

Undergraduate Academic Board Agenda

August 29, 2008
ADM 204
2:00 – 5:00 pm

I. Roll

() Hilary Davies, Chair	() Cheryl Smith	() Deborah Mole
() Bettina Kipp Lavea	() Toni Croft	() Erik Hirschmann
() Suzanne Forster	() Robin Wahto	() Utpal Dutta
() Fred Barbee	() Kenrick Mock	() vacant (CAS)
() Catherine Sullivan	() Marion Yapuncich	() vacant (FS At Large)
() Hilary Seitz	() Delany Smith	

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

III. Approval of Meeting Summary for August 22, 2008 (pg. 4-6)

IV. Administrative Report

A. Vice Provost Tom Miller- Accreditation Update (pg. 7-24) (1 hour)

B. Registrar John Allred- Degree Works demonstration (15 minutes)

V. Chair's Report

A. UAB Chair- Hilary Davies

B. GER Chair- Suzanne Forster

VI. Program/Course Action Request – Second Reading

A. CAS

Chg LING A101 The Nature of Language (3 cr) (3+0) (pg. 25-31)

Chg ENGL A330 Literature of Romanticism (3 cr) (3+0) (pg. 32-35)

Add ENGL A478 Public Science Writing (3 cr) (3+0)

No revisions received

Chg AKNS A101A Elementary Central Yup'ik Language I (4 cr) (4+0) (pg. 36-39)

Chg AKNS A101B Elementary Tlingit Language I (4 cr) (4+0) (pg. 40-43)

Chg AKNS A101C Elementary Alaska Native Language I (4 cr) (4+0) (pg. 44-48)

Chg AKNS A102A Elementary Central Yup'ik Language II (4 cr) (4+0) (pg. 49-52)

Chg AKNS A102B Elementary Tlingit Language II (4 cr) (4+0) (pg. 53-56)

Chg AKNS A102C Elementary Alaska Native Language II (4 cr) (4+0) (pg. 57-61)

- Chg AKNS A109A Central Yup'ik Orthography (4 cr) (4+0) (pg. 62-65)
- Chg AKNS A109B Tlingit Orthography (4 cr) (4+0) (pg. 66-69)
- Chg AKNS A109C Alaska Native Language Orthography (4 cr) (4+0) (pg. 70-74)
- Chg AKNS A201 Native Perspectives (3 cr) (3+0) (pg. 75-80)

VII. Program/Course Action Request – First Reading

The following courses were approved last year for 1st reading at April 25th UAB meeting:

- Chg ENGL A325 Neoclassical Literature (3 cr) (3+0) (pg. 81-84)
- Chg ENGL A351 Poetry (3 cr) (3+0) (pg. 85-88)
- Chg ENGL A363 Short Story (3 cr) (3+0) (pg. 89-93)
- Chg ENGL A403 Topics in Autobiography (3 cr) (3+0) (pg. 94-98)
- Chg ENGL A435 History of Criticism (3 cr) (3+0) (pg. 99-102)
- Chg ENGL A499 English Honors Thesis (3 cr) (3+0) (pg. 103-104)
- Chg BA English, Rhetoric and Language Option (pg. 105)
- Chg BA English, Literature Option (pg. 106-108)
- Chg ECON A315 Urban and Regional Economics (3 cr) (3+0) (pg. 109-113)
- Chg ECON A325 History of Economic Thought (3 cr) (3+0) (pg. 114-117)
- Chg ECON A337 Developmental Economics (3 cr) (3+0) (pg. 118-122)
- Chg ECON A341 Labor Economics (3 cr) (3+0) (pg. 123-126)

The following courses are normal first readings:

- Chg BA A462 Strategic Management (3 cr) (3+0) (pg. 127-130)
- Chg BA A489 Entrepreneurship (3 cr) (3+0) (pg. 131-135)
- Chg NURS A120 Nursing Fundamentals (3 cr) (3+0) (pg. 136-142)
- Chg NURS A120L Nursing Fundamentals Lab (4 cr) (4+0) (pg. 143-148)
- Chg NURS A180 Basic Nursing Pharmacology (3 cr) (3+0) (pg. 149-153)
- Chg NURS A220 Perinatal Nursing (3 cr) (3+0) (pg. 154-158)
- Chg NURS A220L Perinatal Nursing Lab (1 cr) (0+3) (pg. 159-162)
- Chg NURS A221 Advanced Parenteral Therapy Lab (1 cr) (0+2) (pg. 163-166)
- Chg NURS A225 Adult Nursing II (3 cr) (3+0) (pg. 167-171)

- Chg NURS A225L Adult Nursing II Lab (3 cr) (0+9) (pg. 172-175)
- Chg NURS A255 Staff Nursing: Legal, Ethical and Organizational Issues (1 cr) (2+0) (pg. 176-179)
- Chg NS A305 Health Assessment of Individuals (2 cr) (2+0) (pg. 180-184)
- Chg NS A305L Health Assessment of Individuals Laboratory (1 cr) (0+3) (pg. 185-188)
- Chg NS A313 Health Disruptions I (3 cr) (3+0) (pg. 189-194)
- Chg NS A313L Health Disruptions I Laboratory (3 cr) (3+0) (pg. 195-199)
- Del NS A438 Managed Care: Issues and Practice (3 cr) (3+0) (pg. 200)

VIII. Old Business

IX. New Business

- A. Curriculum Process Update
- B. UAB Goals for 2008-2009 (pg. 201)
- C. GER Updated List (pg. 202)

X. Informational Items and Adjournment

- A. [Curriculum Log](#)
- B. [Curriculum Handbook](#)

Undergraduate Academic Board Summary

August 22, 2008
ADM 204
2:00 – 5:00 pm

I. Roll

(x) Hilary Davies, Chair	(e) Cheryl Smith	(x) Deborah Mole
(x) Bettina Kipp Lavea	(x) Toni Croft	(x) Erik Hirschmann
(x) Suzanne Forster	(x) Robin Wahto	(x) Utpal Dutta
(x) Fred Barbee	(e) Kenrick Mock	() vacant (CAS)
(x) Catherine Sullivan	(x) Marion Yapuncich	() vacant (FS At Large)
(x) Hilary Seitz	(x) Delany Smith	

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

ENGL and ECON courses from last meeting are deferred until the next meeting
Approved w/ changes

III. Approval of Meeting Summary for April 25, 2008 (pg. 3-6) **Approved**

IV. Administrative Report

A. Vice Provost Tom Miller

Changes in OAA

½ faculty ½ administrator position opened for Accreditation preparation

UAA is participating in a pilot study for Accreditation standards

Outcomes assessment for programs review group met

Will be sending out letters soon to the coordinators with feedback

B. Registrar John Allred

1. Working on electronic degree audit- Degree Works

Will bring demonstration forward next week

Need to clarify repeat status at UAB

2. Need to steer away from advisor approval and list specific courses

V. Chair's Report

A. UAB Chair- Hilary Davies

B. GER Chair- Suzanne Forster

New membership list

Still lacking Natural Sciences, Engineering, and UAB member

Revising committee description to make OAA and UAB chair positions ex-officio

Summer work group met to look at Capstone Assessment documents- deferred decision

VI. Program/Course Action Request – Second Reading

VII. Program/Course Action Request – First Reading

**The following courses were approved last year for 1st reading at the last UAB meeting:
The Board decided to consider these courses as 2nd reading.**

Chg BA A361 Human Resource Management (3 cr) (3+0) (pg. 7-11)

Approved

Chg ENGL A325 Neoclassical Literature (3 cr) (3+0) (pg. 12-15)

Chg ENGL A351 Poetry (3 cr) (3+0) (pg. 16-19)

Chg ENGL A363 Short Story (3 cr) (3+0) (pg. 20-23)

Chg ENGL A403 Topics in Autobiography (3 cr) (3+0) (pg. 24-28)

Chg ENGL A435 History of Criticism (3 cr) (3+0) (pg. 29-32)

Chg ENGL A499 English Honors Thesis (3 cr) (3+0) (pg. 33-34)

Chg BA English, Rhetoric and Language Option (pg. 35)

Chg BA English, Literature Option (pg. 36-38)

All English items are deferred until next week

Chg ES A209 Engineering Statistics (3 cr) (3+0) (pg. 39-42)

Approved (Hilary will verify prerequisite changes)

Note: ES A209 will have prerequisites of [ES A111 or PHYS A211] and MATH A201.

Chg ES A210 Engineering Dynamics (3 cr) (3+0) (pg. 43-46)

Approved

Chg CE A402 Transportation Engineering (3 cr) (3+0) (pg. 47-52)

Approved

Chg CE A404 Highway Engineering (3 cr) (3+0) (pg. 53-58)

Approved

Chg ECON A315 Urban and Regional Economics (3 cr) (3+0) (pg. 59-63)

Chg ECON A325 History of Economic Thought (3 cr) (3+0) (pg. 64-67)

Chg ECON A337 Developmental Economics (3 cr) (3+0) (pg. 68-72)

Chg ECON A341 Labor Economics (3 cr) (3+0) (pg. 73-76)

Initiator did not attend

The following courses are normal first readings:

Chg LING A101 The Nature of Language (3 cr) (3+0) (pg. 77-82)

Remanded to GERC

Chg ENGL A330 Literature of Romanticism (3 cr) (3+0) (pg. 83-86)

Accepted

Add ENGL A477 Public Science Writing (3 cr) (3+0) (pg. 87-94)

Remanded to GERC

Chg AKNS A101A Elementary Central Yup'ik Language I (4 cr) (4+0) (pg. 95-98)

Remanded to GERC

Chg AKNS A101B Elementary Tlingit Language I (4 cr) (4+0) (pg. 99-102)

Remanded to GERC

Chg AKNS A101C Elementary Alaska Native Language I (4 cr) (4+0) (pg. 103-107)

Remanded to GERC

Chg AKNS A102A Elementary Central Yup'ik Language II (4 cr) (4+0) (pg. 108-111)

Remanded to GERC

Chg AKNS A102B Elementary Tlingit Language II (4 cr) (4+0) (pg. 112-115)

Remanded to GERC

Chg AKNS A102C Elementary Alaska Native Language II (4 cr) (4+0) (pg. 116-120)

Remanded to GERC

Chg AKNS A109A Central Yup'ik Orthography (4 cr) (4+0) (pg. 121-124)

Accepted

Chg AKNS A109B Tlingit Orthography (4 cr) (4+0) (pg. 125-128)

Accepted

Chg AKNS A109C Alaska Native Language Orthography (4 cr) (4+0) (pg. 129-133)

Accepted

Chg AKNS A201 Native Perspectives (3 cr) (3+0) (pg. 134-139)

Remanded to GERC

VIII. Old Business

IX. New Business

- A. Accreditation Update/ Institutional Outcomes
PowerPoint available online at <http://www.uaa.alaska.edu/accreditation/upload/Accreditation-Briefings-August-2008-2.ppt>
- B. Curriculum Process Update (140-170)
- C. UAB Goals for 2008-2009 (pg. 171)
- D. GERC Election
Elected members

X. Informational Items and Adjournment

- A. [Curriculum Log](#)
- B. [Curriculum Handbook](#)

Next meeting: Degree Works Demonstration (John Allred)
GER updated list
Accreditation Update (1 hour)

Accreditation Documents for Review

UAA is piloting a new accreditation process that is being developed by the NW Commission on Colleges and Universities. Its characteristics include:

- All units within the institution will be asked to evaluate their contribution to the mission of the institution. Each unit must establish outcomes and gather evidence of performance on each outcome.
- The process provides for a more even and continuous conversation between the Commission and the institution, with no more frantic effort every 10 years. Visits will likely focus on specific issues, rather than the entire institution.
- The process (1) is forward looking (how can we better achieve our goals); (2) informed by data that is identified, collected and analyzed by the institution; and (3) better supports institutional transformation where that serves the mission.

The UAA Accreditation Steering Committee was formed this past spring to lead this 2-year effort. Communication and collaboration with each unit of the university are keys to a successful process. Please take part in the discussions. Share your comments and suggestions.

The new accreditation process will normally proceed on a 7 year cycle. Since UAA is piloting the new process, and since methods developed and lessons learned during the pilot period are meant to inform all future users, the cycle for UAA will be completed in just 2 years. The documents attached and described below are among the first that are due to the Commission – in January 2009. They were developed by the UAA Accreditation Steering Committee over the summer and are presented for your examination.

These are DRAFT documents, in various stages of completion that need the input, and ultimately the review and acceptance of a very broad segment of the university community. The decision to share them recognizes the potential for confusion that their current state presents. The Steering Committee leadership believes that the conversation with the wider community should start immediately, and that these help to provide the context and some of the particulars for that conversation. The documents themselves are:

1. An Environmental Scan: The purpose is to list those important factors that influence the university's status, operations and potential for growth. The list was compiled from many sources and will be reviewed and analyzed to determine which factors should be considered when evaluating accomplishment of our mission, or planning for the future of the institution. Comments, suggestions and analysis are welcome.
2. An excel spreadsheet that expands the mission into components, and the activities that support those components. The purpose is to list all operations that exist within the institution, show their connection to the UAA mission, identify their outcomes and note the measures they use to evaluate their effectiveness. This spreadsheet is very incomplete and will need significant input from all administrative units – academic, student affairs, advancement, administrative services, community campuses, etc.
3. A pair of trial sets of institutional student learning outcomes (draft8 and draft10). These illustrate some variation in approach and should encourage the discussion and final selection of an appropriate set for the institution. It is important to remember that these outcomes are measurable features of student learning that should define the academic mission of the institution and the nature of our accountability to our constituents. Student expectations in each outcome were defined at three levels. These levels were informed by the European Qualification Framework, facilitating the translation of European programs to UAA credentials and helping us to evaluate our place within the international systems of higher education.

The outcomes and the measures at each level are open for discussion and revision. These are the primary documents that the academic boards are being asked to consider.

Please review these and share your comments and suggestions as they are reviewed in various venues. Your input is welcome and necessary if UAA is to accurately evaluate itself in this way. We are under a tight timeline. To ensure proper consideration of your comments and suggestions please send them to [Megan Carlson](#) in Academic Affairs before September 5, 2008.

