September 18, 2015
2:00-5:00pm
ADM 204

I. Roll
() Sandy Pence (FS)  () Vacant (CBPP)  () Robin Hanson (LIB)
() Utpal Dutta (FS)  () Travis Hedwig (COH)  () Rick Adams (KPC)
() Cheryl Smith (FS)  () Yvonne Chase (COH)  () Vacant (Mat-su)
() Alberta Harder (CAS)  () Vacant (COE)  () Kathryn Hollis-Buchanan (Kod)
( ) Barbara Harville (CAS)  () Carrie King (CTC, CHAIR)  () Christina Stuive (ADV)
( ) Vacant (CAS)  () Jeff Hoffman (COENG)  () 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.
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 Stuive (ADV)
( ) Vacant (CAS)    (x) Carrie King (CHAIR)    (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)  
Waiue 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 JPC 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

<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
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<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>AKNS</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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<td>190</td>
<td>AKNS</td>
<td>1-3</td>
<td>(Lecture + Lab) (1-3+0)</td>
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<th>6. Complete Course Title</th>
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<tr>
<td>Selected Topics: Alaska Native Cultural Skills</td>
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<tr>
<td>AK Native Cult. Skills</td>
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<td>Abbreviated Title for Transcript (30 character)</td>
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<th>7. Type of Course</th>
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<tr>
<td>Preparatory/Development</td>
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<td>Non-credit</td>
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<tr>
<td>CEU</td>
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<td>Professional Development</td>
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<td>Credits</td>
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<td>Title</td>
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<td>Grading Basis</td>
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<td>Course Description</td>
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<td>Test Score Prerequisites</td>
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<td>Automatic Restrictions</td>
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<td>Other (please specify)</td>
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<td>Contact Hours</td>
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<tr>
<td>Repeat Status</td>
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<tr>
<td>Cross-Listed/Stacked</td>
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<tr>
<td>Co-requisites</td>
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<tr>
<td>Registration Restrictions</td>
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<tr>
<td>General Education Requirement</td>
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<th>Max Credits</th>
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<td>A-F</td>
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<tr>
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<td>semester/year</td>
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<tr>
<td>To: /</td>
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<td>Cross-Listed Coordination Signature</td>
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<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
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<tbody>
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<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td></td>
</tr>
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<table>
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<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</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>
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<tr>
<td>3.</td>
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<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>April Counceller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials:</td>
<td>________</td>
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<tr>
<td>Date:</td>
<td>__________</td>
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<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
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<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 12/18/2014</th>
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<table>
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<tr>
<th>14. General Education Requirement</th>
<th>Mark appropriate box:</th>
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<tr>
<td>Oral Communication</td>
<td>Written Communication</td>
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<tr>
<td>Fine Arts</td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Humanities</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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<table>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<th>16c. Automatic Restriction(s)</th>
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</thead>
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<tr>
<td>College</td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
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<td>Level</td>
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<table>
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<th>16d. Registration Restriction(s) (non-codable)</th>
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<tr>
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</table>

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<thead>
<tr>
<th>17.</th>
<th>Mark if course has fees varies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18.</th>
<th>Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
<th>Provides opportunity for specific study of traditional Alaska Native skills and techniques.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>April G.L. Counceller</td>
<td></td>
<td>Dean/Director of School/College Date</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate/Graduate Academic Date</td>
<td></td>
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<td></td>
<td></td>
<td>Board Chair Date</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provost or Designee Date</td>
<td></td>
</tr>
</tbody>
</table>
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**

### A. Instructional Goals.

**The instructor will:**

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. Student Learning Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Graded Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe and compare techniques and methods used in the past and today for traditional skills, including means of passing down traditional knowledge.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply course content to an individual or group project, exhibiting proficiency in the special topic area.</td>
</tr>
<tr>
<td>3.</td>
<td>List materials or ingredients, tools, and other items needed for performing the traditional skill.</td>
</tr>
</tbody>
</table>

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**


X. **Bibliography**


<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>APRS Division of Preparatory Study</td>
<td>College Preparatory &amp; Developmental Studies, Math</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>MATH</td>
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| 6. Complete Course Title | Prealgebra |

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<th>Preparatory/Development</th>
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<th>Change</th>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Contact Hours
- Grading Basis
- Repeat Status
- Course Description
- Cross-Listed/Stacked
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Registration Restrictions
- General Education Requirement

<table>
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<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<th>10. Grading Basis</th>
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<td>To: 9999</td>
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<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
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<td>1/21/15</td>
<td>Rocky Capozzi</td>
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<tr>
<td>2. CIDS A116</td>
<td>1/21/15</td>
<td>Darlene Gill</td>
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Initiator Name (typed): Thomas Harman  Initiator Signed Initials: _________  Date:________________

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<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, percents, geometry and measures, evaluation of algebraic expressions and applications.</td>
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<tr>
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<th>16d. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>College</td>
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<td>BOR resolution to unify course descriptions for developmental courses.</td>
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<th>Initiator (faculty only)</th>
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<tr>
<td>Thomas Harman</td>
<td></td>
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Initiator (TYPE NAME)

Approved  Disapproved  Dean/Director of School/College  Date

| Approved  Disapproved  Department Chair  Date |
|----------|------------------------------------------|
|          |                                          |

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

| Approved  Disapproved  Provost or Designee  Date |
|----------|---------------------------------------------|
|          |                                             |
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
VI. Suggested Texts


VII. Bibliography


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

1a. School or College  
CT CTC

1b. Division  
APRS Division of Preparatory Study

1c. Department  
College Preparatory & Developmental Studies, Math

2. Course Prefix  
MATH

3. Course Number  
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

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

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

If a change, mark appropriate boxes:

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

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

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

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

12. [ ] Cross Listed with  [ ] Stacked with

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

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<td>Darlene Gill</td>
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Initiator Name (typed): [Thomas Harman](http://www.uaa.alaska.edu/governance)  
Initiator Signed Initials: _________  
Date:________________

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

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

14. General Education Requirement  
Mark appropriate box:

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

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

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

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

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

17. [x] Mark if course has fees  
18. [ ] Mark if course is a selected topic course

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

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

[ ] Approved  [ ] Disapproved  
[ ] Approved  [ ] Disapproved  
[ ] Approved  [ ] Disapproved  
[ ] Approved  [ ] Disapproved  
[ ] Approved  [ ] Disapproved  
[ ] Approved  [ ] Disapproved  

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic Board Chair  
Date

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: A054A
D. Number of Credits: 1
E. Contact Hours: 1+0 (45 hours of total student engagement)
F. Course Title: Prealgebra A
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Topics include operations and applications of whole numbers, integers, fractions, decimals, ratios and proportions, and percents. The topic of math anxiety is dealt with throughout the course.
Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.
K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: An approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Explain how to manipulate whole numbers, integers, fractions and decimals.

B. Student Learning Outcomes. Students will be able to:
   1. Understand and manipulate integers, decimals and fractions

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

V. Course Level Justification
The course prepares students for Beginning Algebra and improves basic quantitative skills.
VI. Topical Course Outline

1.0 Math Anxiety

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

VI. Suggested Texts


VII. Bibliography


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

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<thead>
<tr>
<th>1a. School or College</th>
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<td>APRS Division of Preparatory Study</td>
<td>College Preparatory &amp; Developmental Studies, Math</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>A054B</td>
<td>MATH A050B</td>
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<td>(1+0)</td>
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6. Complete Course Title  
Prealgebra B  
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix  ☒ Course Number  ☒ Credits  ☒ Contact Hours  ☐ Repeat Status  ☒ Grading Basis  ☐ Course Description  ☐ Test Score Prerequisites  ☐ Co-requisites  ☒ Automatic Restrictions  ☒ Registration Restrictions  ☒ Other CCG and Catalog Copy (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

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

12. ☐ Cross Listed with  ☐ Stacked with

Cross-Listed Coordination Signature

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

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

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

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

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

15. Course Description (suggested length 20 to 50 words)  
Topics include operations and applications of integers, fractions, decimals, ratios and proportions, percents, exponents and radicals. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
MATH A054A with a minimum grade of C

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

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

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

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

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

Initiator (faculty only)  Date

Thomas Harman  Initiator (TYPE NAME)

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

☐ Approved  ☐ Disapproved  Undergraduate/Graduate Academic Board Chair  Date

☐ Approved  ☐ Disapproved  Provost or Designee  Date
I. Date of Initiation: January 2015

II. Curriculum Action Request
A. College: Community and Technical College
B. Course Prefix: MATH
C. Course Number: A054B
D. Number of Credits: 1
E. Contact Hours: 1+0 (45 hours of total student engagement)
F. Course Title: Prealgebra B
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Topics include operations and applications of integers, fractions, decimals, ratios and proportions, percents, exponents and radicals. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.
K. Course Prerequisites: MATH A054A with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Define exponents and radicals
   2. Demonstrate how to compute ratio, proportions and percentages, and solve simple interest problems.
B. Student Learning Outcomes. Students will be able to:
   1. Understand and manipulate integers, decimals and fractions
   2. Understand and apply graphical and proportional data

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

V. Course Level Justification
The course prepares students for Beginning Algebra and improves basic quantitative skills.
VI. Topical Course Outline

1.0 Exponents and Radicals
   1.1 Integer Exponents
   1.2 Scientific Notation
   1.3 Radicals
   1.4 Compound Interest (optional)

2.0 Arithmetic Applications
   2.1 Decimal Arithmetic
   2.2 Order of Real Numbers and the Number Line
   2.3 Rounding and Estimation
   2.4 Ratios
   2.5 Rates and Unit Prices
   2.6 Proportions
   2.7 Unit Conversions
   2.8 Percent
   2.9 Applications of Percent
   2.10 Simple Interest

VI. Suggested Texts


VII. Bibliography


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

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  
(1+0)

6. Complete Course Title  
Prealgebra C

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

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

If a change, mark appropriate boxes:

[ ] Prefix  [x] Course Number  [ ] Contact Hours  [ ] Repeat Status  [ ] Grading Basis
[ ] Credits  [ ] Course Description  [ ] Cross-Listed/Stacked  [ ] Course Prerequisites
[ ] Grading Basis  [ ] Test Score Prerequisites  [ ] Co-requisites  [ ] Registration Restrictions
[ ] Course Title  [ ] Other Restrictions  [ ] General Education Requirement
[ ] Other CCG and Catalog Copy (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits

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

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

12. [ ] Cross Listed with

[ ] Stacked with

Cross-Listed Coordination Signature

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

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

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

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

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)  
Topics include evaluation of algebraic expressions with applications, geometry and measures. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
MATH A054B with a minimum grade of C

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

16c. Automatic Restriction(s)

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

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

17. [ ] Mark if course has fees

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

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

__________________________________________________  ___________
Initiator (faculty only)  
Date  
Thomas Harman  
Initiator (TYPE NAME)

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

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

[ ] Approved  [ ] Disapproved  
Provost or Designee  
Date

__________________________________________________  ___________
Department Chair  
Date

__________________________________________________  ___________
College/School Curriculum Committee Chair  
Date
University of Alaska Anchorage  
Community and Technical College  
Course Content Guide

I. Date of Initiation: January 2015

II. Curriculum Action Request
A. College: Community and Technical College  
B. Course Prefix: MATH  
C. Course Number: A054C  
D. Number of Credits: 1  
E. Contact Hours: 1+0 (45 hours of total student engagement)  
F. Course Title: Prealgebra C  
G. Grading Basis: A-F  
H. Implementation Date: Fall 2015  
I. Cross-listed/Stacked: N/A  
J. Course Description: Topics include evaluation of algebraic expressions with applications, geometry and measures. Special Note: MATH A054A, A054B, A054C combined are equivalent to MATH A054.  
K. Course Prerequisites: MATH A054B with a minimum grade of C  
L. Course Co-requisites: N/A  
M. Other Restrictions: N/A  
N. Registration Restrictions: N/A  
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:  
   1. Introduce algebraic expressions and polynomials  
B. Student Learning Outcomes. Students will be able to:  
   1. Simplify and evaluate basic algebraic expressions and equations

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

V. Course Level Justification
The course prepares students for Beginning Algebra and improves basic quantitative skills.

VI. Topical Course Outline
1.0 Data  
  1.1 Reading and Constructing Tables  
  1.2 Pictographs, Bar Graphs, and Line Graphs  
  1.3 Measures of Central Tendency
2.0 Geometry and Applications
  2.1 Calculating Perimeter
  2.2 Calculating Area
  2.3 Calculating Volume
  2.4 Pythagorean Theorem
  2.5 Similar Triangles

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

VI. Suggested Texts


VII. Bibliography


# Course Action Request

**University of Alaska Anchorage**

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

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<th>Professional Development</th>
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<th># of Repeats</th>
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<tr>
<th>10. Grading Basis</th>
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<th>P/NP</th>
<th>NG</th>
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### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

### 14. General Education Requirement

Mark appropriate box:

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

### 15. Course Description

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.

<table>
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<tr>
<th>16a. Course Prerequisite(s)</th>
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<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s)</th>
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<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
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### 19. Justification for Action

BOR resolution to unify course descriptions for developmental courses.

