Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 11.21.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 11.21.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Cover Memo ☒ Catalog Copy in Word using the track changes function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses are being updated to reflect current trends and practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Karen Roth</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
</tbody>
</table>

| Date: |
| Dean/Director of School/College Date |
| Approved or Disapproved |

<table>
<thead>
<tr>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Approved or Disapproved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Approved or Disapproved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Approved or Disapproved</td>
</tr>
</tbody>
</table>
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.
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 3.00 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.*

**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.

<table>
<thead>
<tr>
<th>Child Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A151 Nutrition Through the Life Cycle 3</td>
<td></td>
</tr>
<tr>
<td>EDSE A212 Human Development and Learning 3</td>
<td></td>
</tr>
<tr>
<td>or PSY A365 Child and Adolescent Development 3</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses from the following:

<table>
<thead>
<tr>
<th>Liberal Studies Humanities and Social Science Core*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL A292 Introduction to Civic Engagement 3</td>
<td></td>
</tr>
<tr>
<td>EDEL A327 Teaching Social Studies in Elementary Schools 3</td>
<td></td>
</tr>
<tr>
<td>EDSE A474 Special Children from Birth Through Five 3</td>
<td></td>
</tr>
<tr>
<td>EDSE A482 Inclusive Classrooms for All Children 3</td>
<td></td>
</tr>
<tr>
<td>EDSL A201 Foundations of Communication Disorders 3</td>
<td></td>
</tr>
<tr>
<td>SWK A342 Human Behavior in the Social Environment 3</td>
<td></td>
</tr>
<tr>
<td>SWK A409 Introduction to Child Welfare 3</td>
<td></td>
</tr>
</tbody>
</table>

Select **one** course from the GER fine arts list

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST A132 History of United States II 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSSS A111 Cultural Foundations of Human Behavior 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or SWK A243 Cultural Diversity and Community Service Learning 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select **one** of the following Alaska studies courses:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A200 Natives of Alaska 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN A478 Issues in Alaska Native Education, K-12 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST A341 History of Alaska 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select **one** of the following:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A250 The Rise of Civilization 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST A131 History of United States I 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HNRS A292 Honors Seminar in Social Science 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS A101 Introduction to American Government 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS A102 Introduction to Political Science 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A105</td>
<td>Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A242</td>
<td>Family &amp; Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A303</td>
<td>Young Children in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A310</td>
<td>A Developmental Approach to Assessment in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A407</td>
<td>Action Research: Using Observation and Documentation in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A408</td>
<td>Children's Literature: Early Childhood Years</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A300</td>
<td>Philosophical and Social Context of American Education</td>
<td>3</td>
</tr>
<tr>
<td>or EDFN A304</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A301</td>
<td>Foundations of Literacy and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A302</td>
<td>Foundations of Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>PEP A345</td>
<td>Incorporating Health and Physical Activity into the Pre-K - 6 Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

Methodology Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A403</td>
<td>Mathematics and Science in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A404</td>
<td>Literacy for Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship and Seminar Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A492E</td>
<td>Early Childhood Advanced Practicum Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDEC A492I</td>
<td>Early Childhood Internship Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDEC A495E</td>
<td>Early Childhood Advanced Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A495I</td>
<td>Early Childhood Internship</td>
<td>9</td>
</tr>
</tbody>
</table>

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 I: 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.
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 3.00–2.75-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.

### 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.

<table>
<thead>
<tr>
<th>Child Development</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A15145 Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A212 Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>or PSY A365 Child and Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Relationships and Inclusive Environments</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A242 Family and Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A303 Young Children in Inclusive Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

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       |

<table>
<thead>
<tr>
<th>Liberal Studies Humanities and Social Science Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must meet General Education Requirements (GER) for Baccalaureate Degrees</td>
<td></td>
</tr>
<tr>
<td>including 6 credits of social science (SS), from two different disciplines, and 6 credits of humanities (HUM).</td>
<td></td>
</tr>
</tbody>
</table>

Select one course from the GER fine arts list:

| 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:

| 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:

<p>| ANTH A250 The Rise of Civilization                   | 3       |
| GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography | 3     |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST A131</td>
<td>History of United States I</td>
<td>3</td>
</tr>
<tr>
<td>HNRS A292</td>
<td>Honors Seminar in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>LSIC A334</td>
<td>Power, Authority, and Governance</td>
<td></td>
</tr>
<tr>
<td>PS A101</td>
<td>Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>PS A102</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>LSIS A102</td>
<td>Origins: Earth-Solar-System-Life</td>
<td>5</td>
</tr>
<tr>
<td>LSIS A201</td>
<td>Life on Earth</td>
<td>5</td>
</tr>
</tbody>
</table>

*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

Select two courses from the GER Written Communications skills list

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements**

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

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A105</td>
<td>Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A242</td>
<td>Family &amp; Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A303</td>
<td>Young Children in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A310</td>
<td>A Developmental Approach to Assessment in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A407</td>
<td>Action Research: Using Observation and Documentation in Early Childhood</td>
<td>43</td>
</tr>
<tr>
<td>EDEC A408</td>
<td>Children's Literature: Early Childhood Years</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A300</td>
<td>Philosophical and Social Context of American Education</td>
<td>3</td>
</tr>
<tr>
<td>or EDFN A304</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A301</td>
<td>Foundations of Literacy and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A302</td>
<td>Foundations of Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>PEP A345</td>
<td>Incorporating Health and Physical Activity into the Pre-K - 6 Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

**Methodology Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A403</td>
<td>Mathematics and Science in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A404</td>
<td>Literacy for Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship and Seminar Requirements**
Completion of 12 credits required for degree and certification.
A total of 121 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 2.753.0.
4. Cumulative GPA of 2.753.0 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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>Teaching and Learning</td>
</tr>
</tbody>
</table>

## 2. Complete Program Title/Prefix

**Associates Early Childhood/EDEC**

## 3. Type of Program

Choose one from the appropriate drop down menu:

- [ ] Undergraduate: or Associate of Applied Science
- [ ] Graduate: CHOOSE ONE

- This program is a Gainful Employment Program: [ ] Yes or [ ] No

## 4. Type of Action

**PROGRAM**

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

**PREFIX**

- [ ] Add
- [ ] Change
- [ ] 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):** Karen Roth

**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:

- [x] Cover Memo
- [x] Catalog Copy in Word using the track changes function

## 8. Justification for Action

Courses are being updated to reflect current trends and practices in field.

---

**Initiator (faculty only) Date**

Karen Roth

**Initiator (TYPE NAME)**

[ ] Approved [ ] Disapproved

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

Undergraduate/Graduate Academic Board Chair

[ ] Approved

[ ] Disapproved

**Provost or Designee Date**

---

48
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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A151</td>
<td>Nutrition Through the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A105</td>
<td>Introduction to the Field of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A201</td>
<td>Early Childhood Practitioner Roles and Responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>EDEC A206</td>
<td>Integrated Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A210</td>
<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant andToddler Development</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

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.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:

- 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.ualaska.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**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DN A15145</td>
<td>Child Nutrition Through the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A105</td>
<td>Introduction to the Field of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
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<td>Guiding Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC A241</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
</tbody>
</table>
Complete 12 credits of electives. **EDEC A100** is recommended. Students are strongly encouraged to discuss elective choices with an advisor.

A total of **604** credits is required for the degree.

*See more at: [http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.gCwSw0OP.dpuf](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](http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.gCwSw0OP.dpuf). Outcomes are also based on the professional preparation standards of the [National Association for the Education of Young Children (NAEYC)](http://catalog.uaa.alaska.edu/undergraduateprograms/coe/earlychildhood/aas-earlychildhooddevelopment/#sthash.gCwSw0OP.dpuf). 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.

- 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

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

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

If a change, mark appropriate boxes:

- ☐ Prefix  
- ☐ Credits  
- ☐ Course Number  
- ☐ Contact Hours  
- ☐ Title  
- ☐ Repeat Status  
- ☐ Grading Basis  
- ☐ Cross-Listed/Stacked  
- ☐ Course Description  
- ☐ Course Prerequisites  
- ☐ Test Score Prerequisites  
- ☐ Co-requisites  
- ☐ Automatic Restrictions  
- ☐ Registration Restrictions  
- ☐ General Education Requirement  
- ☐ Class  
- ☐ Level  
- ☐ Major  
- ☐ College  
- ☐ Other (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits  
2

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

11. Implementation Date  
From: Fall/2015  
To: 9999

12. ☐ Cross Listed with  
Stacked with

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BAEC Program</td>
<td>3/8/15</td>
<td>Karen Roth</td>
</tr>
<tr>
<td>2. Kodiak College</td>
<td>3/8/15</td>
<td>Kitty Deal</td>
</tr>
<tr>
<td>3. Kenai Peninula College</td>
<td>3/8/15</td>
<td>Pete Snow</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Marc Robinson  
Initiator Signed Initials: _________  
Date: __________

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

13c. Coordination with Library Liaison  
Date: __________

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

15. Course Description (suggested length 20 to 50 words)  
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) (list prefix and number or test code and score)  
EDEC A105 or EDEL A205 or EDFB A101 or concurrent enrollment.

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

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

Initiator (faculty only)  
Marc Robinson  
Initiator Signed Initials: _________  
Date: __________

Approved  
☑ Disapproved  
Dean/Director of School/College  
Date

Approved  
☑ Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date

Approved  
☑ Disapproved  
Provost or Designee  
Date

Approved  
☑ Disapproved  
Department Chair  
Date

Approved  
☑ Disapproved  
College/School Curriculum Committee Chair  
Date
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 ☒ No
### 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

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
<th><strong>Standards</strong></th>
<th><strong>Core Values</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>Reflective Essay</td>
<td><em>ACEI: 4.0 <strong>ABTS: 5</strong></em> NAEYC: 3 ***ISTE: 2</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td>Classroom Discussion</td>
<td></td>
<td>Leadership</td>
</tr>
<tr>
<td>1. Present and discuss the role of assessment in supporting student learning, including ethical issues.</td>
<td>Descriptive Essay</td>
<td>ACEI: 4.0 ABTS: 5 NAEYC: 3 ISTE: 2</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td>Classroom Presentation</td>
<td></td>
<td>Inclusiveness and Equity</td>
</tr>
<tr>
<td>2. Describe the different types and purposes of assessment.</td>
<td>Online Tutoring</td>
<td>ACEI: 4.0 ABTS: 5 NAEYC: 5 ISTE: 4</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td>Reflective Journal</td>
<td></td>
<td>Collaborative Spirit</td>
</tr>
<tr>
<td>3. Demonstrate the use and role of web conferencing tools in an online tutoring.</td>
<td>Data Analysis Project</td>
<td>ACEI: 4.0 ABTS: 5 ISTE: 2</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td>Classroom Presentation</td>
<td></td>
<td>Inclusiveness and Equity</td>
</tr>
</tbody>
</table>
5. Design a culturally responsive instructional plan based on formative and summative student assessment data.

| Data Analysis Project | ACEI: 4.0 | Intellectual Vitality |
| Classroom Presentation | ABTS: 5 | Leadership |
| NAEYC: 4 | ISTE: 2 |

6. Demonstrate culturally responsive pedagogy needed to work effectively in the online tutoring environment.

| Reflective Essay | ACEI: 4.0 |
| Classroom Presentation | ABTS: 5 |
| NAEYC: 4 | ISTE: 3 |

*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)


VII. Bibliography


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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/ Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Mat-Su College</td>
<td>3/6/15</td>
<td>Marc Robinson</td>
</tr>
</tbody>
</table>
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

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix  ☐ Course Number  ☐ Credits  ☐ Contact Hours  ☐ Title  ☐ Repeat Status  ☐ Grading Basis  ☐ Course Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Automatic Restrictions  ☐ Registration Restrictions  ☐ General Education Requirement  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Other  (please specify)

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

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

11. Implementation Date  
semester/year  
From: Fall/2015  To: /9999

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

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

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

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<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>2/9/15</td>
<td>Neita Edwards</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): John Riley  
Initiator Signed Initials:  
Date: __________

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

13c. Coordination with Library Liaison  
Date: 02/02/15

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

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

Focuses on 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)  
☐ College  ☐ Major  ☐ Class  ☐ Level

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

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

19. Justification for Action  
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.

Initiator (faculty only)  
John Riley  
Initiator (TYPE NAME)

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chair  Date

☐ Approved  ☐ Disapproved  
Provost or Designee  Date

☑ Approved  ☐ Disapproved  
Department Chair  Date

☑ Approved  ☐ Disapproved  
College/School Curriculum Committee Chair  Date
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

<table>
<thead>
<tr>
<th>The Instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe, compare, and contrast commonly available firearms types and describe basic terminology and principles of firearms safety.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>4. Describe and explain key research issues, including current empirical work on the relationship between firearms availability and public safety.</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

<table>
<thead>
<tr>
<th>The student will be able to</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe, compare, and contrast commonly available types of firearms and describe and explain basic principles of firearms safety.</td>
<td>Writing assignments, discussion, class presentations.</td>
</tr>
<tr>
<td>2. Describe the social forces influencing the evolution of U.S. firearms laws and compare U.S. laws to those of other developed nations.</td>
<td>Exams, writing assignments, discussion, class presentations.</td>
</tr>
<tr>
<td>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</td>
<td>Exams, writing assignments, discussion, class presentations.</td>
</tr>
</tbody>
</table>
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
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
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


References


Suggested Periodicals

American Sociological Review

British Journal of Criminology

Crime and Delinquency

Criminology

Law and Society Review

Social Problems

Homicide Studies

Internet Sources


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td>No Division Code</td>
<td>ES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>A302</td>
<td>n/a</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Engineering Data Analysis  
Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
Semester/Year  
From: Spring/2016  
To: 99/9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BS Civil Engineering</td>
<td>02/18/2015</td>
<td>Rob Lang</td>
</tr>
<tr>
<td>2. BS Mechanical Engineering</td>
<td>02/18/2015</td>
<td>Jennifer Brock</td>
</tr>
<tr>
<td>3. BS Electrical Engineering</td>
<td>02/18/2015</td>
<td>Jens Munk</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Utpal Dutta  
Initiator Signed Initials:  
Date:

13b. Coordination Email  
Date: 03/23/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 03/23/2015

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

15. Course Description (suggested length 20 to 50 words)  
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)  
☐ College  
☐ Major  
☐ Class  
☐ Level

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

17. ☐ Mark if course has fees Standard CoEngg fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Updating course description and CCG.

Initiator (faculty only)  
Date  
Utpal Dutta  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Date  
Department Chair  
Date

☐ Approved  
☐ Disapproved  
Date  
Board Chair  
Date

☐ Approved  
☐ Disapproved  
Date  
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.

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

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

8. Bibliography

# 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:  
   Undergraduate:  or  Graduate:  
   Bachelor of Science  or  CHOOSE ONE

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

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

   PREFIX  
   □ Add  
   □ Change  
   □ Inactivate

5. Implementation Date (semester/year)  
   From: Fall/2015  To: 999999

6a. Coordination with Affected Units  
   Department, School, or College: CoEng
   Initiator Name (typed): Thomas Ravens  
   Initiator Signed Initials: 
   Date: 

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

6c. Coordination with Library Liaison  
   Date: 

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

8. Justification for Action
   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.

---

Initiator (faculty only)  
Thomas Ravens  
(TYPE NAME)  
Date

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date

Approved  
Disapproved  
Provost or Designee  
Date
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):

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

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.

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

**Environmental Engineering**
- **AEST A601** Aquatic Process Chemistry (3)
- **CE A445** Chemical and Physical Water and Wastewater Treatment 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)
  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

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. Satisfy the Application and Admission Requirements for Baccalaureate Programs.

**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.

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>2 years</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1 year</td>
</tr>
<tr>
<td>English</td>
<td>3 years</td>
</tr>
<tr>
<td>Physics</td>
<td>1 year</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1/2 year</td>
</tr>
</tbody>
</table>

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
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:

**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 (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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A152</td>
<td>Introduction to Civil Engineering</td>
<td>1</td>
</tr>
<tr>
<td>CE A334*</td>
<td>Properties of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CE A344</td>
<td>Water Resources Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A403</td>
<td>Arctic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A405</td>
<td>Transportation Engineering I</td>
<td>3</td>
</tr>
<tr>
<td>CE A406</td>
<td>Transportation Engineering II</td>
<td>3</td>
</tr>
<tr>
<td>CE A422</td>
<td>Foundation Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A431*</td>
<td>Structural Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CE A432</td>
<td>Steel Design</td>
<td>3</td>
</tr>
<tr>
<td>or CE A433</td>
<td>Reinforced Concrete Design</td>
<td></td>
</tr>
<tr>
<td>CE A435*</td>
<td>Soil Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CE A437*</td>
<td>Project Planning</td>
<td>1</td>
</tr>
<tr>
<td>CE A438</td>
<td>Design of Civil Engineering Systems</td>
<td>3</td>
</tr>
<tr>
<td>CE A441*</td>
<td>Fundamentals of Environmental Engineering and Applied Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>CE A442</td>
<td>Environmental Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>CHEM A105*</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; A105L</td>
<td>and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM A106*</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>&amp; A106L*</td>
<td>and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM A105L*</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM A106*</td>
<td>General Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM A106L*</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGR A151*</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ENGR A161*</td>
<td>Engineering Practices II</td>
<td>3</td>
</tr>
<tr>
<td>ES A103</td>
<td>Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ES A209*</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>ES A210*</td>
<td>Engineering Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ES A302*</td>
<td>Engineering Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ES A331*</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ES A341*</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ES A341L</td>
<td>Fluid Mechanics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ES A341*</td>
<td>Fluid Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

85
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp; A341L</td>
<td>and Fluid Mechanics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ESM A450*</td>
<td>Economic Analysis and Operations</td>
<td>3</td>
</tr>
<tr>
<td>GEO A155*</td>
<td>Introduction to Surveying</td>
<td>3</td>
</tr>
<tr>
<td>MATH A200*</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH A201*</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH A202*</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH A302*</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHYS A211*</td>
<td>General Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS A211L*</td>
<td>General Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS A212*</td>
<td>General Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS A212L*</td>
<td>General Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>&amp; A211L</td>
<td>General Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS A212</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; A212L</td>
<td>General Physics II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**Basic Science Elective**

Select one of the following:

BIOL A115  Fundamentals of Biology I  (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.

