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# Undergraduate Academic Board

Audio: 786-6755 | ID: 46450 | Agenda

**September 18, 2015**

**2:00-5:00pm**

**ADM 204**

**I. Roll**

<input type="checkbox"/> Sandy Pence (FS)	<input type="checkbox"/> Vacant (CBPP)	<input type="checkbox"/> Robin Hanson (LIB)
<input type="checkbox"/> Utpal Dutta (FS)	<input type="checkbox"/> Travis Hedwig (COH)	<input type="checkbox"/> Rick Adams (KPC)
<input type="checkbox"/> Cheryl Smith (FS)	<input type="checkbox"/> Yvonne Chase (COH)	<input type="checkbox"/> Vacant (Mat-su)
<input type="checkbox"/> Alberta Harder (CAS)	<input type="checkbox"/> Vacant (COE)	<input type="checkbox"/> Kathryn Hollis-
<input type="checkbox"/> Barbara Harville (CAS)	<input type="checkbox"/> Carrie King (CTC, CHAIR)	Buchanan (Kod)
<input type="checkbox"/> Vacant (CAS)	<input type="checkbox"/> Jeff Hoffman (COENG)	<input type="checkbox"/> Christina Stuive (ADV)
		<input type="checkbox"/> Ian Minnock (USUAA)

**Ex-Officio Members**

☐ Susan Kalina  
☐ Lora Volden  
☐ Scheduling and Publications

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

**III. Approval of Meeting Summary (pg. 4-5)**

**IV. Administrative Report**

**A. Vice Provost for Undergraduate Academic Affairs Susan Kalina**

**B. University Registrar Lora Volden**

**V. Chair's Report**

**A. UAB Chair, Carrie King**

**B. GERC Chair, Sandy Pence**

**VI. Program/Course Action Request- Second Readings**

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

Add AKNS A190 Selected Topics: Alaska Native Cultural Skills (pg. 6-9)

Chg MATH A054 Prealgebra (pg. 10-13)

Chg MATH A054A Prealgebra A (pg. 14-16)

Chg MATH A054B Prealgebra B (pg. 17-19)

Chg MATH A054C Prealgebra C (pg. 20-22)

Chg MATH A055 Elementary Algebra (pg. 23-26)

Chg	MATH A055A	Elementary Algebra A (pg. 27-29)
Chg	MATH A055B	Elementary Algebra B (pg. 30-32)
Chg	MATH A055C	Elementary Algebra C (pg. 33-35)
Chg	PER A110	Beginning Zumba (pg. 36-38)
Chg	PER A168	Winter Camping Alaska (pg. 39-43)
Chg	PEP A183	Wellness Principles (pg. 44-47)
Chg	PEP A184	Fundamental Motor Skills (pg. 48-51)
Chg	PEP A251	Prevention and Care of Activity-Related Injuries (pg. 52-56)
Chg	PEP A264	Recreation Program Planning and Evaluation (pg. 57-61)
Chg	PEP A346	Lower Body Injury Assessment Skills (pg. 62-65)
Chg	PEP A347	Upper Body Injury Assessment Skills (pg. 66-69)
Chg	PEP A365	Outdoor Leadership Theory and Practice (pg. 70-74)
Chg	PEP A382	Kinesiology and Biomechanics (pg. 75-79)
Chg	PEP A383	Movement Theory and Motor Development (pg. 80-84)
Chg	PEP A385	Physiology Exercise (pg. 85-89)
Chg	PEP A453	Health Promotion (pg. 90-94)
Chg	PEP A454	Exercise Testing and Prescription (pg. 95-99)
Chg	PEP A455	Cardiac Rehabilitation and Special Populations (pg. 100-105)
Chg	PEP A467B	Climbing-Based Outdoor Leadership (pg. 106-110)
Chg	PEP A467C	Land-Based Outdoor Leadership (pg. 111-114)
Chg	PEP A467D	Water-Based Outdoor Leadership (pg. 115-118)
Chg	PEP A486	Standards and Assessment in Health, Physical Education and Recreation (pg. 119-123)
Chg	PEP A487	Administration and Supervision in Health, Physical Education and Recreation (pg. 124-128)
Chg	PEP A495	Internship (pg. 129-133)
Del	PEP A496	Internship in Outdoor Leadership (pg. 134)

Chg                      BS, Physical Education (pg. 135-146)

[Chg    MUS A467    Piano Master Class](#)

[Chg    PHYS A101    Physics for Poets](#)

[Chg    PHYS A320    Simulation of Physical Systems.](#)

[Chg    EDSE A482    Inclusive Classrooms for All Children](#)

**VIII.    Old Business**

**IX.     New Business**

    a.

**X.     Informational Items and Adjournment:**

    i.

# Undergraduate Academic Board

Audio: 786-6755 | ID: 46450 | Summary

September 18, 2015

2:00-5:00pm

**LIB 302A**

## I. Roll

(x) Sandy Pence (FS)	( ) Vacant (CBPP)	(x) Robin Hanson (LIB)
(x) Utpal Dutta (FS)	(e) Travis Hedwig (COH)	(e) Rick Adams (KPC)
(x) Cheryl Smith (FS)	(x) Yvonne Chase (COH)	( ) Vacant (Mat-su)
(x) Alberta Harder (CAS)	( ) Vacant (COE)	( ) Kathryn Hollis-
(x) Barbara Harville (CAS)	(x) Carrie King (CHAIR)	Buchanan (Kod)
( ) Vacant (CAS)	(e) Jeff Hoffman (COENG)	(x) Christina Stuve (ADV)
		(x) Ian Minnock (USUAA)

## Ex-Officio Members

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

*Luke Grabarek attended as the Mat-su representative.*

## 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

*Thanked everyone for their patience as we continue to move forward with the electronic curriculum process.*

### B. University Registrar Lora Volden

## V. Chair's Report

### A. UAB Chair, Carrie King

### B. GERC Chair, Sandy Pence

*Approved HIST A121 and A122*

**Motion to remove GER status from Liberal Studies courses (LSIS A101, A102, A201, A202).**

**Unanimously Approved**

## VI. Program/Course Action Request- Second Readings

Add SOC A250 Guns in American Society (pg. 7-13)

**1 opposed**

**Approved**

Chg GEOL A435 Stratigraphy and Sed Petrology (pg. 14-18)

**Unanimously Approved**

Chg GEOL A440 Hydrogeology (Stacked with GEOL A640)(pg. 19-29)  
**Unanimously Approved**

Chg BS, Geological Sciences (pg. 30-38)  
**Unanimously Approved**

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

Add AKNS A190 Selected Topics: Alaska Native Cultural Skills (pg. 39-42)  
**Postponed – no initiator present**

Chg JUST A200 Introduction to Research Methods in Justice (pg. 43-48)  
**Waive first reading, approve for second**

Chg JUST A310 Introduction to Forensic Science (pg. 49-52)  
**Waive first reading, approve for second**

Chg JUST A366 Substance Use and Crime (pg. 53-56)  
**Waive first reading, approve for second**

Chg [HIST A121](#) [HIST A121: East Asian Civilization I](#) (pg. 57-65)  
**Waive first reading, approve for second**

Chg [HIST A122](#) [HIST A122: East Asian Civilization II](#) (pg. 66-74)  
**Waive first reading, approve for second**

Chg [IPC A483](#) [Motion Graphics and Animation](#) (pg. 75-87)  
**Waive first reading, approve for second**

**VIII. Old Business**

**IX. New Business**

a.

**X. Informational Items and Adjournment:**

i.



# Course Action Request

## University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department AKNS													
2. Course Prefix AKNS	3. Course Number 190	4. Previous Course Prefix & Number	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)													
6. Complete Course Title Selected Topics: Alaska Native Cultural Skills AK Native Cult. Skills <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College    <input type="checkbox"/> Major  <input type="checkbox"/> Other    (please specify)         </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement         </div> </div>			9. Repeat Status Yes    # of Repeats    Max Credits 9														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Summer/2015    To:    /														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small> <table border="1" style="width:100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. AKNS Minor</td> <td>10/2/14</td> <td>Maria Williams</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. AKNS Minor	10/2/14	Maria Williams	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. AKNS Minor	10/2/14	Maria Williams															
2.																	
3.																	
Initiator Name (typed): <u>April Counciller</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>12/18/2014</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison    Date: <u>12/18/2014</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Selected topics course. Focuses on an applied traditional Alaska Native skill. Covers historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated for up to 9 credits with different subtitles.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) none			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) none														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) none														
17. <input checked="" type="checkbox"/> Mark if course has fees varies			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Provides opportunity for specific study of traditional Alaska Native skills and techniques.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Initiator (faculty only)    Date</small>  <u>April G.L. Counciller</u>  <small>Initiator (TYPE NAME)</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Department Chair    Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>College/School Curriculum Committee Chair    Date</small> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Dean/Director of School/College    Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Undergraduate/Graduate Academic Board Chair    Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Provost or Designee    Date</small> </div> </div> </div>																	

**COURSE CONTENT GUIDE**  
**University of Alaska Anchorage – Kodiak College**  
**Alaska Native Studies: AKNS A190: Selected Topics: Alaska Native Cultural Skills**

I. **Initiation Date** Summer 2015

II. **Course Information**

A. College:	College of Arts and Sciences
B. Course Title:	Selected Topics: Alaska Native Cultural Skills
C. Course Subject/Number:	AKNS A190
D. Credit Hours:	1.0-3.0 Credits
E. Contact Time:	1+0 Contact Time per credit
F. Grading Information:	P/NP
G. Course Description:	Selected topics course. Focuses on an applied traditional Alaska Native skill. Covers historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated for up to 9 credits with different subtitles.
H. Course Fees:	None.
I. Coordination:	Faculty List Serve, Deans and Directors, Anchorage and extended campuses.
J. Registration Restrictions:	None.

III. **Course Activities**

This class incorporates small-group demonstrations, lectures, and hands-on activities.

IV. **Course Evaluation**

Grading basis is Pass/No Pass. Grades will be based on these criteria:

- A. Attendance and participation in class
- B. Individual or group projects
- C. Class discussions

V. **Course Level Justification**

This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.

## VI. Instructional Goals and Student Learning Outcomes

<b>A. Instructional Goals.</b> <b>The instructor will:</b>	
1. Engage students through presentation, demonstration, and activity formats, bringing the subject matter to a level within their comprehension.	
2. Empower students to participate in class activities, modifying content delivery to various learning preferences as needed.	
3. Guide students through hands-on activities, ensuring adequate practice in applying course concepts.	
4. Provide interaction with guest presenters and culture bearers with expertise in traditional Alaska Native skills and traditions,	

<b>B. Student Learning Outcomes.</b> <b>Students will be able to:</b>	<b>Graded Assessment Method</b>
1. Describe and compare techniques and methods used in the past and today for traditional skills, including means of passing down traditional knowledge.	In-class discussions, activities, class project(s).
2. Apply course content to an individual or group project, exhibiting proficiency in the special topic area.	Individual, class project(s).
3. List materials or ingredients, tools, and other items needed for performing the traditional skill.	Class discussions, project(s)

## VII. **Possible Course Topics (*not a limited list*)**

1. Mask Making: Ethnographic and Modern
2. Alaska Native Headdress Design and Construction
3. Traditional Plant Medicines
4. Trapping & Trap Making
5. Skin Sewing
6. Native Foods Preservation and Preparation
7. Bow making
8. Storytelling
9. Basket making: from collecting to completion
10. Weather lore and outdoor survival

## VIII. **Sample Course Outline:** Alaska Native Traditional Plant Medicines

1. Information about medicinal plant use prehistorically, in the historic past, and today among Alaska Native groups;
2. Summary of available information resources (print, online, human);



3. Identification methods and local plant identification training;
4. Ethical/responsible plant collecting;
5. Plant drying and preservation for varied uses;
6. Applied project(s): developing medicinal products from local plants;
7. Traditional plant knowledge: comparing traditional mentorship and academic resources.

IX. **Suggested Texts**

\*Garibaldi, A. (1999). *Medicinal Flora of the Alaska Natives*. Anchorage, AK: University of Alaska Anchorage Alaska Natural Heritage Program.

Jones, A. (2010). *Plants That We Eat: Nauriat Niginaqutat*. Fairbanks, AK: University of Alaska Press.

Russell, P. (2011). *Nanwalek and Port Graham Alutiiq Plantlore*. Fairbanks, AK: University of Alaska Fairbanks Center for Cross-Cultural Studies.

X. **Bibliography**

\*Campbell, D., Charles, W., & Ramoth-Sampson, R. (2002). *What the Elders Have Taught Us: Alaska Native Ways*. Portland, OR: Alaska Northwest Books.

Crowell, A., Worl, R., Ongtooguk, P., & Biddison, D. (Eds.). (2010). *Living our Cultures, Sharing our Heritage: The First Peoples of Alaska*. Washington, DC: Smithsonian Books.



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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math	
2. Course Prefix MATH	3. Course Number A054	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 cr.	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Prealgebra					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete			9. Repeat Status No    # of Repeats    Max Credits		
If a change, mark appropriate boxes:			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> General Education Requirement <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)			11. Implementation Date    semester/year From: Fall/2015                      To:                      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. ATP A100		1/21/15		Rocky Capozzi	
2. CIOS A116		1/21/15		Darlene Gill	
3.					
Initiator Name (typed): <u>Thomas Harman</u> Initiator Signed Initials: _____      Date: _____					
13b. Coordination Email      Date: <u>1/21/15</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>1/21/15</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) An approved UAA placement test is required.		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.					
Initiator (faculty only) <u>Thomas Harman</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College    Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chair    Date _____			<input type="checkbox"/> Approved    Undergraduate/Graduate Academic <input type="checkbox"/> Disapproved    Board Chair    Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair    Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee    Date _____		

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

**I. Date of Initiation:** January 2015

**II. Curriculum Action Request**

A. College:	Community and Technical College
B. Course Prefix:	MATH
C. Course Number:	A054
D. Number of Credits:	3
E. Contact Hours:	3+0 (135 hours of total student engagement)
F. Course Title:	Prealgebra
G. Grading Basis:	A-F
H. Implementation Date:	Fall 2015
I. Cross-listed/Stacked:	N/A
J. Course Description:	Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, percents, geometry and measures, evaluation of algebraic expressions and applications.
K. Course Prerequisites:	N/A
L. Course Co-requisites:	N/A
M. Other Restrictions:	N/A
N. Registration Restrictions:	An approved UAA placement test is required.
O. Course Fees:	Yes

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

- A. Instructional Goals. The instructor will:
1. Explain how to manipulate whole numbers, integers, fractions and decimals.
  2. Define exponents and radicals.
  3. Introduce tables, pictographs, bar graphs and line graphs, means, medians and modes.
  4. Demonstrate how to compute ratios, proportions and percentages, and solve simple interest problems.
  5. Demonstrate elementary geometry concepts (area, perimeter and volume calculations), the Pythagorean Theorem, and similar triangles.
  6. Introduce algebraic expressions and equations
- B. Student Learning Outcomes. Students will be able to:
1. Understand and manipulate integers, decimals and fractions
  2. Understand and apply graphical and proportional data
  3. Calculate perimeters, areas and volumes of basic geometric shapes
  4. Simplify and evaluate basic algebraic expressions and equations

**IV. Guidelines for evaluation**

Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

**V. Course Level Justification**

The course prepares students for Beginning Algebra and improves basic quantitative skills.

## **VI. Topical Course Outline**

### **1.0 Basic Arithmetic**

- 1.1 Arithmetic on Whole Numbers
- 1.2 Arithmetic on Integers
- 1.3 Order of Operations
- 1.4 Factors and Multiples
- 1.5 Simplifying Fractions
- 1.6 Multiplying and Dividing Fractions
- 1.7 Adding and Subtracting Fractions
- 1.8 Converting Mixed Numbers to Fractions
- 1.9 Converting Between Fractions and Decimals
- 1.10 Decimal Arithmetic
- 1.11 Order of Real Numbers and the Number Line
- 1.12 Rounding and Estimation

### **2.0 Exponents and Radicals**

- 2.1 Integer Exponents
- 2.2 Scientific Notation
- 2.3 Radicals
- 2.4 Compound Interest (optional)

### **3.0 Data**

- 3.1 Reading and Constructing Tables
- 3.2 Pictographs, Bar Graphs, and Line Graphs
- 3.3 Measures of Central Tendency

### **4.0 Arithmetic Applications**

- 4.1 Ratios
- 4.2 Rates and Unit Prices
- 4.3 Proportions
- 4.4 Unit Conversions
- 4.5 Percent
- 4.6 Application of Percent
- 4.7 Simple Interest

### **5.0 Geometry Applications**

- 5.1 Calculating Perimeter
- 5.2 Calculating Area
- 5.3 Calculating Volume
- 5.4 The Pythagorean Theorem
- 5.5 Similar Triangles

### **6.0 Algebraic Concepts**

- 6.1 Algebraic Expressions

- 6.2 Arithmetic on Polynomials
- 6.3 Solving Algebraic Equations with Integers
- 6.4 Solving Algebraic Equations with Decimals
- 6.5 Solving Algebraic Equations with Fractions
- 6.6 Graphing Algebraic Equations

## **VI. Suggested Texts**

Bittinger, M., Ellenbogen, D., & Johnson, B. (2012). *Prealgebra* (6th ed.). Addison Wesley.

Lontz, Barbara (2014). *Concepts of numbers for arithmetic and preAlgebra* (4th ed.). Pearson.

McKeague, C., & Pawlik, K. (2014), *Prealgebra*. XYZ Textbooks.

## **VII. Bibliography**

Akst, G., & Bragg S. (2012). *Basic college mathematics through applications*. (5th ed.). Addison Wesley.

Aufmann R., Barker, V., & Lockwood, J. (2009). *Prealgebra*, (5<sup>th</sup> ed.). Houghton Mifflin.

Bittinger, M. (2007), *Basic mathematics*, (10th ed.). Addison-Wesley.

Lial, M., Salzman, S., & Hestwood, D., (2006). *Basic College Mathematics*, (7th ed.). Addison Wesley.

Nolting, P. (2008). *Math study skills workbook*, (3rd ed.). Houghton Mifflin.



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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A054A	4. Previous Course Prefix & Number MATH A050A	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Prealgebra A <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class    <input type="checkbox"/> Level <input type="checkbox"/> College    <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
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13b. Coordination Email    Date: <u>1/21/15</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison    Date: <u>1/21/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, and percents. The topic of math anxiety is dealt with throughout the course. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> )			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) An approved UAA placement test is required.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
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**University of Alaska Anchorage  
Community and Technical College  
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- |                               |  |
|-------------------------------|--|
| A. College:                   | Community and Technical College  |
| B. Course Prefix:             | MATH   |
| C. Course Number:             | 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.<br>Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054. |
| K. Course Prerequisites:      | N/A  |
| L. Course Co-requisites:      | N/A  |
| M. Other Restrictions:        | N/A  |
| N. Registration Restrictions: | An approved UAA placement test is required.  |
| O. Course Fees:               | Yes  |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Explain how to manipulate whole numbers, integers, fractions and decimals.
- B. Student Learning Outcomes. Students will be able to:
1. Understand and manipulate integers, decimals and fractions
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course prepares students for Beginning Algebra and improves basic quantitative skills.

## **VI. Topical Course Outline**

### 1.0 Math Anxiety

### 2.0 Basic Arithmetic

- 2.1 Notation of Whole Numbers
- 2.2 Arithmetic on Whole Numbers
- 2.3 Arithmetic on Integers
- 2.4 Order of Operations
- 2.5 Factors and Multiples
- 2.6 Simplifying Fractions
- 2.7 Multiplying and Dividing Fractions
- 2.8 Adding and Subtracting Fractions
- 2.9 Converting Mixed Numbers to Fractions
- 2.10 Converting Between Fractions and Decimals
- 2.11 Decimal Arithmetic
- 2.12 Order of Real Numbers and the Number Line
- 2.13 Rounding and Estimation

## **VI. Suggested Texts**

Bittinger, M., Ellenbogen, D., & Johnson, B. (2012). *Prealgebra* (6th ed.). Addison Wesley.

Lontz, B. (2014). *Concepts of numbers for arithmetic and prealgebra* (4th ed.). Pearson.

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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 A054B	4. Previous Course Prefix & Number MATH A050B	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Prealgebra B <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class    <input type="checkbox"/> Level <input type="checkbox"/> College   <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
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15. Course Description ( <i>suggested length 20 to 50 words</i> ) Topics include operations and applications of integers, fractions, decimals, ratios and proportions, percents, exponents and radicals. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) MATH A054A with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> )														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
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**University of Alaska Anchorage  
Community and Technical College  
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- |                               |   |
|-------------------------------|---|
| A. College:                   | Community and Technical College   |
| B. Course Prefix:             | MATH  |
| C. Course Number:             | A054B   |
| D. Number of Credits:         | 1   |
| E. Contact Hours:             | 1+0 (45 hours of total student engagement)  |
| F. Course Title:              | Prealgebra B  |
| G. Grading Basis:             | A-F   |
| H. Implementation Date:       | Fall 2015   |
| I. Cross-listed/Stacked:      | N/A   |
| J. Course Description:        | Topics include operations and applications of integers, fractions, decimals, ratios and proportions, percents. exponents and radicals<br>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**

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Lontz, B. (2014). *Concepts of numbers for arithmetic and prealgebra* (4th ed.). Pearson.

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A054C	4. Previous Course Prefix & Number MATH A050C	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Prealgebra C <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
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			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
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15. Course Description ( <i>suggested length 20 to 50 words</i> ) Topics include evaluation of algebraic expressions with applications, geometry and measures. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) MATH A054B with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> )														
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19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
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**University of Alaska Anchorage  
Community and Technical College  
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- |                               |  |
|-------------------------------|--|
| A. College:                   | Community and Technical College  |
| B. Course Prefix:             | MATH   |
| C. Course Number:             | 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.<br>Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054. |
| K. Course Prerequisites:      | MATH A054B with a minimum grade of C   |
| L. Course Co-requisites:      | N/A  |
| M. Other Restrictions:        | N/A  |
| N. Registration Restrictions: | N/A  |
| O. Course Fees:               | Yes  |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Introduce algebraic expressions and polynomials
- B. Student Learning Outcomes. Students will be able to:
1. Simplify and evaluate basic algebraic expressions and equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course prepares students for Beginning Algebra and improves basic quantitative skills.
- VI. Topical Course Outline**
- 1.0 Data
- 1.1 Reading and Constructing Tables
  - 1.2 Pictographs, Bar Graphs, and Line Graphs
  - 1.3 Measures of Central Tendency

## 2.0 Geometry and Applications

- 2.1 Calculating Perimeter
- 2.2 Calculating Area
- 2.3 Calculating Volume
- 2.4 Pythagorean Theorem
- 2.5 Similar Triangles

## 3.0 Algebraic Concepts

- 3.1 Algebraic Expressions
- 3.2 Arithmetic on Polynomials
- 3.3 Solving Algebraic Equations with Integers
- 3.4 Solving Algebraic Equations with Decimals
- 3.5 Solving Algebraic Equations with Fractions
- 3.6 Graphing Algebraic Equations

## VI. Suggested Texts

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Lial, M., & Salzman, S., & Hestwood, D., (2006). *Basic college mathematics*, (7th ed.). Addison Wesley.