<table>
<thead>
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<th>Date</th>
</tr>
</thead>
<tbody>
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<td>Thomas Harman</td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
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<td>Disapproved</td>
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<td>Approved</td>
<td>Disapproved</td>
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<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
</tr>
</tbody>
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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

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


VII. Bibliography


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  
A05

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

7. Type of Course  
☑ Preparatory/Development

8. Type of Action:  
☑ Add

9. Repeat Status No  
# of Repeats  
Max Credits

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

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

12. Cross Listed with  
Stacked with

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

13b. Coordination Email  
Date: 1/21/15

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

14. General Education Requirement  
Mark appropriate box:  
☑ Oral Communication  ☑ Written Communication  ☑ Quantitative Skills  ☑ Humanities

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

Topics include solutions of linear equations and graphs of lines.

Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
MATH A054 with a minimum grade of C

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

16c. Automatic Restriction(s)

☑ College  ☑ Major  ☑ Class  ☑ Level

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

If the prerequisite is not satisfied, an approved UAA placement test is required.

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

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

Initiator Name (typed):  
Thomas Harman

Initiator Signed Initials:  
Date:

Dean/Director of School/College  
Date:

Undergraduate/Graduate Academic Board Chair  
Date:

Provost or Designee  
Date:

Initiator (faculty only)  
Date:

Thomas Harman  
Initiator (TYPE NAME)
I. **Date of Initiation:** January 2015

II. **Curriculum Action Request**
   A. College: Community and Technical College
   B. Course Prefix: MATH
   C. Course Number: A055A
   D. Number of Credits: 1
   E. Contact Hours: 1+0 (45 hours of total student engagement)
   F. Course Title: Elementary Algebra A
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2015
   I. Cross-listed/Stacked: N/A
   J. Course Description: Topics include solutions of linear equations and graphs of lines.
      Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.
   K. Course Prerequisites: MATH A054 with a minimum grade of C
   L. Course Co-requisites: N/A
   M. Other Restrictions: N/A
   N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
   O. Course Fees: Yes

III. **Instructional Goals and Student Learning Outcomes**
   A. Instructional Goals. The instructor will:
      1. Introduce the concept of a linear equation
      2. Demonstrate how to solve linear equations, and how to apply them to simple models

   B. Student Learning Outcomes. Students will be able to:
      1. Solve, graph and interpret linear equations
      2. Solve applications of linear equations

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

V. **Course Level Justification**
   The course is a prerequisite for General Education Quantitative Skills courses at UAA.
VI. Topical Course Outline

1.0 Real Numbers and their Basic Properties
   1.1 Basic Definitions
   1.2 Operations on Real Numbers
   1.3 Properties of Real Numbers
   1.4 Powers of Real Numbers
   1.5 Roots of Real Numbers

2.0 Equations and Inequalities
   2.1 Solving Equations
   2.2 Simplifying Expressions to Solve Equations
   2.3 Application Problems
   2.4 Formulas for Solving Application Problems

3.0 Graphing Linear Equations
   3.1 The Rectangular Coordinate System
   3.2 Graphing Linear Equations
   3.3 Slope and Applications

VI. Suggested Texts


VII. Bibliography


**1a. School or College**
CT CTC

**1b. Division**
APRS Division of Preparatory Study

**1c. Department**
College Preparatory & Developmental Studies, Math

**2. Course Prefix**
MATH

**3. Course Number**
A055B

**4. Previous Course Prefix & Number**
MATH A058B

**5a. Credits/CEUs**
1 cr.

**5b. Contact Hours**
(Lecture + Lab) (1+0)

**6. Complete Course Title**
Elementary Algebra B

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

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

**9. Repeat Status No**

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

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

**12. Cross Listed with**

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

<table>
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<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Thomas Harman
Initiator Signed Initials: _________ Date:________________

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

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

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

**15. Course Description**
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) (list prefix and number or test code and score)**
MATH A055A with a minimum grade of C

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

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

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

**17. ☒ Mark if course has fees**

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

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

Initiator (faculty only) Date
☐ Approved  ☐ Disapproved
Thomas Harman
Initiator (TYPE NAME)

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

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

\[\square\] Approved  \[\square\] Disapproved
Provost or Designee  Date

30
I. **Date of Initiation:** January 2015

II. **Curriculum Action Request**
A. College: Community and Technical College  
B. Course Prefix: MATH  
C. Course Number: A055B  
D. Number of Credits: 1  
E. Contact Hours: 1+0 (45 hours of total student engagement)  
F. Course Title: Elementary Algebra B  
G. Grading Basis: A-F  
H. Implementation Date: Fall 2015  
I. Cross-listed/Stacked: N/A  
J. Course Description: Topics include evaluating and simplifying algebraic expressions, polynomials, factoring, integer exponents. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.  
K. Course Prerequisites: MATH A055A with a minimum grade of C  
L. Course Co-requisites: N/A  
M. Other Restrictions: N/A  
N. Registration Restrictions: N/A  
O. Course Fees: Yes

III. **Instructional Goals and Student Learning Outcomes**
A. Instructional Goals. The instructor will:  
   1. Define polynomial expressions and demonstrate the basic operations  
   2. Define exponents and their properties  
   3. Demonstrate how to solve systems of linear equations  
B. Student Learning Outcomes. Students will be able to:  
   1. Evaluate and simplify polynomial expressions  
   2. Perform operations on polynomial expressions  
   3. Solve and interpret systems of linear equation  
   4. Solve applications of linear equations

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

V. **Course Level Justification**  
The course is a prerequisite for General Education Quantitative Skills courses at UAA.

VI. **Topical Course Outline**
1.0 Solving Systems of Equations and Inequalities
1.1 Solving Systems of Linear Equations by Graphing
1.2 Solving Systems of Linear Equations by Substitution
1.3 Solving Systems of Linear Equations by Elimination/Addition
1.4 Applications of Systems of Equations
1.5 Systems of Linear Inequalities (optional)

2.0 Polynomials
2.1 Exponents and their Properties
2.2 Negative Exponents and Scientific Notation
2.3 Introduction to Polynomials
2.4 Adding and Subtracting Polynomials
2.5 Multiplying Polynomials
2.6 Dividing Polynomials

VI. Suggested Texts


VII. Bibliography

# Course Action Request

**University of Alaska Anchorage**

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

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<th>1c. Department</th>
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<tbody>
<tr>
<td>CT CTC</td>
<td>APRS Division of Preparatory Study</td>
<td>College Preparatory &amp; Developmental Studies, Math</td>
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<tr>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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<td>MATH A058C</td>
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<th>Abbreviated Title for Transcript (30 character)</th>
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<th>P/NP</th>
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**Initiator Name (typed):** Thomas Harman  
**Initiator Signed Initials:**  
**Date:**

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<thead>
<tr>
<th>13b. Coordination Email</th>
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**14. General Education Requirement**  
**Mark appropriate box:**

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<td>Major</td>
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<th>18. ☐ Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR resolution to unify course descriptions for developmental courses.</td>
</tr>
</tbody>
</table>

---

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

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

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

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

**Undergraduate/Graduate Academic Board Chair**  
**Date:**

**Provost or Designee**  
**Date:**
I. Date of Initiation: January 2015

II. Curriculum Action Request
A. College: Community and Technical College
B. Course Prefix: MATH
C. Course Number: A055C
D. Number of Credits: 1
E. Contact Hours: 1+0 (45 hours of total student engagement)
F. Course Title: Elementary Algebra C
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Topics include evaluating and simplifying algebraic expressions, factoring, and quadratic equations. Special Note: MATH A055A, A055B, A055C combined are equivalent to MATH A055.
K. Course Prerequisites: MATH A055B with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Define polynomial and rational expressions and demonstrate the basic operations on each
   2. Introduce the concept of a rational equation
   3. Demonstrate how to solve rational equations and how to apply them to simple models

B. Student Learning Outcomes. Students will be able to:
   1. Evaluate, factor and simplify rational expressions
   2. Perform operations on rational expressions
   3. Solve, graph and interpret rational equations
   4. Solve and interpret rational equations
   5. Solve applications of rational equations

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

V. Course Level Justification
The course is a prerequisite for General Education Quantitative Skills courses at UAA.

VI. Topical Course Outline
1.0 Factoring Polynomials
1.1 Factoring out the Greatest Common Factor; Factoring by Grouping
1.2 Factoring the Difference of Two Squares
1.3 Factoring Trinomials with a Leading Coefficient of 1
1.4 Factoring General Trinomials
1.5 Factoring the Sum and Difference of Cubes
1.6 Factoring: A General Strategy
1.7 Solving Equations by Factoring
1.8 Solving Applications

2.0 Proportions and Rational Expressions
2.1 Ratios
2.2 Proportions and Similar Triangles
2.3 Simplifying Rational Expressions
2.4 Multiplying and Dividing Rational Expressions
2.5 Adding and Subtracting Rational Expressions
2.6 Complex Rational Expressions
2.7 Solving Rational Equations
2.8 Applications Involving Rational Equations

VI. Suggested Texts


VII. Bibliography

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

1a. School or College  
CT CTC
1b. Division  
APER Division of Physical Ed Rec
1c. Department  
HPER

2. Course Prefix  
PER
3. Course Number  
A110
4. Previous Course Prefix & Number  
A194H

5a. Credits/CEUs  
1.0 cr.
5b. Contact Hours (Lecture + Lab)  
(0.5+1.0)

6. Complete Course Title  
Beginning Zumba

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

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

If a change, mark appropriate boxes:
☐ Prefix  ☒ Course Number  ☐ Credits  ☐ Contact Hours  ☐ Title  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Grading Basis  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Other CCG and catalog (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits

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

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

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

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

Initiator Name (typed):  Jean Marcey  
Initiator Signed Initials:  ________
Date:  __________

13b. Coordination Email  
Date:  3/31/2015  
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date:  3/31/2015

14. General Education Requirement

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

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

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) (list prefix and number or test code and score)  
None

16b. Co-requisite(s) (concurrent enrollment required)  
None

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

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

17. ☒ Mark if course has fees

18. ☒ Mark if course is a selected topic course

19. Justification for Action

There has been consistent and substantial demand for and enrollment in the class to warrant a permanent course number; catalog copy changed to reflect new number.

Initiator (faculty only)  
Jean L Marcey
Initiator (TYPE NAME)

Approved  Disapproved  Dean/Director of School/College  Date

Approved  Disapproved  Undergraduate/Graduate Academic  Date

Approved  Disapproved  Board Chair  Date

Approved  Disapproved  Provost or Designee  Date
Department: HPER
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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the history of Zumba.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Perform basic Zumba exercises.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Apply training principles.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Describe the relationship between Zumba and each of the components of health-related fitness.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>

VIII. Suggested Textbooks:

IX. Bibliography:
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CT CTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>APER Division of Physical Ed Rec</td>
</tr>
<tr>
<td>1c. Department</td>
<td>HPER</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>PER</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A168</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>PER A168</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>1.0 cr</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (0.5+1)</td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>Winter Camping Alaska</td>
</tr>
<tr>
<td>7. Type of Course</td>
<td>☑ Academic</td>
</tr>
<tr>
<td>8. Type of Action</td>
<td>☑ Add</td>
</tr>
<tr>
<td>9. Repeat Status</td>
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<tr>
<td># of Repeats</td>
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<tr>
<td>Max Credits</td>
<td>4</td>
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<tr>
<td>10. Grading Basis</td>
<td>☑ A-F</td>
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<tr>
<td>11. Implementation Date</td>
<td>Semester/year</td>
</tr>
<tr>
<td>From:</td>
<td>Fall/15</td>
</tr>
<tr>
<td>To:</td>
<td>SP/9999</td>
</tr>
<tr>
<td>12. Cross Listed with</td>
<td>☑</td>
</tr>
<tr>
<td>Stacked with</td>
<td>☑</td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td>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.ualaska.edu/governance">www.ualaska.edu/governance</a>.</td>
</tr>
<tr>
<td>14. General Education Requirement</td>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>☑</td>
</tr>
<tr>
<td>Written Communication</td>
<td>☑</td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td>☑</td>
</tr>
<tr>
<td>Humanities</td>
<td>☑</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>☑</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>☑</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>☑</td>
</tr>
<tr>
<td>Integrative Capstone</td>
<td>☑</td>
</tr>
<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td>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.</td>
</tr>
<tr>
<td>16a. Course Prerequisite(s) (list prefix and number or test code and score)</td>
<td>N/A</td>
</tr>
<tr>
<td>16b. Co-requisite(s) (concurrent enrollment required)</td>
<td>N/A</td>
</tr>
<tr>
<td>16c. Automatic Restriction(s)</td>
<td>☑ College</td>
</tr>
<tr>
<td>16d. Registration Restriction(s) (non-codable)</td>
<td>N/A</td>
</tr>
<tr>
<td>17. ☑ Mark if course has fees</td>
<td>☑ Mark if course is a selected topic course</td>
</tr>
<tr>
<td>18. ☑ Mark if course has fees</td>
<td>☑ Mark if course is a selected topic course</td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td>Course was inadvertently purged in spring 2014. Course has been updated.</td>
</tr>
<tr>
<td>20. Initiator (faculty only)</td>
<td>TJ Miller</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>21. Initiator (TYPE NAME)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>22. Dean/Director of School/College</td>
<td>Approved</td>
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<tr>
<td>Date</td>
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<td>23. Undergraduate/Graduate Academic</td>
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<tr>
<td>Date</td>
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<tr>
<td>24. Provost or Designee</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
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:

VIII. Bibliography:
   *Denotes classic text.

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

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PEP</td>
<td>A183</td>
<td></td>
<td>1 credit</td>
<td>(1+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Principles</td>
</tr>
</tbody>
</table>

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
<td>☑ Change</td>
<td></td>
<td></td>
<td></td>
<td>☑ A-F</td>
<td>From: Fall /2015 To: /9999</td>
</tr>
</tbody>
</table>

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

**Impacted Program/Course**

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BSPE</td>
<td>2/18/2015</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>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  
Date:________________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 02/16/2015</td>
<td>Date: 02/16/2015</td>
</tr>
</tbody>
</table>

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

14. General Education Requirement

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

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

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

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

PEP A181

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

N/A

16c. Automatic Restriction(s)

☐ College  ☐ Major  ☐ Class  ☐ Level

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

Departmental Approval

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

19. Justification for Action

Prerequisite changed for consistency in PEP course offerings. CCG and catalog changed to reflect course changes.