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

### Technical Electives

**Environmental Engineering**
- AEST A601 Aquatic Process Chemistry (3)
- CHE A445 Chemical and Physical Water and Wastewater Treatment Processes (3)
- CHE A446 Biological Treatment Processes (3)
- CHE A447 Advanced Unit Processes (3)

**Water Resources Engineering**
- CHE A442 Surface Water Dynamics (3)
- CHE A475 Design of Ports and Harbors (3)
- CHE A476 Coastal Engineering (3)
- CHE A479 Sediment Transport and Coastal Processes (3)
- CHE A663 Ground Water Dynamics (3)
- CHE A674 Waves, Tides, and Ocean Processes for Engineers (3)

**Transportation Engineering**
- CHE A423 Traffic Engineering (3)
- CHE A424 Pavement Design (3)
- CHE A425 Highway Engineering (3)
- CHE A426 Traffic Modeling and Simulation (3)

**Geotechnical Engineering**
- CHE A414 Soil Strength and Slope Stability (3)
- CHE A611 Geotechnical Earthquake Engineering (3)
- CHE A612 Advanced Foundation Design (3)

**Structural Engineering**
- CHE A432 Steel Design (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.
Impacted Program/Course
Date of Coordination Chair/Coordinator Contacted

1. 
2. 
3. 

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
   Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status No
   # of Repeats
   Max Credits

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

11. Implementation Date
    Semester/year
    From: F/2015
    To: /

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

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

   Initiated 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: 3/15/15

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

15. Course Description (suggested length 20 to 50 words)
    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)
    ☐ College
    ☐ Major
    ☐ Class
    ☐ Level

16d. Registration Restriction(s) (non-codable)
    none

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Meets community needs

Initiator (faculty only)
Lee Post
Initiator (TYPE NAME)

Approved
Disapproved
Date
Date

Dean/Director of School/College
Undergraduate/Graduate Academic
Board Chair
Provost or Designee

Approved
Disapproved
Date
Date

Department Chair
College/School Curriculum Committee Chair

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 Listserv
   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

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


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>Business Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A287</td>
<td>BA A487</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Introduction to International Business  
Intro. to Int’l Business  
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- Prefix  
- Credits  
☒ Course Number  
- Contact Hours  
- Title  
- Repeat Status  
- Grading Basis  
- Cross-Listed/Stacked  
☒ Course Description  
- Course Prerequisites  
- Co-requisites  
- Test Score Prerequisites  
- Registration Restrictions  
- Other Restrictions  
- College  
- Major  
☒ Other Update CCG (please specify)

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

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

11. Implementation Date  
From: Fall 2015  
To: __/9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1. Global Logistics and Supply Chain Management, BBA</td>
<td>02/12/2015</td>
<td>Darren Prokop</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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</table>

Initiator Name (typed): Yong Cao  
Initiator Signed Initials: __________________ Date: __________

13b. Coordination Email  
Date: 02/13/2015  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 02/13/2015

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  
☐ Written Communication  
☐ Fine Arts  
☐ Social Sciences  
☐ Quantitative Skills  
☐ Natural Sciences  
☐ Humanities  
☐ 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 A215 or ENGL A216) with a minimum grade of C

16b. Test Score(s)  
N/A

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

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

16e. Registration Restriction(s) (non-codable)  
N/A

17. ☒ Mark if course has fees  
Standard CBPP computer lab fee

18. ☐ 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.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Yong Cao</td>
<td></td>
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<table>
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<tr>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
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<tr>
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<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
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<tbody>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the role culture plays in the different international management systems</td>
<td>Written assignments, Exam</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>---</td>
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<tr>
<td>2.</td>
<td>Explain emerging trends in business globalization</td>
</tr>
<tr>
<td>3.</td>
<td>Discuss ways of differentiating cultures and identify major dimensions of culture relevant to the international business environment</td>
</tr>
<tr>
<td>4.</td>
<td>Make recommendations as to the appropriate adaptation to different international business environments and management practices</td>
</tr>
<tr>
<td>5.</td>
<td>Compare and contrast decision-making in different international markets</td>
</tr>
<tr>
<td>6.</td>
<td>Explain how to manage political risk in a global environment</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrate personal and professional survival skills across different cultures</td>
</tr>
</tbody>
</table>

VII. Suggested Text


VIII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A347</td>
<td>BA A447</td>
<td>3</td>
<td>(3+0)</td>
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6. Complete Course Title  
International Marketing  
Abbreviated Title for Transcript (30 character)

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

8. Type of Action:  
☐ Add  ☒ Change  ☐ Delete  
If a change, mark appropriate boxes:
- ☒ Prefix  ☒ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☒ Repeatability
- ☒ Grade Basis  ☐ Cross-Listed/Stacked  ☐ Course Prerequisites  ☐ Co-requisites
- ☐ Test Score Prerequisites  ☐ Registration Restrictions  ☒ General Education Requirement
- ☐ Automatic Restrictions  ☐ Co-requisites  ☐ Other Update CCG (please specify)

9. Repeat Status No:  


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

11. Implementation Date:  
From: Fall/2015  To: 9/999

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

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

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

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<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td></td>
<td>01-29-15</td>
<td>Ed Forrest</td>
</tr>
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</table>

13b. Coordination Email  
Date: 02/13/2015  
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 02/13/2015

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

15. Course Description (suggested length 20 to 50 words)  
Emphasizes 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)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s) (non-codable)  
College of Business and Public Policy majors must be admitted to upper-division standing.

17. ☒ Mark if course has fees  
Standard CBPP Computer Lab fee

18. ☐ 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.

Initiator (faculty only)  
Initiator (TYPE NAME)

☐ Approved  ☐ Disapproved  
☐ Approved  ☐ Disapproved  
☐ Approved  ☐ Disapproved  
☐ Approved  ☐ Disapproved

Dean/Director of School/College  
Undergraduate/Graduate Academic  
Board Chair  
Provost or Designee
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.

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


VIII. Bibliography


13a. Impacted courses or programs BA A347

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

Abbreviated Title for Transcript (30 character)  

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

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

9. Repeat Status No  ☐ of Repeats  Max Credits  

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

11. Implementation Date  
semester/year  
From: Fall/2015  To: /9999  

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

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

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

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<tr>
<td>1. Marketing, BBA</td>
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<td>Ed Forrest</td>
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<td>2. Aviation Technology, BS</td>
<td>02/19/2015</td>
<td>Rocky Capozzi</td>
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<td>3. Hospitality and Restaurant Management, BA</td>
<td>02/19/2015</td>
<td>Tim Doebler</td>
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Initiator Name (typed): Yong Cao  
Initiator Signed Initials: _________  Date:________________  

13b. Coordination Email  Date: 02/19/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  Date: 2/19/2015  

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

15. Course Description (suggested length 20 to 50 words)  
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) (list prefix and number)  
BA A343 with a minimum grade of C  

16b. Test Score(s)  
N/A  

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

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

16e. Registration Restriction(s) (non-codable)  
College of Business & Public Policy majors must be admitted to upper-division standing.  

17. ☒ Mark if course has fees Standard CBPP computer lab fee  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Added minimum grade of C to prerequisite. Updated text and bibliography.  

Initiator (faculty only)  
Yong Cao  
Initiator (TYPE NAME)  

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Chairperson  Date  

☐ Approved  ☐ Disapproved  
Board Chairperson  Date  

☐ Approved  ☐ Disapproved  
Provost or Designee  Date
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**


VII. **Bibliography**


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Present the history and the foundations of the consumer decision-making process</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the decision rules in low-involvement buying situations</td>
</tr>
<tr>
<td>3.</td>
<td>Present marketing strategies and research framework related to consumer purchase decisions</td>
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</table>

B. Student Learning Outcomes.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Assessment Method</td>
</tr>
<tr>
<td>1.</td>
<td>Articulate the decision-making process of individual buyers and families, including the student’s decision-making process</td>
</tr>
<tr>
<td>2.</td>
<td>Specify internal and external factors that impact the decision-making process</td>
</tr>
<tr>
<td>3.</td>
<td>Describe consumer research methods</td>
</tr>
<tr>
<td>4.</td>
<td>Diagnose ethical issues and social concerns related to consumer behavior issues</td>
</tr>
<tr>
<td>5.</td>
<td>Describe the significance of consumer behavior and its relevance to the customer relationship management</td>
</tr>
<tr>
<td>6.</td>
<td>Analyze and interpret market information related to consumers and relationship management</td>
</tr>
<tr>
<td>7.</td>
<td>Apply theories of consumer behavior to making appropriate and effective marketing management decisions</td>
</tr>
</tbody>
</table>
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

Abbreviated Title for Transcript (30 character)

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

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

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

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

11. Implementation Date  
From: Fall/2015  
To: 9/999

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

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

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<tbody>
<tr>
<td>1. Courtesy Coordination</td>
<td>01-29-15</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>

Initiator Name (typed): Yong Cao  
Initiator Signed Initials:  
Date:  

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

13c. Coordination with Library Liaison:  
Date: 02/17/2015

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

15. Course Description (suggested length 20 to 50 words)  
Examines 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) (list prefix and number or test code and score):  
N/A

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

16c. Automatic Restriction(s):  
☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s) (non-codable):  
College of Business and Public Policy majors must be admitted to upper-division standing

17. ☐ Mark if course has fees  
Standard CBPP Computer Lab fee

18. ☐ 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.

Initiator (faculty only)  Date  
Yong Cao  
Initiator (TYPE NAME)  

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

☐ Approved  ☐ Disapproved  
Department Chair  Date

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic  Date

Board Chair

☐ Approved  ☐ Disapproved  
Provost or Designee  Date

College/School Curriculum Committee Chair  Date

106
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

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

**Students will be able to:**

<table>
<thead>
<tr>
<th>1. Diagnose current global challenges that businesses face in the external environment</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case analysis, exams/quizzes, discussion, written assignments, individual presentations, and group presentations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Evaluate stakeholder theory and how to include that understanding in formulating a global business strategy</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case analysis, written assignments and exams/quizzes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Discuss the basic principles of business ethics and their implications for global organizations</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments, exams/quizzes, and written assignments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Examine different approaches to ethical behavior in global organizations</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case analysis, written assignments, and term paper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Determine the role that governments play as a major external stakeholders in global business</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments, individual presentations, and group presentations</td>
<td></td>
</tr>
</tbody>
</table>

### VII. Suggested Text


### VIII. Bibliography


### 13a. Impacted courses or programs BA A388

<table>
<thead>
<tr>
<th>Impacted program/course</th>
<th>Date of coordination</th>
<th>Chair/Coordinator contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Ethics, Undergraduate Certificate</td>
<td>02/11/2015</td>
<td>John Mouracade</td>
</tr>
<tr>
<td>Management, BBA</td>
<td>02/11/2015</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>Aviation Technology, BS, Aviation Management Emphasis</td>
<td>02/11/2015</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>Aviation Technology, BS, Air Traffic Control Emphasis</td>
<td>02/11/2015</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>Hospitality and Restaurant Management, BA</td>
<td>02/11/2015</td>
<td>Timothy Doebler</td>
</tr>
<tr>
<td>ATA A492</td>
<td>02/11/2015</td>
<td>Rocky Capozzi</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A485</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
International Business Applications

Abbreviated Title for Transcript (30 character)

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

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

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

11. Implementation Date  
From: Fall/2015  
To: 3/27/2015

12. [ ] Cross Listed with  
[ ] Stacked with  
Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy Coordination</td>
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<td>Ed Forrest</td>
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<td></td>
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</tbody>
</table>

Initiator Name (typed): Yong Cao  
Initiator Signed Initials: [ ]  
Date: [ ]

13b. Coordination Email  
[ ] 03/27/2015  
submitted to Faculty Listserv: [ ]

13c. Coordination with Library Liaison  
Date: 3/27/2015

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

15. Course Description (suggested length 20 to 50 words)  
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) (list prefix and number or test code and score)  
BA A287 with a minimum grade of C  

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

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

16d. Registration Restriction(s) (non-codable)  
College of Business and Public Policy majors must be admitted to upper-division standing.

17. [ ] Mark if course has fees Standard CBPP  
Computer Lab fee

18. [x] 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.
<table>
<thead>
<tr>
<th>Initiator (faculty only) Level Code</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yong Cao</td>
<td></td>
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</table>

Initiator (TYPE NAME) Level Code

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<th>Level Code</th>
<th>Date</th>
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<tr>
<td>Approved</td>
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<tr>
<td>Disapproved</td>
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<tr>
<td>Department Chair</td>
<td></td>
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<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>Approved</td>
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<tr>
<td>Disapproved</td>
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<tr>
<td>Dean/Director of School/College</td>
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<td>Disapproved</td>
<td></td>
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<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
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<tr>
<td>Approved</td>
<td></td>
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<td>Disapproved</td>
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<tr>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
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<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
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</table>
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**

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

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify client’s needs and project scope</td>
<td>Initial contract agreement</td>
</tr>
<tr>
<td>2. Perform job tasks effectively and efficiently</td>
<td>Mid-way evaluation Fundamental evaluation</td>
</tr>
<tr>
<td>3. Complete assigned tasks</td>
<td>Mid-way evaluation Fundamental evaluation</td>
</tr>
<tr>
<td>4. Accept responsibility to work independently and cooperatively in teams</td>
<td>Mid-way evaluation Fundamental evaluation</td>
</tr>
<tr>
<td>5. Demonstrate effective written communication skills</td>
<td>Final report</td>
</tr>
<tr>
<td>6. Practice good work ethic</td>
<td>Mid-way evaluation Fundamental evaluation</td>
</tr>
</tbody>
</table>

### VI. Suggested Texts


### VII. Bibliography


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

1a. School or College: CB CBPP  
1b. Division: ADBP Division of Business Programs  
1c. Department: BA

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>A486</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**  
Field Studies in International Business  
Abbreviated Title for Transcript (30 characters)

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

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

If a change, mark appropriate boxes:  
☐ Prefix  
☐ Credits  
☐ Title  
☐ Repeat Status  
☐ Course Number  
☐ Contact Hours  
☐ Grading Basis  
☐ Course Prerequisites  
☐ Cross-Listed/Stacked  
☐ Test Score Prerequisites  
☐ Registration Restrictions  
☐ Course Description  
☐ Oral Communication  
☐ Quantitative Skills  
☐ Automatic Restrictions  
☐ Co-requisites  
☐ General Education Requirement  
☐ Other (please specify)

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

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

11. **Implementation Date**  
From: Fall/2015  
To: 1/999

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

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

<table>
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<td></td>
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</tbody>
</table>

Initiator Name (typed): Yong Cao  
Initiator Signed Initials: __________________________________ Date: __________

13b. **Coordination Email**  
submitted to Faculty Listserv: (uaa-faculty@lists.ualaska.edu)

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

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

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)  
NA

16c. **Automatic Restriction(s)**  
☒ College  
☐ Major  
☐ Class  
☐ Level

16d. **Registration Restriction(s)** (non-codable)  
College of Business and Public Policy majors must be admitted to upper-division standing.

17. ☒ Mark if course has fees  
Standard CBPP Computer Lab fee

18. ☒ 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.

Initiator (faculty only)  
Yong Cao  
Initiator (TYPE NAME)  
Date  
Approved  
Disapproved

Approved  
Disapproved  
Dean/Director of School/College  
Date  
Approved

Approved  
Disapproved  
Department Chair  
Date  
Approved

Approved  
Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date  
Approved

Approved  
Disapproved  
College/School Curriculum Committee Chair  
Date  
Disapproved  
Provost or Designee  
Date
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
   - 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.)


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


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.

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To introduce students to and explore in detail field techniques and methods in international business</td>
</tr>
<tr>
<td>2. To utilize both local and global opportunities for experiential education in international business.</td>
</tr>
</tbody>
</table>

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

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A490C</td>
<td>N/A</td>
<td>1-3</td>
<td>(1-3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

**Selected Topics in International Business**

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

**7. Type of Course**

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

**8. Type of Action:**

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

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

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

**9. Repeat Status**

- [x] Yes
- [ ] Change

**If a change:**

- [ ] # of Repeats
- [ ] Max Credits

- [x] 3

**10. Grading Basis**

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

**11. Implementation Date**

- [ ] semester/year

- From: Fall/2015
- To: 9999

**12. Cross Listed with**

- [ ] Stacked

**Cross-Listed Coordination Signature**

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

List any programs or college requirements that require this course.

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

**Impacted Program/Course**

<table>
<thead>
<tr>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>01-28-14</td>
<td>Ed Forrest</td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Yong Cao  
**Initiator Signed Initials:** ____________  
**Date:** ____________

**13b. Coordination Email**

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

**13c. Coordination with Library Liaison**

**Date:** 02/15/2015

**14. General Education Requirement**

Mark appropriate box:

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

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

Advanced 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)**

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

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

(non-codable)

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

**17. Mark if course has fees**

Standard CBPP Computer Lab fee

**18. 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.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tbody>
<tr>
<td>Yong Cao</td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
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<table>
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<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Approved</td>
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<td></td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
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
   b. Romano-Germanic civil law system
   c. 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.)