Nolting, P. (2008). *Math study skills workbook*, (3rd ed.). Houghton Mifflin.



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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math	
2. Course Prefix MATH	3. Course Number A055	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 cr.	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Elementary Algebra <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No    # of Repeats    Max Credits		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <input type="checkbox"/> College    <input type="checkbox"/> Major  <input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. See attached list					
2.					
3.					
Initiator Name (typed): <u>Thomas Harman</u> Initiator Signed Initials: _____    Date: _____					
13b. Coordination Email    Date: <u>1/21/15</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>1/21/15</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents, rational expressions, solutions of linear equations and inequalities, quadratic equations and graphs of lines.					
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) MATH A054 with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) If the prerequisite is not satisfied, an approved UAA placement test is required.		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____  <u>Thomas Harman</u>  Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div> </div>					

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

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- |                               |  |
|-------------------------------|--|
| A. College:                   | Community and Technical College  |
| B. Course Prefix:             | MATH   |
| C. Course Number:             | A055   |
| D. Number of Credits:         | 3  |
| E. Contact Hours:             | 3+0 (135 hours of total student engagement)  |
| F. Course Title:              | Elementary Algebra   |
| G. Grading Basis:             | A-F  |
| H. Implementation Date:       | Fall 2015  |
| I. Cross-listed/Stacked:      | N/A  |
| J. Course Description:        | Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents, rational expressions, solutions of linear equations and inequalities, quadratic equations and graphs of lines. |
| K. Course Prerequisites:      | MATH A054 with a minimum grade of C  |
| L. Course Co-requisites:      | N/A  |
| M. Other Restrictions:        | N/A  |
| N. Registration Restrictions: | If the prerequisite is not satisfied, an approved UAA placement test is required.  |
| O. Course Fees:               | Yes  |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Define polynomial and rational expressions and demonstrate the basic operations on each
  2. Introduce the concept of a linear equation
  3. Demonstrate how to solve linear, quadratic and rational equations, and how to apply them to simple models
  4. Define exponents and radicals
- B. Student Learning Outcomes. Students will be able to:
1. Evaluate, factor and simplify algebraic, rational and absolute value expressions
  2. Solve, graph and interpret linear equations and inequalities
  3. Solve and interpret quadratic and rational equations
  4. Solve applications of linear, quadratic and rational equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course is a prerequisite for General Education Quantitative Skills courses at UAA.



## **VI. Topical Course Outline**

- 1.0 Real Numbers and their Basic Properties
  - 1.1 Basic Definitions
  - 1.2 Operations on Real Numbers
  - 1.3 Properties of Real Numbers
  - 1.4 Powers of Real Numbers
- 2.0 Equations and Inequalities
  - 2.1 Solving Equations
  - 2.2 Simplifying Expressions to Solve Equations
  - 2.3 Application Problems
  - 2.4 Formulas for Solving Application Problems
  - 2.5 Solving Inequalities
- 3.0 Graphing and Solving Systems of Equations and Inequalities
  - 3.1 The Rectangular Coordinate System
  - 3.2 Graphing Linear Equations
  - 3.3 Slope and Applications
  - 3.4 Solving Systems of Linear Equations by Graphing
  - 3.5 Solving Systems of Linear Equations by Substitution
  - 3.6 Solving Systems of Equations by Elimination/Addition
  - 3.7 Applications of Systems of Equations
  - 3.8 Systems of Linear Inequalities (optional)
- 4.0 Polynomials
  - 4.1 Exponents and their Properties
  - 4.3 Negative Exponents and Scientific Notation
  - 4.4 Introduction to Polynomials
  - 4.5 Adding and Subtracting Polynomials
  - 4.6 Multiplying Polynomials
  - 4.7 Dividing Polynomials
- 5.0 Factoring Polynomials
  - 5.1 Factoring Out the Greatest Common Factor; Factoring by Grouping
  - 5.2 Factoring the Difference of Two Squares
  - 5.3 Factoring Trinomials with Lead Coefficients of 1
  - 5.4 Factoring General Trinomials
  - 5.5 Factoring the Sum and Difference of Two Cubes
  - 5.6 Factoring: A General Strategy
  - 5.7 Solving Equations by Factoring
  - 5.8 Solving Applications
- 6.0 Proportion and Rational Expressions
  - 6.1 Ratios
  - 6.2 Proportions and Similar Triangles
  - 6.3 Simplifying Rational Expressions

- 6.4 Multiplying and Dividing Rational Expressions
- 6.5 Adding and Subtracting Rational Expressions
- 6.6 Complex Rational Expressions
- 6.7 Solving Rational Equations
- 6.8 Applications of Equations that Contain Rational Expressions

## **VI. Suggested Texts**

Bittinger M., Beecher J., & Johnson B. (2015). *Introductory algebra*, (12th ed.). Addison Wesley.

Gustafson R., Karr R., & Massey M. (2014). *Beginning and intermediate algebra*, (7th ed.). Cengage.

## **VII. Bibliography**

Blitzer, R. (2002). *Introductory algebra for college students* (3rd ed.). Prentice Hall.

Hubbard, & Robinson (2002). *Elementary algebra*, (2nd ed.). Houghton Mifflin.

Lial, Hornsby, & McGinnis (2004). *Introductory Algebra*, (9th ed.). Addison Wesley.

McKeague (2004). *Elementary algebra*, (7th ed.). Thomson Publishing.



# Course Action Request

## University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies													
2. Course Prefix MATH	3. Course Number A055A	4. Previous Course Prefix & Number MATH A058A	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Elementary Algebra A <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College   <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. see attached list</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. see attached list			2.			3.		
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Initiator Name (typed): <u>Thomas Harman</u> Initiator Signed Initials: _____    Date: _____																	
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Topics include solutions of linear equations and graphs of lines. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) MATH A054 with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) If the prerequisite is not satisfied, an approved UAA placement test is required.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
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**University of Alaska Anchorage  
Community and Technical College  
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- |                               |   |
|-------------------------------|---|
| A. College:                   | Community and Technical College   |
| B. Course Prefix:             | MATH  |
| C. Course Number:             | 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.<br>Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055. |
| K. Course Prerequisites:      | MATH A054 with a minimum grade of C   |
| L. Course Co-requisites:      | N/A   |
| M. Other Restrictions:        | N/A   |
| N. Registration Restrictions: | If the prerequisite is not satisfied, an approved UAA placement test is required.   |
| O. Course Fees:               | Yes   |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Introduce the concept of a linear equation
  2. Demonstrate how to solve linear equations, and how to apply them to simple models
- B. Student Learning Outcomes. Students will be able to:
1. Solve, graph and interpret linear equations
  2. Solve applications of linear equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course is a prerequisite for General Education Quantitative Skills courses at UAA.

## **VI. Topical Course Outline**

- 1.0 Real Numbers and their Basic Properties
  - 1.1 Basic Definitions
  - 1.2 Operations on Real Numbers
  - 1.3 Properties of Real Numbers
  - 1.4 Powers of Real Numbers
  - 1.5 Roots of Real Numbers
- 2.0 Equations and Inequalities
  - 2.1 Solving Equations
  - 2.2 Simplifying Expressions to Solve Equations
  - 2.3 Application Problems
  - 2.4 Formulas for Solving Application Problems
- 3.0 Graphing Linear Equations
  - 3.1 The Rectangular Coordinate System
  - 3.2 Graphing Linear Equations
  - 3.3 Slope and Applications

## **VI. Suggested Texts**

Bittinger M., Beecher J., & Johnson B. (2015). *Introductory algebra*, (12th ed.). Addison Wesley.

Gustafson R., Karr R., & Massey M. (2014). *Beginning and intermediate algebra*, (7th ed.). Cengage.

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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A055B	4. Previous Course Prefix & Number MATH A058B	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Elementary Algebra B <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College   <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) MATH A055A with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> )														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
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**University of Alaska Anchorage  
Community and Technical College  
Course Content Guide**

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- |                               |   |
|-------------------------------|---|
| A. College:                   | Community and Technical College   |
| B. Course Prefix:             | MATH  |
| C. Course Number:             | 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.<br>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**

Bittinger M., Beecher J., & Johnson B. (2015). *Introductory algebra*, (12th ed.). Addison Wesley.

Gustafson R., Karr R., & Massey M. (2014). *Beginning and intermediate algebra*, (7th ed.). Cengage.

## **VII. Bibliography**

Blitzer, R. (2002). *Introductory algebra for college students* (3rd ed.). Prentice Hall.

Hubbard, & Robinson (2002). *Elementary algebra*, (2nd ed.). Houghton Mifflin.

Lial, Hornsby, & McGinnis (2004). *Introductory Algebra*, (9th ed.). Addison Wesley.

McKeague (2004). *Elementary algebra*, (7th ed.). Thomson Publishing.





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

1a. School or College CT CTC		1b. Division APRS Division of Preparatory Study		1c. Department College Preparatory & Developmental Studies, Math													
2. Course Prefix MATH	3. Course Number A055C	4. Previous Course Prefix & Number MATH A058C	5a. Credits/CEUs 1 cr.	5b. Contact Hours (Lecture + Lab) (1+0)													
6. Complete Course Title Elementary Algebra C <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class    <input type="checkbox"/> Level <input type="checkbox"/> College   <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG and Catalog Copy (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. see attached list</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. see attached list			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. see attached list																	
2.																	
3.																	
Initiator Name (typed): <u>Thomas Harman</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>1/21/15</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison    Date: <u>1/21/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Topics include evaluating and simplifying algebraic expressions, factoring, and quadratic equations. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) MATH A055B with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> )														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action BOR resolution to unify course descriptions for developmental courses.																	
<div style="display: flex; justify-content: space-between;"><div><div style="width: 45%;">Initiator (faculty only) <u>Thomas Harman</u>    Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chair    Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair    Date _____</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College    Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair    Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee    Date _____</div></div></div>																	

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

- I. Date of Initiation:** January 2015
- II. Curriculum Action Request**
- |                               |  |
|-------------------------------|--|
| A. College:                   | Community and Technical College  |
| B. Course Prefix:             | MATH   |
| C. Course Number:             | A055C  |
| D. Number of Credits:         | 1  |
| E. Contact Hours:             | 1+0 (45 hours of total student engagement)   |
| F. Course Title:              | Elementary Algebra C   |
| G. Grading Basis:             | A-F  |
| H. Implementation Date:       | Fall 2015  |
| I. Cross-listed/Stacked:      | N/A  |
| J. Course Description:        | Topics include evaluating and simplifying algebraic expressions, factoring, and quadratic equations.<br>Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055. |
| K. Course Prerequisites:      | MATH A055B with a minimum grade of C   |
| L. Course Co-requisites:      | N/A  |
| M. Other Restrictions:        | N/A  |
| N. Registration Restrictions: | N/A  |
| O. Course Fees:               | Yes  |
- III. Instructional Goals and Student Learning Outcomes**
- A. Instructional Goals. The instructor will:
1. Define polynomial and rational expressions and demonstrate the basic operations on each
  2. Introduce the concept of a rational equation
  3. Demonstrate how to solve rational equations and how to apply them to simple models
- B. Student Learning Outcomes. Students will be able to:
1. Evaluate, factor and simplify rational expressions
  2. Perform operations on rational expressions
  3. Solve, graph and interpret rational equations
  4. Solve and interpret rational equations
  5. Solve applications of rational equations
- IV. Guidelines for evaluation**
- Assessment tools for all SLOs consist of: homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
- V. Course Level Justification**
- The course is a prerequisite for General Education Quantitative Skills courses at UAA.
- VI. Topical Course Outline**

- 1.0 Factoring Polynomials
  - 1.1 Factoring out the Greatest Common Factor; Factoring by Grouping
  - 1.2 Factoring the Difference of Two Squares
  - 1.3 Factoring Trinomials with a Leading Coefficient of 1
  - 1.4 Factoring General Trinomials
  - 1.5 Factoring the Sum and Difference of Cubes
  - 1.6 Factoring: A General Strategy
  - 1.7 Solving Equations by Factoring
  - 1.8 Solving Applications
- 2.0 Proportions and Rational Expressions
  - 2.1 Ratios
  - 2.2 Proportions and Similar Triangles
  - 2.3 Simplifying Rational Expressions
  - 2.4 Multiplying and Dividing Rational Expressions
  - 2.5 Adding and Subtracting Rational Expressions
  - 2.6 Complex Rational Expressions
  - 2.7 Solving Rational Equations
  - 2.8 Applications Involving Rational Equations

## **VI. Suggested Texts**

Bittinger M., Beecher J., & Johnson B. (2015). *Introductory algebra*, (12th ed.). Addison Wesley.

Gustafson R., Karr R., & Massey M. (2014). *Beginning and intermediate algebra*, (7th ed.). Cengage.

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McKeague (2004). *Elementary algebra*, (7th ed.). Thomson Publishing.



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

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PER	3. Course Number A110	4. Previous Course Prefix & Number A194H	5a. Credits/CEUs 1.0 cr.	5b. Contact Hours (Lecture + Lab) (0.5+1.0)													
6. Complete Course Title Beginning Zumba <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions     <input type="checkbox"/> Class    <input type="checkbox"/> Level     <input type="checkbox"/> College    <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG and catalog (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>																	
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Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): <u>Jean Marcey</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>3/31/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>3/31/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Presents Zumba, a Latin rhythm-based exercise program. Integrates aerobic, interval, and resistance training techniques for the purpose of developing overall fitness.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) None			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) None														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) None														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action There has been consistent and substantial demand for and enrollment in the class to warrant a permanent course number; catalog copy changed to reflect new number.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved</div><div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><span>Initiator (faculty only) <u>Jean L Marcey</u> Initiator (TYPE NAME)</span><span>Date</span></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><span>Department Chair</span><span>Date</span></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><span>College/School Curriculum Committee Chair</span><span>Date</span></div></div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved</div><div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><span>Dean/Director of School/College</span><span>Date</span></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><span>Undergraduate/Graduate Academic Board Chair</span><span>Date</span></div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;"><span>Provost or Designee</span><span>Date</span></div></div></div>																	

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PER A110  
**Course Title:** Beginning Zumba  
**Credits:** 1

**Date:** 31 March 2015

**I. Course Description:**

Presents Zumba, a Latin rhythm-based exercise program. Integrates aerobic and interval training techniques for the purpose of developing overall fitness.

**II. Course Design:**

- A. Designed for individuals interested in learning Zumba exercises and techniques.
- B. One credit.
- C. Total time of student involvement: 45 hours
  - 1) Lecture: 7.5 hours
  - 2) Lab: 15 hours
  - 3) Outside: 22.5 hours
- D. Status of course relative to a degree or certificate program: N/A
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than one week.
- G. This is a new course.
- H. UAA List Serv.
- I. Course level justification: This is an introductory course.

**III. Course Activities:**

This course will be primarily conducted in a lab setting with hands-on instruction on Zumba. Students will be introduced to a variety of entry-level Zumba exercises designed to improve flexibility, muscular endurance, and cardiovascular endurance.

**IV. Course Prerequisites:**

There are no prerequisites for this course.

**V. Course Evaluation:**

Grades will be A-F. Specific grading criteria will be discussed in class.

**VI. Course Curriculum:**

- 1.0 Course Introduction
  - 1.1 Class and campus safety
  - 1.2 Appropriate apparel and footwear
- 2.0 Zumba
  - 2.1 History of Zumba
  - 2.2 Terminology
  - 2.3 Music selection
  - 2.4 Timing
  - 2.5 Basic steps, footwork, movements

## 2.6 Step progressions

### 3.0 Training Principles

#### 3.1 Warm-up and cool-down

#### 3.2 FITT (frequency, intensity, time, type) formula

#### 3.3 Overload, progression, reversibility, specificity

### 4.0 Health-Related Fitness Components

#### 4.1 Cardiovascular endurance

#### 4.2 Muscular strength and endurance

#### 4.3 Flexibility

#### 4.4 Body composition

## VII. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

### Instructional Goal:

Present a variety of Zumba techniques designed to improve overall fitness.

<b>Student Learning Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Describe the history of Zumba.	Written assignment
Perform basic Zumba exercises.	Demonstration
Apply training principles.	Demonstration Written assignment
Describe the relationship between Zumba and each of the components of health-related fitness.	Written assignment

## VIII. Suggested Textbooks:

Perez, B., & Greenwood-Robinson, M. (2009). *Zumba: Ditch the workout, join the party*. New York, NY: Wellness Central.

Staugaard-Jones, J. (2011). *The anatomy of exercise and movement for the study of dance, pilates, sports, and yoga*. Berkeley, CA: North Atlantic.

## IX. Bibliography:

Clippinger, K. (2007). *Dance anatomy and kinesiology*. Champaign, IL: Human Kinetics.

Dougherty, N. (2010). *Principles of safety in physical education and sport* (4th ed). Champaign, IL: Human Kinetics.

Ransdell, L., Dinger, M., Huberty, J., & Miller, K. (2009). *Developing effective physical activity programs*. Champaign, IL: Human Kinetics.

Ratey, J. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little Brown.

Sharkey, B., & Gaskill, S. (2013). *Fitness & health* (7th ed). Champaign, IL: Human Kinetics.



# Course Action Request

## University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER												
2. Course Prefix PER	3. Course Number A168	4. Previous Course Prefix & Number PER A168	5a. Credits/CEUs 1.0 cr	5b. Contact Hours (Lecture + Lab) (0.5+1)												
6. Complete Course Title Winter Camping Alaska <small>Abbreviated Title for Transcript (30 character)</small>																
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <span><input type="checkbox"/> Class    <input type="checkbox"/> Level</span> <span><input type="checkbox"/> College   <input type="checkbox"/> Major</span> </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status Yes    # of Repeats 3    Max Credits 4													
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG													
			11. Implementation Date    semester/year From: Fall/15                      To: SP/9999													
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>													
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor Science Physical Education</td> <td>10/30/2014</td> <td>Sandra-Caroll-Cobb</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>					Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor Science Physical Education	10/30/2014	Sandra-Caroll-Cobb	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted														
1. Bachelor Science Physical Education	10/30/2014	Sandra-Caroll-Cobb														
2.																
3.																
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                      Date: _____																
13b. Coordination Email    Date: <u>11/1/2014</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>11/1/2014</u>													
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																
15. Course Description (suggested length 20 to 50 words) Introduces winter camping in Alaska. Covers selection of personal, group, and safety equipment appropriate for an overnight outing. Emphasizes snow-shelter construction and learning to assess risk in the field. Course includes an overnight outing. Special note: Requires good physical condition and ability to perform comfortably in extremely cold and/or inclement weather.																
16a. Course Prerequisite(s) (list prefix and number or test code and score) N/A		16b. Co-requisite(s) (concurrent enrollment required) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16d. Registration Restriction(s) (non-codable) N/A														
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Course was inadvertently purged in spring 2014. Course has been updated.																
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Initiator (faculty only)                      Date  <u>TJ Miller</u> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Initiator (TYPE NAME)                      Date  Department Chair </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  College/School Curriculum Committee Chair                      Date </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Dean/Director of School/College                      Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Undergraduate/Graduate Academic Board Chair                      Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Provost or Designee                      Date </div> </div> </div>																

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** October 30, 2014

**Course Number:** PER 168

**Course Title:** Winter Camping Alaska

**Credits:** 1 (one)

**I. Course Description:**

Introduces winter camping in Alaska. Covers selection of personal, group, and safety equipment appropriate for an overnight outing. Emphasizes snow-shelter construction and learning to assess risk in the field. Course includes an overnight outing.

Special note: Requires good physical condition and ability to perform comfortably in extremely cold and/or inclement weather.

**II. Course Design:**

- A. Designed for individuals interested in obtaining a basic introduction to winter camping in Alaska. Combines lecture format with hands-on application of material.
- B. One (1) credit.
- C. Total time of student involvement: 45 hours
- D. Status of course relative to a degree or certificate program: Selective
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than one week.
- G. This is a revised course.
- H. UAA List Serv.
- I. Course level justification: Course outcomes meet the criteria listed in the Curriculum Guide for a 100 level course.

**III. Course Activities:**

This course will include lecture, skill development and field application.

**IV. Course Prerequisites:**

There are no prerequisites for this course.

**V. Course Evaluation:**

Grades will be A-F based on written/oral examinations, written assignments, skill proficiency, class attendance and participation. Specific grading criteria will be discussed during the first class.



## **VI. Course Curriculum:**

- 1.0 Course Introduction
  - 1.1 Class and campus safety
  - 1.2 Appropriate apparel & footwear
  - 1.3 Travel and transportation
- 2.0 Introduction to Risk Assessment and Hazard Evaluation
  - 2.1 Environmental risks
  - 2.2 Human factors
  - 2.3 Equipment hazards
- 3.0 Personal and Group Equipment
  - 3.1 Personal clothing and equipment
  - 3.2 Camp equipment
  - 3.3 Shelter
  - 3.4 Sleds and sled rigging
  - 3.5 Group equipment
  - 3.6 Packing and carrying your gear
- 4.0 Safety Equipment
  - 4.1 Survival equipment
  - 4.2 First aid-kits (personal vs group)
  - 4.3 Repair kit items
  - 4.4 Communication devices
- 5.0 Cold-Weather Injury-Prevention and Recognition
  - 5.1 Frostnip and frostbite
  - 5.2 Hypothermia
  - 5.3 Maintaining your temperature
- 6.0 Nutrition and Hydration
  - 6.1 Caloric needs
  - 6.2 Food selection and packing
  - 6.3 Fluid intake (and indicators of dehydration)
  - 6.4 Water purification
  - 6.5 Personal hygiene
- 7.0 Navigation
  - 7.1 Pacing
  - 7.2 Maintaining a state of awareness
  - 7.3 Topographic maps
  - 7.4 Compass
  - 7.5 GPS

## 8.0 Camping Skills

- 8.1 Site selection and preparation
- 8.2 Stove use
- 8.3 Sleeping warm
- 8.4 Snow shelter building and set-up
- 8.5 Bomb-proof camp set-up

## 9.0 Preparing for Future Trips

- 9.1 Physical fitness and training
- 9.2 Trip selection-local resources
- 9.3 Knowing your strengths and limitations
- 9.4 Trip planning
- 9.5 Building your skills and gaining experience

## 10.0 Environmental Ethics

- 10.1 Minimum impact
- 10.2 Sanitation and waste disposal
- 10.3 Wildlife viewing

## VII. Suggested Textbook:

O'Bannon, A., & Clelland, M. (2007). *Allen & Mike's really cool backcountry ski book*. Helena, MT: Falcon Guides.