Initiator (faculty only)  
TJ Miller  
Initiator Signed Initials: _________  
Date:________________

Department Chair  
Date:________________

Provost or Designee  
Date:________________

Other CCG, Catalog Copy (please specify)

[Signatures and dates for various roles listed]
Department: HPER  
Course Number: PEP A183  
Course Title: Wellness Principles  
Credits: 1

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

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

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

IV. Course Prerequisites:
Prerequisite: PEP A181  
Registration Restriction: Departmental approval

V. Course Evaluation:
Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Campus Safety

2.0 Wellness Models
   2.1 Dimensions of Wellness
   2.2 Relationship of the Dimensions
3.0 Physical Wellness
   3.1 Physical Fitness
   3.2 Nutrition
   3.3 Sleep
   3.4 Posture and Body Mechanics
   3.5 Substance Use/Abuse
   3.6 Disease Prevention/Maintenance
   3.7 Safety

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

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

6.0 Social Wellness
   6.1 Healthy Interpersonal Relationships
   6.2 Communication
   6.3 Support Networks
   6.4 Capacity for Intimacy

7.0 Spiritual Wellness
   7.1 Meaning and Fulfillment
   7.2 Ethics, Beliefs, Values
   7.3 Altruism

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

9.0 Assessment, Goal Setting and Behavior Change
   9.1 Types of Assessment
   9.2 Strategies for Behavioral Change
   9.3 Specific, Measurable, Attainable, Realistic and Timely Goal Setting (SMART)
   9.4 Monitoring progress
   9.5 Motivation and Adherence
VII. Suggested Textbook:

VIII. Bibliography:

IX. Instructional Goals, Student Outcomes and Assessment Procedures

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

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast various wellness models.</td>
<td>Graded discussion</td>
</tr>
<tr>
<td>Define the dimensions of wellness and describe the interrelatedness of the dimensions.</td>
<td>Oral examination Written examination</td>
</tr>
<tr>
<td>Assess their own status in each dimension of wellness.</td>
<td>Written assignment Demonstration</td>
</tr>
<tr>
<td>Write SMART goals.</td>
<td>Written assignment Project Portfolio</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A184</td>
<td></td>
<td>1 credit</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Fundamental Motor Skills

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status No
- [ ] # of Repeats
- [ ] Max Credits

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

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

12. [ ] Cross Listed with N/A
[ ] Stacked with N/A
Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>2/18/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

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

13c. Coordination with Library Liaison
Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)
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)
- [x] College
- [ ] Major
- [ ] Class
- [ ] Level

17. [x] Mark if course has fees

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

19. Justification for Action
Prerequisite change for consistency with other PEP courses.

---

Initiator Name (typed): TJ Miller
Initiator Signed Initials: ____________________
Date: ____________________

13b. Coordination Email
Date: 02/16/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 02/16/2015

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

17. [x] Mark if course has fees

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

19. Justification for Action
Prerequisite change for consistency with other PEP courses.

---

Initiator (faculty only)
TJ Miller
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Date

Approved
Disapproved
Board Chair
Date

Approved
Disapproved
Provost or Designee
Date

48
I. **Course Description:**
Introduces basic patterns used in mature motor patterns of fundamental movement. Presents phases leading to mature patterns. Applies basic observation techniques to analysis of performance.

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

III. **Course Activities:**
Includes lecture, discussion, group exercise, hands-on skill development and analysis.

IV. **Course Prerequisites:**
Prerequisites: PEP A181
Registration Restriction: Departmental approval

V. **Course Evaluation:**
Grades will be A-F. Specific grading criteria will be discussed in class.

VI. **Course Curriculum:**
1.0 Course Introduction
   1.1 Class and Campus Safety
   1.2 Appropriate Apparel, Footwear, & Equipment
   1.3 Warm-up Activities and Stretching

2.0 Locomotor Skills
   2.1 Walk
2.2 Run
2.3 Skip
2.4 Gallop
2.5 Horizontal Jump

3.0 Non-Locomotor Skills
3.1 Throw
3.2 Catch
3.3 Strike
3.4 Kick
3.5 Vertical Jump

4.0 Developmental Stages
4.1 Minimal
4.2 Developmental
4.3 Mature

5.0 Sport Extensions

6.0 Assessment of Motor Skills
6.1 Visual
6.2 Technology

VII. Suggested Textbook:

VIII. Bibliography:


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

**Instructional Goal:**
Provides instruction in and application of fundamental motor skills.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and demonstrate examples of correct technique for the following skills:</td>
<td>Demonstration</td>
</tr>
<tr>
<td>running, jumping, skipping, throwing, catching, striking, kicking.</td>
<td>Written Exam</td>
</tr>
<tr>
<td>Identify developmental stages of acquiring mature motor patterns for the</td>
<td>Demonstration</td>
</tr>
<tr>
<td>following skills: walking, running, jumping, skipping, throwing, catching,</td>
<td>Written Exam</td>
</tr>
<tr>
<td>striking, kicking.</td>
<td></td>
</tr>
<tr>
<td>Suggest corrections on performance.</td>
<td>Checklist</td>
</tr>
<tr>
<td>Recognize motor patterns used in various sport settings.</td>
<td>Dartfish Assignment</td>
</tr>
<tr>
<td></td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td>Portfolio assignment</td>
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</table>
## Course Action Request

### University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
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<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A251</td>
<td>N/A</td>
<td>3 cr</td>
<td>(Lecture + Lab)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tr>
<td>Prevention and Care of Activity-Related Injuries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
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| 8. Type of Action: | ☑ Add |

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

<table>
<thead>
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<th>Prefix</th>
<th>Course Number</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Grade Status</th>
<th>Repeat Status</th>
<th>Cross-Listed/Stacked</th>
<th>Course Prerequisites</th>
<th>Test Score Prerequisites</th>
<th>Automatic Restrictions</th>
<th>Registration Restrictions</th>
<th>General Education Requirement</th>
<th>Class</th>
<th>Level</th>
<th>College</th>
<th>Major</th>
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<table>
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<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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</thead>
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<tr>
<td>n/a</td>
<td>n/a</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>☑ A-F</td>
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<table>
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<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<td>From: FALL /2015</td>
<td>To: /9999</td>
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<table>
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<tr>
<th>12. Cross Listed with</th>
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</thead>
<tbody>
<tr>
<td>☑ Stacked with</td>
</tr>
</tbody>
</table>

**Cross-Listed Coordination Signature**

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

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

- **Impacted Program/Course**
  - Bachelor of Science, Physical Education
  - Minor, Athletic Training
  - Minor, Coaching

- **Date of Coordination**
  - 02/10/2015
  - 02/16/2015

- **Chair/Coordinator Contacted**
  - Sandra Carroll-Cobb
  - Sandra Carroll-Cobb

- **Initiator Name (typed):** TJM
- **Initiator Signed Initials:**
- **Date:**

### 14. General Education Requirement

**Mark appropriate box:**

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Fine Arts</td>
<td>☑ Social Sciences</td>
<td>☑ Natural Sciences</td>
<td>☑ Integrative Capstone</td>
</tr>
</tbody>
</table>

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

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

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

n/a

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

n/a

### 16c. Automatic Restriction(s)

<table>
<thead>
<tr>
<th>☑ College</th>
<th>☑ Major</th>
<th>☑ Class</th>
<th>☑ Level</th>
</tr>
</thead>
</table>

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

n/a

### 17. Mark if course has fees

☐

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

☐

### 19. Justification for Action

Changed contact hours to reflect course delivery methods. Removed unneeded prerequisites. Catalog and CCG updated with changes.

Initiator (faculty only)

T. J. Miller

Initiator (TYPE NAME)

Date

☑ Approved

Disapproved

☐ Approved

Disapproved

☐ Approved

Disapproved

☐ Approved

Disapproved
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 Electrotherapy
   6.5.5 Manual and Mechanical Therapy

6.6 Exercise Rehabilitation and Technologies
   6.6.1 Major Elements of Rehabilitation
   6.6.2 Developing a Rehabilitation Plan

6.7 Drug Use and Abuse in Sports
   6.7.1 Pharmaceutical Classifications
   6.7.2 Therapeutic Drugs
   6.7.3 Performance Aids
   6.7.4 Drug Administration
   6.7.5 Drug Testing

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

VII. Suggested Textbook:

VIII. Bibliography:
XI. Instructional Goal, Student Outcomes, and Assessment Procedures

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

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

## Course Action Request

### University of Alaska Anchorage

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
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<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A264</td>
<td>N/A</td>
<td>3 cr</td>
<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation Program Planning and Evaluation</td>
</tr>
<tr>
<td>Rec Program Planning &amp; Eval</td>
</tr>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Academic</td>
<td>☐ Add or ☒ Change</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ A-F</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>12. Cross Listed with N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Cross Listed with N/A</td>
</tr>
</tbody>
</table>

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

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

### 14. General Education Requirement

Mark appropriate box:

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

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

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

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

PEP A181

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

N/A

### 16c. Automatic Restriction(s)

- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

### 17. Mark if course has fees

- ☒ Mark if course requires fees

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

- ☐ Mark if course is a selected topic course

### 19. Justification for Action

Prerequisite removed as unnecessary. CCG and catalog revised to reflect changes.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Signed Initials</th>
<th>Date</th>
</tr>
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<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
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<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
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</table>
I. Course Description:
Examines the fundamental, conceptual, and operational aspects of recreational program planning, delivery and evaluation. Examines techniques and applications for a variety of leisure and recreational programming experiences to individuals or groups. Evaluates the socio-cultural, ecological, economic, entrepreneurial and managerial dimensions of providing recreation opportunities.

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

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

IV. Course Prerequisites:
PEP A181

V. Course Evaluation:
Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:
1.0 Course Introduction
1.1 Classroom and Campus Safety
1.2 Appropriate Apparel and Footwear
2.0 Foundations of Programming
   2.1 Importance of Programmed Leisure
   2.2 Benefits of Leisure
   2.3 Leisure and Well Being
   2.4 Organizational Setting
   2.5 Professionalism

3.0 Program Planning Concepts and Philosophy
   3.1 Incremental
   3.2 Comprehensive
   3.3 Long range Planning
   3.4 Strategic Planning
   3.5 Systems Planning

4.0 Evaluation Philosophies and Concepts
   4.1 Definitions
   4.2 Terminology
   4.3 Types of Evaluation
   4.4 Evaluations as Part of the Planning Process

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

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

7.0 Program Planning Process
   7.1 Needs Assessment
   7.2 Feasibility Study
   7.3 Purpose
   7.4 Activity Areas
   7.5 Program Format
   7.6 Budgets
7.7 Resources Allocation and Coordination
7.8 Risk and Safety Management

8.0 Program Implementation
  8.1 Facility Usage and Coordination
  8.2 Program Communication
  8.3 Staffing/Volunteer Needs and Expectations
  8.4 Recruiting, Training and Retaining Staff/Volunteers
  8.5 Program Monitoring
  8.6 Risk Management

9.0 Program Evaluation
  9.1 Type
  9.2 Format
  9.3 Timetable
  9.4 System
  9.5 Obstacles
  9.6 Collecting Data
  9.7 Data Interpretation
  9.8 Reporting
  9.9 Taking Action

VII. Suggested Textbook:

VIII. Bibliography:


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

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

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


1a. School or College | CT CTC  
1b. Division | APER Division of Physical Ed Rec  
1c. Department | HPER

2. Course Prefix | PEP  
3. Course Number | 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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
<th>Initiator Name (typed): TJ Miller</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>02/11/2015</td>
<td>Sandra Carroll-Cobb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Athletic Training</td>
<td>02/11/2015</td>
<td>Sandra Carroll-Cobb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College, Major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class, Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13b. Coordination Email Date: 02/16/2015 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)  
Focuses on the recognition and assessment of athletic injuries. Emphasizes lower body injury assessment skills and proficiencies.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
BIOL A111, BIOL A112, PEP A251  
16b. Co-requisite(s) (concurrent enrollment required) | n/a

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

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

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action  
Course reviewed for updating. Prerequisite change to have students better prepared for application of course material. Adjusted contact hours to align with course delivery. CCG and Catalog to reflect changes.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ☑ Approved  
☐ Disapproved | Dean/Director of School/College | Date |
| Undergraduate/Graduate Academic | Date |
| Board Chair | Date |
| Provost or Designee | Date |
I. Course Description:
   Focuses on the recognition and assessment of athletic injuries. Emphasizes lower body injury assessment skills and proficiencies.