Expansion of UAA Mission

UAA Mission Components	Essential ingredients	Programs and activities	Unit	Outcomes	Assessment Process	Assessment Results	Closing the loop
Part 1 Discover and disseminate knowledge through teaching, research, engagement and creative expression	Teaching and learning	see part 2					
	Research	Research in faculty workload	Colleges	Advanced knowledge and creative expression	Peer review	publications, presentations	
		Research centers and institutes	Colleges				
		Research support organizations	Office of Research and Grad studies, Grad school				
	Engagement	Academics, see part 2 Public square, see part 3					
	Creative Expression	Academics, see part 2					
Public square, see part 3							
Part 2 Serve the higher education needs of the state, its communities and its diverse peoples. (Teaching and Learning)	Access	Open admissions	Enrollment Services				
		Advising and testing	Colleges and ..				
		College Prep and Developmental Studies Distance and alternate delivery	CTC				
	Quality Programs	Institutional expectations	OAA & Faculty	Institutional outcomes (include GER and Related Instr.)	Comply with accreditation requirements	Adjustment of emphases, reallocation of resources	
		Program expectations or goals - e.g. meeting needs of industry or profession, emphases	OAA, Colleges and Academic Boards	Program outcomes (measurable)	Annual assessment cycle	Recommendations for program improvement discussed by faculty	
		Occupational and Professional readiness (OECs and some UG certs)		Potentially fewer outcomes, most at basic level of performance			
		Undergraduate certificates & degrees		Full suite at a mix of levels			
		Graduate certificates and degrees		Fewer outcomes, advanced			
		Course expectations or goals	Colleges and Academic Boards	Course outcomes	Evaluation of student performance in each course	Grades, adjustments to courses.	
	Academic enrichment and development of the whole person	Internships, engaged learning, international study	Career services, CCEL, departments	Course outcomes vary with discipline and section. Program outcomes assessed			
	Qualified faculty	Faculty development	CAFÉ				
		Hiring, retention, P&T and compensation policies	HR, OAA and Colleges				
	Program Completion	learning readiness and progress					
Learning resources, tutoring,							
Part 3 Open access university with .. occupational endorsements; undergrad and grad certificates; and associate, baccalaureate, and grad degrees in a rich, diverse, and inclusive environment.	Enriching experiences	Campus life and student activities	Student Affairs	Student persistence, satisfaction	UAA status and trends. NSSE, CCSSE		
		international collaborations and exchanges	OAA, Student Affairs & Colleges				
		student governance	Student Affairs				
	Diverse faculty and staff		Chancellor, HR and OAA				
		Diverse student body	Outreach to underrepresented groups				
		international students					
		learning communities					
		campus support organizations					
	Public Square and Community involvement	Contributions to community issues	ISER, applied research, faculty service				
Performing arts		Music, theater, dance					
	Lecture series, visiting experts, complex systems						

Type of factor	Environmental factor	Impact on UAA
Natural/Physical	Alaska is relatively isolated and sparsely populated. Recent increases in utilities costs have led to even higher transportation costs.	The state geography has led to the formation of a distributed educational system. As transportation costs increase, the pressure on delivering education locally to avoid travel might be exacerbated. UAA needs to continue to increase and diversify distance education offerings and must continue to support and to strengthen its remote campuses.
	Climate change may open up the Northern Passage, placing the state even more squarely in the center of international trading routes.	UAA needs to be aware of potential opportunities and to be prepared to serve the emerging state needs in transportation. UAA should lead or participate in state planning, arrange conferences, etc.
	Climate change has a negative impact economically by threatening the livelihood of subsistence communities, by diminishing the purchasing power of citizens (as utilities costs take a disproportional share of incomes) and by increasing operating costs of local businesses.	Climate change might reduce the number of students who can afford to attend UAA, as they are squeezed by increasing utility costs. It may also reduce the number of jobs available, as businesses relocate or close, in response to increased costs. UAA might see fewer students in response to these reduced opportunities. Additionally, UAA might need to increase the offerings via distance education, to allow students to reduce commuting costs. The university needs to continue to focus on sustainability issues, including educating citizens, supporting and promoting innovation to help alleviate budgetary pressures and to create new opportunities.
Demographic	An increasing share of new entrants into the labor market are Alaska Natives and non-Native minorities. Non-Native minorities are the fastest growing component of the population, driven both by immigration and natural increase.	UAA must become increasingly focused on culturally aware educational practices. This will require recruiting and training an even more diverse cadre of faculty, as well as further increasing the diversity of the student body. Natives and immigrants have additional needs (language, cultural, social, levels of preparation).
	While the Anchorage area is home to a large number of minorities, many of these groups are relatively small in size, have limited economic bases in place (e.g., few if any ethnic grocery stores) and tend to have a disproportionately small number of members holding advance degrees.	Young people from some of the minority groups lack role models and support networks that would direct them to seek higher education and to persist to success. UAA has seen low success rates among several minority groups (most notably among Alaska Native men). This statistic has been reversed where learning communities have been established to support student groups (ANSEP, ANPSYCH). More such learning

Type of factor	Environmental factor	Impact on UAA
		<p>communities will be needed to support the increased diversity of UAA population.</p> <p>Also, because of the small size and lack of economic establishments of minority groups, recruitment of a highly diverse faculty body has been less than successful. Many of the faculty candidates do not consider Alaska as an option, due to its remoteness from their established ethnic groups. <i>(Is this changing? It looks like a factor, not an impact.)</i></p>
	As a relatively young university, private financial support for the university is currently constrained by the modest base of alumni. <i>Is this financial or other support as well?</i>	UAA must increase its efforts to reach out and connect with its alumni.
Economic	Alaska economic growth will continue, but uncertainty about the future of world oil and gas markets makes it impossible to estimate the rate of growth.	UAA's student pool and the state needs UAA serves are both tied to widely fluctuating natural resource prices, which are difficult to predict. UAA should continue to focus on securing more reliable funding sources that are not tied to commodity prices.
	Job growth will be particularly strong in fields related to health care, construction, petroleum, mining, and tourism, and an increasing share of new jobs will require some post secondary education or training.	UAA must continue to focus on meeting the need for trained professionals in high demand job areas (health, engineering, education).
	A large share of the current workforce, particularly in government, construction, and petroleum, is nearing retirement age. Many new workers will be required to fill replacement opening as well as jobs added as the economy grows.	As state needs increase but the population ages and decreases, UAA will need to play a more active role in recruiting students from out of state, training them for local job opportunities and enticing them to remain in the state after graduation. The university must focus on entrepreneurship and job creation, in addition to its current focus on meeting high demand job needs.
	Job growth will be particularly strong in fields related to health care, construction, petroleum, mining, and tourism, and an increasing share of new jobs will require some post secondary education or training.	UAA must continue to focus on meeting the need for trained professionals in high demand job areas (health, engineering, education).
	Alaska household income growth is failing to keep pace with the increase in the cost of higher education, in Alaska and elsewhere. An increasing share of Alaska households will be unable to afford the cost of higher education.	UAA will need to seek additional sources for financial aid, as well as to explore new ways to make education more affordable.
	<i>Alaska has no state need-based financial aid.</i>	<i>Students on the lower end of the economic scale struggle with tuition and fee increases.</i>
	<i>Alaska has very low taxes and provides generous dividends to all residents who meet state requirements.</i>	

Type of factor	Environmental factor	Impact on UAA
Political and legal	Two of Alaska's senior legislators (Ted Stevens and Don Young) are under federal investigation for corruption related allegations. Alaska might lose considerable ground if these legislators are not successful in their bids for reelection.	UAA along with the rest of the state might lose earmark (how significant are earmarks to UAA?) funding which has traditionally been supported by its senior members of the Washington delegation. UAA needs to continue to focus on securing stable funding sources and becoming truly competitive for research \$.
	Political support for UAA is limited by absence of a clear understanding of the role of the university in human capital development and economic development. Economic contribution to Anchorage community is high. Anchorage caucus is beginning to coalesce around UAA.	Despite recent progress in marketing itself, UAA must become even more visible in the community. Service component of workloads could be better focused.
	Alaska is ranked last among US states for the level of financial aid to students. Legislation to increase financial aid has been hampered by the fact that Alaskans receive substantial PFD checks every year, which ostensibly could be saved for educational expenses.	UAA must continue to educate legislators about the economic realities that prevent many students from saving PFD funds (especially in subsistence areas of the state). UAA must also educate citizens of the state about the value of education and about the potential benefits of saving for educational needs.
Social and cultural	UAA is a relatively young university in a predominantly blue-collar state that does not appreciate the role of higher learning. Financial and community support for the university is currently constrained by the perception that the university is elitist and not aligned with the needs of the majority of the citizens of the state.	UAA must increase its efforts to educate the citizens and the legislature about the role of higher education. Outreach efforts and alumni connections must also be strengthened.
	Many attending are first in family to attend college.	Support and assistance for struggling students, encouragement to enter and persist in difficult majors must come from other than family sources.
	Expensive and unreliable transportation in the state.	Mixing of cultures is difficult to achieve outside of campus activities. Many students, staff and faculty members have profound misconceptions about distant areas of the state.
	Many small but culturally distinct groups in UAA student population.	Social support for diverse populations is needed.
Technological	Increased availability of broadband connections has increased the reach of distance education offerings.	Alaskan students and citizens expect UAA to further increase and to strengthen its offerings of distance delivered classes, to allow access to higher learning even in (some) small remote communities – though this is still a problem in many locations.
	No significant manufacturing in the state.	Less support for some traditional disciplines. Fewer industry partnerships available and fewer placement opportunities for interns or graduates.
Higher education	Many young Alaskans leave the state to pursue education and vocational interests elsewhere.	UAA must increase its efforts to attract and retain Alaskans. The picture is changing more Alaskan HS graduates attending UA schools than ever before. Reasons are believed to be ...(selection of programs available, UA scholars, costs of other schools, etc.)

Type of factor	Environmental factor	Impact on UAA
	<p>UAA is not the product of a grand design for higher education in Alaska. It has evolved through a process of complex self-organization from the 1986-87 decision (taken in response to a major fiscal crisis) to merge four community colleges (ACC, KPCC, KOCC, MSCC) and one small urban university (UA,A) in one institution. That decision placed the traditional community college and university missions inside a single organization.</p>	<p>People and processes at UAA fulfill the mission under a healthy tension – between the university and community college mission (emphasis on creating knowledge vs. emphasis on access). UAA must continuously work on blending and balancing the two sides of the mission.</p> <p>Legacy of Bi and Tri-partite workloads, P&T criteria that are mixed and complicated.</p> <p>Mix of programs, many serving narrow sectors of the workforce.</p> <p>Availability of upper division and grad credit at community campuses.</p> <p>Must honor broad mission while looking to develop advanced graduate degrees.</p>
	<p>UAA, in its several forms, is, and always has been, a component of the Statewide UA system. As UAA has grown and developed, the interaction between UAA and UA system administration has become an on-going challenge to both organizations.</p>	<p>UAA’s ability to fulfill its mission is guided by the Statewide framework.</p> <p>This is a + when SW represents all campuses well and when opportunity and start-up\$ are evenly distributed.</p> <p>This is a – when SW attempts to control or limit programs and services of campuses.</p>
Financial	<p>The long run potential for increasing state of Alaska support depends on the continued development of the petroleum resources of the state and is not assured.</p>	<p>The potential for growing financial support to the University from the state of Alaska will remain strong as long as oil prices remain high and oil production does not decline sharply.</p>
	<p>For most of the nineties, UA (and UAA) suffered from financial constraints so serious that the period is constantly referred to as the “fiscal desert.” The full consequences of the actions taken to deal with the crisis years (Retirement Incentive Program, reductions in classified staff, and reorganization) are not yet completely understood. Significant program reductions did not occur.</p>	<p>Although UAA has made progress in recent years, the perception and reality reflect a gap between the actual and deserved/needed level of funding. UAA must continue to increase the visibility of its accomplishments to receive a proportional share of state appropriations.</p> <p>Fiscal desert resulted in reduced staffing and poor response to students, institutional and community needs. UAA has not recovered service level or reputation. Many programs are a mile wide and an inch deep.</p>
	<p>President Mark Hamilton brought aggressive leadership to the UA system beginning in 1998. In particular, he developed and promoted a “public agenda” for higher education focused on workforce development and education for employment (High Demand Jobs). This agenda, its associated budgeting system (SW Initiatives and latterly, Performance Based Budgeting), and an improving state fiscal climate combined to produce significant increases in general fund appropriations.</p>	<p>Among Statewide impact on UAA’s mission, PBAC plays a critical role in allocating marginal budget increments. UAA must continue to educate Statewide and to assert its priorities in shaping the PBAC process.</p> <p>The president has promoted a strong focus on the university’s impact on economic development and workforce preparation. The benefits of liberal education, educating for citizenship and basic research may be struggling for recognition.</p>
	<p>Increased effort and success of Advancement in engaging community and alumni support</p>	<p>Available funding for specific projects and for certain operating expenses. Noticeable support for UAA in many public venues.</p>

Institutional Student Learning Outcomes

Within the University there are four levels of outcomes used to describe student learning: institutional, program, general education and course outcomes. At UAA, general education and program outcomes are published in the catalog and the course outcomes are included in the Course Content Guidelines (CCGs). Institutional outcomes are broad student learning outcomes that are demonstrated by graduates from all program levels (OEC, Certificate, AA, AAS, BA, BS, MA, MS and PhD) and all academic disciplines. There are currently no published Institutional Student Learning Outcomes for UAA. The Steering committee for the University Accreditation is seeking faculty input to describe the student learning outcomes that should be demonstrated by all UAA graduates. The following outcomes are common to many programs at UAA:

Institutional Student Learning Outcomes

UAA Graduates will demonstrate that they

- A. Communicate effectively (General knowledge and skills)
- B. Employ critical thinking skills.(General knowledge and skills)
- C. Possess a knowledge base in the major (Specific knowledge)
- D. Perform essential tasks or creative techniques of the major (skills, engagement)
- E. Take responsibility for their learning (skill, autonomy)
- F. Interact ethically and responsibly with peoples, cultures, and world around one (social, ethical, cultural, etc.)
- G. Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Three levels of performance (Basic, Mid and Advanced) have been established to reflect the minimum level of achievement for the different program levels. The Steering Committee is also asking for input from the faculty to clarify the definitions for the outcome levels.

Outcome levels defined:

A. Communicate effectively

Communication (General Knowledge and Skills)		
<u>Basic Level</u>	<u>Mid-Level</u>	<u>Advanced Level</u>
Produce and respond to detailed written and oral communications.	Convey ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communicate project outcomes, methods and underpinning rationale to specialist and non-specialist audiences using appropriate techniques. (Thesis /Dissertation)

B. Employ critical thinking skills

Critical Thinking(General Knowledge and Skills)		
<u>Basic Level</u>	<u>Mid-Level</u>	<u>Advanced Level</u>
Analytically identify issues and evaluate problems which have few variables, using a defined method or approach that requires a few simple operations.	Analytically identify issues and evaluate problems which have multiple variables, using a defined method or approach that may require multiple operations.	Analytically identify issues and evaluate problems which have multiple variables, selecting the best method or approach, requiring multiple operations.

C. Possess a knowledge base in the major

Knowledge in Major or Profession		
Basic Level	Mid-Level	Advanced Level
Recall and comprehend basic knowledge of a field, the range of knowledge involved is limited to facts and main ideas.	Apply a wide range of field-specific practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology.	Use specialized knowledge to critically analyze, evaluate and synthesize new and complex ideas that are at the most advanced frontier. Extend or redefine existing knowledge and/or professional practice within a field or at the interface between fields.

D. Perform essential tasks or creative techniques of the major

Essential Tasks or creative techniques in Major or Profession		
Basic Level	Mid-Level	Advanced Level
Use skills and key competencies to carry out tasks where action is governed by rules defining routines and strategies.	Use a range of field specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Develop strategic approaches to tasks that arise in work or study by applying special knowledge and using expert sources of information.	Research, conceive, design, implement and adapt projects that lead to new knowledge and new procedural solutions. Develop new skills in response to emerging knowledge and techniques.

E. Take responsibility for their learning

Autonomy and Responsibility (Competencies)		
Basic Level	Mid-Level	Advanced Level
Take responsibility for own learning.	Consistently evaluate own learning and identify learning needs.	Demonstrate capacity for sustained commitment to development of new ideas or processes and a high level understanding of learning processes.