<table>
<thead>
<tr>
<th>A. <strong>Instructional Goals.</strong></th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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</td>
</tr>
<tr>
<td>2.</td>
<td>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</td>
</tr>
<tr>
<td>3.</td>
<td>Compare and contrast strategies to manage legal relationships with government.</td>
</tr>
<tr>
<td>4.</td>
<td>Provide information on basic issues of international law.</td>
</tr>
</tbody>
</table>

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

VII. **Suggested Text**

VIII. **Bibliography**


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: or Graduate:  
 Minor or  CHOOSE ONE

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

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

**PREFIX**  
☐ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)  
From: Fall/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:  
☑ Cover Memo  ☑ Catalog Copy in Word using the track changes function

8. Justification for Action  
 International Business Minor Program is being added in response to the requests of the students and community.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yong Cao</td>
<td>Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)  
☑ Approved  
☐ Disapproved  
Date  

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

Undergraduate/Graduate Academic  
☐ Approved  
☐ Disapproved  
Date  

Board Chair  
☑ Approved  
☐ Disapproved  
Date

Provost or Designee  
☐ Approved  
☐ Disapproved  
Date
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

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

**7. Type of Course**

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

**8. Type of Action:**

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

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

- [ ] Prefix
- [ ] Credits
- [ ] Course Number
- [ ] Contact Hours
- [ ] Title
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] A-F
- [ ] P/NP
- [ ] NG
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Cross-Listed/Stacked
- [ ] Stacked
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other
- [ ] (please specify)

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

- [ ] 2

**10. Grading Basis**

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

**11. Implementation Date**

From: Spring/2016
To: 9999

**12. Cross Listed with**

**Stacked with**

**Cross-Listed Coordination Signature**

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Initiator Name (typed): Raymond Weber  
Initiator Signed Initials: __________  
Date: __________

**13b. Coordination Email**

Date: 2/12/2015

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

**13c. Coordination with Library Liaison**

Date: 2/23/2015

**14. General Education Requirement**

Mark appropriate box:

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

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

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

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

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

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

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

**17. Mark if course has fees**

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

**19. Justification for Action**

We are adjusting the current 102 course to allow for the career exploration component to be delivered distance.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Disapproved Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raymond Weber</td>
<td></td>
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<tbody>
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<tbody>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Initiator (faculty only) Name:** Raymond Weber  
**Initiator Signed Initials:** __________  
**Date:** __________

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

**Undergraduate/Graduate Academic**  
**Date:** __________

**Board Chair**  
**Date:** __________

**Provost or Designee**  
**Date:** __________
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

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

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


VII. Bibliography


<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (Course or Program)</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
<th>Chair/Coordinator Contacted (not listerve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS, Aviation Technology</td>
<td></td>
<td>Requirement</td>
<td>R. P. Capozzi</td>
</tr>
<tr>
<td>AAS ATC</td>
<td></td>
<td>Requirement</td>
<td>R. P. Capozzi</td>
</tr>
<tr>
<td>AAS Aviation Administration</td>
<td></td>
<td>Requirement</td>
<td>R. P. Capozzi</td>
</tr>
<tr>
<td>AAS, Professional Piloting</td>
<td></td>
<td>Requirement</td>
<td>R. P. Capozzi</td>
</tr>
<tr>
<td>Minor, Aviation Technology</td>
<td></td>
<td>Selective</td>
<td>R. P. Capozzi</td>
</tr>
</tbody>
</table>
### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>AAVI Division of Aviation</td>
<td>ATA</td>
</tr>
</tbody>
</table>

#### 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  
**Intro to Aviation Technology B**  
Abbreviated Title for Transcript (30 character)  
**Intro to Aviation Tech B**

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

#### 8. Type of Action:  
- [x] Add

#### 9. Repeat Status No  
Max Credits  
1

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

#### 11. Implementation Date  
semester/year  
From: Spring/2016  
To: /9999

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See attached sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Raymond Weber  
Initiator Signed Initials: __________

Initiator Email: (uaa-faculty@lists.uaa.alaska.edu)

Date: __________

#### 13b. Coordination Email  
Date: 02/12/2015

#### 13c. Coordination with Library Liaison  
Date: 2/23/2015

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

#### 15. Course Description (suggested length 20 to 50 words)  
Exploration of the various segments of aviation, providing an overview of many of the employment opportunities available within the aviation industry.

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

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

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

#### 17.  
Mark if course has fees

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

#### 19. Justification for Action  
We are adjusting the current 102 course to allow for the career exploration component to be delivered distance.

Initiator (faculty only)  
Raymond Weber

Initiator (TYPE NAME)  

Initiation Date: __________

[ ] Approved  
[ ] Disapproved

Dean/Director of School/College  
Date: __________

[ ] Approved  
[ ] Disapproved

Undergraduate/Graduate Academic  
Date: __________

[ ] Approved  
[ ] Disapproved

Board Chair  
Date: __________

[ ] Approved  
[ ] Disapproved

Provost or Designee  
Date: __________
I. Date of Initiation: 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

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

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


### Course Action Request

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

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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>ATP</td>
<td>A200</td>
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<td>3 Cr.</td>
<td>(3+0)</td>
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| 6. Complete Course Title | | Abbreviated Title for Transcript (30 character) |
|-------------------------|-----------------------------------------------|
| Commercial Ground School | Commercial Ground School |

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<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<td>Add or Change or Delete</td>
<td># of Repeats</td>
<td>A-F</td>
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<td>Max Credits</td>
<td>P/NP</td>
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<th>To:</th>
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<td>Semester/year</td>
<td>/999</td>
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</tbody>
</table>

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

| 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. |

<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td></td>
<td>FAA Private Pilot Certificate or equivalent</td>
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<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>Major</td>
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<tr>
<td>FAA Private Pilot Certificate or equivalent</td>
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</table>

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

| 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. |

<table>
<thead>
<tr>
<th>Initiator (faculty only) Raymond Weber</th>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Date</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>
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

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

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. Inclinometer (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


VII. Bibliography


## 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

### Abbreviated Title for Transcript (30 character)


### 7. Type of Course

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

### 8. Type of Action:

☐ Add  ☑ Change  ☐ Delete

*If a change, mark appropriate boxes:*

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other CCG and Catalog Change (please specify)

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

3

### 10. Grading Basis

☒ A-F  ☐ P/NP  ☐ NG

### 11. Implementation Date

From: Spring/2016  To: /9999

### 12. Cross Listed with  Stacked with

Cross-Listed Coordination Signature

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

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

#### Impacted Program/Course Date of Coordination Chair/Coordinator Contacted

<table>
<thead>
<tr>
<th>Initator Name (typed): Raymond Weber</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
</table>

#### 13b. Coordination Email

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

#### 13c. Coordination with Library Liaison

Date: 2/23/2015

### 14. General Education Requirement

Mark appropriate box:

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

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

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


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

ATA A102 or ATC A147

### 16c. Automatic Restriction(s)

☐ College  ☐ Major  ☐ Class  ☐ Level

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


### 17. Mark if course has fees


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


### 19. Justification for Action

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.

### Initiator (faculty only)

Raymond Weber

Initiator (TYPE NAME)

☑ Approved  ☐ Disapproved

Dean/Director of School/College

Date:  

☐ Approved  ☐ Disapproved

Undergraduate/Graduate Academic

Date:  

☐ Approved  ☐ Disapproved

Board Chair

Date:  

☐ Approved  ☐ Disapproved

Provost or Designee

Date:  

146
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.

B. Student Learning Outcomes and Assessment Measures

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


VII. **Bibliography**


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University of Alaska Anchorage
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<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Physiology</td>
</tr>
</tbody>
</table>

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Automatic Restrictions
- ☐ Class
- ☐ Level
- ☐ College
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

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

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<tr>
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</table>

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

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

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<th>Impacted Program/Course</th>
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Initiator Name (typed): Raymond Weber
Initiator Signed Initials: _______ Date: __________________

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<th>13b. Coordination Email</th>
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<td>2/12/2015</td>
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</tbody>
</table>

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

14. General Education Requirement

Mark appropriate box:

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

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

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

ATA A331

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

16c. Automatic Restriction(s)

College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

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.

Initiator (faculty only) Raymond Weber
Initiator (TYPE NAME) ___________________________ Date: __________________

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

Approved ☐ Disapproved ☐ Undergraduate/Graduate Academic Director Date: __________________

Approved ☐ Disapproved ☐ Board Chair Date: __________________

Approved ☐ Disapproved ☐ Provost or Designee Date: __________________
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 countermeasure 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

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


VII. Bibliography


<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (Course or Program)</th>
<th>Program Impacts</th>
<th>Chair/Coordinator Contacted</th>
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<td>BS, Aviation Technology</td>
<td>Selective</td>
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<td>R. P. Capozzi</td>
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<tr>
<td>AAS ATC</td>
<td>Selective</td>
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<td>R. P. Capozzi</td>
</tr>
<tr>
<td>AAS Aviation Administration</td>
<td>Selective</td>
<td></td>
<td>R. P. Capozzi</td>
</tr>
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<td>AAS, Professional Piloting</td>
<td>Selective</td>
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<tr>
<td>Minor, Aviation Technology</td>
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<tr>
<td>ATA A433</td>
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</table>
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>JPC</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>JPC</td>
<td>A201</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 characters)</th>
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</thead>
<tbody>
<tr>
<td>Reporting and Writing News</td>
<td>Reporting and Writing News</td>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>semester/year</td>
<td>with</td>
<td>List any programs or college requirements that require this course.</td>
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<tr>
<td>From: fall/2015</td>
<td></td>
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<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
<th>14. General Education Requirement</th>
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<tbody>
<tr>
<td>Date: 1/22/2015</td>
<td>Date: 1/22/2015</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Skills</td>
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<td></td>
<td>Humanities</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<tbody>
<tr>
<td>[ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214] with a minimum grade of C</td>
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<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<td>College ☐ ☑ Major ☐ Class ☑ Level ☐</td>
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<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
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<tbody>
<tr>
<td>☑</td>
<td>☐</td>
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<th>21b. Initiator Signed Initials:</th>
<th>21c. Date:</th>
</tr>
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<tbody>
<tr>
<td>Paola Banchero</td>
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<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
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</table>

---

### 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.]

---

**Initiator (faculty only)**

[Initiator Name] Paola Banchero

[Initiator Signed Initials]

[Date]

---

**Initiator (TYPE NAME)**

[Initiator Name] Paola Banchero

[Initiator Signed Initials] [Date]

---

**Dean/Director of School/College**

[Initiator Name] Paola Banchero

[Initiator Signed Initials] [Date]

---

**Undergraduate/Graduate Academic Board Chair**

[Initiator Name] Paola Banchero

[Initiator Signed Initials] [Date]

---

**Provost or Designee**

[Initiator Name] Paola Banchero

[Initiator Signed Initials] [Date]
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand professional principles and practices of reporting and writing news</td>
</tr>
<tr>
<td>2. Effectively communicate news judgment using professional standards and Associated Press style.</td>
</tr>
<tr>
<td>3. Report news using professional principles and practices of information gathering for media professionals.</td>
</tr>
<tr>
<td>4. Report and write news.</td>
</tr>
</tbody>
</table>
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
   4. 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


VIII. Bibliography


## Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
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<td>AHUM Division of Humanities</td>
<td>Journalism and Communication</td>
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<td>First Amendment and Media Ethics</td>
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<th># of Repeats</th>
<th>Max Credits</th>
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<td>From: fall/2015</td>
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| Cross-Listed Coordination Signature |

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<td>List any programs or college requirements that require this course.</td>
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<th>Catalog Page(s)</th>
<th>Impacted</th>
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<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. B.A., JPC</td>
<td></td>
<td>January 15, 2015</td>
<td>Paola Banchero, associate professor and chair</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
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Initiator Name (typed): Paola Banchero  
Initiator Signed Initials: ___________  
Date: ___________

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<th>14. General Education Requirement</th>
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<tr>
<td>Mark appropriate box:</td>
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<tr>
<td>Oral Communication</td>
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<tr>
<td>Fine Arts</td>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>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.</td>
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<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
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<tr>
<th>16b. Test Score(s)</th>
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<tr>
<td>16c. Co-requisite(s) (concurent enrollment required)</td>
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<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
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</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</table>

| 17. | Mark if course has fees |

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course updated to reflect overall streamlined JPC curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paola Banchero</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
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<table>
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<tr>
<th>Board Chairperson</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the importance of the First Amendment and ethical decision-making in reporting and news writing.</td>
</tr>
<tr>
<td>2. Understand case studies of professional principles and practices of ethical decision-making in journalism and media.</td>
</tr>
</tbody>
</table>
IV. 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
   3. John Stuart Mill
   4. John Rawls
   5. Sisela Bok
   6. 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


VIII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Journalism and Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC</td>
<td>A203</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and Producing Media</td>
<td>Writing and Producing Media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add or Change or Delete</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: fall/2015 To: 9/9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>Stacked with</th>
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<td></td>
</tr>
</tbody>
</table>

Cross-Listed/Stacked Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>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 Banchero</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Paola Banchero  
Initiator Signed Initials: ________  Date: __________

13b. Coordination Email Date: 1/22/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/22/2015

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)  
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) (list prefix and number or test code and score)  
JPC A201 with a minimum grade of C

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

16c. Automatic Restriction(s)

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

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

17. [ ] Mark if course has fees

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

19. Justification for Action  
Course updated to reflect overall streamlined JPC curriculum.

Initiator (faculty only)  
Paola Banchero  
Initiator Signed Initials: ________  Date: __________

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Department Chair  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date

Approved  
Disapproved  
Provost or Designee  
Date
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand professional principles and practices of writing and producing for media</td>
</tr>
<tr>
<td>2. Effectively communicate using professional terminology and news judgment</td>
</tr>
<tr>
<td>3. Demonstrate ability to report, write and produce for different platforms.</td>
</tr>
</tbody>
</table>

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


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

2. **Division**
   - AHUM Division of Humanities

3. **Department**
   - Journalism and Communication

4. **Course Prefix**
   - JPC

5. **Course Number**
   - A204

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

7. **Credits/CEUs**
   - 3

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

9. **Complete Course Title**
   - Media Literacy

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

11. **Type of Course**
    - Academic

12. **Type of Action:**
    - Add

13. **Repeat Status No**
    - No

14. **Grading Basis**
    - A-F

15. **Implementation Date**
    - semester/year
    - From: fall 2015
    - To: 9/9999

16. **Cross Listed with**
    - Stack with

17. **Mark if course has fees**

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

19. **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.

20. **Course Prerequisite(s)**
    - ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214, with a minimum grade of C.

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

22. **Automatic Restriction(s)**
    - College
    - Major
    - Class
    - Level

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

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

25. **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.

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

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

28. **Mark if course has fees**

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

30. **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.
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe how media messages are constructed. Exams, quizzes and written assignments</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>3. Critically analyze media messages. Exams, quizzes, written assignments and presentations</td>
</tr>
<tr>
<td>4. Analyze information for its reliability, validity, authority, timeliness, accuracy, usefulness and point of view or bias. Exams, quizzes, written assignments and presentations</td>
</tr>
</tbody>
</table>
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

VII. Bibliography


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

1a. School or College
AS CAS

1b. Division
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

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- College
- Repeat Status
- Credits
- Contact Hours
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement
- Other CCG (please specify)

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date

semester/year

From: fall/2015 To: 9/9999

12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

<table>
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<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A., Journalism and Public Communications</td>
<td>1/1/2015</td>
<td>Paola Banchero, associate professor and chair</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
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<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Paola Banchero Initiator Signed Initials: _________ Date:________________

13b. Coordination Email Date: 1/22/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/22/15

14. General Education Requirement

Mark appropriate box:

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

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

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.

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

JPC A201 with minimum grade of C

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

16c. Automatic Restriction(s)

☒ College ☐ Major ☐ Class ☐ Level

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Reflects modern needs of students pursuing mass communications careers.