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

III. Course Activities:
   Includes lecture, discussions, group exercises, speakers, and hands-on skill development.

IV. Course Prerequisites:
   BIOL A111 Human Anatomy and Physiology I
   BIOL A112 Human Anatomy and Physiology II
   PEP A251 Prevention and Care of Activity Related Injuries

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

VI. Course Curriculum:
   1.0 Safety
   1.1 Classroom, Campus and Field Safety
1.2 Equipment Safety

2.0 Course Introduction
   2.1 Assessment Techniques
   2.2 Goniometry and Manual Muscle Testing

3.0 Leg, Ankle and Foot
   3.1 History, Observation and Palpation
   3.2 Range of Motion and Strength
   3.3 Special Tests
   3.4 Leg, Ankle and Foot Evaluations
   3.5 Proficiency Check-offs

4.0 Knee and Thigh
   4.1 History, Observation and Palpation
   4.2 Range of Motion and Strength
   4.3 Special Tests
   4.4 Knee Evaluations
   4.5 Proficiency Check-offs

5.0 Hip, Pelvis and Groin
   5.1 History, Observation and Palpation
   5.2 Range of Motion and Strength
   5.3 Special Tests
   5.4 Hip, Pelvis and Groin Evaluations
   5.5 Proficiency Check-offs

6.0 Lower Thoracic and Lumbar Spine
   6.1 History, Observation, Palpation and Range of Motion
   6.2 Strength and Special Tests
   6.3 Lower Thoracic and Lumbar Spine Evaluations
   6.4 Proficiency Check-offs

7.0 Gait Cycle

VII. Suggested Textbooks:


VIII. Bibliography:

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Obtain and analyze history information from observation, interview, and records,</td>
<td>Written exam</td>
</tr>
<tr>
<td>to assess the pathology and extent of a lower body injury.</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Inspect involved area(s) visually, detect specific signs, analyze the information,</td>
<td>Written exam</td>
</tr>
<tr>
<td>and assess the pathology and extent of the injury to the lower body.</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Palpate an involved area(s) using standard techniques, detect specific signs,</td>
<td>Written exam</td>
</tr>
<tr>
<td>analyze the information, and assess the pathology and extent of the injury to</td>
<td>Practical exam</td>
</tr>
<tr>
<td>the lower body.</td>
<td>Proficiency check-offs</td>
</tr>
<tr>
<td>Perform specific impression tests systematically on an involved area, detect</td>
<td>Written exam</td>
</tr>
<tr>
<td>specific signs, analyze the information, and assess the pathology and extent of</td>
<td>Practical exam</td>
</tr>
<tr>
<td>an injury to the lower body.</td>
<td>Proficiency check-offs</td>
</tr>
<tr>
<td>Formulate a clinical impression by interpreting the signs and symptoms of an</td>
<td>Written exam</td>
</tr>
<tr>
<td>injury to the lower body to determine the appropriate course of action and to</td>
<td>Practical exam</td>
</tr>
<tr>
<td>facilitate appropriate care.</td>
<td></td>
</tr>
<tr>
<td>Apply manual muscle testing techniques to detect asymmetry and assist in lower</td>
<td>Written exam</td>
</tr>
<tr>
<td>body injury assessment.</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Apply goniometric techniques to detect asymmetry and assist in lower body injury</td>
<td>Written exam</td>
</tr>
<tr>
<td>assessment.</td>
<td>Practical exam</td>
</tr>
<tr>
<td></td>
<td>Proficiency check-offs</td>
</tr>
<tr>
<td>1a. School or College</td>
<td>1b. Division</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
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<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed Rec</td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A347</td>
<td>N/A</td>
<td>3 cr</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Upper Body Injury Assessment Skills
Uppr Body Injury Assmnt Skills

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

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

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

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

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

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

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

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

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

<table>
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<td>Sandra Carroll-Cobb</td>
</tr>
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<td>Minor Athletic Training</td>
<td>02/11/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>College</td>
<td>College</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller
Initiator Signed Initials: ____________
Date: ____________

13b. Coordination Email
Date: 02/16/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)
Focuses on the recognition and assessment of athletic injuries. Emphasizes upper body injury assessment skills and proficiencies.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
PEP A347

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

16c. Automatic Restriction(s) (non-codable)
Department approval

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course updated. Adjusted contact hours to align with course design. Prerequisite change to have students better prepared for application of course material. CCG and catalog updated to reflect changes.

Initiator (faculty only)
TJ Miller
Initiator Signed Initials: ____________
Date: ____________

Dean/Director of School/College
Disapproved
Date: ____________

Undergraduate/Graduate Academic Board Chair
Disapproved
Date: ____________

Provost or Designee
Disapproved
Date: ____________

Department Chair
Disapproved
Date: ____________

College/School Curriculum Committee Chair
Disapproved
Date: ____________

Other CCG, Catalog Copy (please specify)

TJ Miller
Initiator Signed Initials: ____________
Date: ____________
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: 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 theoretical, analytical and evaluative knowledge, skills and abilities acquired in PEP A346.

III. Course Activities:
Includes lecture, discussions, group exercises, speakers, and hands-on skill development.

IV. Course Prerequisites:
PEP A346 Lower Body Injury Assessment Skills

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

VI. Course Curriculum:
1.0 Safety
   1.1 Classroom, Campus and Field Safety
   1.2 Equipment Safety

2.0 Cervical and Upper Thoracic Spine
1.1 History, Observation and Palpation
1.2 Range of Motion and Strength
1.3 Special Tests
1.4 Cervical and Upper Thoracic Spine Evaluations

3.0 Shoulder and Arm
3.1 History, Observation and Palpation
3.2 Range of Motion and Strength
3.3 Special Tests
3.4 Shoulder Evaluations

4.0 Elbow and Forearm
4.1 History, Observation and Palpation
4.2 Range of Motion and Strength
4.3 Special Tests
4.4 Elbow and Forearm Evaluations

5.0 Wrist and Hand
5.1 History, Observation, Palpation
5.2 Range of Motion and Strength
5.3 Special Tests
5.4 Wrist and Hand Evaluations

6.0 Head and Face
6.1 History, Observation and Palpation
6.2 Range of Motion and Strength
6.3 Special Tests
6.4 Head and Face Evaluations

VII. Suggested Textbook:

VIII. Bibliography:
### XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

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

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed

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

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

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

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

10. Grading Basis
☐ A-F ☐ P/NP ☐ NG

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

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

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

Impacted Program/Course Date of Coordination Chair/Coordinator Contacted
1. Bachelor of Science, Physical Education 02/16/2015 Sandra Carroll-Cobb
2. Minor, Outdoor Leadership 02/16/2015 Sandra Carroll-Cobb
3. OEC, Outdoor Leadership 02/16/2015 Sandra Carroll-Cobb

Initiator Name (typed): T.J Miller
Initiator Signed Initials: __________
Date: __________

13b. Coordination Email
submitted to Faculty Listserv: (uac公众@lists.uaa.alaska.edu)
Date: 2/13/2015

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

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

15. Course Description (suggested length 20 to 50 words)
Outdoors Leadership Theory and Practice
Outdr Ldrshp Theory and Pract

16a. Course Prerequisite(s) (list prefix and number or test code and score)
PEP A262, PEP A264, PEP A280

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Changed title to be reflective of the degree name. Prerequisite change to have students better prepared for application of course material. CCG and Catalog changed to reflect course changes.

Initiator (faculty only) T.J. Miller
Initiator (TYPE NAME) ________________________________

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic Date
Board Chair

☐ Approved ☐ Disapproved
Provost or Designee Date

70
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:

VIII. Bibliography:

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

**Instructional Goal:**
The instructor will present effective leadership strategies and their application in the outdoors.

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed</td>
<td>HPER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A382</td>
<td>n/a</td>
<td>4 cr</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add or Change or Delete</td>
<td>A-F</td>
<td>NG</td>
<td>semester/year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>List any programs or college requirements that require this course.</td>
<td>Mark appropriate box:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Coordination with Library Liaison</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyzes the structure, function, and mechanics of human movement with an emphasis on exercise, sports, and recreational activities. Includes application-based laboratory experiences.</td>
<td>BIOL A111, BIOL A112, [MATH A121 OR MATH A151 or STAT A252]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>College Major Class Level</td>
<td>Departmental Approval</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated curriculum and bibliography. Added MATH to prerequisites to have students better prepared for application of course material. Catalog and CCG changes to reflect course changes.</td>
<td>TJ Miller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Disapproved</th>
<th>Department Chair</th>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

75
I. **Course Description:**
Analyzes the structure, function, and mechanics of human movement with an emphasis on exercise, sports, and recreational activities. Includes application-based laboratory experiences.

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

III. **Course Activities:**
Classroom lecture, discussions, guest speakers, laboratory sessions, and potential field trips. Assignments and projects will be required.

IV. **Course Prerequisites:**
- BIOL A111 Human Anatomy & Physiology I
- BIOL A112 Human Anatomy & Physiology II
- MATH A121 College Algebra for Managerial and Social Sciences or MATH A151 College Algebra for Calculus
- STAT A252 Elementary Statistics

V. **Course Evaluation:**
Grades will be A-F based on all assignments.

VI. **Course Curriculum:**
1.0 Safety
1.1 Class and Campus Safety
1.2 Appropriate Apparel and Footwear
1.3 Equipment Safety

2.0 Applied Anatomy
  2.1 Anatomical Structures
  2.2 Musculoskeletal System
  2.3 Muscle Anatomy and Movement
  2.4 Articulations
  2.5 Mechanical Functions of Bones
  2.6 Anatomical Planes
  2.7 Axial Skeleton and Movement
  2.8 Appendicular Skeleton and Movement
  2.9 Growth and Development
  2.10 Terms of Movement
  2.11 Muscular Contractions and Movement

3.0 Biomechanical Principles
  3.1 Forces that Cause Movement
  3.2 Forces that Resist Movement
  3.3 Resultant Forces
  3.4 Torque
  3.5 Inertia
  3.6 Momentum
  3.7 Stability
  3.8 Newton's Laws
  3.9 Structure and Function
  3.10 Physical Activity

4.0 Applied Anatomy and Biomechanics Analysis
  4.1 Function, Structure, and Human Movement
  4.2 Exercise and Fitness
  4.3 Team and Individual Sports
  4.4 Recreation and Leisure Activities
  4.5 Outdoor and Adventure Activities
  4.6 Aquatic Activities
  4.7 Martial Arts Activities
  4.8 Special Populations
  4.9 Injury Prevention
  4.10 Equipment Considerations

5.0 Assessment and Prescription
  5.1 Musculoskeletal
  5.2 Individual Characteristics
  5.3 Technological Tools
VIII. Suggested Text(s):
    Champaign, IL: Human Kinetics.

IX. Bibliography:
    Kinetics.
    *Hall, S. (2001). *Basic biomechanics with dynamic human and powerweb:*
    movement* (2nd ed.). Champaign, IL: Human Kinetics.
    *Nigg, B., Macintosh, B., & Mester, J. (2000). *Biomechanics and biology of
    movement*. Champaign, IL: Human Kinetics.
    Kinetics.
    *Classic
X. Instructional Goals, Student Outcomes, and Assessment Procedures:

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

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course the student will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| Describe 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 |
# 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
A383

### 4. Previous Course Prefix & Number
N/A

### 5a. Credits/CEUs
3 cr

### 5b. Contact Hours
(Lecture + Lab)

### 6. Complete Course Title
Movement Theory and Motor Development

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

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

#### If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Contact Hours
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level
- [ ] Other CCG, Catalog copy (please specify)

### 9. Repeat Status No
- [ ] # of Repeats
- [ ] Max Credits

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

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

### 12. Cross Listed with
- [ ] N/A
- [ ] Stacked with N/A

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Bachelor of Science, Health Science</td>
<td>02/16/2015</td>
<td>Jenny Miller</td>
</tr>
<tr>
<td>Minor, Coaching</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

### 13b. Coordination Email
Date: 02/16/2015

### 13c. Coordination with Library Liaison
Date: 02/16/2015

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

### 15. Course Description (suggested length 20 to 50 words)
Analyzes the process of development in the psychomotor domain. Investigates motor learning theories, physiological foundations of skill performance, motor skill development, environmental effects, application of motor development instructional techniques, and measurement processes.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
PEP A184

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

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

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

### 17. Mark if course has fees N/A

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

### 19. Justification for Action
Prerequisite change to have students better prepared for application of course material. Catalog and CCG changed to reflect course changes.