F. Interact ethically and responsibly with peoples, cultures, and world around one

Interaction (Competencies)		
Basic Level	Mid-Level	Advanced Level
Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Team player	Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Train others and develop team performance.	Scrutinize and reflect on social norms and relationships and lead action to change them. Show creativity in developing projects and show initiative in management processes that includes the training of others to develop team performance.

Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Integration (Competencies)		
<u>Low Level</u>	<u>Mid-Level</u>	<u>High Level</u>
Solve problems using well known information sources taking account of some social issues.	Solve problems by integrating information from expert sources taking account of relevant social and ethical issues.	Gather and interpret relevant data in a field to solve problems. Demonstrate experience of operational interaction within a complex environment. Make judgments based on social and ethical issues that arise work or study.

The proposed Institutional Student Learning Outcomes have been applied to the AAS Medical Laboratory Technology and BS Medical Technology Programs on the pages that follow, to provide an example of how programs could provide evidence that they are meeting the institutional outcomes at the appropriate level for their program.

College: Community and Technical
Technology
Assessment Coordinator: Heidi Mannion
Technology

Department: Medical Laboratory
Program: AAS Medical Laboratory

The mission of the Medical Laboratory Technology department is to graduate competent and ethical clinical laboratory professionals with the knowledge and the skills for career entry. It is also the department's mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations and to instill the need for maintaining continuing competency in a rapidly changing and dynamic profession.

At career entry, the medical laboratory technician/clinical laboratory technician will be able to perform routine clinical laboratory tests (such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics) as the primary analyst making specimen oriented decisions on **predetermined criteria**, including a working knowledge of critical values. Communication skills will extend to frequent interactions with members of the healthcare team, external relations, customer service and patient education.

Institutional Outcome	Minimum Performance Basic Level	Program Outcome/ Capstone Seminar Outcome	Measure
Communicate Effectively	Produce and respond to detailed written and oral communications.	Communication skills- Clinical Practicum	*Item #3 Core Abilities
Employ critical thinking skills.	Analytically identify issues and evaluate problems which have few variables, using a defined method or approach that requires a few simple operations.	Demonstrate proficiency in manual calculations for LDL and % saturation. Demonstrate proficiency diluting out of range test results and manually calculating the reportable result Demonstrate proficiency in performing 24-hour urine testing and manually calculating results. Recognize and resolve discrepant results. Calculate corrected WBC counts of NRBCs.	**Task Objectives Core Lab
Possess knowledge base in the major	Recall and comprehend basic knowledge of a field, the range of knowledge involved is limited to facts and main ideas.	Demonstrate entry-level competencies for medical laboratory technician (AAS-MLT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	National certification exams
Perform essential tasks or creative techniques of the major.	Use skills and key competencies to carry out tasks where action is governed by rules defining routines and strategies.	Demonstrate entry-level competencies for medical laboratory technician (AAS-MLT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	The students are evaluated on their ability to perform specific tasks in each area of their clinical rotation. Employer Survey

Institutional Outcome	Minimum Performance Mid-Level	Program Outcome/ Capstone Seminar Outcome	Measure
Take responsibility for their learning	Take responsibility for own learning.	Commitment to learning	*Item #1 Core Abilities
Interact ethically and responsibly with peoples, cultures and world around one.	Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Team player	Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professional	*Core abilities Employer Survey
Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments	Solve problems using well known information sources taking account of some social issues.	Problem solving and critical thinking	*Core abilities- Item #6

* Currently we average the students core abilities scores on 1) commitment to learning, 2) Interpersonal Skills, 3) Communication Skills, 4) Effective use of time and resources, 5) Use of Constructive feedback, 6) Problem solving skills and critical thinking, 7) Professionalism, 8) Responsibility, 9) Stress Management – to determine their score on demonstrates professional behavior. We then average the students’ scores to determine the program score. We would need to separate the scores and compute program averages:

Communication skills: Communicate Effectively

Commitment to learning: Take responsibility for their learning

Problem Solving and Critical thinking: Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in person, social or professional commitments

Interpersonal skills and Professionalism: Interact appropriately with people.

Currently we average the students’ scores on the task objectives for each clinical rotation. These scores are used for course assessment. We then take an average of all of the students in all of the clinical rotations for the program score on Demonstrate entry-level competencies for **medical laboratory technician (AAS-MLT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations. We would have to pull out the scores that deal with calculations and problem solving.

College: Community and Technical Technology
Assessment Coordinator: Heidi Mannion
Technology

Department: Medical Laboratory
Program: Bachelor of Science Medical

The mission of the Medical Laboratory Technology department is to graduate competent and ethical clinical laboratory professionals with the knowledge and the skills for career entry. It is also the department's mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations and to instill the need for maintaining continuing competency in a rapidly changing and dynamic profession.

At career entry, the medical technologist/clinical laboratory scientist will be proficient in performing clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular and other emerging diagnostics and will be able to play a role in the development and evaluation of test systems and interpretive algorithms. The graduates will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement. They will also possess basic knowledge, skills and relevant experience in:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service and patient education
- Financial operations, marketing and human resource management of the clinical laboratory to enable cost-effective high quality, value added laboratory services
- Information management to enable effective, timely, accurate and cost-effective reporting of laboratory-generated information
- Research design/practice sufficient to evaluate published studies as an informed consumer.

Institutional Outcome	Minimum Performance Mid-Level	Program Outcome/ Integrated Capstone Outcome	Measure
Communicate Effectively	Convey ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communication skills Develop, deliver and assess effective instructional modules including necessary aspects of the educational process.	*Item #3 Core Abilities MEDT 302 Integrated Capstone- Student Project
Employ critical thinking skills.	Analytically identify issues and evaluate problems which have multiple variables, using a defined method or approach that may require multiple operations.	Apply problem-solving skills to personnel management issues. Perform needs analysis including evaluation of cost and ethical issues related to testing decisions in the clinical laboratory.	MEDT 302 Integrated Capstone-Role playing and case studies Case studies
Possess knowledge base in the major	Apply a wide range of field-specific practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology.	Demonstrate entry-level competencies for medical technologist (BSMT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	National certification exams
Perform essential tasks or creative techniques of the major.	Use a range of field specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Develop strategic approaches to tasks that arise in work or study by applying special knowledge and using expert sources of information	Demonstrate entry-level competencies for medical technologist (BSMT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	The students are evaluated on their ability to perform specific tasks in each area of their clinical rotation. Employer Survey

Institutional Outcome	Minimum Performance Mid-Level	Program Outcome/ Integrated Capstone Outcome	Measure
Take responsibility for their own learning	Consistently evaluate own learning and identify learning needs.	Commitment to learning	Item #1 Core Abilities
Interact ethically and responsibly with peoples, cultures and world around one.	Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Train others and develop team performance.	Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professional. Develop skills in dealing with people different from oneself: cultural competence.	Core abilities Employer Survey Case studies: MEDT 302 –Integrative Capstone
Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments	Solve problems by integrating information from expert sources taking account of relevant social and ethical issues	Apply management principles to plan and organize a professional service that will meet customer needs to include efficiency and effectiveness of the service within defined financial constraints.	MEDT 302 Integrative Capstone Group project

* Currently we average the students core abilities scores on 1) commitment to learning, 2) Interpersonal Skills, 3) Communication Skills, 4) Effective use of time and resources, 5) Use of Constructive feedback, 6) Problem solving skills and critical thinking, 7) Professionalism, 8) Responsibility, 9) Stress Management – to determine their score on demonstrates professional behavior. We then average the students’ scores to determine the program score. We would need to separate the scores and compute program averages:

Communication skills: Communicate Effectively

Commitment to learning: Take responsibility for their learning

Problem Solving and Critical thinking: Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in person, social or professional commitments

Interpersonal skills and Professionalism: Interact appropriately with people.

Currently we average the students’ scores on the task objectives for each clinical rotation. These scores are used for course assessment. We then take an average of all of the students in all of the clinical rotations for the program score on Demonstrate entry-level competencies for **medical technologist (BSMT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations. We would have to pull out the scores that deal with calculations and problem solving.

Institutional Student Learning Outcomes (draft #10)

Within the University outcomes are used to describe student learning at the institutional, program, and course levels. Institutional learning outcomes are broad student learning outcomes that are demonstrated by graduates from all program levels (OEC, Certificate, AA, AAS, BA, BS, MA, MS and PhD) and all academic disciplines. There are currently no published Institutional Student Learning Outcomes for UAA. The Steering committee for the University Accreditation is seeking faculty input to describe the student learning outcomes that should be demonstrated by all UAA graduates. The following outcomes are common to many programs at UAA and are proposed as a first set of institutional learning outcomes for UAA:

Institutional Student Learning Outcomes

UAA Graduates will demonstrate that they

- A. Communicate effectively (General knowledge and skills)
- B. Employ critical thinking skills.(General knowledge and skills)
- C. Possess a knowledge base in the major and specified general areas (Specific knowledge)
 - a. Quantitative analysis
 - b. Scientific knowledge and processes
 - c. Humanities
- D. Perform essential tasks or creative techniques of the major (skills, engagement)
- E. Take responsibility for their learning (skill, autonomy)
- F. Interact ethically and responsibly with peoples, cultures, and world around one (social, ethical, cultural, etc.)
- G. Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Application of Institutional Outcomes

When a set of outcomes has been accepted, student performance expectations in each outcome will be established. Expectations will be based on the goals of the programs in which the students are participating, and are related to the time spent in the development of knowledge and skills, and the level of preparation of students entering programs. We anticipate that the certificates and degrees offered at UAA will designate a rather wide variety of performance expectations for their students. Though all programs will be expected to address certain institutional learning outcomes, not all programs will have to address all outcomes. The arrangement may look something like the table below.

Table 1A - Application of Institutional Learning Outcomes to Program Levels

This table is designed to show the minimum outcomes that particular programs might be expected to address. Any other outcomes that are important to a particular program at whatever level could also be designated by the faculty. Students would be expected to achieve at least the Basic collegiate levels of performance in those outcomes that are designated by the X. Higher levels may be designated by the faculty.

We also need to recognize that university experiences outside of the academic programs contribute to the development of some of these learning outcomes. Measures of those contributions will be included in the overall assessment of institutional performance.

Outcome	Occupational Endorsement	Undergrad Certificate	Associate Degree	Baccalaureate Degree	Graduate or Post-Bac Certificate	Master's Degree
A. Communicate		X	X	X	X	X
B. Critical Thinking			X	X	X	X
C. Knowledge in Major	X	X	X	X	X	X
C.1. Quantitative Skills		X	X	X		
C.2. Science				X		
C.3. Humanities				X		
D. Tasks and Creative Techniques	X	X	X	X	X	X
E. Responsible for learning			X	X	X	X
F. Interact				X	X	X
G. Apply and Integrate				X	X	X

Levels of Performance

Using valuable guidance from the European Qualifications Framework, three levels of student performance (Basic, Mid and Advanced) are proposed for UAA. Draft definitions of these levels are presented here and should be further refined with broad faculty participation. Program faculty will then determine the level of performance expected of their students in each outcome.

Outcome levels defined:

A. Communicate effectively

Communication (General Knowledge and Skills)		
Basic Level	Mid-Level	Advanced Level
Produce and respond to detailed written and oral communications.	Convey and support original ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communicate project outcomes, methods and underpinning rationale to specialist and non-specialist audiences using appropriate techniques. (Thesis /Dissertation and possible senior project reports and presentations)

B. Employ critical thinking skills

Critical Thinking(General Knowledge and Skills)		
Basic Level	Mid-Level	Advanced Level
Analyze issues and reach sound conclusions regarding problems which have few variables, using a defined method or approach that requires a few simple operations. Determine validity or applicability of arguments and conclusions and the data and methods used to support those arguments.	Analyze issues and reach sound conclusions regarding problems which have multiple variables, using a defined method or approach that may require multiple or complex operations.	Analyze issues and reach sound conclusions regarding problems which have multiple variables, adopting novel or adaptive approaches, requiring multiple operations. Deal effectively with data uncertainty and poor problem definition,

C. Possess a knowledge base in the major

Knowledge in Major or Profession		
Basic Level	Mid-Level	Advanced Level
Recall and describe basic knowledge of a field, the range of knowledge involved is limited to facts and main ideas.	Apply a wide range of field-specific practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology.	Use specialized knowledge to critically analyze, evaluate and synthesize new and complex ideas that are at the frontier of the discipline. Extend or redefine existing knowledge and/or professional practice within a field or at the interface between fields.

C.1. Perform analysis using quantitative and qualitative means.

Quantitative (General Knowledge and Skills)		
Basic Level	Mid-Level	Advanced Level
Using a defined method, apply knowledge of basic quantitative principles and operations to reach supportable solutions to problems with few variables and few simple operations	Apply knowledge of intermediate quantitative principles and operations to reach supportable solutions to problems with few variables and few operations	Apply knowledge of advanced quantitative principles and operations to reach supportable solutions to problems with multiple variables and involving complex, novel or adaptive operations with multiple decision points

C.2. Understand areas of science and the scientific method.

Science (General Knowledge and Skills)		
Basic Level	Mid-Level	Advanced Level
<p>Observe and explain simple events in a single discipline. Verify causes and relationships for simple, observable actions and reactions.</p> <p>Use tools and equipment as directed in lab situations</p> <p>Apply knowledge of a specific science discipline to simple issues of personal decisions or behaviors</p>	<p>Observe and explain events in a single discipline that have several influential factors. Predict outcomes in a specific discipline based on knowledge of theoretical laws and relationships.</p> <p>Select appropriate tools and equipment for experimentation and determine accuracy and limits.</p> <p>Apply knowledge of more than one discipline to advance a reasonable solution to a problem, or to inform a personal decision or behavior.</p>	<p>Observe and explain complex events with many influencing factors from multiple disciplines. Propose cause and effect relationships (theoretical laws), design experiments to test proposals, and form conclusions based on tests.</p> <p>Design instrumentation or test arrangements that allow observation and measurement of events, products or reactions.</p> <p>Apply knowledge of multiple disciplines to complex issues of personal or community conditions or behaviors</p>

C.3. Exhibit capabilities within the humanistic fields of language, (visual and performing) arts, literature, history, and philosophy within the context of their tradition

Humanities (General Knowledge and Skills)		
Basic Level	Mid-Level	Advanced Level
<p>Describe works of value in art, literature, history or philosophy using conventional elements and vocabulary. Place them within broad historical or cultural contexts.</p>	<p>Describe, interpret and compare works of art, literature, history or philosophy; the issues that motivate their creation, and their effects.</p>	<p>Analyze and critique works of art, literature, history or philosophy.</p> <p>Create and display or present original works.</p>
<p>Demonstrate basic oral and written proficiency in a language other than English</p>	<p>Demonstrate intermediate oral and written proficiency in a language other than English</p>	<p>Demonstrate advanced oral and written proficiency in a language other than English</p>

D. Perform essential tasks or creative techniques of the major

Essential Tasks or creative techniques in Major or Profession		
Basic Level	Mid-Level	Advanced Level
<p>Use skills and key competencies to carry out tasks where action is governed by rules defining routines and strategies.</p>	<p>Use a range of field specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Achieve intermediate level of craftsmanship in execution of tasks.</p> <p>Develop strategic approaches to tasks that arise in work or study by applying special knowledge and using expert sources of information.</p>	<p>Research, conceive, design, implement and adapt projects that lead to new knowledge and new procedural solutions.</p> <p>Develop new skills in response to emerging knowledge and techniques.</p> <p>Achieve advanced proficiency in the execution of tasks</p>

E. Take responsibility for their learning

Autonomy and Responsibility (Competencies)		
Basic Level	Mid-Level	Advanced Level
<p>Take responsibility for own learning, being receptive and responsive to the guidance of teachers in a stable and simple context.</p>	<p>Initiate learning. Consistently evaluate own learning and identify learning needs. Learn in a novel or unpredictable context.</p>	<p>Demonstrate capacity for sustained commitment to development of new ideas or adaptive processes and a high level understanding of learning processes. Demonstrate leadership in the development of new ideas or perspectives.</p>

F. Interact ethically and responsibly with peoples, cultures, and the world.

Interaction (Competencies)		
Basic Level	Mid-Level	Advanced Level
Interact ethically and responsibly with faculty, colleagues, professionals and the community and deal effectively with cultural and ethnic diversity in simple and familiar situations. Participate effectively with a team to achieve a common goal. Recognize and practice well defined methods of good stewardship	Interact ethically and responsibly with others and deal effectively with cultural and ethnic diversity in unfamiliar situations. Train others and develop team performance. Seek and define best practices for stewardship in situations with competing demands.	Scrutinize and reflect on social norms and relationships and lead action to change them. Show creativity in developing solidarity and show initiative in management processes that includes the training of others to develop team performance. Define and develop methods and rationale for stewardship in complex situations dominated by contested information.

G. Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Integration (Competencies)		
Low Level	Mid-Level	High Level
Solve problems and define personal roles using well known information sources in conventional situations and relationships, while accounting for personal values and prominent social issues.	Solve problems and define personal role in novel or unfamiliar situations by integrating information from expert sources, while accounting for personal values and relevant social and ethical issues.	Gather and interpret relevant data in a field to solve problems in new or innovative ways. Demonstrate operational interaction within a complex environment. Make judgments and engage in defined roles based on social and ethical issues that may be complicated or subtle.

Assessment Process for Institutional Learning Outcomes

Once the Institutional Learning Outcomes and the definitions of performance levels are established, program faculty will establish the levels of performance that their students must meet in each applicable outcome. They will also designate a means to measure student performance in that outcome. The measurement tools will most often be tests, projects or assignments that are currently used to evaluate students. Directors of units outside of academic affairs would also be asked to designate the means by which they will measure student performance in learning outcomes to which their units contribute.

The evidence gathered in the academic programs and other units, could then be collected on a rotating basis (e.g. every 3-5 years), analyzed and used to evaluate the institution's effectiveness in each outcome area. The additional analysis at the institutional level will have to be supported, and some method of using the recommendations from that analysis in the planning and allocation processes would have to be established.

This method of assessment could complement the assessment processes for programmatic student learning outcomes in which programs are currently engaged. Hopefully it would impose minimal additional assessment burden on the program and provide useful information for improvement processes within the institution.

Example of program selection of institutional outcomes, levels of performance and measurement tools.

The following table for a hypothetical program is meant to illustrate some of the flexibility designed into this system.

Example 1: A Technical AAS degree program where science and computation are important components of the program outcomes.

Outcome	Required Minimum Level of Performance	Evidence of student performance collected from	Comments
A. Communicate	Basic	Student report and presentation on current topic in industry	Grading rubrics would establish basic level
B. Critical Thinking	Basic	Analyze industry regulations, their intentions and their effectiveness	
C. Knowledge in Major	Mid	Established by program outcomes	
C.1. Quantitative Skills	Basic	Correct performance of calculations required in major course. Evidence captured on test or assignment	
C.2. Science	Mid	Correct description of properties and processes used in the major. Evidence captured on tests, reports and lab performance	
C.3. Humanities			
D. Tasks and Creative Techniques	Mid	Safe, efficient and effective performance of tasks in the major. Evidence collected from lab or practicum classes.	
E. Responsible for learning	Basic	Receptive and responsive to directions. Evidence captured in formal class/lab or in practicum settings.	
F. Interact	Basic	Teamwork with lab partners and interaction with co-workers in practicum setting. Evidence collected from lab instructor and practicum supervisor (final evaluation).	
G. Apply and Integrate			

Notes:

- (1) In this degree program there would be no requirement for the faculty to collect evidence on two of the outcomes that are not components of the program.
- (2) UAA Career Services may be used to assist in collection of required evidence from internship or practicum placements.
- (3) Initial plans would call for only one item of evidence to be collected by a given program for a specific outcome. The need for multiple sources and types of evidence would be fulfilled by selecting a number of programs to report on an institutional outcome.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department ENGL	
2. Course Prefix LING	3. Course Number A101	4. Previous Course Prefix & Number		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title The Nature of Language					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Co-requisites <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: SP/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Rhetoric Track of English Major and Languages Major					
14. Coordinate with Affected Units: UAA Faculty List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description A beginning course in the study of language. Introduction to systematic analysis of human language and description of its grammatical structure, distribution, diversity, and historical development.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action LING A101 is a GER course whose CCG is being updated to reflect current standards.					

Initiator (faculty only) Date

Approved
Disapproved: _____
Department Chairperson Date

Approved
Disapproved: _____
Curriculum Committee Chairperson Date

Approved
Disapproved: _____
Dean/Director of School/College Date

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved: _____
Provost or Designee 25 Date

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English and Linguistics
Date: April 18, 2007

- College/School: College of Arts and Science
- Subject: Linguistics
- Course Number: LING A101
- Course Title: The Nature of Language
- Number of Credits: 3 (3+0)
- Grading Basis: A-F
- Course Description: A beginning course in the study of language. Introduction to systematic analysis of human language and description of its grammatical structure, distribution, diversity, and historical development.
- Prerequisites: None
- Restrictions: None
- Lab Fees: None
- Course Attributes: Fulfills a Humanities General Education Requirement.
- Status of Course: A prerequisite for ENGL A450; a requirement for English Majors in the Rhetoric program and all Languages Majors

I. Instructional Goals and Defined Outcomes

The instructor will:

- Introduce the students to central concepts for analyzing key aspects of language, including phonology, morphology, syntax, and social interaction.
- Highlight the historical development of modern world languages and introduce students to key historical moments of language change that affect our contemporary lives
- Familiarize the students with the physiological, cognitive, and social factors that affect language development and use.
- Familiarize the students with major theories of first- and second-language acquisition.

The student will be able to:	Assessment Methods
Use linguistic concepts to analyze the structure of sounds, words, sentences/clauses, and interactions in language.	Performance on quizzes and exams
Discuss examples, reasons, and linguistic impacts of historical shifts in phonology, morphology, syntax, and social interaction.	Performance on quizzes and exams Discussion
Describe the impact of physiological, cognitive, and social factors on language development and use	Performance on quizzes and exams
Describe linguistic and non-linguistic factors that affect first- and second-language acquisition.	Performance on quizzes and exams

II. Course Level Justification

This course is an introduction and requires no prior knowledge of linguistics.

III. Topical Course Outline

This course surveys the various formal levels of linguistic representation and analysis.

Topics for special focus will be chosen from the following:

- 1.0 Theories of Language: Semiotic, Structuralist, Generative/Transformational
- 2.0 Historical Development of Modern Languages: Indo-European and Non-Indo-European language families, factors affecting language change and variation, proto-languages, and language reconstruction.
- 3.0 Sounds of Language
 - 3.1 Phonetics and the International Phonetic Alphabet
 - 3.2 Phonological Variation and Regional Accents
 - 3.3 Phonemic Representation and Allophony
 - 3.4 Spelling and Orthographic Alternatives
 - 3.5 Historical Case Study: The Great Vowel Shift
- 4.0 Words of Language
 - 4.1 Morphology of Roots, Stems, Affixes
 - 4.2 Processes of New Word Formation
 - 4.3 Etymology and the Growth of Word Meaning
 - 4.4 Morphological Variation and Allomorphy
 - 4.5 Historical Case Study: The Norman Invasion and Subsequent Impact of French on the English Lexicon
- 5.0 Syntax of Language
 - 5.1 Constituent Structure of Phrases, Clauses, Sentences
 - 5.2 Phrase Structure Trees and Sentence Diagramming
 - 5.3 Transformations
 - 5.4 Dialectal Variation in Sentence Structure
 - 5.5 Historical Case Study: Shift in English from a Synthetic to an Analytic Language

- 6.0 Semantics of Language
 - 6.1 Linguistic *versus* Extra-linguistic Meaning
 - 6.2 Pragmatics and Speech-Act Theory
 - 6.3 Anomaly
 - 6.4 Metaphor and Figurative Meaning
 - 6.5 Historical Case Studies: Diplomatic Miscommunications (e.g. Jimmy Carter in 1977 mistranslated on diplomatic trip to Poland; Mistranslation of Khrushchev escalating Cold War in 1956)
- 7.0 Varieties of Language
 - 7.1 Regional and Social Dialects
 - 7.2 Standard *versus* Nonstandard Dialects
 - 7.3 Pidgins, Creoles, and Lingua Francas
 - 7.4 Styles, Registers, and Taboo Words
 - 7.5 Historical Variation and Evolution
 - 7.6 Historical Case Study: Development of Inuit-based Pidgins in Alaska
- 8.0 Acquisition of Language
 - 8.1 Behaviorist, Cognitivist, and Sociocultural Theories
 - 8.2 Normal Stages of Acquisition
 - 8.3 Brain Development, Dyslexia, and Aphasia
 - 8.4 Second-Language Acquisition

V. Suggested Text

O'Grady, W., Archibald, J., & Aronoff, M. (2005). *Contemporary linguistics: An introduction*. (5th ed.). Boston: Bedford/St. Martin.

VI. Bibliography:

- Aitchison, J. (2003). *Words in the mind: An introduction to the mental lexicon*. Malden, MA: Blackwell Pub.
- Algeo, J. & Pyles, T. (2005). *Problems in the origins and development of the English Language*. (5th ed.). Boston: Thompson Wadsworth.
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- Fennell, B.A. (2001). *A history of English: A sociolinguistic approach*. Malden, MA: Blackwell.
- Fraser, B. (1995). *An introduction to pragmatics*. Oxford: Blackwell.
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- Kogan, E. (2001). *Gifted bilingual students: A paradox?* New York: P. Lang.
- Ladefoged, P. (2001). *A Course in phonetics*. (4th ed.). Toronto: Harcourt College Publishers.
- Lakoff, G. & Johnson, M. (2003). *Metaphors we live by*. (2nd ed.). Chicago: University of Chicago Press.
- Larson, R., & Segal, G. *Knowledge of meaning*. Cambridge, MA: MIT Press, 1995.
- Leith, D. (1997). *A social history of English*. (2nd ed.). New York: Routledge.
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Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		AHUM Division of Humanities		English	
2. Course Prefix ENGL	3. Course Number A330	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Literature of Romanticism <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spr/2009 To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BA selective for period requirement					
14. Coordinate with Affected Units: UAA faculty listserv Department, School, or College _____ _____ Initiator Signature Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description A study of the Romantic movements from late eighteenth century to mid-nineteenth century					
17a. Course Prerequisite(s) (list prefix and number) ENGL A201 and ENGL A202		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) N/A			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Revision of course content guide for accreditation					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: April 14, 2008

Program: English
Course Number: ENGL A330
Course Title: Literature of Romanticism

I. Course Description:

A study of the Romantic movements from late eighteenth century to mid-nineteenth century

II. Course Design:

- A. Lecture/Discussion
- B. Number of Course Credits: Three (3)
- C. Total Time of Student Involvement:
 - i. Class time: Three (3) hours per week
 - ii. Lab Time: None
 - iii. Work expected outside of class: Four (4) hours per week
- D. Status of Course Relative to Degree: Fulfills partial elective requirements for BA degree
- E. Lab Fees: None

III. Course Activities

Lecture, discussion, out-of-class critical papers, mid-term exam, final exam

IV. Class Prerequisites / Co-requisites

ENGL A201 and ENGL A202

V. Course Level Justification:

This is an intermediate class in the major Romantic writers and develops in students a broad understanding of the literary trends and characteristics of the period

VI. Course Evaluation:

- A. Course is graded from A-F
- B. Individual faculty members explain their grading policies at the beginning of the semester. Students are graded on their participation in class discussions, the timely completion of their assignments, and the quality of their written critical analyses, plus their mid-term and final exams

VII. Sample Course Outline:

Note: This brief outline is meant to give an idea of the scope of the course and is not meant to be exhaustive.

- A. Lectures on the social, literary, and historical temper of the era
- B. Poetry:
 - 1. Selected works of Pre-Romantic poets
 - 2. Selected works of Romantic poets
- C. Prose:
 - 1. Journals/Diaries
 - 2. Familiar and Critical Essays

VIII. Instructional Goals, Student Outcomes, and Assessment Methods:

Instructional Goals:

Instructors will:

- a. teach the necessary skills to analyze Romantic texts at a level commensurate with intermediate school standing
- b. direct in the location and appropriate use of critical materials
- c. explain theories to analyze and critically evaluate materials studied in the course

Student Outcomes:

At the end of the course students will:

- a. be able to analyze Romantic texts at a level commensurate with intermediate school standing
- b. be able to locate and use appropriate critical materials
- c. be able to analyze and critically evaluate materials studied in the course

Assessment Methods:

The following assignments will show students' achievement:

- a. periodic writing assignments of out-of-class papers
- b. analysis and critical evaluations of materials studied in the course
- c. mid-term exam/final exam

IX. Suggested Texts:

Noyes, Russell. *English Romantic Poetry and Prose*. New York: Oxford University Press, 1956.

X. Select Bibliography

Note: This is a selected bibliography of basic works in the field.

- Adams, Robert. *The Land and Literature of England*. New York: W.W. Norton & Co., 1983.
- Beer, John B. *Romantic Consciousness: Blake to Mary Shelley*. Houndmills, Basingstoke. Hampshire: Palgrave Macmillan, 2003.
- Blasing, Mutlu Konuk. *Lyric Poetry: The Pain and the Pleasure of Words*. Princeton: Princeton UP, 2007
- Furst, Lilian. *Romanticism: The Romantics and Their Works*. London: Cambridge University Press, 1971.
- Gregerson, Linda. "Rhetorical Contract in the English Poem." *Kenyon Review* 28.2 (Spring 2006): 161-78.
- Harris, R.W. *Romanticism and the Social Order (1780-1830)*. London: Blandford Press Ltd., 1969.
- Kroeber, Karl. *Romantic Fantasy and Science Fiction*. New Haven and London: Yale University Press, 1988.
- McKusick, James C. *Green Writing: Romanticism and Ecology*. New York: St. Martin's Press, 2000.
- Nicolson, Marjorie Hope. *Mountain Gloom and Mountain Glory: The Development of the Aesthetics of the Infinite*. Seattle: University of Washington UP, 1997.
- Paley, Morton D. *Apocalypse and Millennium in English Romantic Poetry*. Oxford: Oxford University Press, 2000.
- Pedrini, Lura Nancy and Duilio Thomas Pedrini. *Serpent Imagery and Symbolism: A Study of the Major English Romantic Poets*. New Haven: College & University Press, 1966.
- Rawes, Alan, ed. *Romanticism and Form*. Basingstoke: Palgrave, 2007.