Initiator (faculty only) Paola Banchero
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved Date Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved Date Provost or Designee Date
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, teases 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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand professional principles and practices of multimedia copy editing for media professionals.</td>
<td>Class assignments and exams</td>
</tr>
</tbody>
</table>
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Examine how professional principles and practices of multimedia copy editing can be used to create professional content.</td>
</tr>
<tr>
<td>3.</td>
<td>Use terminology and practices of multimedia copy editing with special attention to Associated Press style.</td>
</tr>
<tr>
<td>4.</td>
<td>Use media resources and tools to directly examine and develop professional skills in multimedia copy editing.</td>
</tr>
</tbody>
</table>
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

VII. Bibliography


*Classic text*
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

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix ☑ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Test Score Prerequisites ☐ Registration Restrictions ☐ General Education Requirement ☐ College ☐ Major ☐ Class ☐ Level ☐ Other (please specify)

9. Repeat Status No
☐ of Repeats
Max Credits

10. Grading Basis
☑ A-F ☑ P/NP ☐ NG

11. Implementation Date
semester/year
From: fall/2015 To: 9/9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. B.A., Journalism and Public Communications</td>
<td>9/15/2014</td>
<td>Paola Banchero, associate professor and chair</td>
</tr>
<tr>
<td>2.</td>
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</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
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Initiator Name (typed): Paola Banchero Initiator Signed Initials: __________ Date: __________

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

Date: 1/22/2015

13c. Coordination with Library Liaison
Date: 1/22/2015

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

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

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

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

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

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

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action

Initiator (faculty only)
Paola Banchero
Initiator (TYPE NAME)

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

☐ Approved ☑ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☑ Disapproved
Provost or Designee Date
### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Journalism and Communication</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>JPC</td>
<td>A382</td>
<td>NA</td>
<td>3</td>
<td>(Lecture + Lab)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Digital Audio Production</td>
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<table>
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<tr>
<th>7. Type of Course</th>
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<tbody>
<tr>
<td>Academic</td>
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<th>8. Type of Action:</th>
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<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<th>10. Grading Basis</th>
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<td>semester/year</td>
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<table>
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<th>13a. Impacted Courses or Programs:</th>
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<table>
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<tr>
<th>13c. Coordination with Library Liaison</th>
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<tbody>
<tr>
<td>Date: 1/22/2015</td>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16a. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>JPC A204 with a minimum grade of C</td>
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<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
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<tr>
<td>College Major Class Level</td>
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<th>17. Mark if course has fees</th>
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| 18. Mark if course is a selected topic course |

<table>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Update course content as part of periodic review.</td>
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</table>

### Approval Hierarchy

- **Initiator (faculty only):** Paola Banchero
  - Approved
  - Disapproved
- **Dean/Director of School/College:**
  - Approved
  - Disapproved
- **Undergraduate/Graduate Academic Board Chair:**
  - Approved
  - Disapproved
- **Provost or Designee:**
  - Approved
  - Disapproved
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
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:

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.
None.

VII. Bibliography and Resources


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>JPC</td>
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<td>NA</td>
<td>3</td>
<td>3+0</td>
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<table>
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<tr>
<th>6. Complete Course Title</th>
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<tr>
<td>Public Service Reporting</td>
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<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tr>
<th>7. Type of Course</th>
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<td>✗ Academic</td>
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<th>8. Type of Action:</th>
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**If a change, mark appropriate boxes:**

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

**9. Repeat Status No**

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
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</table>

**10. Grading Basis**

- ☑ A-F
- ☑ P/NP
- ☑ NG

**11. Implementation Date**

- Semester/year
- From: fall/2015
- To: 9/9999

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
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<tr>
<td>☑ Stacked with</td>
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**Cross-Listed Coordination Signature**

<table>
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<th>13a. Impacted Courses or Programs:</th>
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<td>1/15/2015</td>
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<td>3.</td>
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</table>

**Initiator Name (typed): Paola Banchero**

**Initiator Signed Initials:** __________

**Date:** __________

**13b. Coordination Email**

- Date: 1/22/2015
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

- Date: 1/22/2015

**14. General Education Requirement**

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

**Mark appropriate box:**

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

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

- JPC A201 and JPC A203

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

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

- ☑ College
- ☑ Major
- ☑ Class
- ☑ Level

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

**17. ☑ Mark if course has fees**

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

**19. Justification for Action**

- Update curriculum to streamline offerings and to bring course up to current standards in the field.

**Initiator (faculty only): Paola Banchero**

**Initiator Signed Initials:** __________

**Date:** __________

**Initiator (TYPE NAME):**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
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**Dean/Director of School/College:**

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<th>Disapproved</th>
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**Undergraduate/Graduate Academic Board Chair:**

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**Provost or Designee:**

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<th>Disapproved</th>
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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

<table>
<thead>
<tr>
<th>1. Conceptualize and research journalistic projects on a topic of value to the public at the local, national and/or international level.</th>
<th>Short and long term project proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Effectively apply the most current, best practices of newsgathering, reporting and producing public service projects</td>
<td>Short and long term projects</td>
</tr>
</tbody>
</table>
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

| 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 |
2. Production
3. Editing

J. Dissemination of final project and follow-up

VI. Texts


VII. Bibliography


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

### 1. School or College  
AS CAS

### 2. Course Prefix  
JPC

### 3. Course Number  
A444

### 4. Previous Course Prefix & Number  
NA

### 5. Credits/CEUs  
3

### 6. Contact Hours  
(Lecture + Lab) (3+0)

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

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

### 9. Repeat Status  
- choose one  
- # of Repeats
- Max Credits

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

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

### 12. Cross Listed with  
- Stacked with

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

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<td></td>
<td></td>
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Initiator Name (typed): _______  
Initiator Signed Initials: _______  
Date: __________

### 13b. Coordination Email  
submitted to Faculty Listserv: (uafaculty@lists.uaa.alaska.edu)

Date: __________

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

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

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

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

### 17. Mark if course has fees

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

### 19. Justification for Action  
Another course --JPC A443--Enterprise Reporting, has been revised and expanded, and duplicates this course.

Initiator (faculty only): _______  
Date: __________

Initiator (TYPE NAME): _______  
Date: __________

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date

Approved  
Disapproved  
Provost or Designee  
Date
### Course Action Request

**University of Alaska Anchorage**

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

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#### 2. Course Prefix | 3. Course Number | 4. Previous Course Prefix & Number | 5a. Credits/CEUs | 5b. Contact Hours (Lecture + Lab) |
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<td>JPC</td>
<td>A445</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
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</table>

#### 6. Complete Course Title

**Magazines**

Abbreviated Title for Transcript (30 character)

#### 7. Type of Course

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

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Grading Basis
- [ ] Course Title
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Automatic Restrictions
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG (please specify)

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

10. Grading Basis

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

11. Implementation Date

- Semester/year:

  - From: fall/2015
  - To: 9/9999

12. [ ] Cross Listed with

- [ ] Stacked with

- [ ] Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacting Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A., Journalism and Public Communications</td>
<td>9/15/2014</td>
<td>Paola Banchero, chair</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Paola Banchero

Initiator Signed Initials: __________ Date: __________

13b. Coordination Email

Date: 1/22/2015

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

13c. Coordination with Library Liaison

Date: 1/22/2015

14. General Education Requirement

Mark appropriate box:

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

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

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

- JPC A201 and [JPC A211 or JPC A212 or JPC A213] with a minimum grade of C.

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

16c. Automatic Restriction(s)

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

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

17. [x] Mark if course has fees

18. [ ] 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). 

Initiator (faculty only): Paola Banchero

Initiator Signed Initials: __________ Date: __________

Approved

Disapproved

Dean/Director of School/College Date

[ ] Approved

[ ] Disapproved

[ ] Approved

[ ] Disapproved

Department Chair Date

[ ] Approved

[ ] Disapproved

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic Board Chair Date

[ ] Approved

[ ] Disapproved

[ ] Approved

[ ] Disapproved

Provost or Designee Date

187
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

<table>
<thead>
<tr>
<th>A. Instructional Goals</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the principles and practices of contemporary magazine writing, editing and production in a general interest magazine.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3. Explain and translate ethical principles of contemporary magazine writing, editing and production to production of class magazine.</td>
<td></td>
</tr>
<tr>
<td>4. Guide students in the management of a group-based reporting, editing and production project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Written drafts, magazine production project</td>
</tr>
<tr>
<td>1. Apply tools, technologies and theories appropriate for the production of a general interest magazine.</td>
<td></td>
</tr>
<tr>
<td>2. Evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.</td>
<td></td>
</tr>
<tr>
<td>Written drafts, peer critiques, magazine production project</td>
<td></td>
</tr>
</tbody>
</table>
3. Demonstrate professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.  

4. Apply concepts and theories in the use and presentation of images and information in a magazine context.

---

### 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

### VII. Bibliography


VIII. **Internet Sources**

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


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**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Journalism and Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC</td>
<td>A465</td>
<td>NA</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Communications Campaigns</td>
</tr>
<tr>
<td>Strategic Comm Campaigns</td>
</tr>
<tr>
<td><strong>Abbreviated Title for Transcript (30 character):</strong> Strategic Comm Campaigns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>semester/year</td>
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<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
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<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
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<tr>
<td>1. B.A., Journalism and Public Communications</td>
<td>September 15, 2014</td>
<td>Paola Banchero, chair</td>
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<table>
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<tr>
<th>Initiator Name (typed): Paola Banchero</th>
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<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
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<tbody>
<tr>
<td>Date: 1/22/2015</td>
<td>Date: 1/22/2015</td>
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submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

<table>
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<tr>
<th>14. General Education Requirement</th>
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<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
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<tr>
<td>Fine Arts</td>
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<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>JPC A204 with minimum grade of C</td>
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<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<td>College</td>
<td>Major</td>
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<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular curriculum revision required updated course description. Course used to be part I of a two-part sequence. Second course to be deleted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paola Banchero</td>
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<table>
<thead>
<tr>
<th>Initiate Signed Initials:</th>
<th>Date:</th>
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<tr>
<th>Dean/Director of School/College</th>
<th>Date:</th>
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<tr>
<th>Board Chair</th>
<th>Date:</th>
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<tr>
<th>Provost or Designee</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

191
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.
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 with 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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the four-step public relations process to influence public perception and/or behavior.</td>
</tr>
<tr>
<td>Campaign proposal, plan and execution</td>
</tr>
<tr>
<td>2. Measure the extent of public engagement with an idea, product and/or service.</td>
</tr>
<tr>
<td>Campaign proposal, plan and execution</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Campaign proposal and plan</td>
</tr>
<tr>
<td>4. Implement plans designed to influence public perception.</td>
</tr>
<tr>
<td>Campaign proposal, plan and execution</td>
</tr>
<tr>
<td>5. Recognize and apply ethical standards to achieve public change.</td>
</tr>
<tr>
<td>Campaign proposal, plan and execution</td>
</tr>
</tbody>
</table>
VI. Suggested Text


VII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>AHUM Division of Humanities</th>
<th>1c. Department</th>
<th>Journalism and Communication</th>
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<th>2. Course Prefix</th>
<th>JPC</th>
<th>3. Course Number</th>
<th>A466</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>NA</th>
<th>5a. Credits/CEUs</th>
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<th>5b. Contact Hours</th>
<th>(Lecture + Lab)</th>
<th>(3+0)</th>
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**6. Complete Course Title**

Strategic Communications Campaigns II

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

<table>
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<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Preparatory/Development</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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<table>
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<tr>
<th>8. Type of Action:</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
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</thead>
</table>

If a change, mark appropriate boxes:

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

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

**9. Repeat Status**

Choose one

- # of Repeats
- Max Credits

**10. Grading Basis**

A-F  P/NP  NG

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: fall/2015</td>
<td>To: 9/9999</td>
</tr>
</tbody>
</table>

**12. Cross Listed**

- with
- Stacked

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

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

**13b. Coordination Email**: submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

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

**14. General Education Requirement**

Mark appropriate box:

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

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

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)**

- College
- Major
- Class
- Level

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

**17. Mark if course has fees**

Regular JPC fees.

**18. 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.

**Initiator Name (typed):** PB

Initiator Signed Initials: _________  Date:________________

**Dean/Director of School/College**

Date:________________

**Undergraduate/Graduate Academic Board Chair**

Date:________________

**Provost or Designee**

Date:________________

**Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course**
1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   Journalism and Communication

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

   Abbreviated Title for Transcript (30 character)

7. Type of Course
   ☒ Academic

8. Type of Action:  ☒ Add or ☐ Change or ☐ Delete
   If a change, mark appropriate boxes:
   ☐ Prefix
   ☐ Credits
   ☒ Title
   ☐ Grading Basis
   ☐ Course Description
   ☐ Test Score Prerequisites
   ☐ Automatic Restrictions
   ☐ Class Level
   ☐ College Major
   ☐ Other CCG (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date
    From: fall/2015 To: 9/9999

12. ☐ Cross Listed with
    ☐ Stacked with

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

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

15. Course Description (suggested length 20 to 50 words)
    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) (list prefix and number or test code and score)
    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) (concurrent enrollment required)

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Reflects way in which film production is taught in our unit.

Initiator Name (typed): PB
Initiator Signed Initials: _________ Date:________________

Initiator (faculty only)
Paola Banchero
Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Undergraduate/Graduate Academic Board Chair Date

Approved Disapproved
Provost or Designee Date
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

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  

VIII. Bibliography and Resources  
**Course Action Request**

**University of Alaska Anchorage**

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

---

**1a. School or College**

AS CAS

**1b. Division**

AHUM Division of Humanities

**1c. Department**

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

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

---

**7. Type of Course**

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

---

**8. Type of Action:**

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [x] Course Number
- [ ] Contact Hours
- [ ] Grade Basis
- [ ] Repeat Status
- [ ] Course Prerequisites
- [ ] Cross-Listed/Stacked
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG (please specify)

---

**9. Repeat Status No**

- # of Repeats

- Max Credits

---

**10. Grading Basis**

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

---

**11. Implementation Date**

- semester/year

From: fall/2015
To: 9/9999

---

**12. Cross Listed with**

- [ ] [ ]

Stacked with

Cross-Listed Coordination Signature

---

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

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A., Journalism and Public Communications</td>
<td>1/1/15</td>
<td>Paola Banchero, 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>

Initiator Name (typed): Paola Banchero

Initiator Signed Initials: _________ Date:________________

---

**13b. Coordination Email**

Date: 1/22/15

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

---

**13c. Coordination with Library Liaison**

Date: 1/22/15

---

**14. General Education Requirement**

Mark appropriate box:

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

---

**15. Course Description**

(suggested length 20 to 50 words)

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

JPC A484 with minimum grade of C

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

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

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

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

---

**17. Mark if course has fees**

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

---

**19. Justification for Action**

Streamlines film production curriculum by making one two-semester sequence rather than two two-semester sequences.

---

Initiator (faculty only) Date

Paola Banchero

Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College Date

---

Approved

Disapproved

Department Chair Date

Approved

Disapproved

Board Chair Date

Approved

Disapproved

Provost or Designee Date

---
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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include the department’s attendance and grading policies.</td>
</tr>
<tr>
<td>2.</td>
<td>Critique and recommend detailed examples of professional principles and practices, and of the history and development, of documentary and scripted film.</td>
</tr>
<tr>
<td>3.</td>
<td>Summarize and recommend professional terminology and concepts of digital film production.</td>
</tr>
<tr>
<td>4.</td>
<td>Summarize and recommend applications of professional principles and practices of digital filmmaking to the creation of professional content.</td>
</tr>
<tr>
<td>5.</td>
<td>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.</td>
</tr>
<tr>
<td>6.</td>
<td>Provide assignments in which students appraise the attributes of digital filmmaking.</td>
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<tr>
<td>7.</td>
<td>Provide a structured opportunity, through digital film production, for students to master digital film preproduction, production, and postproduction.</td>
</tr>
<tr>
<td>8.</td>
<td>Summarize and critique examples of ethical action of filmmakers and encourage students to apply these ethical principles to their own work.</td>
</tr>
<tr>
<td>9.</td>
<td>Encourage students to judge professional standards of documentary and scripted film.</td>
</tr>
</tbody>
</table>
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply understanding of professional principles, practices and terminology of digital filmmaking to evaluate funding, compensation, and contractual options for a digital film project.</td>
</tr>
<tr>
<td>2. Apply understanding of professional principles, practices and terminology of digital filmmaking to create master and distribution copies of a digital film project.</td>
</tr>
<tr>
<td>3. Apply understanding of professional principles, practices and terminology of digital filmmaking to appraise and select options for distribution of a digital film project.</td>
</tr>
</tbody>
</table>

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:

VIII. Bibliography and Resources


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Journalism and Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC</td>
<td>A492</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC Capstone Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Preparatory/Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
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</thead>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Prerequisites
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- General Education Requirement
- Co-requisites
- Registration Restrictions
- College
- Major
- Other CCG (please specify)

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: fall/2015 To: 09/9999</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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<tbody>
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<td>List any programs or college requirements that require this course.</td>
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<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A., Journalism and Public Communications</td>
<td>1/15/2014</td>
<td>Associate Professor and Chair Paola Banchero</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email Date: 1/22/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison Date: 1/22/2015</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) list prefix and number or test code and score</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC A204 with a minimum grade of C and [STAT A252 or MATH A121 or MATH A151]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Registration Requirement(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of all GER Tier I (basic college level skills) courses and junior or senior standing.</td>
</tr>
</tbody>
</table>

| 17. Mark if course has fees |

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Paola Banchero  
**Initiator Signed Initials:** __________  
**Date:** ________________

**Cross-Listed Coordination Signature**
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paola Banchero</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select appropriate research, reporting, and presentation strategies for project.</td>
</tr>
<tr>
<td>2. Effectively communicate in detail the nature of the issue or subject that is to be the focus of the project.</td>
</tr>
<tr>
<td>3. Demonstrate the disciplinary confidence and command to be able to carry out an appropriate senior-level research and writing or creative project.</td>
</tr>
<tr>
<td>4. Apply professional ethical principles, and</td>
</tr>
</tbody>
</table>
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
   4. 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

| 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. |
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


*Classic text
January 29, 2015

To: Francisco Miranda, Chair, Undergraduate Academic Board

From: Paola Banchero, 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.
1a. School or College  
AS CAS

1b. Department  
Journalism and Public Communications

2. Complete Program Title/Prefix  
Journalism and Public Communications/JPC

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

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

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

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)  
From: fall/2015  To: 9/9999

6a. Coordination with Affected Units  
Department, School, or College: College of Arts and Sciences  
Initiator Name (typed): PB  
Initiator Signed Initials: Date:

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: March 9, 2015

6c. Coordination with Library Liaison  
Date: March 9, 2015

7. Title and Program Description - Please attach the following:  
☒ Cover Memo  
☒ Catalog Copy in Word using the track changes function. *  
*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action  
JPC A201 and JPC 204 are being updated to address current practices in the field. JPC A204 is being proposed as a GER to replace JPC A101 Media and Society.