---

**Initiator Name (Typical): TJ Miller**

Initiator Signed Initials: __________ Date: __________

**Initiator (faculty only)**

[ ] Approved

[ ] Disapproved

**Initiator (TYPE NAME)**

[ ] Approved

[ ] Disapproved

**Dean/Director of School/College**

Date: __________

[ ] Approved

[ ] Disapproved

**Undergraduate/Graduate Academic**

Date: __________

[ ] Approved

[ ] Disapproved

**Board Chair**

Date: __________

[ ] Approved

[ ] Disapproved

**Provost or Designee**

Date: __________
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:

VIII. Bibliography:
*Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures
**Instructional Goal:**
The instructor will present motor learning concepts, motor skill assessment, the systems involved in controlling movement including the roles of attention, memory, individual differences, type of instruction, transfer of learning, practice, motivation in learning and refining motor skill.

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

2. **School or College:** CT CTC  
3. **Course Prefix:** PEP  
4. **Course Number:** A385  
5. **Previous Course Prefix & Number:** N/Aa  
6. **Credits/CEUs:** 4 cr  
7. **Contact Hours:** (Lecture + Lab) (3+2)

8. **Type of Action:** [ ] Add or [X] Change or [ ] Delete  
   
   If a change, mark appropriate boxes:
   - Prefix
   - Credits
   - Title
   - Grading Basis
   - Course Description
   - Test Score Prerequisites
   - Automatic Restrictions
   - Other CCG, Catalog copy (please specify)

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

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

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

12. **Cross Listed with:**  
    **N/A**  
    **Stacked with:**  
    **N/A**  
    **Cross-Listed Coordination Signature:**

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

<table>
<thead>
<tr>
<th>Impacting 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):** TJ Miller  
**Initiator Signed Initials:** _________  
**Date:** __________________

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

15. **Course Description** *(suggested length 20 to 50 words)*  
   Analyzes the relationship of physical activity and exercise and the various physiological processes of the human body. Examines the sources and metabolism of energy used to produce movement and other factors that may influence performance.

16a. **Course Prerequisite(s) (list prefix and number or test code and score):**  
   PEP A382  
   with a “C” or higher

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

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

17. [X] Mark if course has fees

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

19. **Justification for Action:**  
   Prerequisite change to have students better prepared for application of course material. Course description changed for proper grammar. CCG and catalog copy updated to reflect changes.

**Initiator (faculty only):** TJ Miller  
**Date:** __________________

**Initiator (TYPE NAME):**

- [ ] Approved
- [ ] Disapproved

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

**Date:** __________________

**Undergraduate/Graduate Academic:**

**Board Chair:**

**Date:** __________________

**Provost or Designee:**

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

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

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

IV. Course Prerequisites:
   PEP A382 Kinesiology and Biomechanics with a “C” or higher

V. Course Evaluation:
   Grades will be A-F based on all assignments.

VI. Course Curriculum:
   1.0 Safety
      1.1 Campus and Classroom
      1.2 Appropriate Apparel and Footwear
      1.3 Equipment

   2.0 Physiology of Muscular Contraction
      2.1 Gross and Microscopic Structure of Skeletal Muscle
2.2 Muscle Fiber Structure and Function

3.0 Human Energy Production
   3.1 Applications of Energy Concepts
   3.2 The Energy Systems
   3.3 Relationship Between Oxygen Consumption and Energy Production
   3.4 Energy Continuum Concept and Guidelines
   3.5 Fuel for Energy

4.0 Exercise Metabolism and the Recovery Process
   4.1 Recovery Terminology
   4.2 Oxygen Debt
   4.3 Restoration of Muscle and Phosphagen Stores
   4.4 Replenishment of Myoglobin and Oxygen
   4.5 Restoration of Glycogen Stores
   4.6 Removal of Lactic Acid
   4.7 Practical Considerations

5.0 Neuromuscular Concepts Applied to Physical Activity
   5.1 Structure and Function of Nerves
   5.2 Reflexes
   5.3 Proprioception and Kinesthesis
   5.4 Systems of Muscular Control
   5.5 Posture, Balance, and Voluntary Movement

6.0 The Circulatory System and Physical Activity
   6.1 Cardiac Output
   6.2 Coronary Circulation and Efficiency of the Heart
   6.3 Factors Affecting Heart Rate
   6.4 Heart Rate During and After Exercise
   6.5 Cardiac Reserve Capacity
   6.6 Blood Flow and Control of Blood Distribution

7.0 Respiration & Gas Transport
   7.1 Lung Ventilation and External Respiration
   7.2 Lung Volume and Capacity
   7.3 Respiratory Control and Breathing Patterns
   7.4 Gas Transport by the Blood and Internal Respiration
   7.5 Aerobic Capacity
   7.6 Regulation of Acid-base Balance
   7.7 Changes in Lung Diffusion During Exercise
   7.8 Respiratory Factors Affecting Performance

8.0 Endocrine System and Physical Activity
   8.1 Nature of Hormones
   8.2 Importance of Hormones in Exercise and Physical Activity

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

VII. Suggested Textbook:

VIII. Bibliography:
*Classic
XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

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

#### University of Alaska Anchorage

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CT CTC</th>
<th>1b. Division</th>
<th>APER Division of Physical Ed Rec</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>PEP</td>
<td>3. Course Number</td>
<td>A453</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
<td>5a. Credits/CEUs</td>
<td>3 cr</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
<td>(3+0)</td>
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#### Complete Course Title

**Health Promotion**

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

<table>
<thead>
<tr>
<th>6. Type of Course</th>
<th>☑ Academic</th>
<th>☐ Preparatory/Development</th>
<th>☐ Non-credit</th>
<th>☐ CEU</th>
<th>☐ Professional Development</th>
</tr>
</thead>
</table>

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

If a change, mark appropriate boxes:

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

#### Repeat Status

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

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

#### Implementation Date

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
</table>
| Fall 2015 | /9999

#### Cross Listed with

| ☑ Cross Listed with | N/A |

#### Stacked with

| ☐ Stacked with | N/A |

#### Impacted Courses or Programs

- Bachelor of Science, Physical Education
- Minor, Health and Fitness Leadership

**Initiator Name (typed): TJ Miller**

**Initiator Signed Initials:_________ Date:_________**

#### Coordination with Library Liaison

<table>
<thead>
<tr>
<th>Date:</th>
<th>02/16/2015</th>
</tr>
</thead>
</table>

#### 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.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>BA A151 and PEP A280</th>
</tr>
</thead>
<tbody>
<tr>
<td>16b. Co-requisite(s) (concurrent enrollment required)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
<th>☑ Class</th>
</tr>
</thead>
</table>

Mark if course has fees

| 17. Mark if course is a selected topic course | ☐ |

#### Registration Restriction(s) (non-codable)

- Departmental Approval, Junior or Senior status

#### Co-requisite(s)

- ☐ Class
- ☑ Level

#### Automatically Restricted

- College
- Major

#### Registration Restrictions (non-codable)

- ☑ Departmental Approval, Junior or Senior status

#### Justification for Action

Prerequisite and registration changes to have students better prepared for application of course material. Catalog and CCG changed to reflect course changes.

**Initiator (faculty only) TJ Miller**

**Initiator (TYPE NAME) Date**

**Approved**

**Disapproved**

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

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic Board Chair Date**

**Approved**

**Disapproved**

**Provost or Designee Date**

90
I. Course Description:
Focuses on understanding health behaviors and the development of intervention strategies to modify health risk behaviors. Examines various health promotion settings and the role of the health/fitness professional.

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

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

IV. Course Prerequisites:
Prerequisites: BA A151 and PEP A280
Registration Restriction: Department Approval; Junior or Senior Status

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

VI. Course Curriculum:
1.0 Course Introduction
1.1 Classroom Safety
1.2 Campus safety
2.0 Overview of Health
  2.1 Definitions
  2.2 Dimensions of Health
  2.3 Major Factors Influencing Health
    2.3.1 Heredity
    2.3.2 Environment
    2.3.3 Services
    2.3.4 Behavior

3.0 History of Health Education and Health Promotion
  3.1 Pre-Modern Era
  3.2 First Half of the Nineteenth Century
  3.3 Modern Era of Health

4.0 Governmental Health Initiatives
  4.1 Healthy People 2020
  4.2 Other Initiatives
  4.3 State and Local Roles

5.0 Risk and Behavior Change
  5.1 Basic Principles of Learning
  5.2 Maslow’s Theory of Human Motivation
  5.3 Behavioral Modification (Skinner)
  5.4 Lewin’s Field Theory
  5.5 Transtheoretical Theory of Behavior Change
  5.6 Social Learning Theory
  5.7 Health Belief Model
  5.8 Health Promotion Model

6.0 Health Promotion and Disease Prevention
  6.1 Health Promotion
  6.2 Levels of Prevention
  6.3 Role of the Professional

7.0 Settings for Health Promotion
  7.1 Community Health Agencies
  7.2 Worksite Programs
  7.3 Fitness Centers
  7.4 School Programs
  7.5 College and University Programs
  7.6 Medical and Clinical Settings

8.0 Needs Assessment, Planning and Program Implementation
  8.1 Planning Models
  8.2 Needs Assessment
  8.3 Development of a Program Plan
8.4 Implementation
8.5 Evaluation

9.0 Overview of Successful Programs

10.0 Professionalism
   10.1 Credentialing
   10.2 Competencies

VII. Suggested Textbook:

VIII. Bibliography:
IX. Instructional Goals, Student Outcomes and Assessment Procedures

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Define basic health terms, the dimensions of health and factors influencing health.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Personal assessment</td>
</tr>
<tr>
<td>Organize historical perspectives of health education and health promotion and apply them to current health issues.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Determine the importance of federal health initiatives, state and local roles and personal health connections.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Determine and apply appropriate learning principles and theories related to behavior change.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Prescribe an appropriate level of prevention for individuals/situations.</td>
<td>Case studies</td>
</tr>
<tr>
<td>Examine various settings for health promotion programs while</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assess the role of the health/fitness professional in health promotion and disease prevention.</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Develop and implement a health intervention program.</td>
<td>Written assignment Project</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>Evaluate successful programs for use as models for program development.</td>
<td>Research Project</td>
</tr>
</tbody>
</table>
1a. School or College: CT CTC
1b. Division: APER Division of Physical Ed Rec
1c. Department: HPER

2. Course Prefix: PEP
3. Course Number: 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
   Abbreviated Title for Transcript (30 character)

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

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

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

10. Grading Basis: ☒ A-F ☐ P/NP ☐ NG

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

12. Cross Listed with: N/A
    Stacked with: N/A

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

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

Initiator Name (typed): TJ Miller  Initiator Signed Initials: __________  Date: __________

13b. Coordination Email Date: 02/16/2015 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)
    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) (list prefix and number or test code and score)
    PEP A385 with a grade of "C" or higher

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

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

17. Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Prerequisite and registration restriction changes to have students better prepared for application of course material. Course description changed for proper grammar. CCG and catalog changed to reflect changes.

Initiator (faculty only)

Initiator (TYPE NAME)

[Approval checkboxes and dates]

Dean/Director of School/College: Date
Undergraduate/Graduate Academic: Date
Board Chair: Date
Provost or Designee: Date
I. Course Description:
Presents techniques necessary for exercise test administration, evaluation, and prescription for individuals. Emphasizes clinical physiology, testing protocols, the evaluation of results, and the design of individual exercise prescriptions based upon the results.

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

III. Course Activities:
Includes lecture, discussions, individual/group laboratory activities, practical application and written examinations.