## VIII. Bibliography:

- Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers Press.
- DeLorme Mapping (2000). *Alaska atlas and gazetteer: Topo maps of the entire state*. Yarmouth, ME: Author.
- Gorman, S. (1991). *AMC guide to winter camping: Wilderness travel and adventure in the cold-weather months*. Boston, MA: Appalachian Mountain Club Books.\*
- Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Fireside. \*
- Lanza, M., & Adler, B. (2003). *Winter hiking and camping: Managing cold for comfort and safety*. Seattle, WA: The Mountaineers Books: \*
- Tilton, B., & Gookin, J. (2005). *NOLS winter camping*. Mechanicsburg, PA: Stackpole Books.

\*Denotes classic text.

## IX. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

### Instructional Goals:

Present concepts, skills and safety elements associated with winter camping in Alaska.

<b>Student Learning Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.	Demonstration
Identify the potential environmental, physical, human and equipment hazards they may face with winter camping	Demonstration
Select personal and group equipment requirements for an overnight winter-camping trip.	Demonstration Written assignment
Demonstrate prevention and recognition of cold weather injuries	Demonstration
Identify the difference in caloric and hydration needs for a summer vs. winter camping outing.	Written assignment
Demonstrate campsite preparation, with regard to risks, benefits, features, and hazards of different snow shelters.	Demonstration
Demonstrate safe stove use, cooking, and efficient fuel use.	Demonstration
Develop a trip plan, selecting appropriate match for skill and experience level with regards to risk level.	Written assignment
Identify minimum impact camping techniques.	Demonstration Observation



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																																					
2. Course Prefix PEP	3. Course Number A183	4. Previous Course Prefix & Number		5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (1+0)																																				
6. Complete Course Title Wellness Principles <small>Abbreviated Title for Transcript (30 character)</small>																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog Copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																				
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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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental Approval																																						
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																																						
19. Justification for Action Prerequisite changed for consistency in PEP course offerings. CCG and catalog changed to reflect course changes.																																									
<table border="0"><tr><td colspan="2">Initiator (faculty only) _____ Date _____</td><td colspan="2"><input type="checkbox"/> Approved _____</td><td colspan="2"><input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____</td></tr><tr><td colspan="2">Initiator (TYPE NAME) <u>TJ Miller</u></td><td colspan="2"></td><td colspan="2"></td></tr><tr><td colspan="2"><input type="checkbox"/> Approved _____</td><td colspan="2"><input type="checkbox"/> Approved _____ Undergraduate/Graduate Academic _____ Date _____</td><td colspan="2"></td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____</td><td colspan="2"><input type="checkbox"/> Disapproved _____ Board Chair _____</td><td colspan="2"></td></tr><tr><td colspan="2"><input type="checkbox"/> Approved _____</td><td colspan="2"><input type="checkbox"/> Approved _____</td><td colspan="2"></td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____</td><td colspan="2"><input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____</td><td colspan="2"></td></tr></table>						Initiator (faculty only) _____ Date _____		<input type="checkbox"/> Approved _____		<input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____		Initiator (TYPE NAME) <u>TJ Miller</u>						<input type="checkbox"/> Approved _____		<input type="checkbox"/> Approved _____ Undergraduate/Graduate Academic _____ Date _____				<input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____		<input type="checkbox"/> Disapproved _____ Board Chair _____				<input type="checkbox"/> Approved _____		<input type="checkbox"/> Approved _____				<input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____		<input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____			
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PEP A183  
**Course Title:** Wellness Principles  
**Credits:** 1

**Date:** 9 February, 2015

**I. Course Description:**

Examines key concepts associated with the dimensions of personal wellness. Presents topics and activities for evaluation of wellness and strategies for making behavior change.

**II. Course Design:**

- A. Designed for individuals interested in learning concepts of wellness and strategies for personal change.
- B. 1 credit
- C. Total time of student involvement: 45 hours
- D. Required for the Bachelor of Science in Physical Education and Minor in Physical Education.
- E. Fees: None.
- F. May be scheduled in any timeframe but not less than one week.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Introduces basic concepts and skills

**III. Course Activities:**

Includes lecture, discussion, group exercises, self-evaluation techniques and hands-on skill development.

**IV. Course Prerequisites:**

Prerequisite: PEP A181

Registration Restriction: Departmental approval

**V. Course Evaluation:**

Grades will be A-F. Specific grading criteria will be discussed in class.

**VI. Course Curriculum:**

- 1.0 Course Introduction
  - 1.1 Classroom and Campus Safety
  - 1.2 Campus Safety
- 2.0 Wellness Models
  - 2.1 Dimensions of Wellness
  - 2.2 Relationship of the Dimensions

### 3.0 Physical Wellness

- 3.1 Physical Fitness
- 3.2 Nutrition
- 3.3 Sleep
- 3.4 Posture and Body Mechanics
- 3.5 Substance Use/Abuse
- 3.6 Disease Prevention/Maintenance
- 3.7 Safety

### 4.0 Emotional Wellness

- 4.1 Healthful Expression of Emotions
- 4.2 Self-Concept/Self-Esteem
- 4.3 Stress and Stress Management

### 5.0 Intellectual Wellness

- 5.1 Intellectual Curiosity/Stimulation
- 5.2 Critical Analysis and Decision-Making
- 5.3 Healthy Consumerism

### 6.0 Social Wellness

- 6.1 Healthy Interpersonal Relationships
- 6.2 Communication
- 6.3 Support Networks
- 6.4 Capacity for Intimacy

### 7.0 Spiritual Wellness

- 7.1 Meaning and Fulfillment
- 7.2 Ethics, Beliefs, Values
- 7.3 Altruism

### 8.0 Environmental Wellness

- 8.1 Human Factors
- 8.2 Air, Water, Land Quality
- 8.3 Pollutants and Environmental Hazards

### 9.0 Assessment, Goal Setting and Behavior Change

- 9.1 Types of Assessment
- 9.2 Strategies for Behavioral Change
- 9.3 Specific, Measurable, Attainable, Realistic and Timely Goal Setting (SMART)
- 9.4 Monitoring progress
- 9.5 Motivation and Adherence

## VII. Suggested Textbook:

Corbin, C., Lindsey, R., & Welk, G. (2008). *Concepts of fitness and wellness*, (14th ed.). Boston, MA: McGraw-Hill.

## VIII. Bibliography:

Fahey, T., Insel, P., & Roth, W. (2005). *Fit & well*, (6th ed.). Boston, MA: McGraw-Hill.

Hoeger, W., & Hoeger, S. (2005). *Principles and labs for physical fitness*, (8th ed.). Englewood, CO: Morton.

Liguori, G. & Carroll-Cobb, S. (2015). *Questions and answers: A guide to fitness and wellness*. Boston, MA: McGraw-Hill.

Thygeson, A. (2005). *Fit to be well: Essential concepts*. Sudbury, MA: Jones & Bartlett.

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

### Instructional Goal:

Present basic wellness concepts, assessment techniques and strategies for change.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Compare and contrast various wellness models.	Graded discussion
Define the dimensions of wellness and describe the interrelatedness of the dimensions.	Oral examination Written examination
Assess their own status in each dimension of wellness.	Written assignment Demonstration
Write SMART goals.	Written assignment Project Portfolio



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A184	4. Previous Course Prefix & Number		5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (1+0)												
6. Complete Course Title Fundamental Motor Skills <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div><input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <div><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div><input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)</div>			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature														
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15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental Approval														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite change for consistency with other PEP courses.																	
<div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Initiator (faculty only) <u>TJ Miller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Date Department Chair College/School Curriculum Committee Chair</div></div> <div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College Undergraduate/Graduate Academic Board Chair Provost or Designee</div><div>Date Date Date</div></div>																	



**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PEP A184  
**Course Title:** Fundamental Motor Skills  
**Credits:** 1

**Date:** 20 February, 2015

**I. Course Description:**

Introduces basic patterns used in mature motor patterns of fundamental movement. Presents phases leading to mature patterns. Applies basic observation techniques to analysis of performance.

**II. Course Design:**

- A. Designed for individuals interested in learning how observe and correct fundamental human movement.
- B. 1 credit
- C. Total time of student involvement: 45 hours
- D. Required for the Bachelor of Science in Physical Education and Minor in Physical Education.
- E. Fees: A fee will be assessed.
- F. May be scheduled in any timeframe but not less than one week.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Introduces basic concepts and skills.

**III. Course Activities:**

Includes lecture, discussion, group exercise, hands-on skill development and analysis.

**IV. Course Prerequisites:**

Prerequisites: PEP A181

Registration Restriction: Departmental approval

**V. Course Evaluation:**

Grades will be A-F. Specific grading criteria will be discussed in class.

**VI. Course Curriculum:**

1.0 Course Introduction

1.1 Class and Campus Safety

1.2 Appropriate Apparel, Footwear, & Equipment

1.3 Warm-up Activities and Stretching

2.0 Locomotor Skills

2.1 Walk

- 2.2 Run
- 2.3 Skip
- 2.4 Gallop
- 2.5 Horizontal Jump

### 3.0 Non-Locomotor Skills

- 3.1 Throw
- 3.2 Catch
- 3.3 Strike
- 3.4 Kick
- 3.5 Vertical Jump

### 4.0 Developmental Stages

- 4.1 Minimal
- 4.2 Developmental
- 4.3 Mature

### 5.0 Sport Extensions

### 6.0 Assessment of Motor Skills

- 6.1 Visual
- 6.2 Technology

## **VII. Suggested Textbook:**

\*Seefeldt, V., & Vogel, P. (1993). *Fundamental motor skills: Instructional resource materials (Michigan exemplary physical education programs project series)*. Madison, WI: Brown & Benchmark.

## **VIII. Bibliography:**

Landy, J., & Burrige, K. (2007). *Ready to use fundamental motor skills & movement activities for young children*. Upper Saddle River, NJ: Prentice Hall.

\*Wickstrom, R. (1983). *Fundamental Motor Patterns*. Philadelphia, PA: Lea & Febiger.

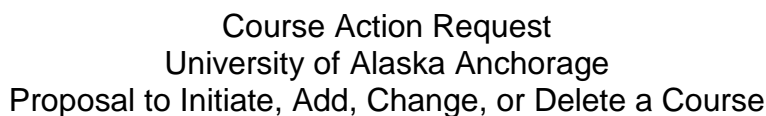
\*Classic

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

### **Instructional Goal:**

Provides instruction in and application of fundamental motor skills.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Describe and demonstrate examples of correct technique for the following skills: walking, running, jumping, skipping, throwing, catching, striking, kicking.	Demonstration Written Exam
Identify developmental stages of acquiring mature motor patterns for the following skills: walking, running, jumping, skipping, throwing, catching, striking, kicking.	Demonstration Written Exam
Suggest corrections on performance.	Checklist Dartfish Assignment
Recognize motor patterns used in various sport settings.	Rubric Portfolio assignment

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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 9 February 2015

**Course Number:** PEP A251

**Course Title:** Prevention and Care of Activity-Related Injuries

**Credits:** 3

**I. Course Description:**

Introduces the profession of athletic training. Examines theories and practices in preventing, recognizing and treating common activity-related injuries.

**II. Course Design:**

- A. Designed for individuals interested in the care and prevention of activity related injuries.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership and required for Minor in Athletic Training, and Minor in Coaching.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA list serve.
- I. Course level justification: Course outcomes meet the criteria of foundational knowledge

**III. Course Activities:**

Includes lecture, discussions, group exercises, written assignments and examinations, oral examinations, and hands-on skill development.

**IV. Course Prerequisites:**

None

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Classroom
  - 1.2 Training Room
  - 1.3 Campus

- 2.0 Foundations of Athletic Training
  - 2.1 Historical Perspectives
  - 2.2 Overview of Activity Related Injuries
  - 2.3 Risk, Incidence, and Injury Data
  - 2.4 Collision, Contact and Non-Contact Sports
  - 2.5 Athletic Training Programs
- 3.0 Injury Prevention
  - 3.1 Physical Conditioning and Training
  - 3.2 Conditioning of Soft and Bony Tissues
  - 3.3 Conditioning Seasons
  - 3.4 Conditioning Principles
  - 3.5 Special Considerations
  - 3.6 Nutritional Considerations
  - 3.7 Protective Sports Devices
  - 3.8 Psychological Stresses
  - 3.9 Role of The Trainer
- 4.0 Activity Related Trauma
  - 4.1 Mechanisms, Characteristics, and Classification of Injuries
    - 4.1.1 Primary and Secondary Injuries
    - 4.1.2 Connective Tissue Characteristics
    - 4.1.3 Skin Trauma
    - 4.1.4 Skeletal Muscle Trauma
    - 4.1.5 Synovial Joints
    - 4.1.6 Bone Trauma
    - 4.1.7 Nerve Trauma
    - 4.1.8 Body Mechanics and Injury Susceptibility
  - 4.2 Tissue Response to Injury
    - 4.2.1 Soft Tissue Healing
    - 4.2.2 Fracture Healing
    - 4.2.3 Pain Perception
- 5.0 Management Skills
  - 5.1 Emergency Procedures
  - 5.2 General Assessment Procedures
  - 5.3 Recognition Versus Diagnoses
  - 5.4 Environmental Considerations
- 6.0 Prevention and Care of Injuries
  - 6.1 Emergency Care
  - 6.2 Common Sport Injuries
  - 6.3 Common Outdoor/Adventure Injuries
  - 6.4 Taping And Bandaging
    - 6.4.1 Types of Tapes and Bandages
    - 6.4.2 Common Procedures

- 6.5 Therapeutic Modalities and Technologies
  - 6.5.1 Legal Considerations
  - 6.5.2 Thermotherapy
  - 6.5.3 Cryotherapy
  - 6.5.4 Electroltherapy
  - 6.5.5 Manual and Mechanical Therapy
- 6.6 Exercise Rehabilitation and Technologies
  - 6.6.1 Major Elements of Rehabilitation
  - 6.6.2 Developing a Rehabilitation Plan
- 6.7 Drug Use and Abuse in Sports
  - 6.7.1 Pharmaceutical Classifications
  - 6.7.2 Therapeutic Drugs
  - 6.7.3 Performance Aids
  - 6.7.4 Drug Administration
  - 6.7.5 Drug Testing

## 7.0 Sports Specific Conditions

- 7.1 Skin Disorders
- 7.2 Foot, Ankle, and Lower Leg
- 7.3 Knee and Related Structures
- 7.4 Thigh, Hip, and Pelvis
- 7.5 Abdomen, Thorax, and Low Back
- 7.6 Head And The Thoracic and Cervical Spine
- 7.7 Shoulder Complex and Upper Arm
- 7.8 Elbow, Forearm, Wrist, and Hand
- 7.9 Other Health Conditions Related to Sports

## VII. Suggested Textbook:

Prentice, W., & Arnheim, D. (2013). *Arnheim's principles of athletic training: A competency-based approach* (15th ed.). McGraw-Hill.

## VIII. Bibliography:

- Anderson, M. (2011). *Fundamentals of Sports Injury Management* (3rd ed.). Hagerstown, MD: Lippincott Williams & Wilkins.
- Auerbach, P. (2009). *Medicine for the outdoors: The essential guide to emergency medical procedures and first aid* (5th ed.). Guilford, CT: Lyons.
- Delforge, G. (2002). *Musculoskeletal trauma: Implications for sport injury management*. Champaign, IL: Human Kinetics.
- Holcomb, W. (2002). *Practical skills manual for evaluation of athletic injuries*. Philadelphia, PA: F.A. Davis.
- Johe, D. (2011). *Outdoor emergency care: Comprehensive prehospital care for nonurban settings* (5th ed.). Boston, MA: Jones & Bartlett Publishing, Inc.

- Kjaer, M. (2003). *Textbook of sports medicine: Basic science and clinical aspects of sports injury and physical activity*. Hoboken, NJ: Blackwell Science, Inc.
- Kolt, G. (2007). *Physical therapies in sport and exercise: Principles and practice* (2nd ed.). Miamisburg, OH: Elsevier Science Publishers.
- Pfeiffer, R. & Mangus, B. (2014). *Concepts of athletic training* (7th ed.). Boston, MA: Jones & Bartlett.
- Prentice, W. (2008). *Therapeutic modalities: For sports medicine and athletic training*, (6th ed.). Columbus, OH: McGraw-Hill.
- Rankin, J. & Ingersoll, C. (2005). *Athletic training management: Concepts and application* (3rd ed.). Columbus, OH: McGraw-Hill.
- Schenck, R. (2012). *Athletic training and sports medicine: An integrated approach* (5th ed.). Rosemont, IL: American Academy of Orthopedic Surgeons.
- Street, S. & Runkle, D. (2001). *Athletic protection equipment*. Columbus, OH: McGraw-Hill.

## **XI. Instructional Goal, Student Outcomes, and Assessment Procedures**

### **Instructional Goal:**

The instructor will present information regarding the planning and assessment in the prevention and care of activity related injuries.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Describe the historical foundations of athletic training	Written examination
Differentiate between collision, contact, and non-contact activities.	Written assignments Written examination
Examine the importance of physical conditioning and training including the considerations for special populations.	Written assignments Written examination
Report the uses of protective equipment and devices and the concerns related to the use of such equipment.	Research Written assignments Written examination
Illustrate the various mechanisms, characteristics, and classifications of injuries.	Oral examination Written examination
Demonstrate the uses of various types of emergency care, taping and bandaging techniques, therapeutic modalities, and elements of rehabilitation.	Oral examination Demonstration and application Written examination
Demonstrate the prevention measures, assessment procedures, and treatment methods for various injuries.	Demonstration and application Written examination





# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A264	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Recreation Program Planning and Evaluation Rec Program Planning & Eval <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <span><input type="checkbox"/> Class    <input type="checkbox"/> Level</span> <span><input type="checkbox"/> College   <input type="checkbox"/> Major</span> </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall /2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked    with N/A    _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2. Minor Outdoor Leadership</td> <td>02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb	2. Minor Outdoor Leadership	02/16/2015	Sandra Carroll-Cobb	3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb															
2. Minor Outdoor Leadership	02/16/2015	Sandra Carroll-Cobb															
3.																	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																	
13b. Coordination Email      Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>02/16/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) N/A														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite removed as unnecessary. CCG and catalog revised to reflect changes.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Initiator (faculty only)      Date</small>  <u>TJ Miller</u> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Initiator (TYPE NAME)      Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Department Chair      Date</small> </div> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>College/School Curriculum Committee Chair      Date</small> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Dean/Director of School/College      Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Undergraduate/Graduate Academic Board Chair      Date</small> </div> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Provost or Designee      Date</small> </div> </div> </div>																	

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PEP A 264  
**Course Title:** Recreation Program Planning and Evaluation  
**Credits:** 3

**Date:** 9 February, 2015

**I. Course Description:**

Examines the fundamental, conceptual, and operational aspects of recreational program planning, delivery and evaluation. Examines techniques and applications for a variety of leisure and recreational programming experiences to individuals or groups. Evaluates the socio-cultural, ecological, economic, entrepreneurial and managerial dimensions of providing recreation opportunities.

**II. Course Design:**

- A. Designed for individuals interested in providing and evaluating recreation programming for diverse populations within a wide range of contexts.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration and Minor in Outdoor Leadership.
- E. Fees: A fee will be assessed.
- F. May be scheduled in any time frame, but not less than 3 weeks.
- G. This is a revised course.
- H. Course coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon the knowledge, skills and abilities acquired in lower division PEP courses.

**III. Course Activities:**

Includes lecture, discussion, group exercises, self-evaluation techniques and hands-on skill development.

**IV. Course Prerequisites:**

PEP A181

**V. Course Evaluation:**

Grades will be A-F. Specific grading criteria will be discussed in class.

**VI. Course Curriculum:**

- 1.0 Course Introduction
  - 1.1 Classroom and Campus Safety
  - 1.2 Appropriate Apparel and Footwear

## 2.0 Foundations of Programming

- 2.1 Importance of Programmed Leisure
- 2.2 Benefits of Leisure
- 2.3 Leisure and Well Being
- 2.4 Organizational Setting
- 2.5 Professionalism

## 3.0 Program Planning Concepts and Philosophy

- 3.1 Incremental
- 3.2 Comprehensive
- 3.3 Long range Planning
- 3.4 Strategic Planning
- 3.5 Systems Planning

## 4.0 Evaluation Philosophies and Concepts

- 4.1 Definitions
- 4.2 Terminology
- 4.3 Types of Evaluation
- 4.4 Evaluations as Part of the Planning Process

## 5.0 Types of Plans

- 5.1 Master Plans
- 5.2 Comprehensive Plans
- 5.3 Statewide Comprehensive Outdoor Recreation Plans (SCORP)
- 5.4 Tourism Plans
- 5.5 Business Plans
- 5.6 Strategic Plans

## 6.0 Evaluation Types

- 6.1 Formative
- 6.2 Summative
- 6.3 By Goals and Objectives
- 6.4 Standards Based
- 6.5 Qualitative
- 6.6 Quantitative
- 6.7 Audits

## 7.0 Program Planning Process

- 7.1 Needs Assessment
- 7.2 Feasibility Study
- 7.3 Purpose
- 7.4 Activity Areas
- 7.5 Program Format
- 7.6 Budgets

- 7.7 Resources Allocation and Coordination
- 7.8 Risk and Safety Management
- 8.0 Program Implementation
  - 8.1 Facility Usage and Coordination
  - 8.2 Program Communication
  - 8.3 Staffing/Volunteer Needs and Expectations
  - 8.4 Recruiting, Training and Retaining Staff/Volunteers
  - 8.5 Program Monitoring
  - 8.6 Risk Management
- 9.0 Program Evaluation
  - 9.1 Type
  - 9.2 Format
  - 9.3 Timetable
  - 9.4 System
  - 9.5 Obstacles
  - 9.6 Collecting Data
  - 9.7 Data Interpretation
  - 9.8 Reporting
  - 9.9 Taking Action

## **VII. Suggested Textbook:**

Rossmann, J., & Schlatter, B. (2015). *Recreation programming: Designing and staging leisure experiences* (7th ed.). Urbana, IL: Sagamore.