Initiator (faculty only)  
Paola Banchero  
Initiator (TYPE NAME)  

☐ Approved  
Disapproved  
Dean/Director of School/College  
Date

☐ Approved  
Disapproved  
Department Chair  
Date

☐ Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date

Board Chair

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>Journalism and Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism and Public Communications/JPC</td>
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<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
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<tr>
<td>Undergraduate: or Graduate:</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
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</table>

<table>
<thead>
<tr>
<th>4. Type of Action: PROGRAM</th>
<th>PREFIX</th>
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<table>
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<tr>
<th>6a. Coordination with Affected Units</th>
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<tbody>
<tr>
<td>Initiator Name (typed): PB</td>
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| 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.ualaska.edu) | Date: 1/22/2015 |

| 6c. Coordination with Library Liaison | Date: 1/22/2015 |

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<tr>
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<td>*Copy the text directly from the program website of the online catalog and paste into a Word document.</td>
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<th>8. Justification for Action</th>
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<tbody>
<tr>
<td>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.</td>
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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 *

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC A201</td>
<td>Reporting and Writing News</td>
<td>3</td>
</tr>
<tr>
<td>JPC A202</td>
<td>First Amendment and Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>JPC A203</td>
<td>Writing and Producing for Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>JPC A204</td>
<td>Information Gathering Media Literacy</td>
<td>3</td>
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</table>

Electives

Select one of the following JPC 200-level courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>JPC A211</td>
<td>Visual Literacy</td>
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<tr>
<td>JPC A212</td>
<td>Copy Editing in a Multimedia World</td>
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<td>JPC A213</td>
<td>Digital Imaging</td>
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Select one of the following JPC 300-level courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>JPC A312</td>
<td>History of Alaska Media</td>
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<tr>
<td>JPC A313</td>
<td>Movies and the First Amendment</td>
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<td>JPC A314</td>
<td>Documentary Filmmakers and Filmmaking</td>
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Select one of the following JPC 400-level courses: 3

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>JPC A404</td>
<td>Global Media and Communications Systems</td>
</tr>
<tr>
<td>JPC/JUST A413</td>
<td>Communications Law</td>
</tr>
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</table>

Integrative Capstone Research Course
## Concentration Area

Complete one of the following two concentrations: Journalism and Digital Media 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)

### Journalism and Digital Media Concentration

- JPC A201
- JPC A202
- JPC A203
- JPC A204
- JPC A342
- JPC A343
- JPC A344
- JPC A345
- JPC A346
- JPC A442
- JPC A443
- JPC A444
- JPC A445
- JPC A482
- JPC A483
- JPC A484
- JPC A490

### Strategic Communications Concentration

- JPC A345
- JPC A362
- JPC A382
- JPC A383
- JPC A384
- JPC A385
- JPC A386
- JPC A490

### Integrated Media Concentration

- 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.

---

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.
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.

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 426-120 credits for the degree; 45 credits must be JPC credits.
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>JPC A201</td>
<td>Reporting and Writing News</td>
<td>3</td>
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<tr>
<td>JPC A2042</td>
<td>Writing and Producing for Electronic Media Media Literacy</td>
<td>3</td>
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<tr>
<td></td>
<td>Complete 12 credits from any 300- and 400-level JPC courses.</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

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](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.
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Major Requirements

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</tr>
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<td>JPC A203</td>
<td>Writing and Producing Media</td>
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</tr>
<tr>
<td>JPC A204</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
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</table>

Electives

Select one of the following JPC 200-level courses:

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Select one of the following JPC 300-level courses:

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<tbody>
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<td></td>
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</table>

Select one of the following JPC 400-level courses:

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Integrative Capstone

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JPC A403</td>
<td>Communications and Media Research</td>
<td>3</td>
</tr>
<tr>
<td>JPC A492</td>
<td>JPC Capstone Seminar</td>
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</table>

Concentration Area

Complete one of two concentrations: Journalism and Digital Media or Strategic
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**

- 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**

- 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.

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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

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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
   A054

4. Previous Course Prefix & Number

5a. Credits/CEUs
   3 cr.

5b. Contact Hours
   (3+0)

6. Complete Course Title
   Prealgebra

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

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

If a change, mark appropriate boxes:
   ☐ Prefix
   ☑ Credits
   ☐ Contact Hours
   ☐ Repeat Status
   ☐ Course Number
   ☐ Grading Basis
   ☐ Cross-Listed/Stacked
   ☐ Other CCG and Catalog Copy (please specify)

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

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

11. Implementation Date
    Semester/year
    From: Fall/2015
    To: /9999

12. ☐ Cross Listed
    ☐ Stacked

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

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

15. Course Description (suggested length 20 to 50 words)
    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) (list prefix and number or test code and score)

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

16c. Automatic Restriction(s)
    ☑ College ☐ Major ☐ Class ☐ Level

16d. Registration Restriction(s) (non-codable)
    An approved UAA placement test is required.

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    BOR resolution to unify course descriptions for developmental courses.

Initiator Name (typed): Thomas Harman
Initiator Signed Initials: __________
Initiator (faculty only) Date: __________

Dean/Director of School/College Date: __________

Undergraduate/Graduate Academic Board Chair Date: __________

Provost or Designee Date: __________
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


VII.  Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>College Preparatory &amp; Developmental Studies, Math</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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<tr>
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<td>A054A</td>
<td>MATH A050A</td>
<td>1 cr.</td>
<td>(Lecture + Lab)</td>
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<th>8. Type of Action: Add</th>
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<table>
<thead>
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<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<td>Oral Communication</td>
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<tr>
<td>Fine Arts</td>
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| 15. Course Description (suggested length 20 to 50 words) |
| 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. |

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<th>Date</th>
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<th>College/School Curriculum Committee Chair Date</th>
<th>Approved</th>
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223
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


VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CT CTC</td>
<td>APRS Division of Preparatory Study</td>
<td>College Preparatory &amp; Developmental Studies, Math</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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<td>MATH A050B</td>
<td>1 cr.</td>
<td>(Lecture + Lab) (1+0)</td>
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6. Complete Course Title  
Prealgebra B  
Abbreviated Title for Transcript (30 character)

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

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

10. Grading Basis  
A-F  
P/NP  
NG

11. Implementation Date  
From: Fall/2015  
To: 9/999  
semester/year

12. Cross Listed  
Stacked  
Cross-Listed Coordination Signature

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

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Initiator Name (typed): Thomas Harman  
Initiator Signed Initials: ____________  
Date: ____________

13b. Coordination Email  
Date: 1/21/15  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 1/21/15

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

15. Course Description (suggested length 20 to 50 words)  
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) (list prefix and number or test code and score)  
MATH A054A with a minimum grade of C

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

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

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18.  
Mark if course is a selected topic course

19. Justification for Action  
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226
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


VII. Bibliography


# Course Action Request

**University of Alaska Anchorage**

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

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### Complete Course Title

Prealgebra C

*Abbreviated Title for Transcript (30 character)*

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

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- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other CCG and Catalog Copy (please specify)
- Course Number
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- Repeat Status
- Cross-Listed/Stacked
- Co-requisites
- Registration Restrictions
- General Education Requirement
- Class
- Level
- College
- Major

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*Cross-Listed Coordination Signature*

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

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*Initiator Name (typed): Thomas Harman*  
*Initiator Signed Initials: ___________*  
*Date: ___________*

---

### 14. General Education Requirement

*Mark appropriate box:*

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

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

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) (list prefix and number or test code and score)  
MATH A054B with a minimum grade of C

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

16c. Automatic Restriction(s)

- College
- Major
- Class
- Level

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

17. Mark if course has fees

18. Mark if course is a selected topic course

### 19. Justification for Action

BOR resolution to unify course descriptions for developmental courses.

---

*Initiator (faculty only) Date:_________

**Thomas Harman**  
Initiator (TYPE NAME)

- Approved  
- Disapproved  

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

---

*Department Chair Date:_________*

- Approved  
- Disapproved  

*Undergraduate/Graduate Academic Board Chair Date:_________*

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*College/School Curriculum Committee Chair Date:_________*

- Approved  
- Disapproved  

*Provost or Designee Date:_________*
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


VII. Bibliography


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  
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Repeat Status
- Grading Basis
- Course Number
- Contact Hours
- Course Description
- Cross-Listed/Stacked
- Test Score Prerequisites
- Course Prerequisites
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- Registration Restrictions
- Class
- Level
- College
- Major
- General Education Requirement
- Other CCG and Catalog Copy (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
From: Fall/2015  To: /9999

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

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
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<td>1. See attached list</td>
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Initiator Name (typed): Thomas Harman  
Initiator Signed Initials: __________  
Date: __________

13b. Coordination Email  
Date: 1/21/15  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 1/21/15

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)  
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)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s) (non-codable)  
If the prerequisite is not satisfied, an approved UAA placement test is required.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
BOR resolution to unify course descriptions for developmental courses.

Initiator (faculty only)  
Thomas Harman  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date

☐ Approved  
☐ Disapproved  
Provost or Designee  
Date
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
   4.2 Negative Exponents and Scientific Notation
   4.3 Introduction to Polynomials
   4.4 Adding and Subtracting Polynomials
   4.5 Multiplying Polynomials
   4.6 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


VII. Bibliography


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

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<tr>
<th>1a. School or College</th>
<th>CT CTC</th>
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<th>APRS Division of Preparatory Study</th>
<th>1c. Department</th>
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**Initiator Name (typed): Thomas Harman**  
**Initiator Signed Initials: * __________ ** Date:** ____________

13b. Coordination Email Date: 1/21/15  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/21/15

**14. General Education Requirement**  
**Mark appropriate box:**

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

**15. Course Description (suggested length 20 to 50 words)**  
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)**  
(list prefix and number or text code and score)
MATH A054 with a minimum grade of C

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

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

- College  
- Major  
- Class  
- Level

16d. **Registration Restriction(s)** (non-codable)
If the prerequisite is not satisfied, an approved UAA placement test is required.

17. **Mark if course has fees**

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

19. **Justification for Action**
BOR resolution to unify course descriptions for developmental courses.

**Initiator (faculty only) Date:** ____________

**Thomas Harman**  
**Initiator (TYPE NAME)**

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

- Approved  
- Disapproved  
- Undergraduate/Graduate Academic  
- Board Chair  
- Date

- Approved  
- Disapproved  
- Provost or Designee  
- Date

236
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


VII. Bibliography

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

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

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

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

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2015
To: /999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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Initiator Name (typed): Thomas Harman
Initiator Signed Initials: ____________________ Date: ______________

13b. Coordination Email
Date: 1/21/15
submitted to Faculty Listserv: (uaa-faculty@lists.ocha.aka.edu)

13c. Coordination with Library Liaison
Date: 1/21/15

14. General Education Requirement

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

15. Course Description (suggested length 20 to 50 words)
Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents. Special Note: MATH A055A, A055B, A055C are equivalent to MATH A055.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
MATH A055A with a minimum grade of C

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
BOR resolution to unify course descriptions for developmental courses.

Initiator (faculty only) ____________________ Date ____________________

Thomas Harman
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved

Dean/Director of School/College ____________________ Date ____________________

Department Chair ____________________ Date ____________________

Undergraduate/Graduate Academic Board Chair ____________________ Date ____________________

Approved
Disapproved

Provost or Designee ____________________ Date ____________________

Approved
Disapproved
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


VII. Bibliography


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
(1+0)

6. Complete Course Title
Elementary Algebra C

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☐ Title
☐ Contact Hours
☐ Grading Basis
☐ Repeat Status
☐ Test Score Prerequisites
☐ Course Prerequisites
☒ Course Description
☐ Registration Restrictions
☐ Class
☐ Level
☐ College
☐ Major
☒ Other CCG and Catalog Copy (please specify)

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

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Fall/2015
To: /9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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>

Initiator Name (typed): Thomas Harman
Initiator Signed Initials: _______ Date: ___________

13b. Coordination Email
Date: 1/21/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 1/21/15

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

15. Course Description (suggested length 20 to 50 words)
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) (list prefix and number or test code and score)
MATH A055B with a minimum grade of C

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

16c. Automatic Restriction(s)

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
BOR resolution to unify course descriptions for developmental courses.

Initiator (faculty only) Date
☐ Approved
☐ Disapproved

Dean/Director of School/College Date

Thomas Harman
Initiator (TYPE NAME)

Initiator (faculty only) Date
☐ Approved
☐ Disapproved

Department Chair Date

☐ Approved
☐ Disapproved

Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved

Provost or Designee Date

242
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


VII. Bibliography

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

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2015 To: /9999

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

<table>
<thead>
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<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Jean Marcey
Initiator Signed INITIALS: __________ Date: __________

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

13c. Coordination with Library Liaison
Date: 3/31/2015

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

15. Course Description (suggested length 20 to 50 words)
Prepares 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) (list prefix and number or test code and score)
None

16b. Co-requisite(s) (concurrent enrollment required)
None

16c. Automatic Restriction(s)
☐ College ☐ Major ☒ Class ☐ Level

16d. Registration Restriction(s) (non-codable)
None

17. ☒ Mark if course has fees

18. ☒ Mark if course is a selected topic course

19. Justification for Action
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.

Initiator (faculty only)
Jean L Marcey
Initiator (TYPE NAME)

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

☒ Approved ☐ Disapproved
Undergraduate/Graduate Academic
Date
Board Chair

☒ Approved ☐ Disapproved
Provost or Designee
Date

245
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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Describe the history of Zumba.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Perform basic Zumba exercises.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Apply training principles.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Description:</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Describe the relationship between Zumba and each of the components of health-related fitness.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>

VIII. Suggested Textbooks:

IX. Bibliography:
# Course Action Request

**University of Alaska Anchorage**

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

## 1. School or College
CT CTC

## 2. Division
APER Division of Physical Ed Rec

## 3. Course Prefix
PER

## 4. Course Number
A168

## 5. Previous Course Prefix & Number
PER A168

## 6. Credits/CEUs
1.0 cr

## 7. Contact Hours
(0.5+1)

## 8. Complete Course Title
Winter Camping Alaska

## 9. Abbreviated Title for Transcript
Winter Camping Alaska

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

## 11. Type of Action
- [ ] Add
- [X] Change
- [ ] Delete

## 12. Repeat Status
- [ ] Yes
- [ ] No

## 13. Grading Basis
- [X] A-F
- [ ] P/NP
- [ ] NG

## 14. Implementation Date
From: Fall/15
To: SP/9999

## 15. Cross Listed
- [ ] Yes
- [ ] No

## 16. Prerequisite(s)
N/A

## 17. Co-requisite(s)
N/A

## 18. Automatic Restriction(s)

## 19. Registration Restriction(s)
N/A

## 20. Mark if course has fees
- [ ] Yes
- [ ] No

## 21. Mark if course is a selected topic course
- [ ] Yes
- [ ] No

## 22. 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.

## 23. Initator Name (typed): TJ Miller
Initiator Signed Initials: _________ Date: __________________

## 24. Justification for Action
Course was inadvertently purged in spring 2014. Course has been updated.

### Approved
- [ ] Dean/Director of School/College Date

### Disapproved
- [ ] Undergraduate/Graduate Academic Board Chair Date

### Approved
- [ ] Provost or Designee Date
Department: HPER  
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:

VIII. Bibliography:
*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.
<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Identify the potential environmental, physical, human and equipment hazards they may face with winter camping</td>
<td>Demonstration</td>
</tr>
</tbody>
</table>
| 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 |
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  

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

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

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

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

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

11. Implementation Date  
From: Fall /2015  To: /9999  

12. ☐ Cross Listed with N/A  
☐ Stacked with N/A  

Cross-Listed Coordination Signature  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSPE</td>
<td>2/18/2019</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  Date: __________________  

13b. Coordination Email  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 02/16/2015  

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

15. Course Description (suggested length 20 to 50 words)  
Examines 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)  
(list prefix and number or test code and score)  
PEP A181  

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

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

16d. Registration Restriction(s)  
(non-codable)  
Departmental Approval  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Prerequisite changed for consistency in PEP course offerings. CCG and catalog changed to reflect course changes.  

Initiator (faculty only)  TJ Miller  
Initiator Signed Date: __________________  

☑ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date: __________________  

☑ Approved  ☐ Disapproved  

Undergraduate/Graduate Academic  
Date: __________________  

☑ Approved  ☐ Disapproved  

Board Chair  
Date: __________________  

☑ Approved  ☐ Disapproved  

Provost or Designee  
Date: __________________  

Initiator (TYPE NAME)  

☑ Approved  ☐ Disapproved  

Department Chair  
Date: __________________  

☑ Approved  ☐ Disapproved  

College/School Curriculum Committee Chair  
Date: __________________  

☑ Approved  ☐ Disapproved  

Provost or Designee  
Date: __________________  

253
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:

VIII. Bibliography:

IX. Instructional Goals, Student Outcomes and Assessment Procedures

**Instructional Goal:**
Present basic wellness concepts, assessment techniques and strategies for change.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast various wellness models.</td>
<td>Graded discussion</td>
</tr>
<tr>
<td>Define the dimensions of wellness and describe the interrelatedness of the</td>
<td>Oral examination</td>
</tr>
<tr>
<td>dimensions.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Assess their own status in each dimension of wellness.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td>Write SMART goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written assignment Project Portfolio</td>
</tr>
</tbody>
</table>
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  

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

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

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Credits  ☐ Contact Hours  ☐ Grade Basis  ☐ Repeat Status  
☐ Title  ☐ Course Description  ☐ Test Score Prerequisites  ☐ Course Prerequisites  ☐ Automatic Restrictions  ☐ Co-requisites  
☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ General Education Requirement  
☑ Other CCG, Catalog copy (please specify)  

9. Repeat Status No  # of Repeats  Max Credits  

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

11. Implementation Date  
From: Fall /2015  To: /9999  

12. ☐ Cross Listed with N/A  ☐ Stacked with N/A  Cross-Listed Coordination Signature  

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

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

13b. Coordination Email  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.ualaska.edu)  

13c. Coordination with Library Liaison  
Date: 02/16/2015  

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

15. Course Description  
(suggested length 20 to 50 words)  
Introduces 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) (list prefix and number or test code and score)  
PEP A181  

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

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

16d. Registration Restriction(s) (non-codable)  
Departmental Approval  

17. ☒ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Prerequisite change for consistency with other PEP courses.  