IV. Course Prerequisites:
Prerequisite: PEP A385 with a grade of “C” or higher
Registration Restriction: Department Approval; Junior or Senior Status

V. Course Evaluation:
Grades will be A-F. Specific criteria will be discussed in class.

VI. Course Curriculum:
1.0 Safety
   1.1 Class, Lab, Campus and Field Safety
   1.2 Appropriate Apparel and Footwear
1.3 Equipment Safety

2.0 Benefits and Risks Associated with Exercise
   2.1 Benefits of Regular Exercise
   2.2 Risks Associated with Exercise Testing
   2.3 Risks Associated with Physical Activity

3.0 Health Screening and Risk Stratification
   3.1 Pre-participation Health Screening
   3.2 American College of Sports Medicine (ACSM) Risk Stratification

4.0 Pre-test Evaluations
   4.1 Medical History
   4.2 Physical Examination
   4.3 Laboratory Tests
      4.3.1 Blood pressure
      4.3.2 Blood profile analyses
   4.4 Contraindications to Exercise Testing
   4.5 Informed Consent and Patient Instructions

5.0 Physical Fitness Testing
   5.1 Introduction
      5.1.1 Purposes of fitness testing
      5.1.2 Basic principles and guidelines
   5.2 Body Composition Assessment
      5.2.1 Anthropometric methods
      5.2.2 Densitometry
      5.2.3 Other techniques
      5.2.4 Laboratory: measuring body composition
   5.3 Cardiovascular Assessment
      5.3.1 Submaximal testing methods
      5.3.2 Maximal testing methods
      5.3.3 Laboratory: measuring cardiovascular fitness
   5.4 Muscular Fitness and Flexibility Assessment
      5.4.1 Muscular strength
      5.4.2 Muscular endurance
      5.4.3 Flexibility
      5.4.4 Laboratories: assessing muscular fitness and flexibility

6.0 Clinical Exercise Testing
   6.1 Exercise Test Modalities and Protocols
   6.2 Measurements
   6.3 Indications for Exercise Test Termination
   6.4 Supervision of Exercise Stress Testing

7.0 Interpretation of Clinical Test Data
7.1 Interpretation Methods and Considerations
7.2 Diagnostic Value of Exercise Testing

8.0 General Principles of Exercise Prescription
  8.1 Introduction
  8.2 Components of the Training Session
  8.3 Cardiorespiratory Endurance
  8.4 Musculoskeletal Flexibility
  8.5 Muscular Fitness
  8.6 Maintenance of the Training Effect

9.0 Exercise Prescriptions For Special Populations:
  9.1 Cardiac Patients
  9.2 Pulmonary Patients
  9.3 Children
  9.4 Elderly
  9.5 Pregnant Women

10.0 Clinical Conditions Influencing Exercise Prescriptions
  10.1 Hypertension
  10.2 Diabetes mellitus
  10.3 Obesity
  10.4 Peripheral vascular disease

11.0 Methods for Changing Exercising Behaviors
  11.1 Exercise Compliance
  11.2 Psychological Components of Successful Behavior Change
  11.3 Strategies to Improve Behavioral Change Outcomes
  11.4 Other Areas for Health Behavior Change

12.0 Legal Issues
  12.1 Contracts, Informed Consent and Torts
  12.2 Negligence and/or Malpractice
  12.3 Standards of Care

VII. **Suggested Textbook:**

VIII. **Bibliography:**

IX. Instructional Goals, Student Outcomes and Assessment Procedures

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>APER Division of Physical Ed</td>
<td>HPER</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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### 6. Complete Course Title
Cardiac Rehabilitation and Special Populations

Cardiac Rehab & Special Pops

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

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

If a change, mark appropriate boxes:
- Prefix
- Credits
- Grading Basis
- Course Description
- Automatic Restrictions
- Other CCG, Catalog copy (please specify)

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

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

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

### 12. Cross Listed with
- [ ] N/A
- [x] Stacked with N/A

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>2/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 02/16/2015</td>
<td>Date: 02/16/2015</td>
</tr>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uae-faculty@lists.uaa.alaska.edu">uae-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

### 16. Course Prerequisite(s)
(PEP A454 with a grade of "C" or higher)

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

### 17. Mark if course has fees
- [ ] Mark if course is a selected topic course

### 19. Justification for Action
Added grade requirement to prerequisites to better prepare students for application of course material. Changed registration restrictions for better enrollment management. CCG and Catalog updated for course changes.

Initiator Name (typed): TJ Miller
Initiator Signed Initials: ______
Date: ______

Initiator (faculty only) Date
TJ Miller

Initiator (TYPE NAME)
- [x] Approved
- [ ] Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Board Chair
Date

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

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

III. **Course Activities:**
Includes lecture, discussions, individual/group laboratory activities, field activities, and practical and written examinations.

IV. **Course Prerequisites and Registration Restrictions:**
Prerequisites: PEP A454 with grade of “C” or higher
Registration Restrictions: Department Approval

V. **Course Evaluation:**
Grades will be A-F. Specific grading criteria will be discussed in class.

VI. **Course Curriculum:**
1.0 Safety
   1.1 Class Campus and Field Safety
   1.2 Appropriate Apparel and Footwear
1.3 Equipment Safety

2.0 Cardiac Rehabilitation: Overview
   2.1 Historical Perspective on Coronary Heart Disease
   2.2 Overview of Cardiovascular Disease
   2.3 Relevance of Cardiac Rehabilitation Programs

3.0 Risk Factors
   3.1 Family History
   3.2 Cigarette Smoking
   3.3 Hypertension
   3.4 Plasma Cholesterol, Lipoproteins and Triglycerides
   3.5 Impaired Fasting Glucose
   3.6 Physical Inactivity
   3.7 Obesity
   3.8 Evaluation of Patient Risk-Factor Modification

4.0 Cardiac Rehabilitation Programs
   4.1 Inpatient Cardiac Rehabilitation Program
   4.2 Immediate Outpatient Cardiac Rehabilitation Program
   4.3 Intermediate Outpatient Cardiac Rehabilitation Program
   4.4 Maintenance Outpatient Cardiac Rehabilitation Program

5.0 Heart Anatomy and Physiology
   5.1 Heart Anatomy
   5.2 Coronary Arteries
   5.3 Metabolism of Cardiac Tissue
   5.4 Conduction System
   5.5 General Myology
   5.6 Neural Control of Heart Rate and Blood Vessels
   5.7 Peripheral Circulation

6.0 Pathophysiology of Coronary Artery Disease
   6.1 Arterial Wall
   6.2 Atherosclerotic Lesions
   6.3 Pathogenesis of Atherosclerosis
   6.4 Atherosclerosis and Coronary Artery Disease
   6.5 Coronary Artery Disease: Clinical Manifestation

7.0 Medical and Surgical Management of Cardiac Disease
   7.1 Pharmacologic Management
      7.1.1 Nitrates
      7.1.2 Beta-blocking agents
      7.1.3 Calcium channel blockers
      7.1.4 Cardiac glycosides
      7.1.5 Antiarrhythmics
   7.2 Surgical Intervention
      7.2.1 Precutaneous transluminal coronary angioplasty
7.2.2 Coronary stents
7.2.3 Coronary artery bypass grafting

8.0 Electrocardiography
8.1 Cardiac Cycle and Impulse Generation
8.2 Waves, Complexes and Intervals
  8.2.1 P wave
  8.2.2 PR interval
  8.2.3 QRS complex
  8.2.4 ST segment
  8.2.5 T wave
  8.2.6 QT interval
  8.2.7 Standard electrocardiogram paper
  8.2.8 Standardization
  8.2.9 Electrocardiogram leads
  8.2.10 Lead placement
  8.2.11 The 12-lead electrocardiogram (ECG)
8.3 Interpreting the Electrocardiogram
  8.3.1 Calculating the rate
  8.3.2 Determining the rhythm
  8.3.3 Characteristics of rhythms
    8.3.3.1 Atrial arrhythmias
    8.3.3.2 AV nodal/junctional arrhythmias
    8.3.3.3 Ventricular arrhythmias
8.4 Heart Blocks
  8.4.1 AV blocks
  8.4.2 Bundle branch blocks
8.5 Electrocardiogram Changes
  8.5.1 Effects of exercise
  8.5.2 Laboratory: Assess ECG responses under:
    8.5.2.1 Resting conditions
    8.5.2.2 Exercise conditions
  8.5.3 Effects of drugs

9.0 Special Population Diseases, Disorders and Management
9.1 Pulmonary Diseases
9.2 Metabolic Diseases
9.3 Immunological and Hematological Disorders
9.4 Orthopedic Diseases and Disabilities
9.5 Neuromuscular Disorders
9.6 Cognitive, Psychological and Sensory Disorders
9.7 Other

10.0 Assessment of the Special Population Patient/Client
10.1 Information Regarding Patient Medical Status
10.2 Assessment of the Rehabilitation Center/Facility
  10.2.1 Informed consent
  10.2.2 Graded exercise test
10.2.3 Additional physical assessments
10.3 Graded Exercise Test Case Histories

11.0 Exercise Prescription
11.1 Risk Stratification
11.2 Cardiorespiratory Endurance
11.3 Muscular Strength and Endurance
11.4 Flexibility
11.5 Body Composition

12.0 Exercise Session
12.1 Review of Candidates for Cardiac Rehabilitation
12.2 Components of the Exercise Session
12.3 Patients Requiring Special Consideration
   12.3.1 Angina pectoris
   12.3.2 Diabetes mellitus
   12.3.3 Peripheral vascular disease
   12.3.4 Chronic heart failure
   12.3.5 Osteoarthritis and orthopedic limitations
   12.3.6 Obesity

VII. Suggested Textbook:

VIII. Bibliography:
# IX. Instructional Goals, Student Outcomes and Assessment Procedures

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique the different types of cardiac and special population rehabilitation programs.</td>
<td>Research Written examination</td>
</tr>
<tr>
<td>Identify elements in heart anatomy and explain the mechanisms of physiological control.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Evaluate the different types of cardiovascular and chronic disease and pathophysiology.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Differentiate pharmacologic and surgical management methods used in improving a patient’s quality of life.</td>
<td>Research Written examination</td>
</tr>
<tr>
<td>Identify basic electrocardiograms and interpret their clinical relevance.</td>
<td>Research Written examination</td>
</tr>
<tr>
<td>Prepare and measure a basic electrocardiogram in a normal individual.</td>
<td>Group activity Laboratory activity</td>
</tr>
<tr>
<td>Assess and/or evaluate cardiac and special population patients’ case history.</td>
<td>Research</td>
</tr>
<tr>
<td>Develop and prescribe appropriate exercise programs for cardiac and special population rehabilitation patients/clients.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
1a. School or College  
CT CTC  
1b. Division  
APER Division of Physical Ed Rec  
1c. Department  
HPER

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A467B</td>
<td>N/A</td>
<td>2 cr</td>
<td>(.5+3)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Climbing-Based Outdoor Leadership  
Climb-based Outdr Ldrshp.

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
From:  Fall 2015  
To:  9999

12. ☐ Cross Listed with N/A  ☐ Stacked with N/A  
Cross-Listed Coordination Signature

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

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

<table>
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<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor, Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Outdoor Leadership</td>
<td>02/16/2015</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: __________  
Date: __________

13b. Coordination Email  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 02/16/2015

14. General Education Requirement  
Mark appropriate box:

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

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

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

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

PER A146 and PER A147 and [PER A148 or PER A181], PEP A365

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

N/A

16c. Automatic Restriction(s)

☐ College  ☐ Major  ☐ Class  ☐ Level

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

Department Approval

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Prerequisite and registration changes to have students better prepared for application of course material; removed unnecessary courses. Changed course title to be consistent with degree title. Changed course description for proper grammar. Updated CCG and catalog to reflect changes.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
</tr>
<tr>
<td>University/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER Date: 15 February 2015

Course Number: PEP A467B
Course Title: Climbing-Based Outdoor Leadership
Credits: 2

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

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

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

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

V. Course Evaluation:
   Grades will be A-F based on all assignments.

VI. Course Curriculum
   1.0 Introduction
1.1 Classroom, Campus, Field Safety
1.2 Equipment Safety

2.0 Planning
2.1 Matching Objectives to Clients
2.2 Route Selection and Alternatives
2.3 Acquiring Permits
2.4 Budgeting
2.5 Menus and Supplies
2.6 Trip Plan

3.0 Organization and Logistics
3.1 Equipment Selection
3.2 Food Buying and Preparation
3.3 Packing
3.4 Transportation and Communication

4.0 Leadership Style and Ethics
4.1 Assessing the Group and Situation
4.2 Choosing Appropriate Style
4.3 Flexibility
4.4 Communication
4.5 Instruction
4.6 Motivation
4.7 Ethics

5.0 Rope Systems and Anchors
5.1 Site Specificity
5.2 Anchor Set-Up
5.2.1 Redundancy
5.3 Rope Management

6.0 Environmental Considerations
6.1 Leave No Trace Standards
6.2 Natural History Interpretation

7.0 Decision Making And Judgment

8.0 Safety and Risk Management
8.1 Risk Management Plan
8.2 Environmental Safety
8.3 Technical Safety
8.4 Psychological Safety

VII. Suggested Textbook:
VIII. Bibliography:


*Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goal:**

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devise a formal trip plan for a climbing-based trip.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
| 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  
Lead instructor review                   |
| 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

1c. Department  
HPER

2. Course Prefix  
PEP

3. Course Number  
A467C

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
2 cr

5b. Contact Hours  
(Lecture + Lab) (0.5+3)

6. Complete Course Title  
Land-Based Outdoor Leadership

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  
# of Repeats ☑ Max Credits

10. Grading Basis  
☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with N/A  
Stacked with N/A

Cross-Listed Coordination Signature

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

Impacted Program/Course  

Date of Coordination  
Chair/Coordinator Contacted

1. Bachelor of Science, Physical Education  
02/16/2015  
Sandra Carroll-Cobb

2. Minor, Outdoor Leadership  
02/16/2015  
Sandra Carroll-Cobb

3. OEC, Outdoor Leadership  
02/16/2015  
Sandra Carroll-Cobb

Initiator Name (typed):  TJ Miller  
Initiator Signed Initials: _________

Date:

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

13c. Coordination with Library Liaison  
Date: 02/16/2015

14. General Education Requirement  
Mark appropriate box:

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

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

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

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

PER A169 or [PER A170 and PER A168], PEP A365

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

16c. Automatic Restriction(s)  

☐ College ☐ Major ☐ Class ☐ Level

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

Department Approval

17. ☒ Mark if course has fees  

18. ☐ Mark if course is a selected topic course

19. Justification for Action  

Prerequisite and registration changes to have students better prepared for application of course material; removed unnecessary prerequisites. Updated CCG and catalog to reflect changes.