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A101A: Elementary Central Yup'ik Language I

- I. Initiation Date:** August 2009
- II. Course Information**
- A. College: College of Arts and Sciences
 - B. Course Title: Elementary Central Yup'ik Language I
 - C. Course Subject/Number: AKNS A101A
 - D. Credit Hours: 4.0 Credits
 - E. Contact Time: 4 + 0 Contact Time
 - F. Grading Information: A-F
 - G. Course Description: Introductory course for students with little, or no, prior knowledge of the Central Yup'ik language. Develops listening, speaking, reading, and writing skills in Central Yup'ik for effective communication at the elementary level. A brief history of Alaska Native languages and cultures is included.
 - H. Status of course relative to degree or certificate program: Meets core requirement for the Alaska Native Studies Language Focus. Also an elective for the Alaska Native Studies Minor degree.
 - I. Course Attributes: Tier II Humanities GER, and toward CAS BA Languages/Humanities two semester sequence.
 - J. Course Fees: Yes
 - K. Coordination: Faculty List Serve, Deans & Directors, Anchorage, & extended campuses.
- III. Course Activities:**
This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.
- IV. Evaluation:** Grading basis is A-F. Grades will be based on these criteria:
- A. In-class preparedness and participation in Central Yup'ik.
 - B. Listening, speaking, reading, and writing assignments.
 - C. Oral presentations and/or oral/aural evaluations.
 - D. Written quizzes and tests.
- V. Course Level Justification**
This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Central Yup'ik.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Central Yup'ik.
2. Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Central Yup'ik.
3. Develop approaches to heighten awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in listening in Central Yup'ik: comprehend words, phrases, sentences pertaining to the most common features of daily life.	Listening drills and objective exams
Vocalize elementary proficiency in speaking Central Yup'ik: communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Speaking drills and exercises, objective exams
Illustrate elementary proficiency in reading Central Yup'ik: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams and translation homework
Demonstrate elementary proficiency in writing Central Yup'ik: written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common aspects of daily life.	Objective exams and writing samples
Discuss cultural knowledge of topics addressed.	Objective exams

VII. Course Outline:

- A. Listening in Central Yup'ik at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- B. Speaking in Central Yup'ik at the elementary level: Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
- C. Reading in Central Yup'ik at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- D. Writing in Central Yup'ik at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- E. Cultural knowledge of the regions in which Central Yup'ik is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to Central Yup'ik and other Alaska Native languages.

VIII. Recommended Texts:

Jacobson, Steven A. *A Practical Grammar of the Central Alaskan Yup'ik Eskimo Language*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, reprint, 2001.

Mather, Elsie P., Marie Meade, Osahito Miyaoka. *Survey of Yup'ik Grammar Revised*. Endangered Languages of the Pacific Rim (Series), A2-023. Osaka Japan, ELPR, 2003.

IX. Bibliography and Resources:

Andrew, Frank and Ann Fienup-Riordan. *Paitarkiutenka, My Legacy to You*. Seattle: University of Washington Press, 2008.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*: Oakland: Heyday Books, 2002.

Jacobson, Anna W. and Steven Jacobson. *Yup'ik Phrase and Conversation Lessons*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2002.

Jacobson, Steven A. *Yup'ik Eskimo Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, reprint 2001.

_____. *Yup'ik Dialect Atlas and Study*. Fairbanks, AK: Alaska Native Language Center. University of Alaska Fairbanks, 1998.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Language of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Alaska Native Studies	
2. Course Prefix AKNS	3. Course Number A101B	4. Previous Course Prefix & Number AKNS A101		5a. Credits/CEU 4.0	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Elementary Tlingit Language I <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AKNS minor language focus, AAS Human Services, CAS BA requirement					
14. Coordinate with Affected Units: UAA Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak, KPC and PWSCC Department, School, or College <div style="text-align: right;">_____ Initiator Signature Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Introductory course for students with little, or no, prior knowledge of the Tlingit language. Develops listening, speaking, reading, and writing skills in Tlingit for effective communication at the elementary level. A brief history of Alaska Native languages and cultures is included.					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update CCG, change course number, change course description, add fee for supplemental instructional materials, include course in the list of courses that meet Humanities GER and CAS BA Language/Humanities requirement.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A101B: Elementary Tlingit Language I

I. Initiation Date: August 2009

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Elementary Tlingit Language I
- C. Course Subject/Number: AKNS A101B
- D. Credit Hours: 4.0 Credits
- E. Contact Time: 4 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introductory course for students with little, or no, prior knowledge of the Tlingit language. Develops listening, speaking, reading, and writing skills in Tlingit for effective communication at the elementary level. A brief history of Alaska Native languages and cultures is included.
- H. Status of course relative to degree or certificate program: Meets core requirement for the Alaska Native Studies Language Focus. Also Alaska Native Studies Minor Elective
- I. Course Attributes: Tier II Humanities GER and toward CAS BA Languages/Humanities two semester sequence.
- J. Course Fees: Yes
- K. Coordination: UAA Faculty List Serve, Deans & Directors, Anchorage & extended campuses.

III. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

- A. In-class preparedness and participation in Tlingit.
- B. Listening, speaking, reading, and writing assignments.
- C. Oral presentations and/or oral/aural evaluations.
- D. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Tlingit.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Tlingit.
2. Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in Tlingit.
3. Develop approaches to heighten awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in listening in Tlingit: comprehend words, phrases, sentences pertaining to the most common features of daily life.	Listening drills, and objective exams
Vocalize elementary proficiency in speaking Tlingit: communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Speaking drills and exercises, objective exams
Illustrate elementary proficiency in reading Tlingit: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams, translation homework
Demonstrate elementary proficiency in writing Tlingit: written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common features of daily life.	Objective exams and writing samples
Discuss cultural knowledge of topics addressed.	Objective exams

VII. Course Outline:

- A. Listening in Tlingit at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- B. Speaking in Tlingit at the elementary level: Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
- C. Reading in Tlingit at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- D. Writing in Tlingit at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- E. Cultural knowledge of the regions in which Tlingit is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to Tlingit and Alaska Native languages.

VIII. Recommended Texts:

Dauenhauer, Nora and Richard Dauenhauer. *Beginning Tlingit*. Juneau, AK: Sealaska Heritage Foundation Press, 1991.

Story, Gillian L., Constance M. Naish, and Constance V. Youngkin. *Tlingit Verb Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1973.

IX. Bibliography and Resources

Dauenhauer, Nora, and Richard Dauenhauer. *Lingít X'éináx Sá! Say it in Tlingit: A Tlingit Phrase Book*. Juneau, AK: Sealaska Heritage Institute, 2002.

_____. *Haa Tuwanáagu Yís, for Healing Our Spirit: Tlingit Oratory*. Classics of Tlingit Oral Literature, v. 2, Seattle: University of Washington Press, 1990.

_____. *Haa Shuká, Our Ancestors: Tlingit Oral Narratives*. Classics of Tlingit Oral Literature, v. 1, Seattle: University of Washington Press, 1987.

_____. *Aan Aduspelled X'úx': Tlingit Spelling Book*. Juneau, AK: Sealaska Heritage Institute Press, 1984.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*. Oakland: Heyday Books, 2002.

Marks, John, Richard Dauenhauer, Nora Dauenhauer, and Keri Edwards. *Lingít X'éináx Áx! Hear It in Tlingit Mini Phrase Book & CD*. Juneau, AK: Sealaska Heritage Institute, 2005.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Languages of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

Sealaska Heritage Institute. <http://www.tlingitlanguage.org/>.

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A101C: Elementary Alaska Native Languages I

I. Initiation Date: August 2009

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Elementary Alaska Native Languages I
- C. Course Subject/Number: AKNS A101C
- D. Credit Hours: 4.0 Credits
- E. Contact Time: 4 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introductory course for students with little, or no, prior knowledge of the offered Alaska Native language. Develops listening, speaking, reading, and writing skills in the Alaska Native language for effective communication at the elementary level. A brief history of Alaska Native languages and cultures is included. This course requires a Selected Topics form.
Special Note: May be repeated one time with a different language.
- H. Status of course relative to degree or certificate program: Meets core requirement for the Alaska Native Studies Language Focus. Also an elective for the Alaska Native Studies Minor.
- I. Course Attributes: Tier II Humanities GER, and toward CAS Languages/Humanities two semester sequence.
- J. Course Fees: Yes
- K. Coordination: UAA Faculty List Serve, Deans & Directors, Anchorage, and extended campuses.

III. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

- A. In-class preparedness and participation in the selected Alaska Native language.
- B. Listening, speaking, reading, and writing assignments.
- C. Oral presentations and/or oral/aural evaluations.
- D. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of the selected Alaska Native language.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in the selected Alaska Native language.
2. Create course assignments and class activities which develop listening, speaking, reading, and writing proficiency in the selected Alaska Native language.
3. Develop approaches to heighten awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in listening in the selected Alaska Native language: comprehend words, phrases, sentences pertaining to the most common features of daily life.	Listening drills, and objective exams
Vocalize elementary proficiency in speaking the selected Alaska Native language: communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Speaking drills and exercises, objective exams
Illustrate elementary proficiency in reading the selected Alaska Native language: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams, translation homework
Write the selected Alaska Native language with an elementary proficiency: written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common features of daily life.	Objective exams and writing samples
Discuss cultural knowledge of topics addressed.	Objective exams

VII. Course Outline:

- A. Listening in the selected Alaska Native language at the elementary level:
 - Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- B. Speaking in the selected Alaska Native language at the elementary level: Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
- C. Reading in the selected Alaska Native language at the elementary level:
 - Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- D. Writing in the selected Alaska Native language at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.

- E. Cultural knowledge of the regions in which the selected Alaska Native language is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to the selected Alaska Native language and the remaining Alaska Native languages.

VIII. Suggested Texts: this will vary with the selected language. Two languages are included as samples.

Inupiaq:

Kaplan, Lawrence D. and Lorena Williams. *Inupiaq Phrases and Conversations Lessons*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2000.

_____. *North Slope Iñupiaq Grammar: First Year*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1986.

Haida:

Lachler, Jordan. *Xaadas Guusuu: Learn Haida*. Juneau, AK: Sealaska Heritage Institute, 2004.

Lawrence, Erma. *Kiilang Sk'at'áa: Haida Reading Book*. Ketchikan, AK: Ketchikan Indian Corporation, 1978.

Sealaska Heritage Institute. <http://www.haidalanguage.org/>.

IX. Bibliography and Resources

Enrico John. *Haida Dictionary: Skidegate, Masset, and Alaskan Dialects*. Juneau, AK: Sealaska Heritage Institute, 2005.

_____. *Haida Syntax*. Lincoln: University of Nebraska Press, 2003.

_____. *Haida Dictionary: Skidegate, Masset, and Alaskan Dialects*. Fairbanks, AK: Alaska Native Language Center, 2005.

_____. *Northern Haida Songs*. Lincoln: University of Nebraska Press, 1996.

_____, ed. *Skidegate Haida Myths and Histories*. Skidegate, BC: Queen Charlotte Islands Museum Press, 1995.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*. Oakland: Heyday Books, 2002.

Lawrence, Erma. *Haida Dictionary*. Ketchikan, AK: Society for the Preservation of Haida Language and Literature, 1977.

_____. *Xaadas Gyaahláang K'wáandaa: Short Haida Stories*. Ketchikan, AK: Ketchikan Indian Corporation, 1974.

MacLean, Edna. Ahgeak. *Iñupiallu Tanyillu Uqaluyisa Ilayich: Abridged Inupiaq and English Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1981.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Languages of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A102A: Elementary Central Yup'ik Language II

- I. Initiation Date:** August 2009
- II. Course Information**
- A. College: College of Arts and Sciences
 - B. Course Title: Elementary Central Yup'ik Language II
 - C. Course Subject/Number: AKNS A102A
 - D. Credit Hours: 4.0 Credits
 - E. Contact Time: 4 + 0 Contact Time
 - F. Grading Information: A-F
 - G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Central Yup'ik for effective communication. Enhances appreciation of Alaska Native and cross-cultural perspectives.
 - H. Status of course relative to degree or certificate program: Meets core requirement of the Alaska Native Studies Language Focus. Also an elective for Alaska Native Studies Minor.
 - I. Course Attributes: Tier II Humanities GER, and toward CAS BA Languages/Humanities two semester sequence.
 - J. Course Fees: Yes
 - K. Coordination: UAA Faculty List Serve, Deans & Directors, Anchorage, & extended campuses
 - L. Course Prerequisites: AKNS A101A
- III. Course Activities:**
This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.
- IV. Evaluation:** Grading basis is A-F. Grades will be based on these criteria:
- A. In-class preparedness and participation in Central Yup'ik.
 - B. Listening, speaking, reading, and writing assignments.
 - C. Oral presentations and/or oral/aural evaluations.
 - D. Written quizzes and tests.
- V. Course Level Justification**
This class is appropriate at the 100-level because it requires one semester of previous study in Central Yup'ik.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Central Yup'ik building upon previous semester.
2. Create course assignments and class activities which further develop listening, speaking, reading, and writing proficiency in Central Yup'ik.
3. Develop approaches to increase awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Further demonstrate elementary proficiency in listening in Central Yup'ik: comprehend words, phrases, and complete sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Central Yup'ik I A101A	Listening drills, and objective exams
Further vocalize elementary proficiency in speaking Central Yup'ik: communicate using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Central Yup'ik I A101A	Speaking drills and exercises, objective exams
Further illustrate elementary proficiency in reading Central Yup'ik: comprehend words, phrases, and sentences expressions that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Central Yup'ik I A101A	Objective exams, translation homework
Further demonstrate elementary proficiency in writing Central Yup'ik: present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in Elementary Central Yup'ik I A101A	Objective exams
Discuss cultural knowledge of topics addressed	Objective exams

VII. Course Outline:

- A. Listening in Central Yup'ik at the elementary level: Comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Central Yup'ik A101A.
- B. Speaking in Central Yup'ik at the elementary level: Oral communication using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in Central Yup'ik A101A.
- C. Reading in Central Yup'ik at the elementary level: Comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Central Yup'ik A101A.
- D. Writing in Central Yup'ik at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas that build upon the vocabulary, grammar, and communicative functions acquired in Central Yup'ik A101A.

- E. Cultural knowledge of the regions in which Central Yup'ik is spoken and an awareness of the diversity of Alaska Native languages: Advanced understanding and appreciation of cross-cultural perspectives as they relate to Yup'ik and Alaska Native languages.

VIII. Recommended Texts:

Jacobson, Steven A. *A Practical Grammar of the Central Alaskan Yup'ik Eskimo Language*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, reprint, 2001.

Mather, Elsie P., Marie Meade, Osahito Miyaoka. *Survey of Yup'ik Grammar Revised*. Endangered Languages of the Pacific Rim (Series), A2-023. Osaka Japan, ELPR, 2003.

IX. Bibliography and Resources:

Andrew, Frank and Ann Fienup-Riordan. *Paitarkiutenka, My Legacy to You*. Seattle: University of Washington Press, 2008.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*: Oakland: Heyday Books, 2002.

Jacobson, Anna W. and Steven Jacobson. *Yup'ik Phrase and Conversation Lessons*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2002.

Jacobson, Steven A. *Yup'ik Eskimo Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, reprint 2001.