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  Date:________________  

19a. Justification for Action  
Prerequisite change for consistency with other PEP courses.  

Initiator (faculty only)  
TJ Miller  

Initiator (TYPE NAME)  

☑ Approved  ☐ Disapproved  

Dean/Director of School/College  Date  

Undergraduate/Graduate Academic  Date  

Board Chair  Date  

Provost or Designee  Date  

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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:

VIII. Bibliography:
*Classic
### IX. Instructional Goals, Student Outcomes and Assessment Procedures

**Instructional Goal:**
Provides instruction in and application of fundamental motor skills.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| 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

---

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A251</td>
<td>N/A</td>
<td>3 cr</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

**Prevention and Care of Activity-Related Injuries**

Prev/Care Activ Rel Injuries

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Course Number
- [x] Contact Hours
- [ ] Grade Basis
- [ ] Repeat Status
- [ ] Title
- [ ] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Course Prerequisites
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Automatic Restrictions
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [x] Other CCG, Catalog copy (please specify)

9. Repeat Status No

- [ ] # of Repeats
- [n/a]
- [ ] Max Credits
- [n/a]

10. Grading Basis

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

11. Implementation Date (semester/year)

- [ ] From: FALL /2015
- [ ] To: /9999

12. Cross Listed

- [ ] with

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

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

**Impacted Program/Course**

<table>
<thead>
<tr>
<th>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. Minor, Athletic Training</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>3. Minor, Coaching</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJM

Initiator Signed Initials: [ ]

Date: [ ]

13b. Coordination Email

Date: 02/11/2015

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

13c. Coordination with Library Liaison

Date: 02/11/2015

14. General Education Requirement

Mark appropriate box:

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

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

Introduces the profession of athletic training. Examines theories and practices in preventing, recognizing and treating common activity-related injuries.

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

- [n/a]

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

- [n/a]

16c. Automatic Restriction(s)

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

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

- [n/a]

17. Mark if course has fees

18. 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.

---

Initiator (faculty only): [ ]

[ ] Approved

[ ] Disapproved

T. J. Miller

Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

Date

[ ] Approved

[ ] Disapproved

Dean/Director of School/College

Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic

Date

[ ] Approved

[ ] Disapproved

Board Chair

Date

[ ] Approved

[ ] Disapproved

Provost or Designee

Date
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 MuscleTrauma
      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:

VIII. Bibliography:
**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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the historical foundations of athletic training</td>
<td>Written examination</td>
</tr>
<tr>
<td>Differentiate between collision, contact, and non-contact activities.</td>
<td>Written assignments</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Examine the importance of physical conditioning and training including the</td>
<td>Written assignments</td>
</tr>
<tr>
<td>considerations for special populations.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Report the uses of protective equipment and devices and the concerns related to</td>
<td>Research</td>
</tr>
<tr>
<td>the use of such equipment.</td>
<td>Written assignments</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Illustrate the various mechanisms, characteristics, and classifications of</td>
<td>Oral examination</td>
</tr>
<tr>
<td>injuries.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Demonstrate the uses of various types of emergency care, taping and bandaging</td>
<td>Oral examination</td>
</tr>
<tr>
<td>techniques, therapeutic modalities, and elements of rehabilitation.</td>
<td>Demonstration and application</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Demonstrate the prevention measures, assessment procedures, and treatment</td>
<td>Demonstration and application</td>
</tr>
<tr>
<td>methods for various injuries.</td>
<td>Written examination</td>
</tr>
</tbody>
</table>

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## 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)

### 6. Complete Course Title
Recreation Program Planning and Evaluation
Rec Program Planning & Eval

### Abbreviated Title for Transcript (30 character)
Rec Program Planning & Eval

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

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

### 9. Repeat Status No

# of Repeats
Max Credits

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

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

### 12. Cross Listed with
N/A

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller

Initiator Signed Initials: _________  Date:________________

### 13b. Coordination Email
Date: 02/16/2015

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

### 13c. Coordination with Library Liaison
Date: 02/16/2015

### 14. General Education Requirement

Mark appropriate box:

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

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

Examines 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.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
PEP A181

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

### 16c. Automatic Restriction(s)

- College
- Major
- Class
- Level

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

### 17. Mark if course has fees

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

### 19. Justification for Action

Prerequisite removed as unnecessary. CCG and catalog revised to reflect changes.

Initiator (faculty only)

<table>
<thead>
<tr>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
<td>Date</td>
<td>Dean/Director of School/College</td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
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<tr>
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<th>Disapproved</th>
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<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Undergraduate/Graduate Academic Board Chair</td>
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<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

266
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:

VIII. Bibliography:

**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.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe foundations and philosophies of recreational programming.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Demonstrating competency in providing evaluation of programs.</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Design and implement a leisure/recreation program.</td>
<td>Program implementation &amp; evaluation</td>
</tr>
<tr>
<td>Apply programming evaluation tools.</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Develop awareness of ethical, social and political aspects of planning and evaluation.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Describe the various client groups including their needs and appropriate methodologies.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Evaluate a recreation and leisure program experience.</td>
<td>Participation</td>
</tr>
</tbody>
</table>

Rubric
Oral and written reflection
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  

Abbreviated Title for Transcript (30 character)  

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

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

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

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
From:  Fall/2015  
To:  /9999  

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

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

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<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 02/16/2015  

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

15. Course Description (suggested length 20 to 50 words)  
Focuses on the recognition and assessment of athletic injuries. Emphasizes lower body injury assessment skills and proficiencies.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
BIOL A111, BIOL A112, PEP A251  

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

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

16d. Registration Restriction(s) (non-codable)  
Department approval  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Course reviewed for updating. Prerequisite change to have students better prepared for application of course material. Adjusted contact hours to align with course delivery. CCG and Catalog to reflect changes.  

Initiator (faculty only)  
Initiator Signed Initials:  
Date:  

Initiator (TYPE NAME)  

☑ Approved  
☐ Disapproved  

Dean/Director of School/College  
Date:  

Undergraduate/Graduate Academic Chair  
Date:  

Board Chair  
Date:  

Provost or Designee  
Date:  

Department Chair  
Date:  

College/School Curriculum Committee Chair  
Date:  

College/School Curriculum Committee Chair  
Date:  

271
Department: HPER

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:


VIII. Bibliography:

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).

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Obtain and analyze history information from observation, interview, and records, to assess the pathology and extent of a lower body injury.</td>
<td>Written exam Practical exam Proficiency check-offs</td>
</tr>
<tr>
<td>Inspect involved area(s) visually, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the lower body.</td>
<td>Written exam Practical exam Proficiency check-offs</td>
</tr>
<tr>
<td>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.</td>
<td>Written exam Practical exam Proficiency check-offs</td>
</tr>
<tr>
<td>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.</td>
<td>Written exam Practical exam Proficiency check-offs</td>
</tr>
<tr>
<td>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.</td>
<td>Written exam Practical exam</td>
</tr>
<tr>
<td>Apply manual muscle testing techniques to detect asymmetry and assist in lower body injury assessment.</td>
<td>Written exam Practical exam Proficiency check-offs</td>
</tr>
<tr>
<td>Apply goniometric techniques to detect asymmetry and assist in lower body injury assessment.</td>
<td>Written exam Practical exam Proficiency check-offs</td>
</tr>
</tbody>
</table>
### Course Action Request

**University of Alaska Anchorage**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A347</td>
<td>N/A</td>
<td>3 cr</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Body Injury Assessment Skills</td>
</tr>
<tr>
<td>Uppr Body Injury Assmnt Skills</td>
</tr>
</tbody>
</table>

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

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

### Type of Action:  
- Add
- Change
- Delete

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

### 9. Repeat Status No

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

#### 11. Implementation Date

<table>
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<tr>
<th>semester/year</th>
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<tbody>
<tr>
<td>From: Fall/2015</td>
</tr>
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#### 12. Cross Listed with
- Stacked with

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

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</tr>
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</table>

**Initiator Name (typed): TJ Miller**

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

### 13b. Coordination Email

Date: 02/16/2015  
submitted to Faculty Listserv:  
[uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

Date: 02/16/2015

### 14. General Education Requirement

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

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

Focuses on the recognition and assessment of athletic injuries. Emphasizes upper body injury assessment skills and proficiencies.

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

PEP A346

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

n/a

### 16c. Automatic Restriction(s)

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
<th>Department approval</th>
</tr>
</thead>
</table>

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

Department approval

### 17. Mark if course has fees

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

### 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.

---

**Initiator (faculty only): TJ Miller**  
**Initiator Signed Initials:**  
**Date:**

**Approved**

**Disapproved**

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

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**  
**Date:**

**Approved**

**Disapproved**

**Board Chair**  
**Date:**

**Approved**

**Disapproved**

**Provost or Designee**  
**Date:**

---

**Number:** 275
Department: HPER
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:

VIII. Bibliography:
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).

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<td>Written exam, Practical exam, Proficiency check-offs</td>
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Course Action Request  
University of Alaska Anchorage

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<tr>
<td>PEP</td>
<td>A365</td>
<td>N/A</td>
<td>3 cr</td>
<td>(3+0)</td>
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</tbody>
</table>

6. Complete Course Title  
Outdoor Leadership Theory and Practice  
Outdr Ldrshp Theory and Pract

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Grading Basis
- Title
- Course Number
- Contact Hours
- Repeat Status
- Course Description
- Cross-Listed/Stacked
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Registration Restrictions
- General Education Requirement
- College
- Major
- Class
- Level
- Other CCG, Catalog copy (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
semester/year
From: Fall /2015  
To: /9999

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

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

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

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<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>2. Minor, Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>3. OEC, Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials:  
Date:

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

13c. Coordination with Library Liaison  
Date: 2/13/2015

14. General Education Requirement  
Mark appropriate box:

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

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

Presents 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)  

- College
- Major
- Class
- Level

16d. Registration Restriction(s)  
(non-codable)
Department Approval

17. Mark if course has fees

18. 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.

Initiator (faculty only)  
T. J. Miller  
Initiator (TYPE NAME)

Approved  
Disapproved

Dean/Director of School/College  
Date

Approved  
Disapproved

Undergraduate/Graduate Academic  
Date

Approved  
Disapproved

Board Chair  
Date

Approved  
Disapproved

Provost or Designee  
Date
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
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:

VIII. Bibliography:

*Classic
XI. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goal:**
The instructor will present effective leadership strategies and their application in the outdoors.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify historical perspectives on leadership.</td>
<td>Graded presentation</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Analyze use of an effective leadership style, to include context, power,</td>
<td>Case study analysis</td>
</tr>
<tr>
<td>motivation, followership, communication, decision making, and judgment.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Describe models and concepts of risk.</td>
<td>Class discussions</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Detect factors increasing risk and specify mitigation strategies</td>
<td>Case study analysis</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td>Formulate responses to ethical dilemmas, defending why a particular course of</td>
<td>Case study analysis</td>
</tr>
<tr>
<td>action was chosen.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Discriminate between negligence, gross negligence, and criminal negligence.</td>
<td>Case study analysis</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td>1a. School or College</td>
<td>CT CTC</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>1b. Division</td>
<td>APER Division of Physical Ed Rec</td>
</tr>
<tr>
<td>1c. Department</td>
<td>HPER</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>PEP</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A382</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
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<td>5a. Credits/CEUs</td>
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<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+2)</td>
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<tr>
<td>6. Complete Course Title</td>
<td>Kinesiology and Biomechanics</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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<tr>
<td>7. Type of Course</td>
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<td>8. Type of Action:</td>
<td>☒ Change</td>
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<td>If a change, mark appropriate boxes:</td>
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</tr>
<tr>
<td>Prefix</td>
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<tr>
<td>Credits</td>
<td>☐</td>
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<tr>
<td>Title</td>
<td>☐</td>
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<tr>
<td>Grading Basis</td>
<td>☐</td>
</tr>
<tr>
<td>Course Description</td>
<td>☒</td>
</tr>
<tr>
<td>Test Score Prerequisites</td>
<td>☐</td>
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<tr>
<td>Automatic Restrictions</td>
<td>☐</td>
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<tr>
<td>Class</td>
<td>☐</td>
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<tr>
<td>Level</td>
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<td>College</td>
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<tr>
<td>Major</td>
<td>☐</td>
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<td>☒ Other CCG, Catalog copy (please specify)</td>
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<tr>
<td>9. Repeat Status No</td>
<td># of Repeats</td>
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<tr>
<td>10. Grading Basis</td>
<td>☒ A-F</td>
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<td>11. Implementation Date</td>
<td>semester/year</td>
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<td>12. ☐ Cross Listed with</td>
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<tr>
<td>☐ Stacked with</td>
<td>N/A</td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</td>
<td></td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td></td>
</tr>
<tr>
<td>Impacted Program/Course</td>
<td>Date of Coordination</td>
</tr>
<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>2/16/2015</td>
</tr>
<tr>
<td>2. Minor, Athletic Training</td>
<td>2/16/2015</td>
</tr>
<tr>
<td>3. Bachelor of Science, Health Science</td>
<td>2/16/2015</td>
</tr>
<tr>
<td>Initiator Name (typed): TJ Miller</td>
<td>Initiator Signed Initials:</td>
</tr>
<tr>
<td>13b. Coordination Email Date: 02/16/2015</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
</tr>
<tr>
<td>13c. Coordination with Library Liaison Date: 02/16/2015</td>
<td></td>
</tr>
<tr>
<td>14. General Education Requirement</td>
<td></td>
</tr>
<tr>
<td>Mark appropriate box:</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td>Analyzes the structure, function, and mechanics of human movement with an emphasis on exercise, sports, and recreational activities. Includes application-based laboratory experiences.</td>
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<tr>
<td>16a. Course Prerequisite(s) (list prefix and number or test code and score)</td>
<td>BIOL A111, BIOL A112, [MATH A121 OR MATH A151 or STAT A252]</td>
</tr>
<tr>
<td>16b. Co-requisite(s) (concurrent enrollment required)</td>
<td>N/A</td>
</tr>
<tr>
<td>16c. Automatic Restriction(s)</td>
<td>☐ College</td>
</tr>
<tr>
<td>16d. Registration Restriction(s) (non-codable)</td>
<td>Departmental Approval</td>
</tr>
<tr>
<td>17. ☒ Mark if course has fees</td>
<td></td>
</tr>
<tr>
<td>18. ☐ Mark if course is a selected topic course</td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td>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.</td>
</tr>
<tr>
<td>Initiator (faculty only) Date</td>
<td>Approved</td>
</tr>
<tr>
<td>TJ Miller Initiator (TYPE NAME) Date</td>
<td>Approved</td>
</tr>
<tr>
<td>☐ Approved</td>
<td>Dean/Director of School/College Date</td>
</tr>
<tr>
<td>☐ Disapproved</td>
<td>Undergraduate/Graduate Academic Board Chair Date</td>
</tr>
<tr>
<td>☐ Approved</td>
<td>Provost or Designee Date</td>
</tr>
<tr>
<td>☐ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
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):
   Champaign, IL: Human Kinetics.