Initiator (faculty only)  
TJ Miller

Initiator (TYPE NAME)  

☐ Approved  
☐ Disapproved  

Date

☐ Approved  
☐ Disapproved  

Dean/Director of School/College

Date

☐ Approved  
☐ Disapproved  

Undergraduate/Graduate Academic

Date

Board Chair

Date

☐ Approved  
☐ Disapproved  

Provost or Designee

Date

111
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 Camcraft
5.1 Site Selection
5.2 Shelter
5.3 Fires and Stoves
5.4 Cooking
5.5 Winter and Snow Considerations

6.0 Travel
6.1 Map Work
6.2 Compass
6.3 Cross Country Navigation and Travel
6.4 Winter and Snow Considerations

7.0 Environmental Considerations
7.1 Leave No Trace Standards
7.2 Natural History Interpretation

8.0 Decision Making and Judgment
8.1 Decision Making
8.2 Problem Solving
8.3 Judgment

9.0 Safety and Risk Management
9.1 Risk Management Plan
9.2 Environmental Safety
9.3 Technical Safety
9.4 Psychological Safety

VII. Suggested Textbook:

VIII. Bibliography:

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devise a formal land-based trip plan.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assess the group and situation to choose and implement an appropriate leadership style.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Select appropriate communication strategies for group and situation.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Demonstrate ethical decision-making, taking into account personal, individual, group, and environmental goals.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Demonstrate effective and efficient site selection and campcraft.</td>
<td>Journal reflection Lead instructor review</td>
</tr>
<tr>
<td>Critique judgment calls in the field.</td>
<td>Lead instructor review</td>
</tr>
<tr>
<td>Compose a risk management plan for an extended trip or program.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
## Course Action Request

### University of Alaska Anchorage

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A467D</td>
<td>N/A</td>
<td>2 cr</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Water-Based Outdoor Leadership**

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

**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.**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td># of Repeats</td>
<td>☑ A-F</td>
</tr>
<tr>
<td>Preparatory/Development</td>
<td>Change</td>
<td>Max Credits</td>
<td>P/NP</td>
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<tr>
<td>Non-credit</td>
<td>Delete</td>
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<td>NG</td>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall 2015</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 02/16/2015</td>
</tr>
</tbody>
</table>

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

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

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<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PER A151 or PER A152 or PER A153), PEP A365</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department Approval</td>
</tr>
</tbody>
</table>

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

### 19. Justification for Action

Prerequisite and registration change to have students better prepared for application of course material; removed unnecessary prerequisites. Changed course description for proper grammar. Updated CCG and catalog to reflect changes.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
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<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>

115
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:
VIII. Bibliography:


*Classic

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

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

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  
Abbreviated Title for Transcript (30 character)  
Standards & Assessment in HPER  

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

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

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

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

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

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

12. ☐ Cross Listed with  N/A  
Stacked with  N/A  
Cross-Listed Coordination Signature  

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

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

Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  
Date: __________  

13b. Coordination Email  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 02/16/2015  

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

15. Course Description (suggested length 20 to 50 words)  
Emphasizes program development and planning based on national, state, and local standards in health, physical education, recreation, and adventure leadership. Applies appropriate strategies to assess program and client success.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
PEP A280, [MATH A121 or MATH 151 or STAT A252]  

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

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

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

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Prerequisite change to have students better prepared for application of course material. Updated CCG and catalog to reflect changes.  

Initiator (faculty only)  
TJ Miller  
Initiator (TYPE NAME)  

☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date: __________  

Undergraduate/Graduate Academic  
Board Chair  
Date: __________  

Provost or Designee  
Date: __________  

119
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
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):

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

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able:</td>
<td></td>
</tr>
<tr>
<td>Describe and evaluate the role of standards and assessments.</td>
<td>Graded discussions</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td></td>
<td>Research project</td>
</tr>
<tr>
<td>Critique national, state/local, and field-based standards, trends and issues, and</td>
<td>Project</td>
</tr>
<tr>
<td>how standards are applied to accreditation principles.</td>
<td></td>
</tr>
<tr>
<td>Write and evaluate instructional/program objectives associated with specific and</td>
<td>Project</td>
</tr>
<tr>
<td>well-defined outcomes.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Assess the reliability and validity of a variety of assessment tools.</td>
<td>Research project</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td>Outline and create a variety of effective evaluation procedures.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Class demonstration</td>
</tr>
<tr>
<td>Apply basic statistical function to a variety of assessment data.</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td>Identify and evaluate health and fitness standards, program planning considerations,</td>
<td>Written assignment</td>
</tr>
<tr>
<td>implementing an improvement plan, and curriculum models.</td>
<td></td>
</tr>
<tr>
<td>Identify and evaluate physical education, outdoor recreation, and adventure</td>
<td>Written assignment</td>
</tr>
<tr>
<td>education standards, program planning considerations, implementing an improvement</td>
<td>Written exam</td>
</tr>
<tr>
<td>plan, and curriculum models.</td>
<td>Project</td>
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<tr>
<td>Identify and evaluate safety and risk management standards, response protocol, and</td>
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<tr>
<td>liability issues.</td>
<td>Portfolio</td>
</tr>
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<td></td>
<td>Class demonstration</td>
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</tbody>
</table>
1a. School or College: CT CTC
1b. Division: APER Division of Physical Ed Rec
1c. Department: HPER

2. Course Prefix: PEP
3. Course Number: 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: ☑ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development

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

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

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

10. Grading Basis: ☑ A-F ☐ P/NP ☐ NG

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

12. Cross Listed with: N/A

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

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

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Initiator Name (typed): TJ Miller
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email: Date: 02/16/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison: Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)
Critiques and evaluates the technical, leadership, and supervisory skills necessary to safely and effectively administer health, physical education and recreation programs. Theoretical, practical, and research perspectives will be presented.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
BA A151; PEP A280

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

16c. Automatic Restriction(s)

☑ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Prerequisite change to have students better prepared for application of course material. Updated CCG and catalog to reflect changes.

Initiator (faculty only) Date
☐ Approved ☐ Disapproved
TJ Miller
Initiator (TYPE NAME) Date
☐ Approved ☐ Disapproved

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

Undergraduate/Graduate Academic Date
☐ Approved ☐ Disapproved

Board Chair Date
☐ Approved ☐ Disapproved

Provost or Designee Date
☐ Approved ☐ Disapproved
I. Course Description:
Critiques and evaluates the technical, leadership, and supervisory skills necessary to safely and effectively administer health, physical education, and recreation programs. Theoretical, practical, and research perspectives will be presented.

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

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

IV. Course Prerequisites:
BA A151 Introduction to Business
PEP A280 Leadership in Health, Physical Education & Recreation

V. Course Evaluation:
Grades will be A-F based on all assignments.

VI. Course Curriculum:
1.0 Safety
   1.1 Campus
   1.2 Classroom

2.0 Philosophy and Administration
   2.1 Types of Administrators
   2.2 Philosophical Foundations of Administrators
   2.3 Power versus Authority
3.0 Leadership
   3.1 Managerial Effectiveness
   3.2 Leadership Models
   3.3 Purpose and Scope
   3.4 Leadership Styles
   3.5 Developing Leaders
   3.6 Delegation Strategies

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

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

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

7.0 Risk Management and Legal Issues
   7.1 Risk Management Planning Process
   7.3 Decision-Making
   7.4 Crisis Management
   7.5 Safety Standards
   7.7 Inspections
   7.8 Legal Liability
   7.9 Documentation
   7.10 Insurance
   7.11 Student Rights
   7.12 Legal Trends
   7.13 Facilities and Equipment
   7.14 Supervision
   7.15 Disabilities and the Law
7.16 Remote Locations
7.17 Transporting Students/Clients

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

9.0 Organizational Structures and Theories
9.1 Quality Management
9.2 Theory X, Y, Z
9.3 Evaluation
9.4 Past Practice
9.5 Current Trends

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

VIII. Suggested Text(s):

IX. Bibliography:

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

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Critique philosophical foundations associated with administration.</td>
<td>Research project</td>
</tr>
<tr>
<td>Assess and model a variety of leadership styles.</td>
<td>Project Written exam</td>
</tr>
<tr>
<td>Describe and demonstrate strategies for effective decision-making.</td>
<td>Project Written exam</td>
</tr>
<tr>
<td>Determine components of and best practices in budget and finance management.</td>
<td>Project Written exam</td>
</tr>
<tr>
<td>Create public relations and marketing plan for a physical education, health, or recreation program.</td>
<td>Project Written assignment</td>
</tr>
<tr>
<td>Evaluate risk management and legal issues.</td>
<td>Project Written exam</td>
</tr>
<tr>
<td>Critique facilities planning models and identify key components to successful facilities planning in outdoor and indoor programs.</td>
<td>Project Written assignment</td>
</tr>
<tr>
<td>Evaluate a variety of past and current trends in organization structure and theory.</td>
<td>Project Written Exam</td>
</tr>
<tr>
<td>Demonstrate the use of technology in the administration of physical education, health, or recreation programs.</td>
<td>Project Portfolio</td>
</tr>
</tbody>
</table>
### 1a. School or College
- CT CTC

### 1b. Division
- APER Division of Physical Ed Rec

### 1c. Department
- HPER

### 2. Course Prefix
- PEP

### 3. Course Number
- A495

### 4. Previous Course Prefix & Number
- N/A

### 5a. Credits/CEUs
- 6 cr

### 5b. Contact Hours
- (Lecture + Lab) (0.5+16.5)

### 6. Complete Course Title
- Internship

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

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

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

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

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

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

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

### 12. Cross Listed with
- N/A

### 13. Coordination with Library Liaison
- Date: 02/16/2015

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

### 15. Course Description (suggested length 20 to 50 words)
- Advanced professional experience in an approved position with supervision and training in health, physical education and recreation programming.

#### Special note:
Special clothing and equipment may be required.

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

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

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

### 16d. Registration Restriction(s) (non-codable)
- Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current CPR/First Aid certification required for internship placement; Admission to BS in PE; Senior Status.

### 17. Mark if course has fees

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

### 19. Justification for Action
- Registration restriction change to have students better prepared for application of course material. Title changed to use this course as internship for both (HFL & OLAD) concentrations. Updated CCG and Catalog with changes.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJ Miller</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Department Chair</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Department Chair</th>
<th>Date</th>
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</thead>
<tbody>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Course Description:
Advanced professional experience in an approved position with supervision and training in health, physical education and recreation programming.
Special note: Special clothing and equipment may be required.

II. Course Design:
A. Designed for individuals majoring in a baccalaureate degree in physical education
B. 6 credits
C. Total time of student involvement: 270 hours
D. Required for Bachelor of Science in Physical Education.
E. A fee will be assessed.
F. May be scheduled in any time frame, but not less than six weeks.
G. This is a revised course.
H. Coordinated with: UAA List Serv.
I. Course level justification: Course outcomes build and develop theoretical, analytical and evaluative knowledge, skills and abilities acquired throughout physical education core courses and concentration specific courses.

III. Course Activities:
Includes lecture, discussions, written assignments, oral examinations, and hands-on skill development.

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

V. Course Evaluation:
Grades will be A-F based on all assignments.

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Class Safety
   1.2 Campus Safety
1.3 Internship Site Safety

2.0 Internship Overview

3.0 Internship Expectations and Evaluation
   3.1 Packet Process
   3.2 Learning Outcomes
   3.3 Assessment Procedures

4.0 Internship Preparation
   4.1 Clarifying Professional Interests and Goals
   4.2 Updating the Resume
   4.3 Interviewing
   4.4 Site Selection and Assignment

5.0 On-site Success
   5.1 Adapting to a New Environment
   5.2 Challenges
   5.3 Integrating into Worksite Culture

6.0 Concluding the Internship
   6.1 Exiting the Internship Site
   6.2 Completing the Final Academic Requirements
   6.3 Planning for the Future

VII. Suggested Textbook:

VIII. Bibliography:

Other resources will vary with students’ interest.
XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

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

1b. Division  
APER Division of Physical Ed Rec

1c. Department  
HPER

2. Course Prefix  
PEP

3. Course Number  
A496

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
6cr

5b. Contact Hours  
(Lecture + Lab)  
(0.5+16.5)

6. Complete Course Title  
Internship in Outdoor Leadership  
Intern in Outdoor Leadership  
Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status No  # of Repeats  Max Credits

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

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

12. ☐ Cross Listed with  N/A

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

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

<table>
<thead>
<tr>
<th>Initiator Name (typed): TJ Miller</th>
<th>Initiator Signed Initials: ___________</th>
<th>Date: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>Date of Coordination: 02/16/2015</td>
<td>Chair/Coordinator Contacted: 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>

13b. Coordination Email  
Date: 02/16/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 02/16/2015

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

15. Course Description (suggested length 20 to 50 words)  
Provides advanced professional experience in an approved position with supervision and training in various aspects of outdoor leadership and recreation programming.