_____. *Yup'ik Dialect Atlas and Study*. Fairbanks, AK: Alaska Native Language Center, University of Alaska Fairbanks, 1998.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Language of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A102B: Elementary Tlingit Language II

I. Initiation Date: August 2009

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Elementary Tlingit Language II
- C. Course Subject/Number: AKNS A102B
- D. Credit Hours: 4.0 Credits
- E. Contact Time: 4 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Tlingit for effective communication. Enhances appreciation of Alaska Native and cross-cultural perspectives.
- H. Status of course relative to degree or certificate program: Meets core requirement of the Alaska Native Studies Language Focus. Also is an elective for the Alaska Native Studies Minor
- I. Course Attributes: Tier II Humanities GER, and toward CAS BA Languages/Humanities two semester sequence.
- J. Course Fees: Yes
- K. Coordination: UAA Faculty List Serve, Deans & Directors, Anchorage, & extended campuses
- L. Course Prerequisites: AKNS A101B

III. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

- A. In-class preparedness and participation in Tlingit.
- B. Listening, speaking, reading, and writing assignments.
- C. Oral presentations and/or oral/aural evaluations.
- D. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it requires one semester of previous study in Tlingit.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Tlingit building upon previous semester.
2. Create course assignments and class activities which further develop listening, speaking, reading, and writing proficiency in Tlingit.
3. Develop approaches to increase awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Further demonstrate elementary proficiency in listening in Tlingit: comprehend words, phrases, and complete sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Tlingit I A101B	Listening drills, and objective exams
Further vocalize elementary proficiency in speaking Tlingit: communicate using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Tlingit I A101B	Speaking drills and exercises, objective exams
Further illustrate elementary proficiency in reading Tlingit: comprehend words, phrases, and sentences expressions that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Tlingit I A101B	Objective exams, translation homework
Further demonstrate elementary proficiency in writing Tlingit: present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in Elementary Tlingit I A101B	Objective exams
Discuss cultural knowledge of topics addressed	Objective exams

VII. Course Outline:

- A. Listening in Tlingit at the elementary level: Comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Tlingit A101B.
- B. Speaking in Tlingit at the elementary level: Oral communication using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in Tlingit A101B.
- C. Reading in Tlingit at the elementary level: Comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Tlingit A101B.
- D. Writing in Tlingit at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas that build upon the vocabulary, grammar, and communicative functions acquired in Tlingit A101B.

- E. Cultural knowledge of the regions in which Tlingit is spoken and an awareness of the diversity of Alaska Native languages: Advanced understanding and appreciation of cross-cultural perspectives as they relate to Tlingit and Alaska Native languages.

VIII. Recommended Texts:

Dauenhauer, Nora and Richard Dauenhauer. *Beginning Tlingit*. Juneau, AK: Sealaska Heritage Foundation Press, 1991.

Story, Gillian L., Constance M. Naish, and Constance V. Youngkin. *Tlingit Verb Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1973.

IX. Bibliography and Resources

Dauenhauer, Nora, and Richard Dauenhauer. *Lingít X'éináx Sá! Say it in Tlingit: A Tlingit Phrase Book*. Juneau, AK: Sealaska Heritage Institute, 2002.

_____. *Haa Tuwanáagu Yís, For Healing Our Spirit: Tlingit Oratory*. Classics of Tlingit Oral Literature, v. 2, Seattle: University of Washington Press, 1990.

_____. *Haa Shuká, Our Ancestors: Tlingit Oral Narratives*. Classics of Tlingit Oral Literature, v. 1, Seattle: University of Washington Press, 1987.

_____. *Aan Aduspelled X'úx': Tlingit Spelling Book*. Juneau, AK: Sealaska Heritage Institute Press, 1984.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*. Oakland: Heyday Books, 2002.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Languages of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

Marks, John, Richard Dauenhauer, Nora Dauenhauer, and Keri Edwards. *Lingít X'éináx Áx! Hear it in Tlingit Mini Phrase Book & CD*. Juneau, AK: Sealaska Heritage Institute, 2005.

Sealaska Heritage Institute. <http://www.tlingitlanguage.org/>.

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A102C: Elementary Alaska Native Language II

I. Initiation Date: August 2009

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Elementary Alaska Native Language II
- C. Course Subject/Number: AKNS A102C
- D. Credit Hours: 4.0 Credits
- E. Contact Time: 4 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in a selected Alaska Native language for effective communication. Enhances appreciation of Alaska Native and cross-cultural perspectives. This course requires a Selected Topics form.
Special Note: May be repeated one time with a different language.
- H. Status of course relative to degree or certificate program: Meets core requirement of the Alaska Native Studies Minor Degree Language Focus.
- I. Course Attributes: Tier II Humanities GER, and toward CAS Languages/Humanities two semester sequence.
- J. Lab Fees: Yes
- K. Coordination: UAA Faculty List Serve, Deans & Directors, Anchorage, & extended campuses
- L. Course Prerequisites: AKNS A101C

III. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

- A. In class preparedness and participation in a specific Alaska Native language.
- B. Listening, speaking, reading, and writing assignments.
- C. Oral presentations and/or oral/aural evaluations.
- D. Quizzes/Tests: 2 quizzes, one mid-term, and one final exam.

V. Course Level Justification

This class is appropriate at the 100-level because it requires one semester of previous study in a selected Alaska Native language.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in a selected Alaska Native language building upon previous semester.
2. Create course assignments and class activities which further develop listening, speaking, reading, and writing proficiency in a selected Alaska Native language.
3. Develop approaches to increase awareness of diverse Alaska Native cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Further demonstrate elementary proficiency in listening in a selected Alaska Native language: comprehend words, phrases, and complete sentences that build upon the vocabulary, grammar, and communicative functions acquired in a selected Elementary Alaska Native Language I A101C	Listening drills, and objective exams
Further vocalize elementary proficiency in speaking a selected Alaska Native language: communicate using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in a selected Elementary Alaska Native Language I A101C	Speaking drills and exercises, objective exams
Further illustrate elementary proficiency in reading a selected Alaska Native language: comprehend words, phrases, and sentences expressions that build upon the vocabulary, grammar, and communicative functions acquired in a selected Elementary Alaska Native Language I A101C	Objective exams, translation homework
Further demonstrate elementary proficiency in writing a selected Alaska Native language: present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in a selected Elementary Alaska Native Language I A101C	Objective exams
Discuss cultural knowledge of topics addressed	Objective exams

VII. Course Outline:

- A. Listening in a selected Alaska Native language at the elementary level:
Comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alaska Native Language I A101C.
- B. Speaking in a selected Alaska Native language at the elementary level: Oral communication using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alaska Native Language I A101C.
- C. Reading in a selected Alaska Native language at the elementary level:
Comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alaska Native Language I A101C.
- D. Writing in a selected Alaska Native language at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alaska Native Language I A101C.
- E. Cultural knowledge of the regions in which a selected Alaska Native language is spoken and an awareness of the diversity of Alaska Native languages:
Advanced understanding and appreciation of cross-cultural perspectives as they relate to the selected Alaska Native language and other Alaska Native languages.

VIII. Suggested Texts: this will vary with the selected language. Examples are given of two Alaska Native languages.

Inupiaq:

Kaplan, Lawrence D. and Lorena Williams. *Inupiaq Phrases and Conversations Lessons*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2000.

_____. *North Slope Iñupiaq Grammar: First Year*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1986.

Haida:

Lachler, Jordan. *Xaadas Guusuu: Learn Haida*. Juneau, AK: Sealaska Heritage Institute, 2004.

Lawrence, Erma. *Kūlang Sk'at'áa: Haida Reading Book*. Ketchikan, AK: Ketchikan Indian Corporation, 1978.

Sealaska Heritage Institute. <http://www.haidalanguage.org/>.

IX. Bibliography and Resources

Enrico John. *Haida Dictionary: Skidegate, Masset, and Alaskan Dialects*. Juneau, AK: Sealaska Heritage Institute, 2005.

- _____. *Haida Syntax*. Lincoln: University of Nebraska Press, 2003.
- _____. *Haida Dictionary: Skidegate, Masset, and Alaskan Dialects*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2005.
- _____. *Northern Haida Songs*. Lincoln: University of Nebraska Press, 1996.
- _____, ed. *Skidegate Haida Myths and Histories*. Skidegate, BC: Queen Charlotte Islands Museum Press, 1995.
- Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.
- Hinton, Leanne. *How to Keep Your Language Alive*. Oakland: Heyday Books, 2002.
- Lawrence, Erma. *Haida Dictionary*. Ketchikan, AK: Society for the Preservation of Haida Language and Literature, 1977.
- _____. *Xaadas Gyaahláang K'wáandaa: Short Haida Stories*. Ketchikan, AK: Ketchikan Indian Corporation, 1974.
- MacLean, Edna. Ahgeak. *Iñupiallu Tanyillu Uqaluyisa Ilayich: Abridged Inupiaq and English Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1981.
- Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.
- _____. *Native Peoples and Languages of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A109A: Central Yup'ik Orthography

I. Initiation Date: August 2009

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Central Yup'ik Orthography
- C. Course Subject/Number: AKNS A109A
- D. Credit Hours: 4.0 Credits
- E. Contact Time: 4 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introduction to reading and writing Central Yup'ik for students with oral proficiency in the Central Yup'ik language. Students will be introduced to alphabet and phonetic classification, dialects, and a history of the Central Yup'ik writing system. Enhances cross-cultural perspectives.
- H. Status of course relative to degree or certificate program: Elective for the Alaska Native Studies Minor.
- I. Course Fees: Yes
- J. Coordination: Faculty List Serve, Deans & Directors, Anchorage, & extended campuses.
- K. Course Prerequisites: AKNS A101A
- L. Registration Restrictions: Instructor approval required

III. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

- A. In-class preparedness and participation in Central Yup'ik.
- B. Reading and writing assignments.
- C. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it (a) requires oral proficiency in Central Yup'ik and (b) requires no previous knowledge of reading and writing in Central Yup'ik.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Central Yup'ik in order to build reading and writing proficiency.
2. Create course assignments and class activities which develop reading and writing proficiency in Central Yup'ik.
3. Develop approaches to heighten awareness of the diversity of Alaska Native languages and cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in reading Central Yup'ik: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams and translation homework
Demonstrate elementary proficiency in writing Central Yup'ik: use of correct orthography, written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common aspects of daily life.	Objective exams and writing samples
Discuss cultural context of topics addressed.	Objective exams

VII. Course Outline:

- A. Introduce alphabet and phonetic classifications of Central Yup'ik: Comprehension of Yup'ik orthography using correct alphabet, spelling, and grammar.
- B. Reading in Central Yup'ik at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- C. Writing in Central Yup'ik at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- D. Cultural knowledge of the regions in which Central Yup'ik is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to Central Yup'ik and Alaska Native languages.

VIII. Recommended Texts:

Miyoaka, Osahito. *Yup'ik Eskimo Orthography*. Kuskokwim, AK: Yup'ik Language Center, 1979.

IX. Bibliography and Resources:

Andrew, Frank and Ann Fienup-Riordan. *Paitarkiutenka, My Legacy to You*. Seattle: University of Washington Press, 2008.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*: Oakland: Heyday Books, 2002.

Jacobson, Anna W. and Steven Jacobson. *Yup'ik Phrase and Conversation Lessons*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2002.

Jacobson, Steven A. *Yup'ik Eskimo Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, reprint, 2001.

_____. *A Practical Grammar of the Central Alaskan Yup'ik Eskimo Language*. Fairbanks, AK: Alaska Native Language Center. University of Alaska, reprint, 2001.

_____. *Yup'ik Dialect Atlas and Study*. Fairbanks, AK: Alaska Native Language Center, University of Alaska Fairbanks, 1998.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Language of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

Mather, Elsie P., Marie Meade, Osahito Miyaoka. *Survey of Yup'ik Grammar Revised*. Endangered Languages of the Pacific Rim (Series), A2-023. Osaka Japan, ELPR, 2003.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Alaska Native Studies	
2. Course Prefix AKNS	3. Course Number A109B	4. Previous Course Prefix & Number AKNS A109		5a. Credits/CEU 4.0	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Tlingit Orthography <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with AKNS A102B Cross-Listed Coordination Signature _____		
13. List any programs or college requirements that require this course AKNS minor language focus, AAS Human Services					
14. Coordinate with Affected Units: UAA Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak, KPC and PWSCC Department, School, or College _____ Initiator Signature _____ Date _____					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Introduction to reading and writing Tlingit for students with oral proficiency in the Tlingit language. Students will be introduced to alphabet and phonetic classification, dialects, and a history of the Tlingit writing system. Enhances cross-cultural perspectives.					
17a. Course Prerequisite(s) (list prefix and number) AKNS A101B		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Instructor approval required		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update CCG, change course description, change course number, splitting A109 to coincide with split to AKNS A102 languages.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

Approved

Disapproved: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A109B: Tlingit Orthography

I. Initiation Date: August 2009

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Tlingit Orthography
- C. Course Subject/Number: AKNS A109B
- D. Credit Hours: 4.0 Credits
- E. Contact Time: 4 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introduction to reading and writing Tlingit for students with oral proficiency in the Tlingit language. Students will be introduced to alphabet and phonetic classification, dialects, and a history of the Tlingit writing system. Enhances cross-cultural perspectives.
- H. Status of course relative to degree or certificate program: Elective for the Alaska Native Studies Minor.
- I. Course Fees: Yes
- J. Coordination: Faculty List Serve, Deans & Directors, Anchorage, & extended campuses
- K. Course Prerequisites: AKNS A101B
- L. Registration Restrictions: Instructor approval required

III. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

- A. In-class preparedness and participation in Tlingit.
- B. Reading and writing assignments.
- C. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it (a) requires oral proficiency in Tlingit and (b) requires no previous knowledge of reading and writing in Tlingit.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in Tlingit in order to build reading and writing proficiency.
2. Create course assignments and class activities which develop reading and writing proficiency in Tlingit.
3. Develop approaches to heighten awareness of the diversity of Alaska Native languages and cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in reading Tlingit: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams and translation homework
Demonstrate elementary proficiency in writing Tlingit: use of correct orthography, written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common aspects of daily life.	Objective exams and writing samples
Discuss cultural context of topics addressed.	Objective exams

VII. Course Outline:

- A. Introduce alphabet and phonetic classifications of Tlingit. Comprehension of Tlingit orthography using correct alphabet, spelling, and grammar.
- B. Reading in Tlingit at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- C. Writing in Tlingit at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- D. Cultural knowledge of the regions in which Tlingit is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to Tlingit and Alaska Native languages.

VIII. Recommended Texts:

Dauenhauer, Nora and Richard Dauenhauer. *Beginning Tlingit*. Juneau, AK: Sealaska Heritage Foundation Press, 1991.

_____. *Aan Aduspelled X'úx': Tlingit Spelling Book*. Juneau, AK: Sealaska Heritage Institute Press, 1984.

Sealaska Heritage Institute. <http://www.tlingitlanguage.org/>.

IX. Bibliography and Resources

Dauenhauer, Nora, and Richard Dauenhauer. *Lingít X'éínáx Sá! Say it in Tlingit: A Tlingit Phrase Book*. Juneau, AK: Sealaska Heritage Institute, 2002.

_____. *Haa Tuwanáagu Yís, for Healing Our Spirit: Tlingit Oratory*. . Classics of Tlingit Oral Literature, v. 2, Seattle: University of Washington Press, 1990.