## **VIII. Bibliography:**

- Carpenter, G., & Blandy, D. (2008). *Arts and cultural programming: A leisure perspective*. Champaign, IL: Human Kinetics.
- Cochran, L. Rothschild, A., & Rudick, J. (2009). *Leisure programming for baby boomers*. Champaign, IL: Human Kinetics.
- Coffman, S. (2007). *Successful programs for fitness and health clubs*. Champaign, IL: Human Kinetics.
- DeGraff, D., Jordan, D., & DeGraff, K. (2010). *Programming for parks, recreation and leisure services: A servant leadership approach* (3rd ed.). State College, PA: Venture.
- Driver, B.L. (Ed.) (2009). *Managing to optimize the beneficial outcomes of recreation*. State College, PA: Venture.
- Henderson, K., & Bialescki, W. (2010). *Evaluating leisure services: Making enlightened decisions* (3rd ed.). State College, PA: Venture.
- Human Kinetics. (2010). *Inclusive recreation: Programs and services for diverse populations*. Champaign, IL: Author.
- Janes, P. (2006). *Marketing in leisure and tourism: Reaching new heights*. State College, PA: Venture.
- Jordan, D. (2007). *Leadership in leisure services: Making a difference* (3rd ed.). State College, PA: Venture.

- O'Connell, T., & Cuthbertson, B. (2009). *Group dynamics in recreation and leisure*. Champaign, IL: Human Kinetics.
- Preist, S., & Gass, M. (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Russell, R. (2001). *Leadership in Recreation*. Boston, MA: McGraw-Hill.
- Shivers, J. (2011). *Programming recreational services*. Boston, MA: Jones and Bartlett.
- Stevens, C. (2008). *Service learning for health, physical education and recreation*. Champaign, IL: Human Kinetics.

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

### Instructional Goals:

Provide program planning and evaluation techniques for successful and effective delivery of recreation and leisure programs to diverse audiences.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Describe foundations and philosophies of recreational programming.	Written assignment Written examination
Demonstrate competency in providing evaluation of programs.	Written assignments
Design and implement a leisure/recreation program.	Written assignment Program implementation & evaluation
Apply programming evaluation tools.	Written assignments
Develop awareness of ethical, social and political aspects of planning and evaluation.	Written assignment Discussion/debate
Describe the various client groups including their needs and appropriate methodologies.	Written examination Classroom discussion Oral report
Evaluate a recreation and leisure program experience.	Participation Rubric Oral and written reflection



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER	
2. Course Prefix PEP	3. Course Number A346	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Lower Body Injury Assessment Skills Lwr Body Injury Assmnt Skills <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College    <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog Copy (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input checked="" type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Bachelor of Science, Physical Education		02/11/2015		Sandra Carroll-Cobb	
2. Minor Athletic Training		02/11/2015		Sandra Carroll-Cobb	
3.					
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____					
13b. Coordination Email      Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>02/16/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Focuses on the recognition and assessment of athletic injuries. Emphasizes lower body injury assessment skills and proficiencies.					
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) BIOL A111, BIOL A112, PEP A251			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Department approval		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action 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.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____  <u>TJ Miller</u>  Initiator (TYPE NAME)  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____  <input type="checkbox"/> Approved    Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div>					

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 11 February, 2015

**Course Number:** PEP A346

**Course Title:** Lower Body Injury Assessment Skills

**Credits:** 3

**I. Course Description:**

Focuses on the recognition and assessment of athletic injuries. Emphasizes lower body injury assessment skills and proficiencies.

**II. Course Design:**

- A. Designed for individuals interested in athletic-related injury assessment.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership; Exercise and Rehabilitation Sciences option, and a Minor in Athletic Training.
- E. Fees: No fee will be assessed
- F. May be scheduled in any time frame, but not less than 3 weeks.
- G. This is a revised course.
- H. Coordinated with: College of Health and UAA List Serv.
- I. Course level justification: Course outcomes build and develop analytical and evaluative knowledge, skills and abilities acquired in BIOL A111, BIOL A112, and PEP A251.

**III. Course Activities:**

Includes lecture, discussions, group exercises, speakers, and hands-on skill development.

**IV. Course Prerequisites:**

- BIOL A111 Human Anatomy and Physiology I
- BIOL A112 Human Anatomy and Physiology II
- PEP A251 Prevention and Care of Activity Related Injuries

**V. Course Evaluation:**

Grades will be A-F based on the written/practical exams, quizzes, proficiency check-offs, field experience hours and attendance.

**VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Classroom, Campus and Field Safety

- 1.2 Equipment Safety
- 2.0 Course Introduction
  - 2.1 Assessment Techniques
  - 2.2 Goniometry and Manual Muscle Testing
- 3.0 Leg, Ankle and Foot
  - 3.1 History, Observation and Palpation
  - 3.2 Range of Motion and Strength
  - 3.3 Special Tests
  - 3.4 Leg, Ankle and Foot Evaluations
  - 3.5 Proficiency Check-offs
- 4.0 Knee and Thigh
  - 4.1 History, Observation and Palpation
  - 4.2 Range of Motion and Strength
  - 4.3 Special Tests
  - 4.4 Knee Evaluations
  - 4.5 Proficiency Check-offs
- 5.0 Hip, Pelvis and Groin
  - 5.1 History, Observation and Palpation
  - 5.2 Range of Motion and Strength
  - 5.3 Special Tests
  - 5.4 Hip, Pelvis and Groin Evaluations
  - 5.5 Proficiency Check-offs
- 6.0 Lower Thoracic and Lumbar Spine
  - 6.1 History, Observation, Palpation and Range of Motion
  - 6.2 Strength and Special Tests
  - 6.3 Lower Thoracic and Lumbar Spine Evaluations
  - 6.4 Proficiency Check-offs
- 7.0 Gait Cycle

## VII. Suggested Textbooks:

- Shultz, S., Houglum, P., & Perrin, D. (2000). *Assessment of athletic injuries*. Champaign, IL: Human Kinetics.
- Sieg, K., & Adams, S. (2002). *Illustrated essentials of musculoskeletal anatomy*. Gainesville, FL: Megabooks.

## VIII. Bibliography:

- Brown, G. (2002). *Gait* (CD-ROM). Slack.
- Epler, M. and Wainwright, S. (2000). *Manual muscle testing* (CD-ROM). Slack.



- Hoppenfeld, S. (1976). *Physical examination of the spine and extremities*. Valley Stream, NY: Appleton & Lange.
- Van Ost, L. (2000). *Manual muscle testing* (CD-ROM). Slack.
- Wiksten, D. and Barry, B. (2001). *Lower extremity injury evaluation: An interactive tutorial* (CD-ROM). Slack.

## **XI. Instructional Goals, Student Outcomes, and Assessment Procedures**

### **Instructional Goal:**

Present proper procedures and techniques for patient assessment including: palpation, pathology, extent and assessment of an injury to the lower extremities (leg, ankle, foot, knee, thigh, hip, pelvis, groin, lower thoracic and lumbar spine).

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Obtain and analyze history information from observation, interview, and records, to assess the pathology and extent of a lower body injury.	Written exam Practical exam Proficiency check-offs
Inspect involved area(s) visually, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the lower body.	Written exam Practical exam Proficiency check-offs
Palpate an involved area(s) using standard techniques, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the lower body.	Written exam Practical exam Proficiency Check-offs
Perform specific impression tests systematically on an involved area, detect specific signs, analyze the information, and assess the pathology and extent of an injury to the lower body.	Written exam Practical exam Proficiency check-offs
Formulate a clinical impression by interpreting the signs and symptoms of an injury to the lower body to determine the appropriate course of action and to facilitate appropriate care.	Written exam Practical exam
Apply manual muscle testing techniques to detect asymmetry and assist in lower body injury assessment.	Written exam Practical exam Proficiency check-offs
Apply goniometric techniques to detect asymmetry and assist in lower body injury assessment.	Written exam Practical exam Proficiency check-offs



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A347	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Upper Body Injury Assessment Skills Uppr Body Injury Assmnt Skills <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College    <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog Copy (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input checked="" type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>02/11/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2. Minor Athletic Training</td> <td>02/11/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/11/2015	Sandra Carroll-Cobb	2. Minor Athletic Training	02/11/2015	Sandra Carroll-Cobb	3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelor of Science, Physical Education	02/11/2015	Sandra Carroll-Cobb															
2. Minor Athletic Training	02/11/2015	Sandra Carroll-Cobb															
3.																	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																	
13b. Coordination Email    Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>02/16/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Focuses on the recognition and assessment of athletic injuries. Emphasizes upper body injury assessment skills and proficiencies.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) PEP A346			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Department approval														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action 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.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____  <b>TJ Miller</b>  Initiator (TYPE NAME)  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div>																	

**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 12 February 2015

**Course Number:** PEP A347

**Course Title:** Upper Body Injury Assessment Skills

**Credits:** 3

**I. Course Description:**

Focuses on the recognition and assessment of athletic injuries. Emphasizes upper body injury assessment skills and proficiencies.

**II. Course Design:**

- A. Designed for individuals interested in athletic-related injury assessment.
- B. 3 credits
- C. Total time of student involvement: 135hours
- D. Required for Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership; Exercise and Rehabilitation Sciences option, and a Minor in Athletic Training
- E. Fees: No fee will be assessed..
- F. May be scheduled in any time frame, but not less than 3 weeks.
- G. This is a revised course.
- H. Coordinated with College of Health and UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A346.

**III. Course Activities:**

Includes lecture, discussions, group exercises, speakers, and hands-on skill development.

**IV. Course Prerequisites:**

PEP A346      Lower Body Injury Assessment Skills

**V. Course Evaluation:**

Grades will be A-F based on the following evaluation techniques: written/practical exams, quizzes, proficiency check-offs, field experience hours and attendance.

**VI. Course Curriculum:**

- 1.0      Safety
  - 1.1 Classroom, Campus and Field Safety
  - 1.2 Equipment Safety
- 2.0      Cervical and Upper Thoracic Spine

- 1.1 History, Observation and Palpation
- 1.2 Range of Motion and Strength
- 1.3 Special Tests
- 1.4 Cervical and Upper Thoracic Spine Evaluations
  
- 3.0 Shoulder and Arm
  - 3.1 History, Observation and Palpation
  - 3.2 Range of Motion and Strength
  - 3.3 Special Tests
  - 3.4 Shoulder Evaluations
  
- 4.0 Elbow and Forearm
  - 4.1 History, Observation and Palpation
  - 4.2 Range of Motion and Strength
  - 4.3 Special Tests
  - 4.4 Elbow and Forearm Evaluations
  
- 5.0 Wrist and Hand
  - 5.1 History, Observation, Palpation
  - 5.2 Range of Motion and Strength
  - 5.3 Special Tests
  - 5.4 Wrist and Hand Evaluations
  
- 6.0 Head and Face
  - 6.1 History, Observation and Palpation
  - 6.2 Range of Motion and Strength
  - 6.3 Special Tests
  - 6.4 Head and Face Evaluations

**VII. Suggested Textbook:**

- Shultz, S., Houglum, P., & Perrin, D. (2000). *Assessment of athletic injuries*. Champaign, IL: Human Kinetics.
- Sieg, K., & Adams, S. (2002). *Illustrated essentials of musculoskeletal anatomy*. Gainesville, FL: Megabooks.

**VIII. Bibliography:**

- Brown, G. (2002). *Gait* (CD-ROM). Slack, Inc.
- Epler, M., & Wainwright, S. (2000). *Manual muscle testing* (CD-ROM). Slack.
- Hoppenfeld, S. (1976). *Physical examination of the spine and extremities*. Valley Stream, NY: Appleton & Lange.
- Van Ost, L. (2000). *Manual muscle testing* (CD-ROM). Slack, Inc.
- Wiksten, D. and Barry, B. (2000). *Upper extremity injury evaluation: An interactive tutorial* (CD-ROM). Slack.

## **XI. Instructional Goals, Student Outcomes, and Assessment Procedures**

### **Instructional Goals:**

Present proper procedures and techniques for patient assessment including: palpation, pathology, extent and assessment of an injury to the upper body (cervical and upper thoracic spine, shoulder and arm, elbow and forearm, wrist and hand, head and face).

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Obtain and analyze history information from observation, interview, and records, to assess the pathology and extent of an upper body injury.	Written exam Practical exam Proficiency check-offs
Inspect involved area(s) visually, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the upper body.	Written exam Practical exam Proficiency check-offs
Palpate an involved area(s) using standard techniques, detect specific signs, analyze the information, and assess the pathology and extent of the injury to the upper body.	Written exam Practical exam Proficiency check-offs
Perform specific impression tests systematically on an involved area, detect specific signs, analyze the information, and assess the pathology and extent of an injury to the upper body.	Written exam Practical exam Proficiency check-offs
Formulate a clinical impression by interpreting the signs and symptoms of an injury to the upper body to determine the appropriate course of action and to facilitate appropriate care.	Written exam and Practical exam
Apply manual muscle testing techniques to detect asymmetry and assist in upper body injury assessment.	Written exam, Practical exam Proficiency check-offs
Apply goniometric techniques to detect asymmetry and assist in upper body injury assessment.	Written exam, Practical exam Proficiency check-offs



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER	
2. Course Prefix PEP	3. Course Number A365	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Outdoor Leadership Theory and Practice Outdr Ldrshp Theory and Pract <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input checked="" type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <span><input type="checkbox"/> Class    <input type="checkbox"/> Level</span> <span><input type="checkbox"/> College    <input type="checkbox"/> Major</span> </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Fall /2015    To:    /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		02/16/2015		Sandra Carroll-Cobb	
2. Minor, Outdoor Leadership		02/16/2015		Sandra Carroll-Cobb	
3. OEC, Outdoor Leadership		02/16/2015		Sandra Carroll-Cobb	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____					
13b. Coordination Email      Date: <u>2/13/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>2/13/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Presents 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) ( <i>list prefix and number or test code and score</i> ) PEP A262, PEP A264, PEP A280			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Department Approval		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Changed title to be reflective of the degree name. Prerequisite change to have students better prepared for application of course material. CCG and Catalog changed to reflect course changes.					
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College    Date _____    <input type="checkbox"/> Approved    Undergraduate/Graduate Academic    Date _____  <input type="checkbox"/> Disapproved    Board Chair    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee    Date _____ </div> <div> Initiator (faculty only)    Date _____  <u>T.J. Miller</u>  Initiator (TYPE NAME)  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair    Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair    Date _____ </div> </div>					

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 13 February 2015

**Course Number:** PEP A365

**Course Title:** Outdoor Leadership Theory and Practice

**Credits:** 3

**I. Course Description:**

Presents theories of leadership with emphasis on adventure programming application. Covers leadership styles, power, motivation, followership, group dynamics, diversity, safety, and ethics.

**II. Course Design:**

- A. Designed for individuals interested in the field or profession of adventure and experiential education.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration. Required for Outdoor Leadership minor.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than three weeks
- G. This is a revised course
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes develop knowledge, skills, and abilities learned in Lower-division courses.

**III. Course Activities:**

Includes lectures, discussions, group exercises, written assignments and examinations, oral examinations, and hands-on skill development.

**IV. Course Prerequisites:**

- PEP A262 Foundations of Outdoor Recreation
- PEP A264 Recreation Program Planning and Evaluation
- PEP A280 Leadership in HPER

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum**

- 1.0 Safety
  - 1.1 Classroom, Campus, Field Safety
  - 1.2 Equipment Safety

- 2.0 Leadership Overview
  - 2.1 Definition
  - 2.2 Kinds of Leadership
  - 2.3 Leadership Triangle
  - 2.4 Leadership Through History
  - 2.5 Characteristics of Good Leadership (Organizational)
- 3.0 Aspects of Leadership
  - 3.1 Follower and Group Dynamics
  - 3.2 Situation
  - 3.3 Power
  - 3.4 Motivation
  - 3.5 Credibility
  - 3.6 Importance of Followership
- 4.0 Leadership Theories and Application in Outdoor Leadership
  - 4.1 Historical
  - 4.2 XY
  - 4.3 Situational
  - 4.4 Transformational
  - 4.5 Conditional Outdoor Leadership Theory (COLT)
  - 4.6 Chaordic
  - 4.7 Leader-Member Exchange
- 5.0 Diverse Populations
  - 5.1 Changing Nature of Society
  - 5.2 Adventure Program Participant Populations
  - 5.3 Values
  - 5.4 Communication
- 6.0 Leadership in the Outdoors
  - 6.1 Effective Communication
  - 6.2 Problem Solving
  - 6.3 Decision Making
  - 6.4 Experience-Based Judgment
- 7.0 Safety and Risk Management
  - 7.1 Definitions
  - 7.2 Accident Statistics
  - 7.3 Arousal Models
  - 7.4 Factors Increasing Risk
  - 7.5 Risk Mitigation Techniques
- 8.0 Ethics
  - 8.1 Personal
  - 8.2 Group



- 8.3 Organizational
- 8.4 Professional
- 8.5 Environmental
  
- 9.0 Legalities
  - 9.1 Liability
  - 9.2 Informed Consent
  - 9.3 Negligence
  - 9.4 Releases
  - 9.5 Incident Response
  
- 10.0 Future
  - 10.1 Social
  - 10.2 Technical
  - 10.3 Environmental

## **VII. Suggested Textbook:**

- \*Priest, S., & Gass, M. (1997). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- \*Hunt, J. (2002). *Ethical issues in experiential education* (2nd ed). Boulder, CO: Association for Experiential Education.

## **VIII. Bibliography:**

- \*Bennis, W., & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. Jackson, TN: Perseus.
- \*Drury, J., Bonney, B., Berman, D., & Wagstaff, M. (2005). *The backcountry classroom: Lessons, tools, and activities for teaching outdoor leaders*. MT: Falcon.
- \*Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self-confidence*. Seattle, WA: The Mountaineers.
- \*Hampton, B., & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Mechanicsburg, PA: Stackpole.
- \*Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Simon & Schuster.
- \*Luckner, J. L., & Nadler, R. S. (1997). *Processing the experience: Strategies to enhance and generalize learning*. Dubuque, IA: Kendall-Hunt.
- \*Miles, J. C., & S. Priest. (1999). *Adventure Programming*. State College, PA: Venture.
- Yukul, G. (2012). *Leaderships in organizations* (8th ed.). Saddle River, NJ: Prentice-Hall.
  
- \*Classic

## **XI. Instructional Goals, Student Outcomes, and Assessment Procedures**

### **Instructional Goal:**

The instructor will present effective leadership strategies and their application in the outdoors.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify historical perspectives on leadership.	Graded presentation Written examination
Analyze use of an effective leadership style, to include context, power, motivation, followership, communication, decision making, and judgment.	Case study analysis Written examination
Describe models and concepts of risk.	Class discussions Written examination
Detect factors increasing risk and specify mitigation strategies	Case study analysis Written exam
Formulate responses to ethical dilemmas, defending why a particular course of action was chosen.	Case study analysis Written exam
Discriminate between negligence, gross negligence, and criminal negligence.	Case study analysis Written exam



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																																											
2. Course Prefix PEP	3. Course Number A382	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)																																											
6. Complete Course Title Kinesiology and Biomechanics <small>Abbreviated Title for Transcript (30 character)</small>																																															
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																															
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																										
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13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>																																												
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																																															
15. Course Description (suggested length 20 to 50 words) Analyzes the structure, function, and mechanics of human movement with an emphasis on exercise, sports, and recreational activities. Includes application-based laboratory experiences.																																															
16a. Course Prerequisite(s) (list prefix and number or test code and score) BIOL A111, BIOL A112, [MATH A121 OR MATH A151 or STAT A252]			16b. Co-requisite(s) (concurrent enrollment required) N/A																																												
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental Approval																																												
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																																												
19. Justification for Action Updated curriculum and bibliography. Added MATH to prerequisites to have students better prepared for application of course material. Catalog and CCG changes to reflect course changes.																																															
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 11 February 2015

**Course Number:** PEP A382

**Course Title:** Kinesiology and Biomechanics

**Credits:** 4

**I. Course Description:**

Analyzes the structure, function, and mechanics of human movement with an emphasis on exercise, sports, and recreational activities. Includes application-based laboratory experiences.

**II. Course Design:**

- A. Designed for individuals interested in movement and motor development.
- B. 4 credits
- C. Total time the student will be involved in this course - 180 hours
- D. Required for the Bachelor of Science in Physical Education. Required for Bachelor of Science in Health Sciences. Required for a minor in Athletic Training.
- E. Fee: A fee will be assessed.
- F. This course may be taught in any time frame, but not less than 4 weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes meet, build, and develop theoretical, analytical, and evaluative knowledge, skills, and abilities acquired in BIOL A111 and BIOL A112.

**III. Course Activities:**

Classroom lecture, discussions, guest speakers, laboratory sessions, and potential field trips. Assignments and projects will be required.

**IV. Course Prerequisites:**

BIOL A111	Human Anatomy & Physiology I
BIOL A112	Human Anatomy & Physiology II
MATH A121	College Algebra for Managerial and Social Sciences or
MATH A151	College Algebra for Calculus
STAT A252	Elementary Statistics

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum:**

1.0 Safety

- 1.1 Class and Campus Safety
- 1.2 Appropriate Apparel and Footwear
- 1.3 Equipment Safety
- 2.0 Applied Anatomy
  - 2.1 Anatomical Structures
  - 2.2 Musculoskeletal System
  - 2.3 Muscle Anatomy and Movement
  - 2.4 Articulations
  - 2.5 Mechanical Functions of Bones
  - 2.6 Anatomical Planes
  - 2.7 Axial Skeleton and Movement
  - 2.8 Appendicular Skeleton and Movement
  - 2.9 Growth and Development
  - 2.10 Terms of Movement
  - 2.11 Muscular Contractions and Movement
- 3.0 Biomechanical Principles
  - 3.1 Forces that Cause Movement
  - 3.2 Forces that Resist Movement
  - 3.3 Resultant Forces
  - 3.4 Torque
  - 3.5 Inertia
  - 3.6 Momentum
  - 3.7 Stability
  - 3.8 Newton's Laws
  - 3.9 Structure and Function
  - 3.10 Physical Activity
- 4.0 Applied Anatomy and Biomechanics Analysis
  - 4.1 Function, Structure, and Human Movement
  - 4.2 Exercise and Fitness
  - 4.3 Team and Individual Sports
  - 4.4 Recreation and Leisure Activities
  - 4.5 Outdoor and Adventure Activities
  - 4.6 Aquatic Activities
  - 4.7 Martial Arts Activities
  - 4.8 Special Populations
  - 4.9 Injury Prevention
  - 4.10 Equipment Considerations
- 5.0 Assessment and Prescription
  - 5.1 Musculoskeletal
  - 5.2 Individual Characteristics
  - 5.3 Technological Tools

**VIII. Suggested Text(s):**

McGinnis, P. (2013). *Biomechanics of sport and exercise* (3rd ed.).  
Champaign, IL: Human Kinetics.