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

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

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

16d. Registration Restriction(s) (non-codable)  
Successful completion of a minimum of 12 hours of upper-division concentration specific courses; a grade of C or better in all Physical Education Professional (PEP) courses with a minimum GPA of 2.75; Instructor Approval; Current Wilderness First Responder certification required for internship placement; Admission to BS in PE; Senior Status

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Deleted course because HPER will be using PEP A495 as BSPE Internship course.

Initiator (faculty only)  
TJ Miller  
Initiator Signed Initials: ___________  Date: ___________

☒ Approved  ☐ Disapproved  
Dean/Director of School/College  Date: ___________

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic  Date: ___________

☐ Approved  ☐ Disapproved  
Board Chair  Date: ___________

Cookie Approved  ☐ Disapproved  
Provost or Designee  Date: ___________
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
1a. School or College
CT CTC

1b. Department
HPER

2. Complete Program Title/Prefix
Bachelor of Science Physical Education

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

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

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

PREFIX
☐ Add
☐ Change
☐ Inactivate

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

6a. Coordination with Affected Units
Department, School, or College: CTC
Initiator Name (typed): TJ Miller
Initiator Signed Initials: _________  Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 02/16/2015

6c. Coordination with Library Liaison
Date: 02/16/2015

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

8. Justification for Action
   The HPER Department is updating the curriculum for the BSPE program. The changes occur in the prerequisite requirements for many courses. This is to aid the students and better prepare them for the upper-division course work.

Initiator (faculty only) Date
T.J. Miller
Initiator (TYPE NAME)

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

☑ Approved Undergraduate/Graduate Academic Date
☐ Disapproved Board Chair

☑ Approved Date
☐ Disapproved Provost or Designee

☑ Approved Date
☐ Disapproved
Bachelor of Science in Physical Education

- Overview
- Learning Outcomes

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

The Health and Fitness Leadership and the Outdoor Leadership and Administration emphases prepare students for professional positions in rapidly growing fields. Each emphasis focuses on developing leadership expertise as well as the knowledge, physical skills, and technical competencies to prepare graduates for the job market. The Health and Fitness Leadership emphasis readies students for employment in hospital-based health education and fitness programs, community or public health/fitness programs, private health clubs and fitness facilities, corporate fitness/wellness programs, military fitness centers, as personal trainers, or helps them prepare for further education in physical therapy or physical education teacher preparedness. The Outdoor Leadership and Administration emphasis readies graduates for employment with youth or recreational programs, adventure tourism, guide services, camps, schools, or a host of experiential education opportunities.

Admission Requirements

- Satisfy the Application and Admission Requirements for Baccalaureate Programs.
- Completion of BIOL A111 and PEP A181 with a grade of C or better.
- Meet with a Health, Physical Education and Recreation advisor regarding program requirements, and development of a program of study.
- The degree requires computer competency which may be demonstrated by:
  - successful completion of an approved university computer course,
  - work-related experience requiring computer competency as approved by faculty or major advisor, or
  - demonstrated computer competency as approved by faculty or major advisor.

Advising

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

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

A grade of C or higher in all Education Professional (PEP) courses and an overall GPA of 2.75. A grade of B or better is required in internship (PEP A495).

Honors in Physical Education

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

1. Meet the requirements for Graduating with Honors as listed in Chapter 7.
2. Meet the requirements for BS Physical Education
3. Earn an overall grade point average of 3.5 or higher
4. Complete the BSPE Research (PEP A490: Selected Topics: Research) with an honor grade (A)

Notify your faculty adviser of intention to graduate with honors, in writing, before submission of the Application for Graduation.

Graduation Requirements

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

Major Requirements

Required Support Courses *

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DN A215</td>
<td>Sports Nutrition</td>
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<tr>
<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
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<tr>
<td>PSY A111</td>
<td>General Psychology</td>
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<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
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</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP A181</td>
<td>Introduction to Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A182</td>
<td>Technology in Health, Physical Education and Recreation</td>
<td>1</td>
</tr>
<tr>
<td>PEP A183</td>
<td>Wellness Principles</td>
<td>1</td>
</tr>
<tr>
<td>PEP A184</td>
<td>Fundamental Motor Skills</td>
<td>1</td>
</tr>
<tr>
<td>PEP A280</td>
<td>Leadership in Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A281</td>
<td>Leadership in Activities for Diverse Populations</td>
<td>2</td>
</tr>
<tr>
<td>PEP A282</td>
<td>Leadership in Initiative Activities</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PEP A284</td>
<td>Leadership in Fitness Activities</td>
<td>2</td>
</tr>
<tr>
<td>PEP A382</td>
<td>Kinesiology and Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>PEP A383</td>
<td>Movement Theory and Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>PEP A384</td>
<td>Cultural and Psychological Aspects of Health and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PEP A385</td>
<td>Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>PEP A486</td>
<td>Standards and Assessment in Health, Physical Education, and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEP A487</td>
<td>Administration and Supervision in Health, Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete two courses from the following:</td>
<td>4</td>
</tr>
<tr>
<td>PEP A283</td>
<td>Leadership in Aquatic Activities (2)</td>
<td></td>
</tr>
<tr>
<td>PEP A285</td>
<td>Leadership in Team Activities (2)</td>
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<tr>
<td>PEP A286</td>
<td>Leadership in Individual and Dual Activities (2)</td>
<td></td>
</tr>
<tr>
<td>PEP A287</td>
<td>Leadership in Outdoor Recreation Activities (2)</td>
<td></td>
</tr>
<tr>
<td>PEP A288</td>
<td>Leadership in Rhythmic Activities (2)</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A151</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>PEP A251</td>
<td>Prevention and Care of Activity-Related Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PEP A454</td>
<td>Exercise Testing and Prescription</td>
<td>4</td>
</tr>
<tr>
<td>PEP A455</td>
<td>Cardiac Rehabilitation and Special Populations</td>
<td>4</td>
</tr>
<tr>
<td>PEP A456</td>
<td>Contemporary Personal Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>PEP A495</td>
<td>Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose one of the following options: 20

#### Exercise Management Option

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A231</td>
<td>Fundamentals of Supervision</td>
<td></td>
</tr>
<tr>
<td>BA A260</td>
<td>Marketing Practices</td>
<td></td>
</tr>
<tr>
<td>HS/NS A433</td>
<td>Health Education: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>or PEP A490</td>
<td>Selected Topics in Health, Physical Education and Recreation</td>
<td></td>
</tr>
<tr>
<td>PEP A453</td>
<td>Health Promotion</td>
<td></td>
</tr>
</tbody>
</table>

#### Electives

Exercise and Rehabilitation Sciences Option

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEP A346</td>
<td>Lower Body Injury Assessment Skills</td>
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<td>PEP A347</td>
<td>Upper Body Injury Assessment Skills</td>
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</table>

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

<table>
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<tr>
<th>Course Code</th>
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<td>Outdoor Recreation Administration</td>
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<td>Land-Based Outdoor Leadership</td>
<td>2</td>
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<tr>
<td>PEP A467D</td>
<td>Water-Based Outdoor Leadership</td>
<td>2</td>
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<tr>
<td>PEP A495</td>
<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td>PER A169</td>
<td>Four-Season Backpacking</td>
<td>3</td>
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<tr>
<td>Electives</td>
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<tr>
<td></td>
<td>Choose a minimum of 6 credits from the following:</td>
<td>6</td>
</tr>
<tr>
<td>PER A146</td>
<td>Beginning Rock Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A147</td>
<td>Beginning Ice Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A148</td>
<td>Beginning Indoor Sport Climbing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A150</td>
<td>Water Safety and Rescue (1)</td>
<td></td>
</tr>
<tr>
<td>PER A151</td>
<td>Beginning Canoeing (1)</td>
<td></td>
</tr>
<tr>
<td>PER A152</td>
<td>Beginning River Rafting (1)</td>
<td></td>
</tr>
<tr>
<td>PER A153</td>
<td>Beginning Sea Kayaking (1)</td>
<td></td>
</tr>
<tr>
<td>PER A164</td>
<td>Skiing Alaska's Backcountry (2)</td>
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</tr>
<tr>
<td>PER A165</td>
<td>Avalanche Hazard Recognition and Evaluation (1)</td>
<td></td>
</tr>
<tr>
<td>PER A181</td>
<td>Crevasse Rescue Techniques (1)</td>
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</tr>
<tr>
<td>PER A252</td>
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<td></td>
</tr>
<tr>
<td>PER A253</td>
<td>Intermediate Sea Kayaking (2)</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
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</table>

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

A minimum of 120 credits is required for the degree of which 42 credits must be upper division.
Bachelor of Science in Physical Education

- **Overview**
- **Learning Outcomes**

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

The Health and Fitness Leadership and the Outdoor Leadership and Administration emphases prepare students for professional positions in rapidly growing fields. Each emphasis focuses on developing leadership expertise as well as the knowledge, physical skills, and technical competencies to prepare graduates for the job market. The Health and Fitness Leadership emphasis readies students for employment in hospital-based health education and fitness programs, community or public health/fitness programs, private health clubs and fitness facilities, corporate fitness/wellness programs, military fitness centers, as personal trainers, or helps them prepare for further education in physical therapy or physical education teacher preparedness. The Outdoor Leadership and Administration emphasis readies graduates for employment with youth or recreational programs, adventure tourism, guide services, camps, schools, or a host of experiential education opportunities.

**Admission Requirements**

- Satisfy the Application and Admission Requirements for Baccalaureate Programs.
- Completion of BIOL A111 and PEP A181 with a grade of C or better.
- Meet with a Health, Physical Education and Recreation advisor regarding program requirements, and development of a program of study.
- The degree requires computer competency which may be demonstrated by:
  - successful completion of an approved university computer course,
  - work-related experience requiring computer competency as approved by faculty or major advisor, or
  - demonstrated computer competency as approved by faculty or major advisor.

**Advising**

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

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

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

Honors in Physical Education

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

1. Meet the requirements for Graduating with Honors as listed in Chapter 7.
2. Meet the requirements for BS Physical Education
3. Earn an overall grade point average of 3.5 or higher
4. Complete the BSPE Research (PEP A490: Selected Topics: Research) with an honor grade (A)

Notify your faculty adviser of intention to graduate with honors, in writing, before submission of the Application for Graduation

Graduation Requirements

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

Major Requirements

Required Support Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or DN A215</td>
<td>Sports Nutrition</td>
<td></td>
</tr>
<tr>
<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>or PSY A150</td>
<td>Lifespan Development</td>
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Core Courses

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<tr>
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<tr>
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<td>Introduction to Health, Physical Education and Recreation</td>
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<td>PEP A182</td>
<td>Technology in Health, Physical Education and Recreation</td>
<td>1</td>
</tr>
<tr>
<td>PEP A183</td>
<td>Wellness Principles</td>
<td>1</td>
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<tr>
<td>PEP A184</td>
<td>Fundamental Motor Skills</td>
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<tr>
<td>PEP A280</td>
<td>Leadership in Health, Physical Education and Recreation</td>
<td>3</td>
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</tbody>
</table>
Complete two courses from the following:

- **PEP A283** Leadership in Aquatic Activities (2)
- **PEP A285** Leadership in Team Activities (2)
- **PEP A286** Leadership in Individual and Dual Activities (2)
- **PEP A287** Leadership in Outdoor Recreation Activities (2)
- **PEP A288** Leadership in Rhythmic Activities (2)

Total Credits 52

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

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

**Health and Fitness Leadership Emphasis Concentration**

- **BA A151** Introduction to Business 3
- **PEP A251** Prevention and Care of Activity-Related Injuries 3
- **PEP A454** Exercise Testing and Prescription 4
- **PEP A455** Cardiac Rehabilitation and Special Populations 4
- **PEP A456** Contemporary Personal Health Issues 3
- **PEP A495** Internship in Health and Fitness Leadership 6

Choose one of the following options: 20

Exercise Management Option
- **BA A231** Fundamentals of Supervision
- **BA A260** Marketing Practices
- **HS/NS A433** Health Education: Theory and Practice

or **PEP A490** Selected Topics in Health, Physical Education and Recreation

- **PEP A453** Health Promotion

Electives

Exercise and Rehabilitation Sciences Option
- **PEP A346** Lower Body Injury Assessment Skills
PEP A347 Upper Body Injury Assessment Skills

Science and Rehabilitation Core: Complete courses from at least two of the following prefixes in consultation with the faculty advisor: BIOL, CHEM, DN, PEP, PHYS, PSY

Total Credits 43

### Outdoor Leadership and Administration Emphasis Concentration

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<tr>
<td>PEP A4965</td>
<td>Internship in Outdoor Leadership</td>
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<tr>
<td>PER A169</td>
<td>Four-Season Backpacking</td>
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Electives 3

Choose a minimum of 6 credits from the following: 6

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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/undergradueprograms/ect/healthphysicaleducationrecreation/bz-physicaleducation/#sthash.Uy5y1U2X.dpuf