_____. *Haa Shuká, Our Ancestors: Tlingit Oral Narratives*. Classics of Tlingit Oral Literature, v. 1, Seattle: University of Washington Press, 1987.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*: Oakland: Heyday Books, 2002.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Languages of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

Marks, John, Richard Dauenhauer, Nora Dauenhauer, and Keri Edwards. *Lingít X'éínáx Áx! Hear it in Tlingit Mini Phrase Book & CD*. Juneau, AK: Sealaska Heritage Institute, 2005.

Story, Gillian L., Constance M. Naish, and Constance V. Youngkin. *Tlingit Verb Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1973.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Alaska Native Studies	
2. Course Prefix AKNS	3. Course Number A109C	4. Previous Course Prefix & Number AKNS A109		5a. Credits/CEU 4.0	5b. Contact Hours (Lecture + Lab) (4+0)
6. Complete Course/Program Title Alaska Native Language Orthography Alaska Native Lang Orthography <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with AKNS A102C Cross-Listed Coordination Signature _____		
13. List any programs or college requirements that require this course AKNS minor language focus, AAS Human Services					
14. Coordinate with Affected Units: UAA Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak, KPC and PWSCC Department, School, or College <div style="text-align: right;">_____ Initiator Signature Date</div>					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Introduction to reading and writing an Alaska Native language for students with oral proficiency in the Alaska Native language. Students will be introduced to alphabet and phonetic classification, dialects, and a history of the selected Alaska Native language writing system. Enhances cross-cultural perspectives. This course requires a Selected Topics form.					
17a. Course Prerequisite(s) (list prefix and number) AKNS A101C		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Instructor approval required. Must be same language as AKNS A101C.		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update CCG, change course description, change course number, splitting A109 to coincide with split to AKNS A102 languages. This course requires a Selected Topics form.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
Alaska Native Studies: AKNS A109C: Alaska Native Language Orthography

I. Initiation Date: August 2009

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Alaska Native Language Orthography
- C. Course Subject/Number: AKNS A109C
- D. Credit Hours: 4.0 Credits
- E. Contact Time: 4 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introduction to reading and writing an Alaska Native language for students with oral proficiency in the Alaska Native language. Students will be introduced to alphabet and phonetic classification, dialects, and a history of the selected Alaska Native language writing system. Enhances cross-cultural perspectives. This course requires a Selected Topics form.
- H. Status of course relative to degree or certificate program: Elective for the Alaska Native Studies Minor.
- I. Course Fees: Yes
- J. Coordination: Faculty List Serve, Deans & Directors, Anchorage, & extended campuses.
- K. Course Prerequisites: AKNS A101C
- L. Registration Restrictions: Instructor approval required. Must be same language as AKNS A101C.

III. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration and instructor delivered lesson format.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

- A. In-class preparedness and participation in A selected Alaska Native language.
- B. Reading and writing assignments.
- C. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it (a) requires oral proficiency in a selected Alaska Native language and (b) requires no previous knowledge of reading and writing in a selected Alaska Native language.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. Conduct class in a selected Alaska Native language in order to build reading and writing proficiency.
2. Create course assignments and class activities which develop reading and writing proficiency in a selected Alaska Native language.
3. Develop approaches to heighten awareness of the diversity of Alaska Native languages and cultural practices.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Demonstrate elementary proficiency in reading a selected Alaska Native language: comprehend words, phrases, and sentences pertaining to the most common features of daily life	Objective exams and translation homework
Demonstrate elementary proficiency in writing a selected Alaska Native language: use of correct orthography, written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common aspects of daily life	Objective exams and writing samples
Discuss cultural context of topics addressed	Objective exams

VII. Course Outline:

- A. Introduce alphabet and phonetic classifications for a selected Alaska Native language. Comprehension of a selected Alaska Native language orthography using correct alphabet, spelling, and grammar.
- B. Reading in a selected Alaska Native language at the elementary level: Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- C. Writing in a selected Alaska Native language at the elementary level: Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- D. Cultural knowledge of the regions in which a selected Alaska Native language is spoken and an awareness of the diversity of Alaska Native languages: Basic understanding and appreciation of cross-cultural perspectives as they relate to a selected Alaska Native language and Alaska Native languages.

VIII. Suggested Texts: this will vary with the selected language. Two examples are given:

Inupiaq:

Kaplan, Lawrence D. *North Slope Iñupiaq Grammar: First Year*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1986.

Haida:

Lachler, Jordan. *Xaadas Guusuu: Learn Haida*. Juneau, AK: Sealaska Heritage Institute, 2004.

Lawrence, Erma. *Kūlang Sk'at'áa: Haida Reading Book*. Ketchikan, AK: Ketchikan Indian Corporation, 1978.

Sealaska Heritage Institute. <http://www.haidalanguage.org/>.

IX. Bibliography and Resources

Enrico John. *Haida Dictionary: Skidegate, Masset, and Alaskan Dialects*. Juneau, AK: Sealaska Heritage Institute, 2005.

_____. *Haida Syntax*. Lincoln: University of Nebraska Press, 2003.

_____. *Haida Dictionary: Skidegate, Masset, and Alaskan Dialects*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2005.

_____. *Northern Haida Songs*. Lincoln: U of Nebraska P, 1996.

_____, ed. *Skidegate Haida Myths and Histories*. Skidegate, BC: Queen Charlotte Islands Museum Press, 1995.

Grenoble, Lenore A. and Lindsay Whaley. *Saving Languages: An Introduction to Language Revitalization*. Boston: Cambridge University Press, 2005.

Hinton, Leanne. *How to Keep Your Language Alive*: Oakland: Heyday Books, 2002.

Kaplan, Lawrence D. and Lorena Williams. *Inupiaq Phrases and Conversations Lessons*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 2000.

Lawrence, Erma. *Haida Dictionary*. Ketchikan, AK: Society for the Preservation of Haida Language and Literature, 1977.

_____. *Xaadas Gyaahláang K'wáandaa: Short Haida Stories*. Ketchikan, AK: Ketchikan Indian Corporation, 1974.

MacLean, Edna. Ahgeak. *Iñupiallu Tanyillu Uqaluyisa Ilayich: Abridged Inupiaq and English Dictionary*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1981.

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers, no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

_____. *Native Peoples and Languages of Alaska Map*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1982.

University of Alaska Anchorage
Course Content Guide
Alaska Native Studies: AKNS A201 Native Perspectives

- I. Initiation Date:** August 2009
- II. Course Information**
- A. College: College of Arts and Sciences
 - B. Course Title: Native Perspectives
 - C. Course Subject/Number: AKNS A201
 - D. Credit Hours: 3.0 Credits
 - E. Contact Time: 3+0 Contact Time
 - F. Grading Information: A-F
 - G. Course Description: Introduction to Alaska Native perspectives on kinship, time, philosophy, symbolism, spirituality, communication, justice, oral traditions, storytelling, material culture, and the relationship to the environment. Students will become familiar with the diversity of Alaska Native peoples, languages, and worldviews and how these influence contemporary and global issues.
 - H. Status of course relative to degree or certificate program: Alaska Native Studies core requirement
 - I. Course Attributes: Tier II Humanities GER
 - J. Special Fees: Yes
 - K. Coordination: Faculty List Serve, Deans & Directors, Anchorage, & extended campuses.
- III. Course Activities**
Lecture, small group and learner-centered collaboration, guest speakers including Alaska Native Elders, video and writing assignments.
- IV. Evaluation**
Grading basis is A-F. Grades will be based on the following:
- A. Attendance and participation in classroom discussions and small group collaboration.
 - B. Midterm exam consisting of objective questions and short essay.
 - C. Writing assignments.
 - D. Critical analysis of relevant journal articles.
 - E. Comparative writing assignment between two Alaska Native books from different cultural regions.
- V. Course Level Justification**
AKNS A201 is a Humanities GER and an introductory course in Alaska Native perspectives. These perspectives shed light on historical, legal, and contemporary Alaska Native issues and cultivate critical thinking about regional, statewide, national, and global

Native issues. Upon completion of the course students will appreciate the wide range of diversity within Alaska Native cultural regions and be able to critically analyze written texts, verbal arguments, and contemporary concerns about Alaska Native peoples.

VI. Course Outline

A. Alaska Native Cultural Overview by Region

- 1.0 Tribal
- 2.0 Linguistic
- 3.0 Geographical

B. Alaska Native Perspectives

- 1.0 Worldviews
- 2.0 Values, Elders, and kinship
- 3.0 Relationship to the environment, traditional knowledge, and material culture
- 4.0 Time, philosophy, justice
- 5.0 Oral traditions, storytelling, and communication styles
- 6.0 Spirituality and community gatherings

C. Historical Overview

- 1.0 Tribal, community, inter-regional, regional, and statewide
- 2.0 Russian and American intrusions
- 3.0 Changes in 20th century

D. Contemporary Issues

- 1.0 Impact of State and Federal laws and policies
- 2.0 Adoption of Western institutional forms
- 3.0 Continuity and changes to values, cultures, languages, relationship to the environment, and spirituality
- 4.0 Alaska Natives: Local to Global processes and trends
- 5.0 Decolonization and resiliency

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor Will:

1. Introduce the diversity of Alaska Native peoples by tribe, language, and region.
2. Assist students in understanding the wide variance in Alaska Native perspectives.
3. Expose students to prominent Alaska Native guest speakers and Elders.
4. Guide students in examining specific historical impacts on cultural regions, communities, and individuals.
5. Present continuity and change over time with a particular focus on legal and contemporary concerns.

B. Defined Outcomes.

Student will be able to:	Assessment Procedures
Recognize Alaska Native perspectives by geography, region and cultural group.	Objective exams, journal entries, and discussion
Articulate differences between traditional knowledge, Western science and Alaska Native and indigenous culture.	Discussion, objective exams, and writing assignments
Locate relevant information in journals, books, and in community resources relevant to Alaska Native and indigenous peoples.	Research and writing assignments
Analyze historical processes and impacts to Alaska Native peoples by region and apply these to indigenous global concerns	Objective exams, journal entries, and discussion

VIII. Suggested Texts

Hensley, William I. Iggiagruk. *Fifty Years from Tomorrow: A Memoir of Alaska and the Real People*. New York: Farrar, Straus, and Giroux, 2008.

Huntington, Sydney, *Shadows on the Koyukuk: An Alaska Native's Life Along the River*. Anchorage, AK: Alaska Northwest Books, 1993.

Langdon, Steve J. *Native People of Alaska. 4th edition*. Anchorage, AK: Greatland Graphics, 2002.

IX. Bibliography and Resources

Alaska, and Alaska Native Foundation. *ANCSA : Caught in the Act: The Alaska Native Claims Settlement Act : Teacher's Guide*. Juneau, AK: The Alaska Department of Education, 1987.

Alaska, and Alaska Native Foundation. *ANCSA : Caught in the Act: The Alaska Native Claims Settlement Act, six part video series*. Juneau, AK: The Alaska Department of Education, 1987.

Arnold, Robert D. *Alaska Native Land Claims*. Anchorage, AK: Alaska Native Foundation, 1976.

Attla, Catherine and Eliza Jones. *Bekk'aatugh Ts'uhuney: Stories We Live By, Traditional Koyukon Athabaskan Stories*. Nenana, AK: Yukon Koyukuk School District, 1989.

Breinig, Jeane. "Alaskan Haida Narratives: Maintaining Cultural Identity Through Subsistence." *Telling the Stories: Essays on American Indian Literatures and Cultures*. Eds. Malcom and Elizabeth Hoffman-Nelson. New York: Peter Lang Publishing, 2001.

- _____. "Haida Oral Traditions & Mythology" in *American Indian Religious Traditions: An Encyclopedia*. Eds. Suzanne J. Crawford and Dennis F. Kelly. Santa Barbara: ABC – CLIO Publishing, 2005.
- _____. "Share What You Have: Giving Makes You Richer." *Alaska Native Ways: What the Elders Have Taught Us*. Portland: Graphic Arts Publishing, August, 2002.
- Blackman, Margaret B. *Sadie Brower Neakok: An Inupiaq Woman*. Seattle: University of Washington Press, 1992.
- Burch, Ernest S. *The Iñupiaq Eskimo Nations of Northwest Alaska*. Fairbanks, AK: University of Alaska Press, 1998.
- Case, David S. and David A Voluck. *Alaska Natives and American Laws, 2nd edition*. Fairbanks, AK: University of Alaska Press, 2002.
- Cogo, Robert and Nora. Haida Stories. Anchorage, AK: National Bilingual Material Development Center Rural Education Materials Development Center, University of Alaska, 1981.
- _____. *Remembering the Past Haida History and Culture*. Anchorage, AK: University of Alaska Rural Education Materials Development Center, University of Alaska, 1983.
- Crowell, Aron, Amy F. Steffian, and Gordon L. Pullar. *Looking Both Ways: Heritage and Identity of the Alutiiq People*. Fairbanks, AK: University of Alaska Press, 2001.
- Dauenhauer, Nora, and Richard Dauenhauer. *Haa Tuwanáagu Yís, for Healing Our Spirit: Tlingit Oratory*. Classics of Tlingit Oral Literature, v. 2, Seattle: University of Washington Press, 1990.
- _____. *Haa Shuká, Our Ancestors: Tlingit Oral Narratives*. Classics of Tlingit Oral Literature, v. 1, Seattle: University of Washington Press, 1987.
- _____. *Haa Kusteeyí: Tlingit Life Stories*. Classics of Tlingit Oral Literature, v. 3, Seattle: University of Washington Press, 1994.
- Fair, Susan W. and Jean Blodgett. *Alaska Native Art: Tradition, Innovation, Continuity*. Fairbanks, AK: University of Alaska Press, 2006.
- Fast, Phyllis Ann. *Northern Athabaskan Survival: Women, Community, and the Future*. Lincoln: University of Nebraska Press, 2002.
- Fienup-Riordan, Ann, and Lawrence D. Kaplan. *Words of the Real People: Alaska Native Literature in Translation*. Fairbanks, AK: University of Alaska Press, 2007.
- Fienup-Riordan, Ann, Alice Rearden, and Marie Meade. *Yup'ik Words of Wisdom: Yupiit Qanruyutait*. Lincoln: University of Nebraska Press, 2005.

- Fienup-Riordan, Barry McWayne, and Marie Meade. *The Living Tradition of Yup'ik Masks: Agayuliyararput, Our Way of Making Prayer*. Seattle: University of Washington Press, 1996.
- Fitzhugh, William W. and Aron Crowell. *Crossroads of Continents: Cultures of Siberia and Alaska*. Washington: Smithsonian Institution Press, 1988.
- Johnson, John F. C. *Chugach Legends: Stories and Photographs of the Chugach Region*. Anchorage, AK: Chugach Alaska Corporation, 1984.
- Kalifornsky, Peter. *A Dea'ina Legacy, K'tl'egh'I Sukdu*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1991.
- Kari, James M., James A. Fall, Shem Pete, and Mike Alex. *Shem Pete's Alaska: The Territory of the Upper Cook Inlet Dana'ina*. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1987.
- Kawagley, Oscar. *A Yupiaq Worldview: A Pathway to Ecology and Spirit*. Prospect Heights, Ill: Waveland Press, 2006.
- Laughlin, William S. *Aleuts, Survivors of the Bering Land Bridge*. New York: Holt, Rinehart, and Winston, 1980.
- Luke, Howard and Jan Steinbright Jackson. *My Own Trail*. Fairbanks, AK: Alaska Native Knowledge Network, University of Alaska, 1998.
- McClanahan, A.J. *Growing Up Native in Alaska*. Anchorage, AK: CIRI Foundation, 2001.
- Mulcahy, Joanne B. *Birth and Rebirth on an Alaskan Island: The Life of an Alutiiq Healer*. Athens: University of Georgia Press, 2001.
- Morrow, Phyllis and William S. Schneider. *When Our Words Return: Writing, Hearing, and Remembering Oral Traditions of Alaska and the Yukon*. Logan: Utah State University Press, 1995.
- Nelson, Richard. *Make Prayers to the Raven: A Koyukon View of the Northern Forest*. Chicago: University of Chicago Press, 1986.
- Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. London, Zed Books Ltd, 2002.
- Tiulana, Paul and Vivian Senungetuk. *A Place for Winter: Paul Tiulana's Story*. Anchorage, AK: CIRI Foundation, 1999.
- Wallis, Velma. *Raising Ourselves: A Gwich'in Coming of Age Story from the Yukon River*. Seattle: Epicenter Press, 2002.
- Wilmer, Franke. *The Indigenous Voice in World Politics: Since Time Immemorial*. Violence, Cooperation, Peace. Newbury Park: Sage Publications, 1993.