**IX. Bibliography:**

Behnke, R. (2012). *Kinetic anatomy* (3rd ed.). Champaign, IL: Human  
Kinetics.

\*Hall, S. (2001). *Basic biomechanics with dynamic human and powerweb:  
health and human performance*. Columbus, OH: McGraw-Hill.

\*Knudson, D., & Morrison, C. (2002). *Qualitative analysis of human  
movement* (2nd ed.). Champaign, IL: Human Kinetics.

\*Nigg, B., Macintosh, B., & Mester, J. (2000). *Biomechanics and biology of  
movement*. Champaign, IL: Human Kinetics.

\*Zatsiorsky, V. (2002). *Kinetics of human motion*. Champaign, IL: Human  
Kinetics.

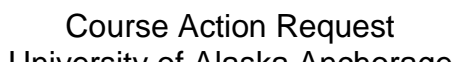
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## **X. Instructional Goals, Student Outcomes, and Assessment Procedures:**

### **Instructional Goal:**

The instructor will review anatomical structure, mechanical function and biomechanical principles as applied to human movement and physical activity.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course the student will be able to:	
Describe applied anatomy, anatomical structures, mechanical functions of bones, and anatomical planes associated with the human body and movement.	Written exam Research project
Evaluate the relationship between the musculoskeletal system and human movement.	Laboratory activities Project Written Exam
Demonstrate examples of movement terms, muscles involved, and type of muscle including the relationship between the axial and appendicular skeletal system and movement.	Project Written Exam Portfolio
Assess contraindicated movements and describe their effect on the likelihood of becoming injured or creating postural misalignments.	Project Written Exam Class Participation
Critique how human movement is impacted by gravity, balance, force, torque, base of support, momentum, inertia, and stability.	Project Written Exam Laboratory activities
Evaluate and describe how Newton's Laws affect human movement.	Project Written Exam Laboratory activities
Demonstrate proficiency in the use of technology in assisting evaluation and prescription of applied anatomy.	Project Class demonstration Laboratory activities
Assess how human movement experiences are impacted by musculoskeletal limitations and choice of equipment, type of activity, venue, intensity, and duration of activity.	Project Class demonstration Laboratory activities
Assess and prescribe appropriate human movement experiences based on individual musculoskeletal characteristics, special needs, equipment, and other biomechanical factors.	Project Portfolio Class demonstration Laboratory activities

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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 11 February 2015

**Course Number:** PEP A383

**Course Title:** Movement Theory and Motor Development

**Credits:** 3

**I. Course Description:**

Analyzes the process of development in the psychomotor domain. Investigates motor learning theories, physiological foundations of skill performance, motor skill development, environmental effects, application of motor development instructional techniques, and measurement processes.

**II. Course Design:**

- A. Designed for individuals interested in learning about motor development.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education. Required for Bachelor of Science in Health Science. Required for a minor in coaching.
- E. Fees: None
- F. May be scheduled in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A184.

**III. Course Activities:**

Includes lecture, discussions, group exercises, self-evaluation techniques, and hands-on activities.

**IV. Course Prerequisites:**

PEP A184      Fundamental Motor Skills

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Classroom and Campus Safety
  - 1.2 Appropriate Apparel and Footwear
  - 1.3 Equipment

- 2.0 Motor Learning Concepts
  - 2.1 Terminology
  - 2.2 Defining and Classifying Motor Skills
  - 2.3 Definitions of Learning
  - 2.4 Stages of Learning
  - 2.5 Describing Performance Measures
  - 2.6 Theories of Motor Learning
- 3.0 Controlling Movement
  - 3.1 Structure and Function of the Control System
  - 3.2 Systems of Motor Control
  - 3.3 Proprioception and Vision in Motor Control
  - 3.4 Motor Programs
  - 3.5 Anticipation Timing
- 4.0 Attention
  - 4.1 Response Preparation
  - 4.2 Capacity of Attention
  - 4.3 Selective Attention
- 5.0 Memory
  - 5.1 Functional Components of Memory
  - 5.2 Causes of Forgetting
  - 5.3 Remembering Movement Information
  - 5.4 Remembering Serial Information
- 6.0 Individual Differences
  - 6.1 Identifying Motor Abilities
  - 6.2 Generality Versus Specificity
  - 6.3 Predicting Potential for Success in Motor Skills
- 7.0 Movement Instruction
  - 7.1 Function of Knowledge of Results in Learning Motor Skills
  - 7.2 Feedback and the Stages of Learning
  - 7.3 Types of Sensory Input
  - 7.4 Time Intervals
  - 7.5 Retention and the Promotion of Learning
- 8.0 Transfer of Learning
  - 8.1 Defining and Measuring Transfer of Learning
  - 8.2 Bilateral Transfer
  - 8.3 Maximizing Positive Transfer
- 9.0 Practice

- 9.1 Variable Practice
- 9.2 Effect of the Amount of Practice
- 9.3 Distributed Practice
- 9.4 Whole-Part Methods
- 9.5 Mental Practice
- 9.6 The Effects of Fatigue on Practice
- 10.0 Motivation
  - 10.1 Defining Motivation
  - 10.2 Arousal or Anxiety
  - 10.3 Reinforcement
  - 10.4 Level of Aspiration
- 11.0 Measurement of Movement and Related Technologies
  - 11.1 Measurement tools and devices
  - 11.2 Interpretation of Movement Data

## **VII. Suggested Textbook:**

Schmidt R., & Wrisberg, C. (2007). *Motor learning & performance* (4th ed.).  
Champaign, IL: Human Kinetics.

## **VIII. Bibliography:**

- Bennett, S., Van Der Kamp, J., Davids, K., & Savelsbergh, G. (2013). *Development of movement coordination in children: Applications in the field of ergonomics, health sciences, and sports*. New York, NY: Routledge.
- Enoka, R. (2008). *Neuromechanics of human movement* (4th ed.). Champaign, IL: Human Kinetics.
- Gallahue, D., & Ozmun, J. (2011). *Understanding motor development*. Columbus, OH: McGraw-Hill.
- \*Haywood, K., & Getchell, N. (2001). *Learning activities for life span motor development*. (3rd ed.). Champaign, IL: Human Kinetics.
- \*Jurimae, T., & Jurimas, T.E. (2001). *Growth, physical activity, and motor development in prepubertal children*. Boca Raton, FL: CRC.
- \*Latash, M. (2002) *Progress in motor control: Structure-function relations in voluntary movement* (2nd Ed.). Champaign, IL: Human Kinetics.
- \*Latash, M., & Zatsiorski, V. (2001). *Classics in movement science*. Champaign, IL: Human Kinetics.
- Payne, G. & Isaacs, L. (2011). *Human Motor Development: A Lifespan Approach* (8th ed.). Columbus, OH: McGraw-Hill.
- \*Classic

## **XI. Instructional Goals, Student Outcomes, and Assessment Procedures**

**Instructional Goal:**

The instructor will present motor learning concepts, motor skill assessment, the systems involved in controlling movement including the roles of attention, memory, individual differences, type of instruction, transfer of learning, practice, motivation in learning and refining motor skill.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Employ basic motor learning terminology.	Oral examination Written examination
Analyze the structure and function of the neuromuscular system in relation to the performance of motor skills.	Written assignment Written examination
Analyze the role of proprioception, vision, and timing in controlling movement.	Skill performance Oral presentation
Evaluate the strengths and limitation of various theories of motor learning.	Research
Construct a movement demonstration specifying the classification of motor skills and performance measures and describing the stages of learning.	Skill performance Oral presentation
Analyze the roles of attention, memory, individual differences, type of instruction, transfer of learning, practice, and motivation in learning and refining motor skill.	Research Skill performance Written assignments Written examination
Discriminate between the various types of measurement tools/devices and their appropriate uses.	Group assignment Written examination
Interpret movement data.	Research Written assignment



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																																					
2. Course Prefix PEP	3. Course Number A385	4. Previous Course Prefix & Number N/Aa	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)																																					
6. Complete Course Title Physiology of Exercise <small>Abbreviated Title for Transcript (30 character)</small>																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input checked="" type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature																				
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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> . <table border="1"><thead><tr><th>Impacted Program/Course</th><th>Date of Coordination</th><th>Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Bachelor of Science, Physical Education</td><td>02/16/2015</td><td>Sandra Carroll-Cobb</td></tr><tr><td>2. Minor, Coaching</td><td>02/16/2015</td><td>Sandra Carroll-Cobb</td></tr><tr><td>3. Minor, Athletic Training</td><td>02/16/2015</td><td>Sandra Carroll-Cobb</td></tr></tbody></table> Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb	2. Minor, Coaching	02/16/2015	Sandra Carroll-Cobb	3. Minor, Athletic Training	02/16/2015	Sandra Carroll-Cobb																								
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13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>																																						
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																																									
15. Course Description (suggested length 20 to 50 words) Analyzes the relationship of physical activity and exercise and the various physiological processes of the human body. Examines the sources and metabolism of energy used to produce movement and other factors that may influence performance.																																									
16a. Course Prerequisite(s) (list prefix and number or test code and score) PEP A382 with a "C" or higher			16b. Co-requisite(s) (concurrent enrollment required) N/A																																						
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental Approval																																						
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 11 February 2015

**Course Number:** PEP A385

**Course Title:** Physiology of Exercise

**Credits:** 4

**I. Course Description:**

Analyzes the relationship of physical activity, exercise, and the various physiological processes of the human body. Examines the sources and metabolism of energy used to produce movement and other factors that may influence performance.

**II. Course Design:**

- A. Designed for individuals who are interested in exercise physiology.
- B. 4 credits
- C. Total time of student involvement: 180 hours
- D. Required for a Bachelor of Science in Physical Education. Required for a minor in Athletic Training. Required for a minor in Coaching.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than four weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A382, PEP A383.

**III. Course Activities:**

Includes lecture, discussions, group exercises, self-evaluation techniques, laboratory activities, and written examination.

**IV. Course Prerequisites:**

PEP A382      Kinesiology and Biomechanics with a "C" or higher

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum:**

1.0 Safety

- 1.1 Campus and Classroom
- 1.2 Appropriate Apparel and Footwear
- 1.3 Equipment

2.0 Physiology of Muscular Contraction

- 2.1 Gross and Microscopic Structure of Skeletal Muscle

- 2.2 Muscle Fiber Structure and Function
- 3.0 Human Energy Production
  - 3.1 Applications of Energy Concepts
  - 3.2 The Energy Systems
  - 3.3 Relationship Between Oxygen Consumption and Energy Production
  - 3.4 Energy Continuum Concept and Guidelines
  - 3.5 Fuel for Energy
- 4.0 Exercise Metabolism and the Recovery Process
  - 4.1 Recovery Terminology
  - 4.2 Oxygen Debt
  - 4.3 Restoration of Muscle and Phosphagen Stores
  - 4.4 Replenishment of Myoglobin and Oxygen
  - 4.5 Restoration of Glycogen Stores
  - 4.6 Removal of Lactic Acid
  - 4.7 Practical Considerations
- 5.0 Neuromuscular Concepts Applied to Physical Activity
  - 5.1 Structure and Function of Nerves
  - 5.2 Reflexes
  - 5.3 Proprioception and Kinesthesia
  - 5.4 Systems of Muscular Control
  - 5.5 Posture, Balance, and Voluntary Movement
- 6.0 The Circulatory System and Physical Activity
  - 6.1 Cardiac Output
  - 6.2 Coronary Circulation and Efficiency of the Heart
  - 6.3 Factors Affecting Heart Rate
  - 6.4 Heart Rate During and After Exercise
  - 6.5 Cardiac Reserve Capacity
  - 6.6 Blood Flow and Control of Blood Distribution
- 7.0 Respiration & Gas Transport
  - 7.1 Lung Ventilation and External Respiration
  - 7.2 Lung Volume and Capacity
  - 7.3 Respiratory Control and Breathing Patterns
  - 7.4 Gas Transport by the Blood and Internal Respiration
  - 7.5 Aerobic Capacity
  - 7.6 Regulation of Acid-base Balance
  - 7.7 Changes in Lung Diffusion During Exercise
  - 7.8 Respiratory Factors Affecting Performance
- 8.0 Endocrine System and Physical Activity
  - 8.1 Nature of Hormones
  - 8.2 Importance of Hormones in Exercise and Physical Activity
- 9.0 Physiology of Training and Conditioning

- 9.1 Physical Fitness Testing and Prescription
- 9.2 Warming Up & Cooling Down
- 9.3 Physiology of Muscle Soreness
- 9.4 Environmental Effects
- 9.5 Nutrition and Training
- 9.6 Aids to Performance
- 9.7 Gender Differences
- 9.8 Effects of Age
- 9.9 Monitoring Training Progress

## **VII. Suggested Textbook:**

McArdle, W., Katch, F., & Katch, V. (2014). *Exercise physiology: Energy, nutrition, and human performance*, (8th Ed.). Boston, MA: Lippincott Williams & Wilkins.

## **VIII. Bibliography:**

- \*Armstrong, L., & Bruton, H. (2001). *Performing in extreme environments: Training and working in intense heat, frigid cold, under water, high altitude, and air pollution*. Champaign, IL: Human Kinetics.
- \*Axen, K., & Axen, K. (2000). *Illustrated principles of exercise physiology*. Upper Saddle River, NJ: Pearson.
- Brooks, G., White, T., Fahey, T., & Baldwin, K. (2005). *Exercise Physiology: Human Bioenergetics and Its Applications* (5th ed.). Columbus OH: McGraw-Hill.
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- Gore, C. (2012). *Physiological Tests for Elite Athletes* (2nd. Ed). Champaign, IL: Human Kinetics.
- Hoffman, J. (2014). *Physiological Aspects of Sport Training and Performance* (2nd ed.). Champaign, IL: Human Kinetics.
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- Humphrey, R., E., & Myers, J. (2009). *American College of Sports Medicine's Guidelines and Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic, and Hematologic Conditions* (2nd ed.). Boston, MA: Lippincott Williams & Wilkins.
- Powers, S. (2011). *Exercise Physiology*, (5th ed.). Columbus, OH: McGraw-Hill.
- \*Robergs, R., & Roberts, S. (2000). *Fundamental Principles of Exercise Physiology*. Columbus OH: McGraw-Hill.
- Tharp, G., & Woodman, D. (2010). *Experiments in Physiology*, (8th ed.). Upper Saddle River, NJ: Pearson Education.
- \*Thomas, D., & Fernhall, B. (2003). *Exercise Physiology*. Boston, MA: Jones & Bartlett.
- Wilmore, J., & Costill, D. (2011). *Physiology of Sport and Exercise* (5th ed.). Champaign, IL: Human Kinetics.
- \*Classic



## **XI. Instructional Goals, Student Outcomes, and Assessment Procedures**

### **Instructional Goal:**

The instructor will address the relationship of physical activity/movement to the various physiological processes and sources of metabolic energy used to produce human movement.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Examine and discriminate between the types, structure, and functions of muscle fibers.	Project Written examination
Examine the energy systems, effects of different types of fuel, and the relationship between oxygen consumption and energy production.	Demonstration Written examination
Analyze exercise metabolism and the recovery process.	Demonstration Written assignment Written examination
Investigate the effects of disuse, stress, excitement, fatigue, proprioceptive neuromuscular facilitation, cross education, reaction time, movement time, motor versus sensory set, and effort on exercise metabolism and recovery.	Demonstration Written assignment Written examination
Examine the structure of nerves in their functions in posture, balance, and voluntary movement.	Written assignment
Investigate how reflexes, proprioception, kinesthesia, and other systems affect the coordination and control of movement.	Demonstration Written assignment
Analyze the changes in cardiac output and heart rate related to physical performance.	Demonstration Written assignment Written examination
Describe the process of lung ventilation, external respiration, gas transport, and internal respiration.	Written assignment Written examination
Examine respiratory factors on performance.	Demonstration Written examination
Examine the regulation of the acid-base balance in relation to physical activity.	Written reports
Discriminate between the various types of fitness testing methods and prescribe their appropriate uses.	Demonstration Oral presentation Written assignment
Analyze the effects of warm-up, cool-down, muscle soreness, environment, nutrition, hormones, performance aids, gender, and aging on training and conditioning.	Demonstration Research Written examination
Construct a plan for monitoring the progress of a training program.	Demonstration Written assignment Written examination



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A453	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Health Promotion <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <span><input type="checkbox"/> Class    <input type="checkbox"/> Level</span> <span><input type="checkbox"/> College   <input type="checkbox"/> Major</span> </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall /2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked    with N/A    _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>2/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2. Minor, Health and Fitness Leadership</td> <td>02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	2/16/2015	Sandra Carroll-Cobb	2. Minor, Health and Fitness Leadership	02/16/2015	Sandra Carroll-Cobb	3.		
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3.																	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																	
13b. Coordination Email    Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>02/16/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental Approval, Junior or Senior status														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite and registration changes to have students better prepared for application of course material. Catalog and CCG changed to reflect course changes.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____  <u>TJ Miller</u>  Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____  <input type="checkbox"/> Approved    Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PEP A453  
**Course Title:** Health Promotion  
**Credits:** 3

**Date:** 11 February 2015

**I. Course Description:**

Focuses on understanding health behaviors and the development of intervention strategies to modify health risk behaviors. Examines various health promotion settings and the role of the health/fitness professional.

**II. Course Design:**

- A. Designed for individuals interested in health promotion.
- B. 3 credits
- C. Total time of student involvement: 135 hours
- D. Required for the Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership and required for Minor in Health and Fitness Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in BA A151, PEP A183, PEP A184, and PEP A280.

**III. Course Activities:**

Includes lecture, discussions, group exercises, self-evaluation techniques, written assignments and examinations, oral presentations and hands-on skill development.

**IV. Course Prerequisites:**

Prerequisites: BA A151 and PEP A280

Registration Restriction: Department Approval; Junior or Senior Status

**V. Course Evaluation:**

Grades will be A-F based on all assignments. Specific criteria will be discussed in class.

**VI. Course Curriculum:**

- 1.0 Course Introduction
  - 1.1 Classroom Safety
  - 1.2 Campus safety

- 2.0 Overview of Health
  - 2.1 Definitions
  - 2.2 Dimensions of Health
  - 2.3 Major Factors Influencing Health
    - 2.3.1 Heredity
    - 2.3.2 Environment
    - 2.3.3 Services
    - 2.3.4 Behavior
- 3.0 History of Health Education and Health Promotion
  - 3.1 Pre-Modern Era
  - 3.2 First Half of the Nineteenth Century
  - 3.3 Modern Era of Health
- 4.0 Governmental Health Initiatives
  - 4.1 Healthy People 2020
  - 4.2 Other Initiatives
  - 4.3 State and Local Roles
- 5.0 Risk and Behavior Change
  - 5.1 Basic Principles of Learning
  - 5.2 Maslow's Theory of Human Motivation
  - 5.3 Behavioral Modification (Skinner)
  - 5.4 Lewin's Field Theory
  - 5.5 Transtheoretical Theory of Behavior Change
  - 5.6 Social Learning Theory
  - 5.7 Health Belief Model
  - 5.8 Health Promotion Model
- 6.0 Health Promotion and Disease Prevention
  - 6.1 Health Promotion
  - 6.2 Levels of Prevention
  - 6.3 Role of the Professional
- 7.0 Settings for Health Promotion
  - 7.1 Community Health Agencies
  - 7.2 Worksite Programs
  - 7.3 Fitness Centers
  - 7.4 School Programs
  - 7.5 College and University Programs
  - 7.6 Medical and Clinical Settings
- 8.0 Needs Assessment, Planning and Program Implementation
  - 8.1 Planning Models
  - 8.2 Needs Assessment
  - 8.3 Development of a Program Plan

- 8.4 Implementation
- 8.5 Evaluation

## 9.0 Overview of Successful Programs

- 10.0 Professionalism
  - 10.1 Credentialing
  - 10.2 Competencies

### VII. Suggested Textbook:

McKenzie, J.F., Neiger, B.L., & Smeltzer, J.L. (2013) *Planning, implementing, & evaluating health promotion programs: A primer* (6th ed.). Boston, MA: Pearson Benson Cummings.

### VIII. Bibliography:

- Butler, J. T. (2000) *Principles of health education and health promotion*. Florence, KY: Wadsworth.
- Cottrell, R.R., McKenzie, J.F., & Girvan, J.T. (2011) *Principles and foundations of health promotion and education*. Boston, MA: Pearson, Benson, & Cummings.
- Edelman, C., & Mandle, C. (2013) *Health promotion throughout the lifespan*. Philadelphia, PA: C.V. Mosby.
- Egger, G., Donovan, R., & Spark, R. (2013) *Health promotion strategies and methods*. Columbus, OH: McGraw-Hill.
- Glanz, K., & Rimer, B.K. (2008) *Health behavior and health education: Theory, research and practice*. Hoboken, NJ: John Wiley & Sons.
- Haber, D. (2013) *Health promotion and aging: Practical applications for the health professions*. New York, NY: Springer.
- Kerr, J. (2000) *Community health promotion*. Philadelphia, PA: Bailliere Tindall.
- MacLachlan, M. (2001) *Cultivating health: Cultural perspectives on health promotion*. John Wiley & Sons.
- Naidoo, J. (2009) *Health promotion: Foundations for practice*. Philadelphia, PA: Bailliere Tindall.
- Norman, P., Conner, M., & Abraham, C. (2001) *Understanding and changing health behaviour: From health beliefs to self-regulation*. Newark, NJ: Gordon & Breach.
- O'Donnell, M.P. (2014) *Health promotion in the workplace*. Troy, MI: American Journal of Health Promotion.
- Oliver, S., & Peersman, G. (2001) *Using research for effective health promotion*. Columbus, OH: Open University Press.
- Seedhouse, D. (2002) *Total health promotion: Mental health, rational fields and the quest for autonomy*. Hoboken, NJ: Wiley John & Sons.
- Watson, J., & Platt, S.D. (2000) *Researching health promotion*. New York, NY: Routledge.