IX. Bibliography:
   Kinetics.
   *Hall, S. (2001). Basic biomechanics with dynamic human and powerweb:
     movement (2nd ed.). Champaign, IL: Human Kinetics.
   *Nigg, B., Macintosh, B., & Mester, J. (2000). Biomechanics and biology of
     movement. Champaign, IL: Human Kinetics.
   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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Describe applied anatomy, anatomical structures, mechanical functions of bones,</td>
<td>Written exam</td>
</tr>
<tr>
<td>and anatomical planes associated with the human body and movement.</td>
<td>Research project</td>
</tr>
<tr>
<td>Evaluate the relationship between the musculoskeletal system and human movement.</td>
<td>Laboratory activities</td>
</tr>
<tr>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Written Exam</td>
<td></td>
</tr>
<tr>
<td>Demonstrate examples of movement terms, muscles involved, and type of muscle</td>
<td>Project</td>
</tr>
<tr>
<td>including the relationship between the axial and appendicular skeletal system and</td>
<td>Written Exam</td>
</tr>
<tr>
<td>movement.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Assess contraindicated movements and describe their effect on the likelihood of</td>
<td>Project</td>
</tr>
<tr>
<td>becoming injured or creating postural misalignments.</td>
<td>Written Exam</td>
</tr>
<tr>
<td>Critique how human movement is impacted by gravity, balance, force, torque, base</td>
<td>Project</td>
</tr>
<tr>
<td>of support, momentum, inertia, and stability.</td>
<td>Written Exam</td>
</tr>
<tr>
<td>Laboratory activities</td>
<td></td>
</tr>
<tr>
<td>Evaluate and describe how Newton's Laws affect human movement.</td>
<td>Project</td>
</tr>
<tr>
<td>Written Exam</td>
<td></td>
</tr>
<tr>
<td>Laboratory activities</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in the use of technology in assisting evaluation and</td>
<td>Project</td>
</tr>
<tr>
<td>prescription of applied anatomy.</td>
<td>Class demonstration</td>
</tr>
<tr>
<td>Laboratory activities</td>
<td></td>
</tr>
<tr>
<td>Assess how human movement experiences are impacted by musculoskeletal limitations</td>
<td>Project</td>
</tr>
<tr>
<td>and choice of equipment, type of activity, venue, intensity, and duration of</td>
<td>Class demonstration</td>
</tr>
<tr>
<td>activity.</td>
<td>Laboratory activities</td>
</tr>
<tr>
<td>Assess and prescribe appropriate human movement experiences based on individual</td>
<td>Project</td>
</tr>
<tr>
<td>musculoskeletal characteristics, special needs, equipment, and other biomechanical</td>
<td>Portfolio</td>
</tr>
<tr>
<td>factors.</td>
<td>Class demonstration</td>
</tr>
<tr>
<td>Laboratory activities</td>
<td></td>
</tr>
</tbody>
</table>
1a. School or College  
CT CTC  
1b. Division  
APER Division of Physical Ed Rec  
1c. Department  
HPER

2. Course Prefix  
PEP  
3. Course Number  
A383  
4. Previous Course Prefix & Number  
N/A  
5a. Credits/CEUs  
3 cr  
5b. Contact Hours  
(Lecture + Lab)  
(3+0)

6. Complete Course Title  
Movement Theory and Motor Development  
Movement Theory & Motor Devo  
Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:

☐ Prefix  ☐ Course Number  ☒ Credits  ☐ Contact Hours  ☐ Repeat Status  ☐ Grading Basis  ☐ Course Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Automatic Restrictions  ☐ Registration Restrictions  ☐ General Education Requirement  ☒ Other CCG, Catalog copy (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
From: Fall /2015  To: /9999

12. ☐ Cross Listed with  N/A  ☐ Stacked with  N/A  Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Bachelor of Science, Health Science</td>
<td>02/16/2015</td>
<td>Jenny Miller</td>
</tr>
<tr>
<td>Minor, Coaching</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
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Initiator Name (typed): TJ Miller  
Initiator Signed Initials:  
Date:  

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

Date: 02/16/2015

13c. Coordination with Library Liaison  
Date: 02/16/2015

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

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

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.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
PEP A184  
16b. Co-requisite(s) (concurrent enrollment required)  
N/A  
16c. Automatic Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
16d. Registration Restriction(s) (non-codable)  
Departmental Approval

17. ☐ Mark if course has fees  N/A  
18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Prerequisite change to have students better prepared for application of course material. Catalog and CCG changed to reflect course changes.

Initiator (faculty only)  
TJ Miller  
Date

Initiator (TYPE NAME)  
Date

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date

☐ Approved  ☐ Disapproved  
Provost or Designee  
Date

289
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:

VIII. Bibliography:
*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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ basic motor learning terminology.</td>
<td>Oral examination, Written examination</td>
</tr>
<tr>
<td>Analyze the structure and function of the neuromuscular system in relation to the performance of motor skills.</td>
<td>Written assignment, Written examination</td>
</tr>
<tr>
<td>Analyze the role of proprioception, vision, and timing in controlling movement.</td>
<td>Skill performance, Oral presentation</td>
</tr>
<tr>
<td>Evaluate the strengths and limitation of various theories of motor learning.</td>
<td>Research</td>
</tr>
<tr>
<td>Construct a movement demonstration specifying the classification of motor skills and performance measures and describing the stages of learning.</td>
<td>Skill performance, Oral presentation</td>
</tr>
<tr>
<td>Analyze the roles of attention, memory, individual differences, type of instruction, transfer of learning, practice, and motivation in learning and refining motor skill.</td>
<td>Research, Skill performance, Written assignments, Written examination</td>
</tr>
<tr>
<td>Discriminate between the various types of measurement tools/devices and their appropriate uses.</td>
<td>Group assignment, Written examination</td>
</tr>
<tr>
<td>Interpret movement data.</td>
<td>Research, Written assignment</td>
</tr>
</tbody>
</table>
### Course Action Request

**University of Alaska Anchorage**

**1a. School or College**  
CT CTC

**1b. Division**  
APER Division of Physical Ed Rec

**1c. Department**  
HPER

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A385</td>
<td>N/Aa</td>
<td>4 cr</td>
<td>(3+2)</td>
</tr>
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</table>

**6. Complete Course Title**  
Physiology of Exercise

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

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

**If a change, mark appropriate boxes:**  
- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Contact Hours  
- [ ] Repeat Status  
- [ ] Course Description  
- [ ] Course Prerequisites  
- [ ] Test Score Prerequisites  
- [ ] Co-requisites  
- [ ] Registration Restrictions  
- [ ] General Education Requirement  
- [ ] Credits  
- [ ] Level  
- [ ] College  
- [ ] Major  
- [ ] Other CCG, Catalog copy (please specify)

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

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

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

**12. Cross Listed with**  
- [ ] N/A

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

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

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<th>Chair/Coordinator</th>
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<td>Sandra Carroll-Cobb</td>
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<td>Minor, Coaching</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
<td></td>
</tr>
<tr>
<td>Minor, Athletic Training</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
<td></td>
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**Initiator Name (typed):** TJ Miller  
Initiator Signed Initials:    
Date:

**13b. Coordination Email**  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 02/16/2015

**14. General Education Requirement**  
Mark appropriate box:

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

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

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)**  
- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

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

**17. Mark if course has fees**  
- [ ]

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

**19. Justification for Action**  
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.

**Initiator (faculty only) TJ Miller**  
Initiator (TYPE NAME)  
Initiator Signed Initials:    
Date:

<table>
<thead>
<tr>
<th>Approved</th>
<th>Date</th>
<th>Disapproved</th>
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</tr>
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<tbody>
<tr>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
<td></td>
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</tr>
</tbody>
</table>
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 Kinesthesis
   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:

VIII. Bibliography:
*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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Examine and discriminate between the types, structure, and functions of muscle fibers.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Examine the energy systems, effects of different types of fuel, and the relationship between oxygen consumption and energy production.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Analyze exercise metabolism and the recovery process.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>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.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Examine the structure of nerves in their functions in posture, balance, and voluntary movement.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate how reflexes, proprioception, kinesthesia, and other systems affect the coordination and control of movement.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Analyze the changes in cardiac output and heart rate related to physical performance.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Describe the process of lung ventilation, external respiration, gas transport, and internal respiration.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Examine respiratory factors on performance.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine the regulation of the acid-base balance in relation to physical activity.</td>
<td>Written reports</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Discriminate between the various types of fitness testing methods and prescribe their appropriate uses.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Oral presentation</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Analyze the effects of warm-up, cool-down, muscle soreness, environment, nutrition, hormones, performance aids, gender, and aging on training and conditioning.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Construct a plan for monitoring the progress of a training program.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
</tbody>
</table>
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

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

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

If a change, mark appropriate boxes:

☒ Prefix ☐ Course Number
☒ Credits ☐ Contact Hours
☒ Grade ☒ Repeat Status
☐ Title ☐ Repeat Status
☐ Grading Basis ☐ Cross-Listed/Stacked
☐ Course Description ☒ Course Prerequisites
☐ Test Score Prerequisites ☒ Co-requisites
☐ Automatic Restrictions ☒ Registration Restrictions
☒ Class ☐ Level ☒ General Education Requirement
☐ College ☒ Major
☒ Other CCG, Catalog copy (please specify)

9. Repeat Status No  
# of Repeats ☐ Max Credits

10. Grading Basis  
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date  
semester/year

From: Fall /2015 To: 9999

12. ☐ Cross Listed with ☐ N/A

☐ Stacked with ☐ N/A

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>2/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor, Health and Fitness Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: __________  Date: __________

13b. Coordination Email  
submitted to Faculty Lister(s): uaa-faculty@lists.uaa.alaska.edu

Date: 02/16/2015

13c. Coordination with Library Liaison  
Date: 02/16/2015

14. General Education Requirement  
Mark appropriate box:

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

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

Focuses on 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) (list prefix and number or test code and score)  
BA A151 and PEP A280

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

16c. Automatic Restriction(s)  
☒ College ☐ Major ☒ Class ☐ Level

16d. Registration Restriction(s) (non-codable)  
Departmental Approval, Junior or Senior status

17. ☒ Mark if course has fees

18. ☐ 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.

Initiator (faculty only)  
TJ Miller

Initiator (TYPE NAME)  
☐ Approved ☐ Disapproved

Dean/Director of School/College  
Date

☐ Approved ☐ Disapproved

Undergraduate/Graduate Academic Board Chair  
Date

☐ Approved ☐ Disapproved

Provost or Designee  
Date

Department Chair  
Date

College/School Curriculum Committee Chair  
Date

Disapproved  299
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:

VIII. Bibliography:
### 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.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Define basic health terms, the dimensions of health and factors influencing health.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Personal assessment</td>
</tr>
<tr>
<td>Organize historical perspectives of health education and health promotion and apply them to current health issues.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Determine the importance of federal health initiatives, state and local roles and personal health connections.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Determine and apply appropriate learning principles and theories related to behavior change.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Prescribe an appropriate level of prevention for individuals/situations.</td>
<td>Case studies</td>
</tr>
<tr>
<td>Examine various settings for health promotion programs while</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assess the role of the health/fitness professional in health promotion and disease prevention.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Develop and implement a health intervention program.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
</tr>
<tr>
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<td>Portfolio</td>
</tr>
<tr>
<td>Evaluate successful programs for use as models for program development.</td>
<td>Research Project</td>
</tr>
</tbody>
</table>
1. **School or College**
   - CT CTC

2. **Course Prefix**
   - PEP

3. **Course Number**
   - A454

4. **Previous Course Prefix & Number**
   - N/A

5. **Credits/CEUs**
   - 4 cr

6. **Contact Hours**
   - (Lecture + Lab)
   - (3+2)

7. **Complete Course Title**
   - Exercise Testing and Prescription
   - Exercise Test & Prescription

8. **Abbreviated Title for Transcript (30 character)**
   - Exercise Testing and Prescription

9. **Type of Course**
   - Academic

10. **Type of Action**
    - Add

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

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

13. **Implementation Date**
    - semester/year
    - From: Fall /2015
    - To: /9999

14. **Cross Listed with**
    - N/A

15. **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.

16. **Course Prerequisite(s)**
    - PEP A385 with a grade of "C" or higher

17. **Mark if course has fees**

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

19. **Justification for Action**
    - Prerequisite and registration restriction changes to have students better prepared for application of course material. Course description changed for proper grammar. CCG and catalog changed to reflect changes.

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**Initiator (faculty only)**

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<th>Initiator Signed Initials:</th>
<th>Date:</th>
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**Initiator (TYPE NAME)**

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**Approved**

**Disapproved**

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**Dean/Director of School/College**

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</table>

**Approved**

**Disapproved**

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**Undergraduate/Graduate Academic Board Chair**

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</table>

**Approved**

**Disapproved**

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**Provost or Designee**

<table>
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<tr>
<th>Date:</th>
</tr>
</thead>
</table>

**Approved**

**Disapproved**
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER  Date: 11 February 2015
Course Number: PEP A454
Course Title: Exercise Testing and Prescription
Credits: 4

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:

VIII. Bibliography:
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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Critique the risks and benefits associated with physical activity and exercise testing.</td>
<td>Research Discussion Written examination</td>
</tr>
<tr>
<td>Elaborate on the different types of health screening, risk stratification, pre-test evaluations and their clinical significance.</td>
<td>Discussion Written examination</td>
</tr>
<tr>
<td>Prepare, conduct and evaluate physical fitness testing in the areas of cardiovascular, muscular strength, muscular endurance, flexibility and body composition.</td>
<td>Group activity Laboratory activity Discussion Written examination</td>
</tr>
<tr>
<td>Integrate the information from physical fitness testing and develop and/or prescribe an appropriate exercise regimen from the data provided.</td>
<td>Laboratory activity Discussion Written examination Portfolio assignment</td>
</tr>
<tr>
<td>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.).</td>
<td>Research Discussion Written assignment Written examination</td>
</tr>
<tr>
<td>Identify methods of improving exercise compliance and positively influencing other health behaviors.</td>
<td>Research Discussion Written examination</td>
</tr>
<tr>
<td>Explain the importance of selected legal issues and guidelines for minimizing risk to human subjects or participants in exercise settings.</td>
<td>Discussion Written examination</td>
</tr>
</tbody>
</table>
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

Abbreviated Title for Transcript (30 character)  

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

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

9. Repeat Status No  # of Repeats  Max Credits  

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

11. Implementation Date  
semester/year  
From: Fall 2015  To: /9999

12. Cross Listed with  
N/A

Stacked with  
N/A

Cross-Listed Coordination Signature  

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

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

Impacted Program/Course  
Date of Coordination  
Chair/Coordinator Contacted  

1. Bachelor of Science, Physical Education  
2/16/2015  
Sandra Carroll-Cobb

2.  
3.  

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  Date:________________

13b. Coordination Email  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)  
Focuses on 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) (list prefix and number or test code and score)  
PEP A454 with a grade of "C" or higher

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

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

16d. Registration Restriction(s) (non-codable)  
Departmental Approval

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

19. Justification for Action  
Added grade requirement to prerequisites to better prepare students for application of course material. Changed registration restrictions for better enrollment management. CCG and Catalog updated for course changes.

Initiator (faculty only)  
TJ Miller  
Initiator (TYPE NAME)  

Approved  ☐ Disapproved  
Dean/Director of School/College  Date

Approved  ☐ Disapproved  
Undergraduate/Graduate Academic  Date

Approved  ☐ Disapproved  
Board Chair  Date

Approved  ☐ Disapproved  
Provost or Designee  Date
I. **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 Precutaneous 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:

VIII. Bibliography:
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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Critique the different types of cardiac and special population rehabilitation programs.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Identify elements in heart anatomy and explain the mechanisms of physiological control.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Evaluate the different types of cardiovascular and chronic disease and pathophysiology.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Differentiate pharmacologic and surgical management methods used in improving a patient’s quality of life.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Identify basic electrocardiograms and interpret their clinical relevance.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Prepare and measure a basic electrocardiogram in a normal individual.</td>
<td>Group activity</td>
</tr>
<tr>
<td></td>
<td>Laboratory activity</td>
</tr>
<tr>
<td>Assess and/or evaluate cardiac and special population patients’ case history.</td>
<td>Research</td>
</tr>
<tr>
<td>Develop and prescribe appropriate exercise programs for cardiac and special population rehabilitation patients/clients.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
**Course Action Request**

**University of Alaska Anchorage**

1. **School or College**  
   CT CTC

2. **Course Prefix**  
   PEP

3. **Course Number**  
   A467B

4. **Previous Course Prefix & Number**  
   N/A

5. **Credits/CEUs**  
   2 cr

6. **Contact Hours**  
   (Lecture + Lab) (.5+3)

**Course Information**

- **Complete Course Title**  
  Climbing-Based Outdoor Leadership  
  Climb-based Outdr Ldrshp.

- **Abbreviated Title for Transcript**  
  Climb-based Outdoor Leadership

- **Type of Course**  
  Academic  
  Preparatory/Development

- **Type of Action**  
  Add or Change

- **Impacted Courses or Programs**
  1. Bachelor of Science, Physical Education  
     Date: 02/16/2015  
     Chair/Coordinator: Sandra Carroll-Cobb
  2. Minor, Outdoor Leadership  
     Date: 02/16/2015  
     Chair/Coordinator: Sandra Carroll-Cobb
  3. OEC, Outdoor Leadership  
     Date: 02/16/2015  
     Chair/Coordinator: Sandra Carroll-Cobb

- **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.

- **Course Prerequisite(s)**
  PER A146 and PER A147 and [PER A148 or PER A181], PEP A365

- **Course Co-requisite(s)**
  N/A

- **Course Restriction(s)**
  Department Approval

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

- **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.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
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:
VIII. Bibliography:

*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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Devise a formal trip plan for a climbing-based trip.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assess the group and situation to choose and implement an appropriate leadership style.</td>
<td>Journal reflection Lead instructor review Classroom discussion</td>
</tr>
<tr>
<td>Select appropriate communication strategies for group and situation.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Demonstrate ethical decision-making.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Demonstrate safe and efficient use of ropes, anchors, site, and rope management.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Evaluate situations and make safe and effective decisions.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Critique judgment calls in the field.</td>
<td>Lead instructor review</td>
</tr>
<tr>
<td>Compose a risk management plan for a climbing-based trip or program.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Demonstrate safe leadership, environmentally, technically, and psychologically.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
</tbody>
</table>
1a. School or College  
CT CTC  

1b. Division  
APER Division of Physical Ed Rec  

1c. Department  
HPER  

2. Course Prefix  
PEP  

3. Course Number  
A467C  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
2 cr  

5b. Contact Hours  
(Lecture + Lab)  
(0.5+3)  

6. Complete Course Title  
Land-Based Outdoor Leadership  

Abbreviated Title for Transcript (30 character)  

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

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

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

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
semester/year  
From:  Fall /2015  
To:  /9999  

12. ☐ Cross Listed with  
N/A  

☐ Stacked with  
N/A  

Cross-Listed Coordination Signature  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor, Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>OEC, Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials:  

Date:  

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

Date: 02/16/2015  

13c. Coordination with Library Liaison  
Date: 02/16/2015  

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

15. Course Description (suggested length 20 to 50 words)  
Prepares techniques and strategies of terrestrial-based outdoor leadership in all seasons. Emphasizes application of leadership skills in field-based experiences. Covers planning and organization, logistics, campcraft, environmental considerations, decision making and judgment, and safety.  