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

### Instructional Goal:

Present an overview of health promotion settings, programs and programming models, the role of the health/fitness professional, the history of health education, health promotion and federal health initiatives and expound on learning principles, behavior theories and behavior.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Define basic health terms, the dimensions of health and factors influencing health.	Written assignment Personal assessment
Organize historical perspectives of health education and health promotion and apply them to current health issues.	Research Written assignment
Determine the importance of federal health initiatives, state and local roles and personal health connections.	Written assignment
Determine and apply appropriate learning principles and theories related to behavior change.	Written examination
Prescribe an appropriate level of prevention for individuals/situations.	Case studies
Examine various settings for health promotion programs while	Written assignment
Assess the role of the health/fitness professional in health promotion and disease prevention.	Research Written assignment
Develop and implement a health intervention program.	Written assignment Project Oral Presentation Portfolio
Evaluate successful programs for use as models for program development.	Research Project



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A454	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)													
6. Complete Course Title Exercise Testing and Prescription Exercise Test & Prescription <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <span><input type="checkbox"/> Class    <input type="checkbox"/> Level</span> <span><input type="checkbox"/> College    <input type="checkbox"/> Major</span> </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
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			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked    with N/A    _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb															
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Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																	
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Presents techniques necessary for exercise test administration, evaluation, and prescription for individuals. Emphasizes clinical physiology, testing protocols, the evaluation of results, and the design of individual exercise prescriptions based upon the results.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) PEP A385 with a grade of "C" or higher			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Department Approval; Junior or Senior status														
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PEP A454  
**Course Title:** Exercise Testing and Prescription  
**Credits:** 4

**Date:** 11 February 2015

**I. Course Description:**

Presents techniques necessary for exercise test administration, evaluation, and prescription for individuals. Emphasizes clinical physiology, testing protocols, the evaluation of results, and the design of individual exercise prescriptions based upon the results.

**II. Course Design:**

- A. Designed for individuals majoring in physical education with emphasis in health and fitness leadership.
- B. 4 credits
- C. Total time of student involvement: 180 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than four weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A382, PEP A383, PEP A384 and PEP A385.

**III. Course Activities:**

Includes lecture, discussions, individual/group laboratory activities, practical application and written examinations.

**IV. Course Prerequisites:**

Prerequisite: PEP A385 with a grade of "C" or higher  
Registration Restriction: Department Approval; Junior or Senior Status

**V. Course Evaluation:**

Grades will be A-F. Specific criteria will be discussed in class.

**VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Class, Lab, Campus and Field Safety
  - 1.2 Appropriate Apparel and Footwear



- 1.3 Equipment Safety
- 2.0 Benefits and Risks Associated with Exercise
  - 2.1 Benefits of Regular Exercise
  - 2.2 Risks Associated with Exercise Testing
  - 2.3 Risks Associated with Physical Activity
- 3.0 Health Screening and Risk Stratification
  - 3.1 Pre-participation Health Screening
  - 3.2 American College of Sports Medicine (ACSM) Risk Stratification
- 4.0 Pre-test Evaluations
  - 4.1 Medical History
  - 4.2 Physical Examination
  - 4.3 Laboratory Tests
    - 4.3.1 Blood pressure
    - 4.3.2 Blood profile analyses
  - 4.4 Contraindications to Exercise Testing
  - 4.5 Informed Consent and Patient Instructions
- 5.0 Physical Fitness Testing
  - 5.1 Introduction
    - 5.1.1 Purposes of fitness testing
    - 5.1.2 Basic principles and guidelines
  - 5.2 Body Composition Assessment
    - 5.2.1 Anthropometric methods
    - 5.2.2 Densitometry
    - 5.2.3 Other techniques
    - 5.2.4 Laboratory: measuring body composition
  - 5.3 Cardiovascular Assessment
    - 5.3.1 Submaximal testing methods
    - 5.3.2 Maximal testing methods
    - 5.3.3 Laboratory: measuring cardiovascular fitness
  - 5.4 Muscular Fitness and Flexibility Assessment
    - 5.4.1 Muscular strength
    - 5.4.2 Muscular endurance
    - 5.4.3 Flexibility
    - 5.4.4 Laboratories: assessing muscular fitness and flexibility
- 6.0 Clinical Exercise Testing
  - 6.1 Exercise Test Modalities and Protocols
  - 6.2 Measurements
  - 6.3 Indications for Exercise Test Termination
  - 6.4 Supervision of Exercise Stress Testing
- 7.0 Interpretation of Clinical Test Data

- 7.1 Interpretation Methods and Considerations
- 7.2 Diagnostic Value of Exercise Testing
- 8.0 General Principles of Exercise Prescription
  - 8.1 Introduction
  - 8.2 Components of the Training Session
  - 8.3 Cardiorespiratory Endurance
  - 8.4 Musculoskeletal Flexibility
  - 8.5 Muscular Fitness
  - 8.6 Maintenance of the Training Effect
- 9.0 Exercise Prescriptions For Special Populations:
  - 9.1 Cardiac Patients
  - 9.2 Pulmonary Patients
  - 9.3 Children
  - 9.4 Elderly
  - 9.5 Pregnant Women
- 10.0 Clinical Conditions Influencing Exercise Prescriptions
  - 10.1 Hypertension
  - 10.2 Diabetes mellitus
  - 10.3 Obesity
  - 10.4 Peripheral vascular disease
- 11.0 Methods for Changing Exercising Behaviors
  - 11.1 Exercise Compliance
  - 11.2 Psychological Components of Successful Behavior Change
  - 11.3 Strategies to Improve Behavioral Change Outcomes
  - 11.4 Other Areas for Health Behavior Change
- 12.0 Legal Issues
  - 12.1 Contracts, Informed Consent and Torts
  - 12.2 Negligence and/or Malpractice
  - 12.3 Standards of Care

**VII. Suggested Textbook:**

American College of Sports Medicine. (2010). *ACSM's guidelines for exercise testing and prescription* (8th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

American College of Sports Medicine (2010). *ACSM's resource manual for guidelines for exercise testing and prescription* (6th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

**VIII. Bibliography:**

American College of Sports Medicine. (2009). *ACSM's certification review*. Philadelphia, PA: Lippincott, Williams and Wilkins.

- Beam, W., & Adams, G. (2010). *Exercise physiology laboratory manual* (6th ed.). Columbus, OH: McGraw-Hill.
- Bompa, T., & Haff, G. (2009). *Periodization: Theory and methodology of training* (5th ed.). Dubuque, IA: Kendall-Hunt.
- Heyward, V. (2010). *Advanced fitness assessment and exercise prescription* (6th ed.). Champaign, IL: Human Kinetics.
- Howley, E., & Franks, B. (2003). *Health fitness instructor's handbook* (4th ed.). Champaign, IL: Human Kinetics.
- McMurray, R. (1999). *Concepts in fitness programming*. New York, NY: CRC.
- Nieman, D. (2010). *Exercise testing and prescription* (7th ed.). Columbus, OH: McGraw-Hill.

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

### Instructional Goal:

Present principles concerning the benefits and risks associated with exercise, exercise testing and prescribing exercise.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Critique the risks and benefits associated with physical activity and exercise testing.	Research Discussion Written examination
Elaborate on the different types of health screening, risk stratification, pre-test evaluations and their clinical significance.	Discussion Written examination
Prepare, conduct and evaluate physical fitness testing in the areas of cardiovascular, muscular strength, muscular endurance, flexibility and body composition.	Group activity Laboratory activity Discussion Written examination
Integrate the information from physical fitness testing and develop and/or prescribe an appropriate exercise regimen from the data provided.	Laboratory activity Discussion Written examination Portfolio assignment
Identify the needs in developing an exercise prescription for special populations (e.g., elderly, children, pregnant women, cardiac or pulmonary patients, etc.) and those with special conditions (e.g., hypertension, obesity, diabetes mellitus, etc.).	Research Discussion Written assignment Written examination
Identify methods of improving exercise compliance and positively influencing other health behaviors.	Research Discussion Written examination
Explain the importance of selected legal issues and guidelines for minimizing risk to human subjects or participants in exercise settings.	Discussion Written examination



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A455	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4 cr	5b. Contact Hours (Lecture + Lab) (3+2)													
6. Complete Course Title Cardiac Rehabilitation and Special Populations Cardiac Rehab & Special Pops <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class   <input type="checkbox"/> Level  <input type="checkbox"/> College   <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catlog copy (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall /2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked    with N/A    _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>2/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2. </td> <td> </td> <td> </td> </tr> <tr> <td>3. </td> <td> </td> <td> </td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	2/16/2015	Sandra Carroll-Cobb	2.			3.		
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1. Bachelor of Science, Physical Education	2/16/2015	Sandra Carroll-Cobb															
2.																	
3.																	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																	
13b. Coordination Email      Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>02/16/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Focuses on exercise as an integral part of medicine by assisting in the diagnosis of cardiovascular disease and by serving as an adjunct to traditional medical practice in the treatment of persons with cardiovascular and other chronic diseases and disabilities. Emphasizes the pathophysiology and detection of diseases, medical management, and exercise therapy program design.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) PEP A454 with a grade of "C" or higher			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Departmental Approval														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Added grade requirement to prerequisites to better prepare students for application of course material. Changed registration restrictions for better enrollment management. CCG and Cataalog updated for course changes.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Initiator (faculty only)      Date  <u>TJ Miller</u>  Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Department Chair      Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  College/School Curriculum Committee Chair      Date </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Dean/Director of School/College      Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Undergraduate/Graduate Academic Board Chair      Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Provost or Designee      Date </div> </div> </div>																	

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

<b>Department:</b>	HPER	<b>Date:</b>	11 February 2015
<b>Course Number:</b>	PEP A455		
<b>Course Title:</b>	Cardiac Rehabilitation and Special Populations		
<b>Credits:</b>	4		

**I. Course Description:**

Focuses on exercise as an integral part of medicine by assisting in the diagnosis of cardiovascular disease and by serving as an adjunct to traditional medical practice in the treatment of persons with cardiovascular and other chronic diseases and disabilities. Emphasizes the pathophysiology and detection of diseases, medical management, and exercise therapy program design.

**II. Course Design:**

- A. Designed for individuals majoring in physical education with emphasis in health and fitness leadership.
- B. 4 credits
- C. Total time of student involvement: 180 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Health and Fitness Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than four weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A382, PEP A385 and PEP A454

**III. Course Activities:**

Includes lecture, discussions, individual/group laboratory activities, field activities, and practical and written examinations.

**IV. Course Prerequisites and Registration Restrictions:**

Prerequisites: PEP A454 with grade of "C" or higher  
Registration Restrictions: Department Approval

**V. Course Evaluation:**

Grades will be A-F. Specific grading criteria will be discussed in class.

**VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Class Campus and Field Safety
  - 1.2 Appropriate Apparel and Footwear

- 1.3 Equipment Safety
- 2.0 Cardiac Rehabilitation: Overview
  - 2.1 Historical Perspective on Coronary Heart Disease
  - 2.2 Overview of Cardiovascular Disease
  - 2.3 Relevance of Cardiac Rehabilitation Programs
- 3.0 Risk Factors
  - 3.1 Family History
  - 3.2 Cigarette Smoking
  - 3.3 Hypertension
  - 3.4 Plasma Cholesterol, Lipoproteins and Triglycerides
  - 3.5 Impaired Fasting Glucose
  - 3.6 Physical Inactivity
  - 3.7 Obesity
  - 3.8 Evaluation of Patient Risk-Factor Modification
- 4.0 Cardiac Rehabilitation Programs
  - 4.1 Inpatient Cardiac Rehabilitation Program
  - 4.2 Immediate Outpatient Cardiac Rehabilitation Program
  - 4.3 Intermediate Outpatient Cardiac Rehabilitation Program
  - 4.4 Maintenance Outpatient Cardiac Rehabilitation Program
- 5.0 Heart Anatomy and Physiology
  - 5.1 Heart Anatomy
  - 5.2 Coronary Arteries
  - 5.3 Metabolism of Cardiac Tissue
  - 5.4 Conduction System
  - 5.5 General Myology
  - 5.6 Neural Control of Heart Rate and Blood Vessels
  - 5.7 Peripheral Circulation
- 6.0 Pathophysiology of Coronary Artery Disease
  - 6.1 Arterial Wall
  - 6.2 Atherosclerotic Lesions
  - 6.3 Pathogenesis of Atherosclerosis
  - 6.4 Atherosclerosis and Coronary Artery Disease
  - 6.5 Coronary Artery Disease: Clinical Manifestation
- 7.0 Medical and Surgical Management of Cardiac Disease
  - 7.1 Pharmacologic Management
    - 7.1.1 Nitrates
    - 7.1.2 Beta-blocking agents
    - 7.1.3 Calcium channel blockers
    - 7.1.4 Cardiac glycosides
    - 7.1.5 Antiarrhythmics
  - 7.2 Surgical Intervention
    - 7.2.1 Percutaneous transluminal coronary angioplasty

- 7.2.2 Coronary stents
  - 7.2.3 Coronary artery bypass grafting
- 8.0 Electrocardiography
  - 8.1 Cardiac Cycle and Impulse Generation
  - 8.2 Waves, Complexes and Intervals
    - 8.2.1 P wave
    - 8.2.2 PR interval
    - 8.2.3 QRS complex
    - 8.2.4 ST segment
    - 8.2.5 T wave
    - 8.2.6 QT interval
    - 8.2.7 Standard electrocardiogram paper
    - 8.2.8 Standardization
    - 8.2.9 Electrocardiogram leads
    - 8.2.10 Lead placement
    - 8.2.11 The 12-lead electrocardiogram (ECG)
  - 8.3 Interpreting the Electrocardiogram
    - 8.3.1 Calculating the rate
    - 8.3.2 Determining the rhythm
    - 8.3.3 Characteristics of rhythms
      - 8.3.3.1 Atrial arrhythmias
      - 8.3.3.2 AV nodal/junctional arrhythmias
      - 8.3.3.3 Ventricular arrhythmias
  - 8.4 Heart Blocks
    - 8.4.1 AV blocks
    - 8.4.2 Bundle branch blocks
  - 8.5 Electrocardiogram Changes
    - 8.5.1 Effects of exercise
    - 8.5.2 Laboratory: Assess ECG responses under:
      - 8.5.2.1 Resting conditions
      - 8.5.2.2 Exercise conditions
    - 8.5.3 Effects of drugs
- 9.0 Special Population Diseases, Disorders and Management
  - 9.1 Pulmonary Diseases
  - 9.2 Metabolic Diseases
  - 9.3 Immunological and Hematological Disorders
  - 9.4 Orthopedic Diseases and Disabilities
  - 9.5 Neuromuscular Disorders
  - 9.6 Cognitive, Psychological and Sensory Disorders
  - 9.7 Other
- 10.0 Assessment of the Special Population Patient/Client
  - 10.1 Information Regarding Patient Medical Status
  - 10.2 Assessment of the Rehabilitation Center/Facility
    - 10.2.1 Informed consent
    - 10.2.2 Graded exercise test

10.2.3 Additional physical assessments  
10.3 Graded Exercise Test Case Histories

- 11.0 Exercise Prescription
  - 11.1 Risk Stratification
  - 11.2 Cardiorespiratory Endurance
  - 11.3 Muscular Strength and Endurance
  - 11.4 Flexibility
  - 11.5 Body Composition
- 12.0 Exercise Session
  - 12.1 Review of Candidates for Cardiac Rehabilitation
  - 12.2 Components of the Exercise Session
  - 12.3 Patients Requiring Special Consideration
    - 12.3.1 Angina pectoris
    - 12.3.2 Diabetes mellitus
    - 12.3.3 Peripheral vascular disease
    - 12.3.4 Chronic heart failure
    - 12.3.5 Osteoarthritis and orthopedic limitations
    - 12.3.6 Obesity

**VII. Suggested Textbook:**

American College of Sports Medicine. (2010). *ACSM's guidelines for exercise testing and prescription* (8th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.  
American College of Sports Medicine. (2010). *ACSM's resource manual for guidelines for exercise testing and prescription* (6th ed.). Champaign, IL: Human Kinetics.  
American College of Sports Medicine. (2009). *ACSM's exercise management for persons with chronic diseases and disabilities* (3rd ed.). Champaign, IL: Human Kinetics.

**VIII. Bibliography:**

Brannon, F. J., Foley, M. W., & Starr, J. A. *et al.* (1998). *Cardiopulmonary rehabilitation: Basic theory and application* (3rd ed.). Philadelphia, PA: F. A. Davis.  
Davis, D. (1985). *How to quickly and accurately master ECG interpretation*. Philadelphia, PA: Lippincott, Williams and Wilkins.  
Dubin, D. (2000). *Rapid interpretation of EKG's: Dr. Dubin's classic, simplified methodology for understanding EKG's* (6th ed.). Cover.  
Fardy, P., Franklin, B., Verrill, D., & Porcan, J. (1999). *Training Techniques in Cardiac Rehabilitation*, (Vol. 3). Champaign, IL: Human Kinetics.  
Howley, E., & Franks, B. (2003). *Health fitness instructor's handbook* (4th ed.). Champaign, IL: Human Kinetics.  
Porth, C. (2002). *Pathophysiology: Concepts of altered health states* (6th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.  
Squires, R. (1998). *Exercise Prescription for the high risk cardiac patient*. Champaign, IL: Human Kinetics.



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

### **Instructional Goal:**

The instructor will introduce the foundational principles of cardiac disease management and rehabilitation and exercise management for special populations.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Critique the different types of cardiac and special population rehabilitation programs.	Research Written examination
Identify elements in heart anatomy and explain the mechanisms of physiological control.	Written examination
Evaluate the different types of cardiovascular and chronic disease and pathophysiology.	Written examination
Differentiate pharmacologic and surgical management methods used in improving a patient's quality of life.	Research Written examination
Identify basic electrocardiograms and interpret their clinical relevance.	Research Written examination
Prepare and measure a basic electrocardiogram in a normal individual.	Group activity Laboratory activity
Assess and/or evaluate cardiac and special population patients' case history.	Research
Develop and prescribe appropriate exercise programs for cardiac and special population rehabilitation patients/clients.	Written assignment



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A467B	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 2 cr	5b. Contact Hours (Lecture + Lab) (.5+3)													
6. Complete Course Title Climbing-Based Outdoor Leadership Climb-based Outdr Ldrshp. <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input checked="" type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class   <input type="checkbox"/> Level  <input type="checkbox"/> College   <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall /2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked    with N/A    _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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2. Minor, Outdoor Leadership	02/16/2015	Sandra Carroll-Cobb															
3. OEC, Outdoor Leadership	02/16/2015	Sandra Carroll-Cobb															
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																	
13b. Coordination Email      Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>02/16/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Presents techniques and strategies of outdoor leadership in the alpine or climbing environment. Emphasizes application of leadership skills in field-based experiences. Covers planning, organization, logistics, rope systems, anchors, environmental considerations, decision-making, judgment, and safety.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) PER A146 and PER A147 and [PER A148 or PER A181], PEP A365			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Department Approval														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Prerequisite and registration changes to have students better prepared for application of course material; removed unnecessary courses. Changed course title to be consistent with degree title. Changed course description for proper grammar. Updated CCG and catalog to reflect changes.																	

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

**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 15 February 2015

**Course Number:** PEP A467B

**Course Title:** Climbing-Based Outdoor Leadership

**Credits:** 2

**I. Course Description:**

Presents techniques and strategies of outdoor leadership in the alpine or climbing environment. Emphasizes application of leadership skills in field-based experiences. Covers planning, organization, logistics, rope systems, anchors, environmental considerations, decision-making, judgment, and safety.

**II. Course Design:**

- A. This course is designed for students interested in outdoor leadership.
- B. 2 credits
- C. Total time of student involvement: 90 hours
- D. Elective for students pursuing a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration.
- E. Fees: No fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon leadership and technical knowledge, skills, and abilities developed in PEP A365.

**III. Course Activities:**

Includes lectures, discussions, and written assignments, with an emphasis on hands-on field leadership experiences.

**IV. Course Prerequisites:**

PER A146    Beginning Rock Climbing  
PER A147    Beginning Ice Climbing  
PER A148    Beginning Indoor Sport Climbing or  
PER A181    Crevasse Rescue Techniques  
PEP A365    Outdoor Leadership Theory and Practice  
Registration Restriction: Department Approval

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum**

1.0    Introduction

- 1.1 Classroom, Campus, Field Safety
- 1.2 Equipment Safety
- 2.0 Planning
  - 2.1 Matching Objectives to Clients
  - 2.2 Route Selection and Alternatives
  - 2.3 Acquiring Permits
  - 2.4 Budgeting
  - 2.5 Menus and Supplies
  - 2.6 Trip Plan
- 3.0 Organization and Logistics
  - 3.1 Equipment Selection
  - 3.2 Food Buying and Preparation
  - 3.3 Packing
  - 3.4 Transportation and Communication
- 4.0 Leadership Style and Ethics
  - 4.1 Assessing the Group and Situation
  - 4.2 Choosing Appropriate Style
  - 4.3 Flexibility
  - 4.4 Communication
  - 4.5 Instruction
  - 4.6 Motivation
  - 4.7 Ethics
- 5.0 Rope Systems and Anchors
  - 5.1 Site Specificity
  - 5.2 Anchor Set-Up
    - 5.2.1 Redundancy
  - 5.3 Rope Management
- 6.0 Environmental Considerations
  - 6.1 Leave No Trace Standards
  - 6.2 Natural History Interpretation
- 7.0 Decision Making And Judgment
- 8.0 Safety and Risk Management
  - 8.1 Risk Management Plan
  - 8.2 Environmental Safety
  - 8.3 Technical Safety
  - 8.4 Psychological Safety

## **VII. Suggested Textbook:**

Graydon, D. & Hanson, K. (Eds.) (2010). *Mountaineering: The freedom of the hills* (6th ed.). Seattle, WA: The Mountaineers.

## VIII. Bibliography:

- Barry, R. G. (2008). *Mountain weather and climate* (3rd ed.). New York, NY: Cambridge University Press.
- Graham, J. (2008). *Outdoor leadership: Technique, common sense, & self confidence* (3rd ed.). Seattle, WA: The Mountaineers.
- \*Hampton, B. & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Harrisburg, PA: Stackpole.
- \*Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Simon & Schuster.
- Tyson, A. (2006). *Climbing self-rescue: Improvising solutions for serious situations*. Seattle, WA: The Mountaineers
- Williamson, J. (2014). *Accidents in North American mountaineering 2014: Know the ropes: Snow climbing*. Golden, CO: American Alpine Club.
- \*Classic

## XI. Instructional Goals, Student Outcomes, and Assessment Procedures

### Instructional Goal:

The instructor will facilitate student application of trip planning, leadership, technical climbing, decision making and judgment, and risk mitigation skills, processes and techniques.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Devise a formal trip plan for a climbing-based trip.	Written assignment
Assess the group and situation to choose and implement an appropriate leadership style.	Journal reflection Lead instructor review Classroom discussion
Select appropriate communication strategies for group and situation.	Journal reflection Lead instructor review
Demonstrate ethical decision-making.	Journal reflection Lead instructor review
Demonstrate safe and efficient use of ropes, anchors, site, and rope management.	Journal reflection Lead instructor review
Evaluate situations and make safe and effective decisions.	Journal reflection
Critique judgment calls in the field.	Lead instructor review
Compose a risk management plan for a climbing-based trip or program.	Written assignment
Demonstrate safe leadership, environmentally, technically, and psychologically.	Journal reflection Lead instructor review



# Course Action Request

University of Alaska Anchorage

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 <small>Abbreviated Title for Transcript (30 character)</small>																																									
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																									
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input checked="" type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class   <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College   <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No   # of Repeats   Max Credits																				
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			11. Implementation Date   semester/year From: Fall /2015   To:   /9999																																						
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13b. Coordination Email   Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison   Date: <u>02/16/2015</u>																																						
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15. Course Description (suggested length 20 to 50 words) Presents 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Department Approval																																						
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 15 February 2015

**Course Number:** PEP A467C

**Course Title:** Land-Based Outdoor Leadership

**Credits:** 2

**I. Course Description:**

Presents techniques and strategies of terrestrial-based outdoor leadership. Emphasizes application of leadership skills in field-based experiences. Covers planning and organization, logistics, campcraft, environmental considerations, decision making and judgment, and safety.

**II. Course Design:**

- A. This course is designed for physical education majors with a concentration in Outdoor Leadership & Administration
- B. 2 credits
- C. Total time of student involvement: 90 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration. Required for a minor in Outdoor Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon leadership and technical knowledge, skills, and abilities developed in PEP A365.

**III. Course Activities:**

Includes lectures, discussions, and written assignments, with an emphasis on hands-on field leadership experiences.

**IV. Course Prerequisites:**

PER A169 Four Season Backpacking or  
PER A170 Backpack Alaska and  
PER A168 Winter Camping Alaska  
PEP A365 Outdoor Leadership Theory and Practice  
Registration Restriction: Department Approval

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum**

- 1.0 Safety



- 1.1 Classroom, Campus, and Field Safety
  - 1.2 Equipment Safety
  - 1.3 Appropriate Apparel and Footwear
- 2.0 Planning
  - 2.1 Matching Objectives to Clients
  - 2.2 Route Selection and Alternatives
  - 2.3 Permitting
  - 2.4 Budgeting
  - 2.5 Menus and Supplies
  - 2.6 Trip Plan
- 3.0 Organization and Logistics
  - 3.1 Equipment Selection
  - 3.2 Food Buying and Preparation
  - 3.3 Packing
  - 3.4 Transportation and Communication
- 4.0 Leadership Style and Ethics
  - 4.1 Assessing the Group and Situation
  - 4.2 Choosing Appropriate Style
  - 4.3 Flexibility
  - 4.4 Communication
  - 4.5 Instruction
  - 4.6 Motivation
  - 4.7 Ethics
- 5.0 Campcraft
  - 5.1 Site Selection
  - 5.2 Shelter
  - 5.3 Fires and Stoves
  - 5.4 Cooking
  - 5.5 Winter and Snow Considerations
- 6.0 Travel
  - 6.1 Map Work
  - 6.2 Compass
  - 6.3 Cross Country Navigation and Travel
  - 6.4 Winter and Snow Considerations
- 7.0 Environmental Considerations
  - 7.1 Leave No Trace Standards
  - 7.2 Natural History Interpretation
- 8.0 Decision Making and Judgment
  - 8.1 Decision Making
  - 8.2 Problem Solving
  - 8.3 Judgment
- 9.0 Safety and Risk Management
  - 9.1 Risk Management Plan

- 9.2 Environmental Safety
- 9.3 Technical Safety
- 9.4 Psychological Safety

## **VII. Suggested Textbook:**

\*Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Simon & Schuster.

## **VIII. Bibliography:**

Drury, J., Bonney, B., Berman, D., & Wagstaff, M. (2005). *The backcountry classroom: Lessons, tools, and activities for teaching outdoor leaders*. Helena, MT: Falcon.

\*Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self confidence*. Seattle, WA: The Mountaineers.

\*Hampton, B. & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Harrisburg, PA: Stackpole.

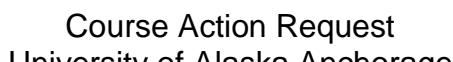
\*Classic

## **XI. Instructional Goals, Student Outcomes, and Assessment Procedures**

### **Instructional Goal:**

The instructor will facilitate student application of trip planning, leadership, technical, decision making and judgment, and risk mitigation skills, processes and techniques related to terrestrial backcountry travel.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Devise a formal land-based trip plan.	Written assignment
Assess the group and situation to choose and implement an appropriate leadership style.	Journal reflection Lead instructor review
Select appropriate communication strategies for group and situation.	Journal reflection Lead instructor review
Demonstrate ethical decision-making, taking into account personal, individual, group, and environmental goals.	Journal reflection Lead instructor review
Demonstrate effective and efficient site selection and campcraft.	Journal reflection Lead instructor review
Critique judgment calls in the field.	Lead instructor review
Compose a risk management plan for an extended trip or program.	Written assignment

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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 15 February 2015

**Course Number:** PEP A467D

**Course Title:** Water-Based Outdoor Leadership

**Credits:** 2

**I. Course Description:**

Presents techniques and strategies of water-based outdoor leadership. Emphasizes application of leadership skills in field-based experiences. Covers planning, organization, logistics, lead paddling considerations, environmental considerations, decision making, judgment, and safety.

**II. Course Design:**

- A. This course is designed for Physical Education majors with a concentration in Outdoor Leadership & Administration.
- B. 2 credits
- C. Total time of student involvement: 90 hours
- D. Required for a Bachelor of Science in Physical Education with a concentration in Outdoor Leadership and Administration. Required for Minor in Outdoor Leadership.
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build upon leadership and technical knowledge, skills, and abilities developed in PEP A365.

**III. Course Activities:**

Includes lectures, discussions, and written assignments, with an emphasis on hands-on field leadership experiences.

**IV. Course Prerequisites:**

PER A151     Beginning Canoeing or  
PER A152     Beginning River Rafting or  
PER A153     Beginning Sea Kayaking  
PEP A365     Outdoor Leadership Theory and Practice  
Registration Restriction: Departmental Approval

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum**

- 1.0     Course Safety
  - 1.1     Classroom, Campus, Field Safety

- 1.2 Equipment/Gear Safety
- 1.3 Appropriate Clothing and Shoes
- 2.0 Planning
  - 2.1 Matching Objective with Clients
  - 2.2 Route Selection and Alternatives
  - 2.3 Acquiring Permits
  - 2.4 Budgeting
  - 2.5 Menus and Supplies
  - 2.6 Trip Plan
- 3.0 Organization and Logistics
  - 3.1 Equipment Selection
  - 3.2 Food Buying and Preparation
  - 3.3 Packing
  - 3.4 Transportation and Communication
- 4.0 Leadership Style and Ethics
  - 4.1 Assessing the Group and Situation
  - 4.2 Choosing Appropriate Style
  - 4.3 Flexibility
  - 4.4 Communication
  - 4.5 Instruction
  - 4.6 Motivation
  - 4.7 Ethics
- 5.0 Lead Paddling Considerations
  - 5.1 Reading Water
  - 5.2 Coaching and Captaining
  - 5.3 Positioning and Instructing
- 6.0 Environmental Considerations
  - 6.1 Leave No Trace Standards
  - 6.2 Natural History Interpretation
- 7.0 Decision Making And Judgment
  - 7.1 Decision-making
  - 7.2 Problem Solving
  - 7.3 Judgment
- 8.0 Safety And Risk Management
  - 8.1 Risk Management Plan
  - 8.2 Environmental Safety
  - 8.3 Technical Safety
  - 8.4 Psychological Safety

## **VII. Suggested Textbook:**

McGinnis, W. (2005). *The Guide's guide augmented*. San Francisco, CA: Author.

## VIII. Bibliography:

- Bechdel, L. and Ray, S. (Eds.). (2009). *River rescue: A manual for whitewater safety* (4th ed.). Boston, MA: AMC Paddlesports
- \*Broze, M. (1995). *Sea kayaker's deep trouble: True stories and their lessons from Sea Kayaker Magazine*. Camden, ME: Ragged Mountain Press.
- Drury, J., Bonney, B., Berman, D., & Wagstaff, M. (2005). *The backcountry classroom: Lessons, tools, and activities for teaching outdoor leaders*. MT: Falcon.
- \*Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self-confidence*. Seattle, WA: The Mountaineers.
- Hampton, B. & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Harrisburg, PA: Stackpole.
- \*Walbridge, C. and Tinsley, J. (Eds.). (1996). *The American Canoe Association's river safety anthology*. Menasha Press.
- \*Classic

## XI. Instructional Goals, Student Outcomes, and Assessment Procedures

The instructor will facilitate student application of trip planning, leadership, technical, decision making and judgment, and risk mitigation skills, processes and techniques related to water-based backcountry travel.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Devise a formal water-based trip plan.	Written trip plan
Organize an extended paddle trip including equipment selection, food buying and preparation, packing, transportation, communication.	Demonstrated organization Write-up
Assess the group and situation to choose and implement an appropriate leadership style.	Journal reflection Lead instructor review
Select appropriate communication strategies for group and situation.	Journal reflection Lead instructor review
Describe ethical decision-making, taking into account personal, individual, group, environmental goals.	Journal reflection Lead instructor review
Demonstrate effective and efficient use of paddling equipment.	Journal reflection Lead instructor review
Evaluate situations and make safe and effective decisions as well as being an efficient problem solver. Critique judgment calls in the field.	Journal reflection Lead instructor review
Compose a risk management plan for an extended paddle trip or program.	Written assignment



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A486	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Standards and Assessment in Health, Physical Education and Recreation Standards & Assessment in HPER <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
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15. Course Description ( <i>suggested length 20 to 50 words</i> ) Emphasizes program development and planning based on national, state, and local standards in health, physical education, recreation, and adventure leadership. Applies appropriate strategies to assess program and client success.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) PEP A280, [MATH A121 or MATH 151 or STAT A252]			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) N/A														
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER **Date:** 15 February 2015  
**Course Number:** PEP A486  
**Course Title:** Standards and Assessment in Health, Physical Education & Recreation  
**Credits:** 3

**I. Course Description:**

Emphasizes program development and planning based on national, state, and local standards in health, physical education, recreation, and adventure leadership.  
Applies appropriate strategies to assess program and client success.

**II. Course Design:**

- A. This course is designed for physical education majors.
- B. Credits: 3
- C. Total time the student will be involved in this course 135 hours
- D. Required for a Bachelor of Science in Physical Education.
- E. Fees: None
- F. This course may be taught in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in previous coursework.

**III. Course Activities:**

Classroom lecture, discussions, guest speakers, and potential field trips.  
Assignments and projects will be required.

**IV. Course Prerequisites:**

PEP A280 Leadership in HPER  
MATH A121 College Algebra for the Managerial and Social Sciences or  
MATH A151 College Algebra for Calculus or  
STAT A252 Elementary Statistics

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Campus
  - 1.2 Classroom



## 2.0 Role of Standards and Assessment

- 2.1 National
- 2.2 State/Local
- 2.4 Field Specific
- 2.5 Accreditation
- 2.6 Writing Instructional Objectives
- 2.7 Defining Outcomes
- 2.8 Purpose of Evaluation
- 2.9 Trends and Issues

## 3.0 Health and Fitness Standards and Assessment

- 3.1 Scope and sequence
- 3.2 Performance indicators
- 3.3 Content
- 3.4 Context
- 3.5 National, state, local
- 3.6 Assessment strategies
- 3.7 Instructional/Program planning
- 3.8 Program improvement implementation
- 3.9 Curriculum models

## 4.0 Physical Education Standards and Assessment

- 4.1 Scope and Sequence
- 4.2 Performance Indicators
- 4.3 Content
- 4.4 Context
- 4.5 National, State, Local
- 4.6 Assessment Strategies
- 4.7 Instructional/Program Planning
- 4.8 Program Improvement Implementation
- 4.9 Curriculum Models

## 5.0 Outdoor Recreation and Adventure Education Standards and Assessment

- 5.1 Scope and Sequence
- 5.2 Performance Indicators
- 5.3 Content
- 5.4 Context
- 5.5 National, State, Local
- 5.6 Assessment Strategies
- 5.7 Instructional/Program Planning
- 5.8 Program Improvement Implementation
- 5.9 Curriculum Models

## 6.0 Safety and Risk Management Standards and Assessment

- 6.1 National, State, Local Standards

- 6.2 Field-Specific Standards
- 6.3 On-Going Assessment Strategies
- 6.4 Developing Policies and Procedures
- 6.5 Liability Issues
- 6.6 Response Protocol
- 6.7 Assessing Risk
- 6.8 Quality Improvement

### **VIII. Suggested Text(s):**

- AAHPERD (2013). *National standards & grade level outcomes for k-12 physical education*. Champaign, IL: Human Kinetics.
- Jackson, A., Disch, J., Mood, D., & Morrow, J. (2000). *Measurement and evaluation in human performance* (Revised). Champaign, IL: Human Kinetics.

### **IX. Bibliography:**

- AAHPERD. (2008). *NASPE/NCATE guidelines for teacher preparation in physical education*. Reston, VA: AAHPERD.
- American College of Sports Medicine Staff. (2003). *ACMS's health-related physical fitness assessment guidelines*. Boston, MA: Lippincott Williams & Wilkins.
- Cooper Institute. (2010). *Fitnessgram® test administration manual* (4th ed.). Dallas, TX: The Cooper Institute.
- \*Doolittle, S., & Fay, T. (2002). *Authentic assessment of physical activity for high school students*. Reston, VA: National Association for Sport and Physical Education.
- Lacy, A. (2010). *Measurement and evaluation in physical education and exercise science* (6th ed.). Upper Saddle River, NJ: Allyn & Bacon, Inc.
- Holt, S. (2008). *Assessing and improving fitness in elementary physical education*. Reston, VA: National Association for Sport and Physical Education.
- \*Holt, S. (2000). *Assessing motor skills in elementary physical education*. Reston, VA: National Association for Sport and Physical Education.
- \*Kuzma, J. & Bohnenblust, S. (2004). *Basic statistics for the health sciences with PowerWeb 4th pkg*. Columbus, OH: McGraw-Hill.
- Lacy, A. & Hastad, D. (2006). *Measurement and evaluation in physical education exercise science* (5th ed.).
- Mohnsen, B. (2012). *Using technology in physical education*. Big Bear Lake, CA: Bonnie's Fitware.
- \*Steffen, J., & Grosse, S. (2003). *Assessment in outdoor/adventure physical education*. Reston, VA: National Association for Sport and Physical Education.
- Thomas, J., & Nelson, J. (2010). *Research methods in physical activity* (6th ed.). Champaign, IL: Human Kinetics.

- \*Welk, G. (2002). *Physical activity assessments for health-related research*.  
Champaign, IL: Human Kinetics.
- Winnick, J. & Short, F. (2014). *Brockport physical fitness test manual* (2nd ed.).  
Champaign, IL: Human Kinetics.
- \*Classic

## **X. Instructional Goals, Student Outcomes, and Assessment Procedures:**

### **Instructional Goal:**

The instructor will present basic statistical procedures as applied to HPER, assessment terminology, national standards, writing specific outcomes and a variety of tools, procedures and technologies related to assessment.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able:	
Describe and evaluate the role of standards and assessments.	Graded discussions Written exam Research project
Critique national, state/local, and field-based standards, trends and issues, and how standards are applied to accreditation principles.	Project
Write and evaluate instructional/program objectives associated with specific and well-defined outcomes.	Project Written exam
Assess the reliability and validity of a variety of assessment tools.	Research project Written exam
Outline and create a variety of effective evaluation procedures.	Project Class demonstration
Apply basic statistical function to a variety of assessment data.	Project Written exam
Identify and evaluate health and fitness standards, program planning considerations, implementing an improvement plan, and curriculum models.	Written assignment
Identify and evaluate physical education, outdoor recreation, and adventure education standards, program planning considerations, implementing an improvement plan, and curriculum models.	Written assignment Written exam Project
Identify and evaluate safety and risk management standards, response protocol, and liability issues.	Project Portfolio Class demonstration



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																															
2. Course Prefix PEP	3. Course Number A487	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 cr	5b. Contact Hours (Lecture + Lab) (3+0)																															
6. Complete Course Title Administration and Supervision in Health, Physical Education & Recreation Admin & Supervision HPER Abbreviated Title for Transcript (30 character)																																			
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																																			
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input checked="" type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG, Catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature														
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Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____ Date: _____																																			
13b. Coordination Email Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison Date: <u>02/16/2015</u>																																
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16a. Course Prerequisite(s) (list prefix and number or test code and score) BA A151; PEP A280			16b. Co-requisite(s) (concurrent enrollment required) N/A																																
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) N/A																																
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER **Date:** 16 February 2015  
**Course Number:** PEP A487  
**Course Title:** Administration and Supervision in Health, Physical Education & Recreation  
**Credits:** 3

**I. Course Description:**

Critiques and evaluates the technical, leadership, and supervisory skills necessary to safely and effectively administer health, physical education, and recreation programs. Theoretical, practical, and research perspectives will be presented.

**II. Course Design:**

- A. This course is designed for physical education majors.
- B. 3 Credits
- C. Total time the student will be involved in this course is 135 hours
- D. Required for a Bachelor of Science in Physical Education.
- E. Fees: None
- F. This course may be taught in any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with: UAA List Serv.
- I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A280, BA A151.

**III. Course Activities:**

Classroom lecture, discussions, guest speakers, and potential field trips. Assignments and projects will be required.

**IV. Course Prerequisites:**

BA A151 Introduction to Business  
PEP A280 Leadership in Health, Physical Education & Recreation

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum:**

- 1.0 Safety
  - 1.1 Campus
  - 1.2 Classroom
- 2.0 Philosophy and Administration
  - 2.1 Types of Administrators
  - 2.2 Philosophical Foundations of Administrators
  - 2.3 Power versus Authority

### 3.0 Leadership

- 3.1 Managerial Effectiveness
- 3.2 Leadership Models
- 3.3 Purpose and Scope
- 3.4 Leadership Styles
- 3.5 Developing Leaders
- 3.6 Delegation Strategies

### 4.0 Management and Supervision

- 4.1 Decision Making
- 4.2 Human Relations
- 4.3 Goal Setting
- 4.4 Time Management
- 4.5 Risk Management
- 4.6 Organizational Models

### 5.0 Budget and Finance

- 5.1 Types
- 5.2 Systems
- 5.3 Technology-Based Tools
- 5.4 Funding Sources
- 5.5 Establishing Priorities
- 5.6 Analysis, Construction, Justification, and Interpretation
- 5.7 Security Management
- 5.8 Financial Exigencies
- 5.9 Purchasing
- 5.10 Pricing

### 6.0 Public Relations

- 6.1 Scope and Importance
- 6.2 Principles and Guidelines
- 6.3 Marketing Strategies
- 6.4 Fund-Raising

### 7.0 Risk Management and Legal Issues

- 7.1 Risk Management Planning Process
- 7.3 Decision-Making
- 7.4 Crisis Management
- 7.5 Safety Standards
- 7.7 Inspections
- 7.8 Legal Liability
- 7.9 Documentation
- 7.10 Insurance
- 7.11 Student Rights
- 7.12 Legal Trends
- 7.13 Facilities and Equipment
- 7.14 Supervision
- 7.15 Disabilities and the Law

- 7.16 Remote Locations
- 7.17 Transporting Students/Clients

## 8.0 Facilities

- 8.1 Planning
- 8.2 Scheduling
- 8.3 Staffing
- 8.4 Security
- 8.5 Indoor versus Outdoor
- 8.6 Food Service
- 8.7 Pools

## 9.0 Organizational Structures and Theories

- 9.1 Quality Management
- 9.2 Theory X, Y, Z
- 9.3 Evaluation
- 9.4 Past Practice
- 9.5 Current Trends

## 10.0 Technology

- 10.1 Computer Systems and Applications
- 10.2 Hardware Accessories
- 10.3 Technology Tools
- 10.4 Trends

## VIII. Suggested Text(s):

Scott, D. (2014). *Contemporary leadership in sport organizations*. Champaign, IL: Human Kinetics.

## IX. Bibliography:

- Appenzeller, H. (2008). *Risk Management in sport: Issues and strategies*. Durham, NC: Carolina Academic Press.
- Bucher, C., & Krotee, M. (2006). *Management of physical education and sport* (13th ed.). Champaign, IL: Human Kinetics.
- Bates, M. (2008). *Health fitness management* (2nd ed.). Champaign, IL: Human Kinetics.
- Leeds, M., & Allmen, P. (2013). *Economics of sport and recreation* (5th ed.). New York, NY: Routledge.
- Horine, L. (2013). *Administration of physical education and sport programs* (5th ed.). Columbus, OH: McGraw-Hill.
- \*Jensen, C. (2003). *Administrative Management of physical education and athletic programs*. Long Grove, IL: Waveland Press.
- \*Olson, J. R. (1997). *Facility and equipment management for sport directors*. Champaign, IL: Human Kinetics.
- Chelladurai, P. (2006). *Management of human resources in sport and recreation* (2nd ed.). Champaign, IL: Human Kinetics.
- Pigram, J., & Jenkins, J. (2005). *Outdoor recreation management*. New York, NY: Routledge.