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  

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

16d. Registration Restriction(s) (non-codable)  
Department Approval  

17. ☒ Mark if course has fees  

18. ☐ 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 prerequisites. Updated CCG and catalog to reflect changes.  

Initiator (faculty only)  
TJ Miller  
Initiator (TYPE NAME)  

☐ Approved  ☐ Disapproved  

Date:  

Dean/Director of School/College  
Date:  

Undergraduate/Graduate Academic Board Chair  
Date:  

Provost or Designee  
Date:  

320
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:

VIII. Bibliography:


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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devising a formal land-based trip plan.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assess the group and situation to choose and implement an appropriate leadership style.</td>
<td>Lead instructor review</td>
</tr>
<tr>
<td>Select appropriate communication strategies for group and situation.</td>
<td>Lead instructor review</td>
</tr>
<tr>
<td>Demonstrate ethical decision-making, taking into account personal, individual, group, and environmental goals.</td>
<td>Lead instructor review</td>
</tr>
<tr>
<td>Demonstrate effective and efficient site selection and campcraft.</td>
<td>Lead instructor review</td>
</tr>
<tr>
<td>Critique judgment calls in the field.</td>
<td>Lead instructor review</td>
</tr>
<tr>
<td>Compose a risk management plan for an extended trip or program.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
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

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix  ☐ Credits  ☐ Contact Hours  ☐ Course Number  ☐ Course Description  ☐ Title  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Test Score Prerequisites  ☐ Course Prerequisites  ☐ Co-requisites  ☐ Registration Restrictions  ☐ General Education Requirement  ☐ Other CCG, Catalog copy (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  semester/year

   From: Fall 2015  To: /9999

12. ☐ Cross Listed with  N/A  ☐ Stacked with  N/A  ☐ Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor, Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: __________  Date: __________

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

13c. Coordination with Library Liaison  
Date: 02/16/2015

14. General Education Requirement  
Mark appropriate box:

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

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

Presents 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)

☐ College  ☐ Major  ☐ Class  ☐ Level

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

Department Approval

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

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.

Initiator (faculty only)  
Date  
TJ Miller

Initiator (TYPE NAME)  
Date

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chair  Date

☐ Approved  ☐ Disapproved  
Provost or Designee  Date
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:
VIII. Bibliography:

*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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devise a formal water-based trip plan.</td>
<td>Written trip plan</td>
</tr>
<tr>
<td>Organize an extended paddle trip including equipment selection, food buying and preparation, packing, transportation, communication.</td>
<td>Demonstrated organization Write-up</td>
</tr>
<tr>
<td>Assess the group and situation to choose and implement an appropriate leadership style.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Select appropriate communication strategies for group and situation.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Describe ethical decision-making, taking into account personal, individual, group, environmental goals.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Demonstrate effective and efficient use of paddling equipment.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Evaluate situations and make safe and effective decisions as well as being an efficient problem solver. Critique judgment calls in the field.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Compose a risk management plan for an extended paddle trip or program.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
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

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

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
From: Fall /2015  To: 9999

12. ☐ Cross Listed with N/A

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

13b. Coordination Email  
submitted to Faculty Listserv: (uas-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)  
Emphasizes 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) (list prefix and number or test code and score)  
PEP A280, [MATH A121 or MATH 151 or STAT A252]

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

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

16d. Registration Restriction(s) (non-codable)  
N/A

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Prerequisite change to have students better prepared for application of course material. Updated CCG and catalog to reflect changes.

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  Date:________________

Initiator (faculty only)  
TJ Miller  
Initiator (TYPE NAME)

Approved  Disapproved  Dean/Director of School/College  Date

Approved  Disapproved  Undergraduate/Graduate Academic  Board Chair  Date

Approved  Disapproved  Provost or Designee  Date
I. 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):

IX. Bibliography:
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.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able:</td>
<td></td>
</tr>
</tbody>
</table>
| 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

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

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

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Automatic Restrictions
- [ ] Repeat Status
- [ ] Contact Hours
- [ ] General Education Requirement
- [ ] Registration Restrictions
- [ ] Other CCG, Catalog copy (please specify)

### 9. Repeat Status No

### 10. Grading Basis
- [X] A-F
- [ ] P/NC
- [ ] NG

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

### 12. Cross Listed with
- [ ] N/A

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

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

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<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

### 13b. Coordination Email
- Date: 02/16/2015
- Submitted to Faculty Listserv: (uafaculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 02/16/2015

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

### 15. Course Description (suggested length 20 to 50 words)
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)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

### 17. Mark if course has fees

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

### 19. Justification for Action
Prerequisite change to have students better prepared for application of course material. Updated CCG and catalog to reflect changes.

<table>
<thead>
<tr>
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<th>Date</th>
<th>Initiated Signed Initials</th>
<th>Date</th>
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<tbody>
<tr>
<td>TJ Miller</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Initiator (TYPE NAME)</th>
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<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td>Dean/Director of School/College</td>
<td>Date</td>
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<tbody>
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<td></td>
<td>Undergraduate/Graduate Academic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>
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):

IX. Bibliography:
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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Critique philosophical foundations associated with administration.</td>
<td>Research project</td>
</tr>
<tr>
<td>Assess and model a variety of leadership styles.</td>
<td>Project</td>
</tr>
<tr>
<td>Describe and demonstrate strategies for effective decision-making.</td>
<td>Project</td>
</tr>
<tr>
<td>Determine components of and best practices in budget and finance management.</td>
<td>Project</td>
</tr>
<tr>
<td>Create public relations and marketing plan for a physical education, health, or recreation program.</td>
<td>Project</td>
</tr>
<tr>
<td>Evaluate risk management and legal issues.</td>
<td>Project</td>
</tr>
<tr>
<td>Critique facilities planning models and identify key components to successful facilities planning in outdoor and indoor programs.</td>
<td>Project</td>
</tr>
<tr>
<td>Evaluate a variety of past and current trends in organization structure and theory.</td>
<td>Project</td>
</tr>
<tr>
<td>Demonstrate the use of technology in the administration of physical education, health, or recreation programs.</td>
<td>Project</td>
</tr>
</tbody>
</table>
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

Abbreviated Title for Transcript (30 character)

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

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

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

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

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
semester/year
From: Fall 2015
To: /9999

12. Cross Listed with
N/A

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

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<td>Sandra Carroll-Cobb</td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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Initiator Name (typed): TJ Miller
Initiator Signed Initials: _________ Date:________________

13b. Coordination Email
Date: 02/16/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)
Advanced 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) (list prefix and number or test code and score)
N/A

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

16c. Automatic Restriction(s)
☒ College
☐ Major
☐ Class
☐ Level

16d. Registration Restriction(s) (non-codable)
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. ☒ Mark if course has fees

18. ☐ 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.
<table>
<thead>
<tr>
<th>Initator (faculty only)</th>
<th>Date</th>
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<tbody>
<tr>
<td>TJ Miller</td>
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Initiator (TYPE NAME)

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<table>
<thead>
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<th>Department Chair</th>
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<table>
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<table>
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<th>Date</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
Department: HPER
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:

VIII. Bibliography:

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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the internship prerequisites, requirements, outcomes, and assessment procedures.</td>
<td>Written plan</td>
</tr>
<tr>
<td>Clarify and formulate professional interests and goals.</td>
<td>Written plan</td>
</tr>
<tr>
<td>Critique professional resumes.</td>
<td>Written plan</td>
</tr>
<tr>
<td>Evaluate potential employment sites in relationship to personal and professional goals.</td>
<td>Research</td>
</tr>
<tr>
<td>Demonstrate appropriate entry-level discipline specific administrative tasks and leadership skills.</td>
<td>Site supervisor input Criteria checklists</td>
</tr>
<tr>
<td>Devise programmatic plans in accordance with industry trends, safety standards, and national, state, and/or local guidelines.</td>
<td>Site supervisor input Internship project</td>
</tr>
<tr>
<td>Prescribe and administer appropriate tests and/or activities based on participant characteristics and skill level.</td>
<td>Site supervisor input Criteria checklists Written assignments</td>
</tr>
<tr>
<td>Utilize discipline specific technology.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Exhibit professional communication skills.</td>
<td>Site supervisor input Skill checklists</td>
</tr>
<tr>
<td>Document internship experience. Evaluate and critique the internship experience in relation to professional goals.</td>
<td>Student journal Written assignment</td>
</tr>
<tr>
<td>Develop a plan for continued professional development.</td>
<td>Student journal Written assignment</td>
</tr>
</tbody>
</table>
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  
 academia

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
semester/year

From:  Fall /2015  
To:  /9999

12. ☐ Cross Listed with  
N/A

Stacked with  
N/A

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

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

Date: 02/16/2015

13c. Coordination with Library Liaison  
Date: 02/16/2015

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)  
Provides 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)  
☐ College  
☐ Major  
☐ Class  
☐ 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. ☒ Mark if course has fees

18. ☐ 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.

Initiator (faculty only)  
TJ Miller

Initiator Signed Initials:  
Date:  

☐ Approved  
☐ Disapproved

Dean/Director of School/College  
Date:  

Undergraduate/Graduate Academic  
Date:  

Board Chair  
Date:  

Provost or Designee  
Date:  

Department Chair  
Date:  

College/School Curriculum Committee Chair  
Date:  

Approved  
Disapproved

343
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: or Graduate:  
Bachelor of Science or CHOOSE ONE

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

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

PREFIX  
Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)  
From: Fall/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 (uua-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:  
☒ Cover Memo  
☒ Catalog Copy in Word using the track changes function. *

*Copy the text directly from the program website of the online catalog and paste into a Word document.

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>
<thead>
<tr>
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<th>Disapproved</th>
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</thead>
<tbody>
<tr>
<td>T.J. Miller</td>
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<th>Disapproved</th>
<th>Board Chair</th>
<th>Date</th>
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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 *

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>DN A215</td>
<td>Sports Nutrition</td>
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<tr>
<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
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<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
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</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEP A181</td>
<td>Introduction to Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A182</td>
<td>Technology in Health, Physical Education and Recreation</td>
<td>1</td>
</tr>
<tr>
<td>PEP A183</td>
<td>Wellness Principles</td>
<td>1</td>
</tr>
<tr>
<td>PEP A184</td>
<td>Fundamental Motor Skills</td>
<td>1</td>
</tr>
<tr>
<td>PEP A280</td>
<td>Leadership in Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A281</td>
<td>Leadership in Activities for Diverse Populations</td>
<td>2</td>
</tr>
<tr>
<td>PEP A282</td>
<td>Leadership in Initiative Activities</td>
<td>2</td>
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</table>
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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>BA A151</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>ENVI/PHIL A303</td>
<td>Environmental Ethics</td>
<td>3</td>
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<tr>
<td>PEP A262</td>
<td>Foundations of Outdoor Recreation</td>
<td>3</td>
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<tr>
<td>PEP A264</td>
<td>Recreation Program Planning and Evaluation</td>
<td>3</td>
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<tr>
<td>PEP A363</td>
<td>Natural History Interpretation and Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP A365</td>
<td>Adventure Leadership Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PEP A464</td>
<td>Outdoor Recreation Administration</td>
<td>3</td>
</tr>
<tr>
<td>PEP A467C</td>
<td>Land-Based Outdoor Leadership</td>
<td>2</td>
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<tr>
<td>PEP A467D</td>
<td>Water-Based Outdoor Leadership</td>
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<tr>
<td>PEP A495</td>
<td>Internship</td>
<td>6</td>
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<tr>
<td>PER A169</td>
<td>Four-Season Backpacking</td>
<td>3</td>
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Electives 3

Choose a minimum of 6 credits from the following:

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PER A146</td>
<td>Beginning Rock Climbing (1)</td>
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</tr>
<tr>
<td>PER A147</td>
<td>Beginning Ice Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A148</td>
<td>Beginning Indoor Sport Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A150</td>
<td>Water Safety and Rescue (1)</td>
<td></td>
</tr>
<tr>
<td>PER A151</td>
<td>Beginning Canoeing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A152</td>
<td>Beginning River Rafting (1)</td>
<td></td>
</tr>
<tr>
<td>PER A153</td>
<td>Beginning Sea Kayaking (1)</td>
<td></td>
</tr>
<tr>
<td>PER A164</td>
<td>Skiing Alaska's Backcountry (2)</td>
<td></td>
</tr>
<tr>
<td>PER A165</td>
<td>Avalanche Hazard Recognition and Evaluation (1)</td>
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<tr>
<td>PER A181</td>
<td>Crevasse Rescue Techniques (1)</td>
<td></td>
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<tr>
<td>PER A252</td>
<td>Intermediate River Rafting (2)</td>
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</tr>
<tr>
<td>PER A253</td>
<td>Intermediate Sea Kayaking (2)</td>
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</tbody>
</table>

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.

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 better 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

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 *

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or DN A215</td>
<td>Sports Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP A181</td>
<td>Introduction to Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A182</td>
<td>Technology in Health, Physical Education and Recreation</td>
<td>1</td>
</tr>
<tr>
<td>PEP A183</td>
<td>Wellness Principles</td>
<td>1</td>
</tr>
<tr>
<td>PEP A184</td>
<td>Fundamental Motor Skills</td>
<td>1</td>
</tr>
<tr>
<td>PEP A280</td>
<td>Leadership in Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PEP A281</td>
<td>Leadership in Activities for Diverse Populations</td>
<td>2</td>
</tr>
<tr>
<td>PEP A282</td>
<td>Leadership in Initiative Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP A284</td>
<td>Leadership in Fitness Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP A382</td>
<td>Kinesiology and Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>PEP A383</td>
<td>Movement Theory and Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>PEP A384</td>
<td>Cultural and Psychological Aspects of Health and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PEP A385</td>
<td>Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>PEP A486</td>
<td>Standards and Assessment in Health, Physical Education, and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A487</td>
<td>Administration and Supervision in Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete two courses from the following:</td>
<td>4</td>
</tr>
<tr>
<td>PEP A283</td>
<td>Leadership in Aquatic Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP A285</td>
<td>Leadership in Team Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP A286</td>
<td>Leadership in Individual and Dual Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP A287</td>
<td>Leadership in Outdoor Recreation Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP A288</td>
<td>Leadership in Rhythmic Activities</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>52</td>
</tr>
</tbody>
</table>

* Some of the courses may be used to satisfy the General Education Requirements.

Complete one of the following emphasis areas: Health and Fitness Leadership or Outdoor Leadership and Administration.

### Health and Fitness Leadership Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A151</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>PEP A251</td>
<td>Prevention and Care of Activity-Related Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PEP A454</td>
<td>Exercise Testing and Prescription</td>
<td>4</td>
</tr>
<tr>
<td>PEP A455</td>
<td>Cardiac Rehabilitation and Special Populations</td>
<td>4</td>
</tr>
<tr>
<td>PEP A456</td>
<td>Contemporary Personal Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>PEP A495</td>
<td>Internship in Health and Fitness Leadership</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose one of the following options: 20

**Exercise Management Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A231</td>
<td>Fundamentals of Supervision</td>
<td></td>
</tr>
<tr>
<td>BA A260</td>
<td>Marketing Practices</td>
<td></td>
</tr>
<tr>
<td>HS/NS A433</td>
<td>Health Education: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>or PEP A490</td>
<td>Selected Topics in Health, Physical Education and Recreation</td>
<td></td>
</tr>
<tr>
<td>PEP A453</td>
<td>Health Promotion</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

**Exercise and Rehabilitation Sciences Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP A346</td>
<td>Lower Body Injury Assessment Skills</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A151</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ENVI/PHIL A303</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PEP A262</td>
<td>Foundations of Outdoor Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A264</td>
<td>Recreation Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A363</td>
<td>Natural History Interpretation and Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP A365</td>
<td>Adventure Leadership Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PEP A464</td>
<td>Outdoor Recreation Administration</td>
<td>3</td>
</tr>
<tr>
<td>PEP A467C</td>
<td>Land-Based Outdoor Leadership</td>
<td>2</td>
</tr>
<tr>
<td>PEP A467D</td>
<td>Water-Based Outdoor Leadership</td>
<td>2</td>
</tr>
<tr>
<td>PEP A4965</td>
<td>Internship in Outdoor Leadership</td>
<td>6</td>
</tr>
<tr>
<td>PER A169</td>
<td>Four-Season Backpacking</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 3

Choose a minimum of 6 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER A146</td>
<td>Beginning Rock Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A147</td>
<td>Beginning Ice Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A148</td>
<td>Beginning Indoor Sport Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A150</td>
<td>Water Safety and Rescue (1)</td>
<td></td>
</tr>
<tr>
<td>PER A151</td>
<td>Beginning Canoeing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A152</td>
<td>Beginning River Rafting (1)</td>
<td></td>
</tr>
<tr>
<td>PER A153</td>
<td>Beginning Sea Kayaking (1)</td>
<td></td>
</tr>
<tr>
<td>PER A164</td>
<td>Skiing Alaska's Backcountry (2)</td>
<td></td>
</tr>
<tr>
<td>PER A165</td>
<td>Avalanche Hazard Recognition and Evaluation (1)</td>
<td></td>
</tr>
<tr>
<td>PER A181</td>
<td>Crevasse Rescue Techniques (1)</td>
<td></td>
</tr>
<tr>
<td>PER A252</td>
<td>Intermediate River Rafting (2)</td>
<td></td>
</tr>
<tr>
<td>PER A253</td>
<td>Intermediate Sea Kayaking (2)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 43

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.
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
p: 907-786-1919