- \*Priest, S., & Gass, M. (1999) *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- \*Sawyer, T., & Smith, O. (1997) *Management of clubs, recreation and sport*. Urbana, IL: Sagamore Publishing.
- \*Shivers, J. (2001) *Leadership and groups in recreational service*. Madison, NJ: Fairleigh Dickinson University Press.
- \*Tarlow, P. (2002). *Event risk management and safety*. Hoboken, NJ: Wiley, John & Sons, Inc.
- \*Classic

## **X. Instructional Goals, Student Outcomes, and Assessment Procedures:**

### **Instructional Goal:**

The instructor will introduce best practices in budget and finance; public relations and marketing; risk management and legal issues; human resources, and facilities planning related to the administration of health, physical education and recreation programs.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Critique philosophical foundations associated with administration.	Research project
Assess and model a variety of leadership styles.	Project Written exam
Describe and demonstrate strategies for effective decision-making.	Project Written exam
Determine components of and best practices in budget and finance management.	Project Written exam
Create public relations and marketing plan for a physical education, health, or recreation program.	Project Written assignment
Evaluate risk management and legal issues.	Project Written exam
Critique facilities planning models and identify key components to successful facilities planning in outdoor and indoor programs.	Project Written assignment
Evaluate a variety of past and current trends in organization structure and theory.	Project Written Exam
Demonstrate the use of technology in the administration of physical education, health, or recreation programs.	Project Portfolio





# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER																			
2. Course Prefix PEP	3. Course Number A495	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 6 cr	5b. Contact Hours (Lecture + Lab) (0.5+16.5)																			
6. Complete Course Title Internship <small>Abbreviated Title for Transcript (30 character)</small>																							
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																							
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input checked="" type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input checked="" type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr></table> <input checked="" type="checkbox"/> Other CCG; catalog copy (please specify)			<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2015 To: /9999 12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature		
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																							
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current CPR/First Aid certification required for internship placement; Admission to BS in PE; Senior Status.																				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																				
19. Justification for Action Registration restriction change to have students better prepared for application of course material. Title changed to use this course as internship for both (HFL & OLAD) concentrations. Updated CCG and Catalog with changes.																							

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
TJ Miller			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
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<input type="checkbox"/> Disapproved	College/School Curriculum Committee Chair	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER

**Date:** 16 February 2015

**Course Number:** PEP A495  
**Course Title:** Internship  
**Credits:** 6

**I. Course Description:**

Advanced professional experience in an approved position with supervision and training in health , physical education and recreation programming.

Special note: Special clothing and equipment may be required.

**II. Course Design:**

A. Designed for individuals majoring in a baccalaureate degree in physical education

B. 6 credits

C. Total time of student involvement: 270 hours

D. Required for Bachelor of Science in Physical Education.

E. A fee will be assessed.

F. May be scheduled in any time frame, but not less than six weeks.

G. This is a revised course.

H. Coordinated with: UAA List Serv.

I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired throughout physical education core courses and concentration specific courses.

**III. Course Activities:**

Includes lecture, discussions, written assignments, oral examinations, and hands-on skill development.

**IV. Course Prerequisites:**

Registration Restriction: Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current CPR/First Aid certification required for internship placement; Admission to BS in PE; Senior Status.

**V. Course Evaluation:**

Grades will be A-F based on all assignments.

**VI. Course Curriculum:**

- 1.0 Course Introduction
  - 1.1 Class Safety
  - 1.2 Campus Safety

- 1.3 Internship Site Safety
- 2.0 Internship Overview
- 3.0 Internship Expectations and Evaluation
  - 3.1 Packet Process
  - 3.2 Learning Outcomes
  - 3.3 Assessment Procedures
- 4.0 Internship Preparation
  - 4.1 Clarifying Professional Interests and Goals
  - 4.2 Updating the Resume
  - 4.3 Interviewing
  - 4.4 Site Selection and Assignment
- 5.0 On-site Success
  - 5.1 Adapting to a New Environment
  - 5.2 Challenges
  - 5.3 Integrating into Worksite Culture
- 6.0 Concluding the Internship
  - 6.1 Exiting the Internship Site
  - 6.2 Completing the Final Academic Requirements
  - 6.3 Planning for the Future

**VII. Suggested Textbook:**

\*Green, M. (1998). *Internship success: Real-world, step-by-step advice on getting the most out of internships*. Chicago, IL: NTC Contemporary.

**VIII. Bibliography:**

- Heitzmann, W. (2003). *Opportunities in sports and fitness careers*. Chicago, IL: McGraw-Hill.
- Kirk, A. (2009). *Outdoor careers: Field guides to finding a new career*. New York, NY: Ferguson.
- Miller, M., Rosenbaum, J., & Baratz, L. (1997). *Opportunities in fitness careers*. Lincolnwood, IL: VGM Career Books.
- Roitman, J. (2000). *American College of Sports Medicine's health & fitness certification review*. Boston, MA: Lippincott, Williams & Wilkins.
- Ross, C.M., Beggs, B.A., & Young, S.J. (2011). *Mastering the job search process in recreation and leisure services* (2nd ed.). Boston, MA: Jones and Bartlett.
- Seagle Jr., E.E., & Smith, R.W. (2008). *Internships in recreation and leisure services: A practical guide for students* (4th ed.). State College, PA: Venture.
- Shenk, E. (2000). *Outdoor careers: Exploring occupations in outdoor fields*. Mechanicsburg, PA: Stackpole.

Other resources will vary with students' interest.

## **XI. Instructional Goals, Student Outcomes, and Assessment Procedures**

### **Instructional Goal:**

Present an overview of: internship expectations; locating an internship; creating goals and objectives; applying for, securing, and completing an internship including development of evaluation procedures for an internship.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Explain the internship prerequisites, requirements, outcomes, and assessment procedures.	Written plan
Clarify and formulate professional interests and goals.	Written plan
Critique professional resumes.	Written plan
Evaluate potential employment sites in relationship to personal and professional goals.	Research
Demonstrate appropriate entry-level discipline specific administrative tasks and leadership skills.	Site supervisor input Criteria checklists
Devise programmatic plans in accordance with industry trends, safety standards, and national, state, and/or local guidelines.	Site supervisor input Internship project
Prescribe and administer appropriate tests and/or activities based on participant characteristics and skill level.	Site supervisor input Criteria checklists Written assignments
Utilize discipline specific technology.	Demonstration
Exhibit professional communication skills.	Site supervisor input Skill checklists
Document internship experience. Evaluate and critique the internship experience in relation to professional goals.	Student journal Written assignment
Develop a plan for continued professional development.	Student journal Written assignment



# Course Action Request

University of Alaska Anchorage

1a. School or College CT CTC		1b. Division APER Division of Physical Ed Rec		1c. Department HPER													
2. Course Prefix PEP	3. Course Number A496	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 6cr	5b. Contact Hours (Lecture + Lab) (0.5+16.5)													
6. Complete Course Title Internship in Outdoor Leadership Intern in Outdoor Leadership <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input type="checkbox"/> Change   or <input checked="" type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College   <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Catalog copy (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall /2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked    with N/A    _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Physical Education</td> <td>02/16/2015</td> <td>Sandra Carroll-Cobb</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	02/16/2015	Sandra Carroll-Cobb	2.			3.		
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2.																	
3.																	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																	
13b. Coordination Email    Date: <u>02/16/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>02/16/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number or test code and score</i> ) N/A			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current Wilderness First Responder certification required for internship placement; Admission to BS in PE; Senior Status														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Deleted course because HPER will be using PEP A495 as BSPE Internship course.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Initiator (faculty only)</small>  <u>TJ Miller</u>  <small>Initiator (TYPE NAME)</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Department Chair</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>College/School Curriculum Committee Chair</small> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Dean/Director of School/College</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Undergraduate/Graduate Academic Board Chair</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Provost or Designee</small> </div> </div> </div>																	

### Catalog Changes:

- *Academic progress statement*-eliminate confusion and align with internship registration restriction
- *Emphasis to concentration*- to be consistent with DW
- *Honors statement addition*- HPER wants to honor those that excel; Added research PEP 490 course as honor course with an honor grade of (A)
- *Added* current faculty to list at bottom

### Course Changes

- *PEP 183 & 184 Prerequisite change (PEP A181)*- consistency with other course prerequisites
- *PEP A251 Contact hour change*-to more accurately show contact hours and course delivery
- *PEP A264* prereq remove- removed PEP 262 and PEP 280 (concurrent) as unnecessary, contact hours adjust
- *PEP A346*- change contact hours, added BIOL 111/112 prerequisite
- *PEP A347*- change contact hours and prerequisites
- *PEP A365* - Title change (adventure to outdoor), prerequisite adjust-deleted PEP 282, PEP 287 & PEP 384; added PEP A264, and PEP 280. Updated curriculum & bibliography
- *PEP A382*- prerequisite add of MATH GER- MATH A107 or STAT 252
- *PEP A383*- prerequisites-deleted PSY 111/151; added PEP 181 and PEP 184
- *PEP A385*- prerequisites- removed BIOL 111/112; added PEP 382 (has BIOL 111/112 prereq) with “C” or higher statement
- *PEP A453*- prerequisites- deleted PEP 181; added PEP 280
- *PEP A454*- added “C” or higher to PEP 385 prerequisite
- *PEP A455* prerequisites- added grade of “C” or higher to PEP 454 prerequisite; removed PEP 382
- *PEP A467B* (climbing)- Changed prereqs-deleted WFR,
- *PEP A467 C* (land) - changed prereqs- deleted WFR
- *PEP 467D* (water) see above
- *PEP A486*- delete PEP 181 prereq; added 280 and MATH GER (MATH A107 or STAT A252) prereq
- *PEP A487*- prereq delete PEP 181; added BA 151 and PEP 280

- *PEP A495*- registration restrictions, title change to a generic internship to be used for all concentrations in BSPE
- *PEP A496*- course deletion





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

1a. School or College CT CTC	1b. Department HPER		
2. Complete Program Title/Prefix Bachelor of Science Physical Education			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Science or Graduate: CHOOSE ONE  This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;"><b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%;"><b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units Department, School, or College: CTC Initiator Name (typed): TJ Miller Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> ) Date: 02/16/2015			
6c. Coordination with Library Liaison Date: 02/16/2015			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"><div><input checked="" type="checkbox"/> Cover Memo</div><div><input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * <small>*Copy the text directly from the program website of the online catalog and paste into a Word document.</small></div></div>			
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.			
Initiator (faculty only) _____ Date _____ T.J. Miller Initiator (TYPE NAME) <table style="width: 100%;"><tr><td style="width: 50%;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____</td><td style="width: 50%;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____</td></tr></table>		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____
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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 \*

<a href="#">BIOL A111</a>	Human Anatomy and Physiology I	4
<a href="#">BIOL A112</a>	Human Anatomy and Physiology II	4
<a href="#">DN A203</a>	Nutrition for Health Sciences	3
	or	
<a href="#">DN A215</a>	Sports Nutrition	
<a href="#">HS A220</a>	Core Concepts in the Health Sciences	3
<a href="#">PSY A111</a>	General Psychology	3
	or	
<a href="#">PSY A150</a>	Lifespan Development	

Core Courses

<a href="#">PEP A181</a>	Introduction to Health, Physical Education and Recreation	3
<a href="#">PEP A182</a>	Technology in Health, Physical Education and Recreation	1
<a href="#">PEP A183</a>	Wellness Principles	1
<a href="#">PEP A184</a>	Fundamental Motor Skills	1
<a href="#">PEP A280</a>	Leadership in Health, Physical Education and Recreation	3
<a href="#">PEP A281</a>	Leadership in Activities for Diverse Populations	2
<a href="#">PEP A282</a>	Leadership in Initiative Activities	2

<a href="#">PEP A284</a>	Leadership in Fitness Activities	2
<a href="#">PEP A382</a>	Kinesiology and Biomechanics	4
<a href="#">PEP A383</a>	Movement Theory and Motor Development	3
<a href="#">PEP A384</a>	Cultural and Psychological Aspects of Health and Physical Activity	3
<a href="#">PEP A385</a>	Physiology of Exercise	4
<a href="#">PEP A486</a>	Standards and Assessment in Health, Physical Education, and Recreation	3
<a href="#">PEP A487</a>	Administration and Supervision in Health, Physical Education and Recreation	3
Complete two courses from the following:		4
<a href="#">PEP A283</a>	Leadership in Aquatic Activities (2)	
<a href="#">PEP A285</a>	Leadership in Team Activities (2)	
<a href="#">PEP A286</a>	Leadership in Individual and Dual Activities (2)	
<a href="#">PEP A287</a>	Leadership in Outdoor Recreation Activities (2)	
<a href="#">PEP A288</a>	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**

<a href="#">BA A151</a>	Introduction to Business	3
<a href="#">PEP A251</a>	Prevention and Care of Activity-Related Injuries	3
<a href="#">PEP A454</a>	Exercise Testing and Prescription	4
<a href="#">PEP A455</a>	Cardiac Rehabilitation and Special Populations	4
<a href="#">PEP A456</a>	Contemporary Personal Health Issues	3
<a href="#">PEP A495</a>	Internship	6
Choose one of the following options:		20

Exercise Management Option

<a href="#">BA A231</a>	Fundamentals of Supervision	
<a href="#">BA A260</a>	Marketing Practices	
<a href="#">HS/NS A433</a>	Health Education: Theory and Practice	
or <a href="#">PEP A490</a>	Selected Topics in Health, Physical Education and Recreation	
<a href="#">PEP A453</a>	Health Promotion	

Electives

Exercise and Rehabilitation Sciences Option

<a href="#">PEP A346</a>	Lower Body Injury Assessment Skills	
<a href="#">PEP A347</a>	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**

<a href="#">BA A151</a>	Introduction to Business	3
<a href="#">ENVI/PHIL A303</a>	Environmental Ethics	3
<a href="#">PEP A262</a>	Foundations of Outdoor Recreation	3
<a href="#">PEP A264</a>	Recreation Program Planning and Evaluation	3
<a href="#">PEP A363</a>	Natural History Interpretation and Environmental Education	3
<a href="#">PEP A365</a>	Adventure Leadership Theory and Practice	3
<a href="#">PEP A464</a>	Outdoor Recreation Administration	3
<a href="#">PEP A467C</a>	Land-Based Outdoor Leadership	2
<a href="#">PEP A467D</a>	Water-Based Outdoor Leadership	2
<a href="#">PEP A495</a>	Internship	6
<a href="#">PER A169</a>	Four-Season Backpacking	3
Electives		3
Choose a minimum of 6 credits from the following:		6
<a href="#">PER A146</a>	Beginning Rock Climbing (1)	
<a href="#">PER A147</a>	Beginning Ice Climbing (1)	
<a href="#">PER A148</a>	Beginning Indoor Sport Climbing (1)	
<a href="#">PER A150</a>	Water Safety and Rescue (1)	
<a href="#">PER A151</a>	Beginning Canoeing (1)	
<a href="#">PER A152</a>	Beginning River Rafting (1)	
<a href="#">PER A153</a>	Beginning Sea Kayaking (1)	
<a href="#">PER A164</a>	Skiing Alaska's Backcountry (2)	
<a href="#">PER A165</a>	Avalanche Hazard Recognition and Evaluation (1)	
<a href="#">PER A181</a>	Crevasse Rescue Techniques (1)	
<a href="#">PER A252</a>	Intermediate River Rafting (2)	
<a href="#">PER A253</a>	Intermediate Sea Kayaking (2)	
Total Credits		43

Other requirements for the Outdoor Leadership and Administration Concentration: Pass a swim test and possess current Wilderness First Responder Certification from a recognized institution at the time of completion.

A minimum of 120 credits is required for the degree of which 42 credits must be upper division.

# Bachelor of Science in Physical Education

- [Overview](#)
- [Learning Outcomes](#)

The core of the Bachelor of Science in Physical Education degree emphasizes the broad fundamental principles of physical education, including scientific foundations, psychological and cultural aspects, assessment and testing methods, trends, and leadership development in a variety of physical activities. Students may choose to pursue study in one of two emphasis areas within the degree: Health and Fitness Leadership or Outdoor Leadership and Administration.

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  - demonstrated computer competency as approved by faculty or major advisor.

## Advising

All students are encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever difficulties arise.

See a Health, Physical Education and Recreation advisor for information on a recommended course sequence.

## Academic Progress Requirements

A grade of C or ~~better~~ higher in all ~~emphasis specific~~ Education Professional (PEP) courses and an overall GPA of 2.75 ~~are required to enroll in the internship~~. A grade of B or better is required in ~~the~~ internship (PEP A495) ~~PEP A496~~.

### Honors in Physical Education

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

1. Meet the requirements for Graduating with Honors as listed in Chapter 7.
  2. Meet the requirements for BS Physical Education
  3. Earn an overall grade point average of 3.5 or higher
  4. Complete the BSPE Research (PEP A490: Selected Topics: Research) with an honor grade (A)
- Notify your faculty adviser of intention to graduate with honors, in writing, before submission of the Application for Graduation

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## Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
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<del>or</del> <a href="#">DN A215</a>	Sports Nutrition	
<a href="#">HS A220</a>	Core Concepts in the Health Sciences	3
<a href="#">PSY A111</a>	General Psychology	3
<del>or</del> <a href="#">PSY A150</a>	Lifespan Development	

#### Core Courses

<a href="#">PEP A181</a>	Introduction to Health, Physical Education and Recreation	3
<a href="#">PEP A182</a>	Technology in Health, Physical Education and Recreation	1
<a href="#">PEP A183</a>	Wellness Principles	1
<a href="#">PEP A184</a>	Fundamental Motor Skills	1
<a href="#">PEP A280</a>	Leadership in Health, Physical Education and Recreation	3

<a href="#">PEP A281</a>	Leadership in Activities for Diverse Populations	2
<a href="#">PEP A282</a>	Leadership in Initiative Activities	2
<a href="#">PEP A284</a>	Leadership in Fitness Activities	2
<a href="#">PEP A382</a>	Kinesiology and Biomechanics	4
<a href="#">PEP A383</a>	Movement Theory and Motor Development	3
<a href="#">PEP A384</a>	Cultural and Psychological Aspects of Health and Physical Activity	3
<a href="#">PEP A385</a>	Physiology of Exercise	4
<a href="#">PEP A486</a>	Standards and Assessment in Health, Physical Education, and Recreation	3
<a href="#">PEP A487</a>	Administration and Supervision in Health, Physical Education and Recreation	3
Complete two courses from the following:		<u>4</u>
<a href="#">PEP A283</a>	Leadership in Aquatic Activities <u>(2)</u>	
<a href="#">PEP A285</a>	Leadership in Team Activities <u>(2)</u>	
<a href="#">PEP A286</a>	Leadership in Individual and Dual Activities <u>(2)</u>	
<a href="#">PEP A287</a>	Leadership in Outdoor Recreation Activities <u>(2)</u>	
<a href="#">PEP A288</a>	Leadership in Rhythmic Activities <u>(2)</u>	
Total Credits		52

\* Some of the courses may be used to satisfy the General Education Requirements.

Complete one the following emphasis areas: Health and Fitness Leadership or Outdoor Leadership and Administration.

#### **Health and Fitness Leadership ~~Emphasis~~ Concentration**

<a href="#">BA A151</a>	Introduction to Business	3
<a href="#">PEP A251</a>	Prevention and Care of Activity-Related Injuries	3
<a href="#">PEP A454</a>	Exercise Testing and Prescription	4
<a href="#">PEP A455</a>	Cardiac Rehabilitation and Special Populations	4
<a href="#">PEP A456</a>	Contemporary Personal Health Issues	3
<a href="#">PEP A495</a>	Internship <del>in Health and Fitness Leadership</del>	6
Choose one of the following options:		20

Exercise Management Option

<a href="#">BA A231</a>	Fundamentals of Supervision
<a href="#">BA A260</a>	Marketing Practices
<a href="#">HS/NS A433</a>	Health Education: Theory and Practice
or <a href="#">PEP A490</a>	Selected Topics in Health, Physical Education and Recreation
<a href="#">PEP A453</a>	Health Promotion

Electives

Exercise and Rehabilitation Sciences Option

<a href="#">PEP A346</a>	Lower Body Injury Assessment Skills
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<a href="#">PEP A347</a>	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**

<a href="#">BA A151</a>	Introduction to Business	3
<a href="#">ENVI/PHIL A303</a>	Environmental Ethics	3
<a href="#">PEP A262</a>	Foundations of Outdoor Recreation	3
<a href="#">PEP A264</a>	Recreation Program Planning and Evaluation	3
<a href="#">PEP A363</a>	Natural History Interpretation and Environmental Education	3
<a href="#">PEP A365</a>	Adventure Leadership Theory and Practice	3
<a href="#">PEP A464</a>	Outdoor Recreation Administration	3
<a href="#">PEP A467C</a>	Land-Based Outdoor Leadership	2
<a href="#">PEP A467D</a>	Water-Based Outdoor Leadership	2
<a href="#">PEP A4965</a>	Internship <del>in Outdoor Leadership</del>	6
<a href="#">PER A169</a>	Four-Season Backpacking	3
Electives		3
Choose a minimum of 6 credits from the following:		6
<a href="#">PER A146</a>	Beginning Rock Climbing <del>(1)</del>	
<a href="#">PER A147</a>	Beginning Ice Climbing <del>(1)</del>	
<a href="#">PER A148</a>	Beginning Indoor Sport Climbing <del>(1)</del>	
<a href="#">PER A150</a>	Water Safety and Rescue <del>(1)</del>	
<a href="#">PER A151</a>	Beginning Canoeing <del>(1)</del>	
<a href="#">PER A152</a>	Beginning River Rafting <del>(1)</del>	
<a href="#">PER A153</a>	Beginning Sea Kayaking <del>(1)</del>	
<a href="#">PER A164</a>	Skiing Alaska's Backcountry <del>(2)</del>	
<a href="#">PER A165</a>	Avalanche Hazard Recognition and Evaluation <del>(1)</del>	
<a href="#">PER A181</a>	Crevasse Rescue Techniques <del>(1)</del>	
<a href="#">PER A252</a>	Intermediate River Rafting <del>(2)</del>	
<a href="#">PER A253</a>	Intermediate Sea Kayaking <del>(2)</del>	
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.

-See more at:  
<http://catalog.uaa.alaska.edu/undergraduateprograms/etc/healthphysicaleducationrecreation/bs-physicaleducation/#sthash.Uy5Y1U2X.dpuf>