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: August 25, 2008

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A325
- Course Title: Neoclassical Literature
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: A selective survey of primarily British literature of the period 1660-1798.
- Prerequisites: ENGL A201 and ENGL A202
- Restrictions: None
- Lab Fees: None
- Status of Course: The course meets a period requirement in the English Major.
- Course Level Justification: This course is placed at the junior level in parallel with other English Department period courses as a preliminary to study in greater depth.

I. Instructional Goals, Defined Outcomes, and Methods of Assessment

Instructional Goals. The instructor will:	Defined Outcomes. Students will be able to:	Methods of Assessment:
Present the history of the development of British literature in the period 1660-1798	Place texts in terms of their historical sequence and context	Quizzes, examinations
Explain the uses and expectations of the pre-eminent genres of eighteenth-century literature	Identify eighteenth-century genres and discuss their characteristic uses	Quizzes, examinations, papers
Demonstrate the analysis of eighteenth-century texts through the explication of their allusions and their modes of engagement with their audiences	Produce complete written explications of poetic texts demonstrating application of multiple modes of analysis	Papers, examinations

II. Topical Outline of Course Content

- 1.0 Structures of the Eighteenth-Century Literary World
 - 1.1 The Institution of Authorship
 - 1.2 Education
 - 1.3 Class
 - 1.4 Patronage
 - 1.5 Audience
- 2.0 Genre in the Eighteenth-Century Literary World
 - 2.1 Non-fiction prose
 - 2.2 Prose fiction
 - 2.3 Traditional verse forms
 - 2.4 Mock forms
 - 2.5 Satire
 - 2.6 Drama
- 3.0 Clusters around Major Authors
 - 3.1 The Age of Dryden—poetry, criticism, and drama
 - 3.2 The Age of Swift and Pope—poetry and drama
 - 3.3 The Age of Johnson—poetry and non-fictional prose
 - 3.4 The Age of Fielding, Richardson, and Burney—prose fiction

III. Suggested Text

Sherman, Stewart, ed. *The Restoration and the 18th Century*. Volume 1C of *The Longman Anthology of British Literature*, ed. David Damrosch and Kevin J. H. Dettmar. 3rd ed. New York: Pearson, 2006.

IV. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Bender, John. *Imagining the Penitentiary: Fiction and the Architecture of Mind in Eighteenth-Century England*. Chicago: U of Chicago P, 1987.

Castle, Terry. *Masquerade and Civilization in Eighteenth-Century Culture and Fiction*. Stanford: Stanford UP, 1986.

David, Lennard. *Factual Fictions: The Origins of the English Novel*. New York: Columbia UP, 1983.

DeMaria, Robert, ed. *British Literature, 1640-1789: A Critical Reader*. Malden, MA: Blackwell, 1999.

Doody, Margaret. *The Daring Muse: Augustan Poetry Reconsidered*. Cambridge: Cambridge UP, 1985.

Eagleton, Terry. *The English Novel: An Introduction*. Malden, MA: Blackwell, 2005.

Ezell, Margaret J. M. *Social Authorship and the Advent of Print*. Baltimore: Johns Hopkins UP, 1999.

- Fisk, Deborah Payne, ed. *The Cambridge Companion to English Restoration Theatre*. Cambridge: Cambridge UP, 2000.
- Hitchings, Henry. *Defining the World: The Extraordinary Story of Dr. Johnson's Dictionary*. New York: Farrar Straus & Giroux, 2005.
- Hunter, J. Paul. *Before Novels: The Cultural Contexts of Eighteenth-Century Fiction*. New York: Norton, 1980.
- Mullan, John, and Christopher Reid. *Eighteenth-Century Popular Culture: A Selection*. Oxford, Oxford UP, 2000.
- Nussbaum, Felicity, and Laura Brown. *The New Eighteenth Century: Theory, Politics, English Literature*. New York: Methuen, 1987.
- O'Gorman, Francis, and Katherine Turner, eds. *The Victorians and the Eighteenth Century: Reassessing the Tradition*. Aldershot: Ashgate, 2004.
- Paulson, Ronald. *Breaking and Remaking: Aesthetic Practice in England, 1700-1820*. New Brunswick: Rutgers UP, 1989.
- Richetti, John. *The Cambridge History of English Literature, 1660-1780*. Cambridge: Cambridge UP, 2005.
- Smallwood, Philip. *Johnson's Critical Presence: Image, History, Judgment*. Aldershot: Ashgate, 2004.
- Todd, Dennis, and Cynthia Wall, eds. *Eighteenth-Century Genre and Culture: Serious Reflections on Occasional Forms: Essays in Honor of J. Paul Hunter*. Newark, DE: U of D Press, 2005.
- Todd, Janet. *The Sign of Angellica: Women, Writing, and Fiction, 1660-1800*. New York: Columbia UP, 1989.
- Waller, Maureen. *1700: Scenes from London Life*. New York: Four Walls Eight Windows, 2000.
- Zunshine, Lisa, and Jocelyn Harris, eds. *Approaches to Teaching the Novels of Samuel Richardson*. New York: M LA, 2006.
- Zwicker, Stephen N., ed. *The Cambridge Companion to English Literature, 1650-1740*. Cambridge: Cambridge UP, 2000.

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: August 25, 2008

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A351
- Course Title: Poetry
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: An intensive study of the forms and techniques used by poets.
- Prerequisites: ENGL A201 and ENGL A202
- Restrictions: None
- Lab Fees: None
- Status of Course: The course is a Core Course in the English Major.
- Course Level Justification: This course is placed at the junior level in parallel with other English Department genre courses as a preliminary to study in greater depth.

I. Instructional Goals, Defined Outcomes, and Methods of Assessment

Instructional Goals. The instructor will:	Defined Outcomes. Students will be able to:	Methods of Assessment:
Present the history of the development of poetic forms in English	Place poems in terms of their historical context	Quizzes, examinations
Explicate the techniques of scansion and the identification of poetic forms and figures	Discuss the use of meter, rhyme, genre, and figures of speech in individual poetic texts	Quizzes, examinations
Demonstrate the analysis of poems through the application of their place in poetic history and their use of formal devices	Produce complete written explications of poetic texts demonstrating holistic application of multiple modes of analysis	Papers, examinations

II. Topical Outline of Course Content

Note: This outline covers the formal and analytic aspects of the subject, which may be demonstrated using different poetic texts by individual instructors.

- 1.0 Sound and Meter
 - 1.1 Accentual-Syllabic verse
 - 1.2 Accentual verse
 - 1.3 Syllabic verse
 - 1.4 Free verse
 - 1.5 Rhyme
- 2.0 Form
 - 2.1 Stanzaic verse
 - 2.2 Stichic verse
 - 2.3 Prose poetry
 - 2.4 Visual poetry
- 3.0 Syntax
 - 3.1 Diction
 - 3.2 Speaker
 - 3.3 Tone
- 4.0 Figures of Speech and Thought
 - 4.1 Figures of Balance and Parallelism
 - 4.2 Figures of Repetition
 - 4.3 Figures of Address
 - 4.4 Figures of Syntactic Deviation
 - 4.5 Figures of Syntactic Deviation
 - 4.6 Figures of Verbal Play
 - 4.7 Metaphor and Simile
 - 4.8 Metonymy and Synecdoche
 - 4.9 Personification
 - 4.10 Irony and Paradox

III. Suggested Texts

Adams, Stephen J. *Poetic Designs: An Introduction to Meters, Verse Forms, and Figures of Speech*. Peterborough, Ontario: Broadview, 2000.

Harmon, William, ed. *The Top 500 Poems: A Columbia Anthology*. New York: Columbia UP, 1992.

IV. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Blasing, Mutlu Konuk. *Lyric Poetry: The Pain and the Pleasure of Words*. Princeton: Princeton UP, 2007

Caplan, David. *Poetic Form: An Introduction*. New York: Pearson, 2007.

---. *Questions of Possibility: Contemporary Poetry and Poetic Form*. Oxford: Oxford UP, 2005.

Eagleton, Terry. *How to Read a Poem*. Malden, ME: Blackwell, 2007.

- Fenton, James. *An Introduction to English Poetry*. New York: Farrar, Straus and Giroux: 2004.
- Fussell, Paul. *Poetic Meter and Poetic Form*. Rev. ed. New York: McGraw-Hill, 1979.
- Gregerson, Linda. "Rhetorical Contract in the English Poem." *Kenyon Review* 28.2 (Spring 2006): 161-78.
- Gross, Harvey, ed. *The Structure of Verse: Modern Essays on Prosody*. New York: Fawcett, 1956.
- Herrnstein Smith, Barbara. *Poetic Closure: A Study of How Poems End*. Chicago: U of Chicago P. 1968.
- Kirsch, Adam. *The Modern Element: Essays on Contemporary Poetry*. New York: Norton, 2008.
- Parini, Jay. *Why Poetry Matters*. New Haven, Yale UP, 2008.
- Pottle, Frederick A. *The Idiom of Poetry*. 2nd edition. Bloomington: Indiana UP, 1963.
- Rawes, Alan, ed. *Romanticism and Form*. Basingstoke: Palgrave, 2007.
- Robinson, Jenefer. "The Art of Distancing: How Formal Devices Manage Our Emotional Responses to Literature." *Journal of Aesthetics and Art Criticism* 62.2 (Spring 2004): 153-62.

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
Department of English
February, 2008

Date: February 2008

Course Number: ENGL A363
Course Title: The Short Story
Credits: Three (3+0)
Grading Basis: A-F
Course Description: An examination of the development of the short story as a genre, its elements, and the techniques used by writers in this form.
Prerequisites: ENGL A201 and ENGL A202
Restrictions: None
Lab fees: None
Status of course relative to degree: Fulfills requirement in genre studies for English majors
Course Level Justification: This is a 300-level course because it assumes students have had some exposure to literature and the basic vocabulary and concepts of literary analysis, and are somewhat familiar with writing formal papers of literary analysis.
Course Activities:
Lecture, reading of representative stories and theory, and discussion of readings

I. Instructional Goals and Objectives

- A. Instructional Goals:** The instructor will
1. Make students aware of the significance of narrative in human life;
 2. Present the formal elements of the short story and their function;
 3. Introduce terminology and concepts critical to the interpretation of short stories and story cycles;
 4. Expose students to the range of traditional and contemporary short story theory;
 5. Familiarize students with the historical context responsible for the development of various short story genres and their salient features;
- B. Outcomes:** Upon completion of the course students will be able to
1. Appreciate the importance of narrative in meaning-making and the enjoyment of life;
 2. Identify and discuss the formal elements of the short story and employ them in analyzing stories;
 3. Use critical vocabulary appropriate to the analysis and interpretation of short stories and story cycles;
 4. Articulate and apply some of the major short story theories;

5. Understand the historical development and social context of at least three genres (e.g. gothic, realist, minimalist) of short fiction;
6. Write detailed analyses of selected short stories demonstrating the ability effectively to research secondary source materials using the library and electronic sources.

C. Methods of Assessment

Reading quizzes, participation in class discussions, papers, and essay exams.

II. Topical Course Outline

This course focuses on the elements of the short story, critical vocabulary appropriate to the analysis and interpretation of short stories, and close examination of exemplary short stories and short story cycles (which vary from semester to semester). The course covers both the development of the genre and examples of a wide variety of techniques within the genre.

- 1.0 History and definition of the short story genre
 - 1.1 Pre-19th century
 - 1.2 19th century
 - 1.3 Modern short stories
 - 1.4 Postmodern short stories
 - 1.5 Definition, especially in relationship to novel and poetry
- 2.0 Textual analysis or issues of technique in the short story
 - 2.1 Plot (order, duration, frequency); story and narrative
 - 2.2 Focalization (issues of voice and point of view)
 - 2.3 Characterization (round/flat; individualism/community, centered/decentered)
 - 2.4 Setting
 - 2.5 Style and language
 - 2.6 Theme
- 3.0 Decoding texts
 - 3.1 Ideology
 - 3.2 Subjectivity
 - 3.3 Discourse
- 4.0 Theoretical issues
 - 4.1 Author and narrator
 - 4.2 Reader or narratee
 - 4.3 Text
 - 4.4 World or context
- 5.0 Exemplary short stories
- 6.0 Exemplary short story cycles

III. Suggested Texts (texts may vary; those listed below have been used successfully in recent semesters):

Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. New York: HarperCollins, 1993.
 Charters, Ann, ed. *The Story and Its Writer: An Introduction to Short Fiction*.

4th ed. Boston: Bedford Books of St. Martins P, 1995.
Joyce, James. *The Dubliners*. 1914. New York: Penguin, 2000.
Kenan, Randall. *Let the Dead Bury Their Dead*. San Diego: Harcourt, 1992.
Lahiri, Jhumpa. *Interpreter of Maladies*. New York: Mariner, 1999.
O'Brien, Tim. *The Things They Carried*. New York: Broadway, 1990.

IV. Bibliography:

- Balogun F., Odun. *Tradition and Modernity in the African Short Story: An Introduction of Literature in Search of Critics*. Contributions in Afro-American Studies, 41. Series Ed. Henry Louis Gates. New York: Greenwood, 1991.
- Cohan, Steven and Linda M. Shires. *Telling Stories: A Theoretical Analysis of Narrative Fiction*. London & New York: Routledge, 1988.
- Colby, Paul. *Narrative. The New Critical Idiom*. London: Routledge, 2001.
- Herman, David, Manfred Jahn, and Marie Laure-Ryan, Eds. *The Routledge Encyclopedia of Narrative Theory*. London: Routledge, 2005.
- Herman, David. *Story Logic: Problems and Possibilities of Narrative*. Lincoln: U of Nebraska P, 2004.
- Hoffman, Michael J. and Patrick D. Murphy, ed. *Essentials of the Theory of Fiction*. 2nd ed. Durham: Duke UP, 1996.
- Levy, Andrew. *The Culture and Commerce of the American Short Story*. Cambridge Studies in American Literature and Culture. Cambridge: Cambridge UP, 1993.
- Lohafer, Susan. *Reading for Storyness: Preclosure Theory, Empirical Poetics, and Culture in the Short Story*. Baltimore: Johns Hopkins U P., 2003.
- Martin, Wallace. *Recent Theories of Narrative*. Ithaca: Cornell UP, 1986.
- May, Charles E., ed. *The New Short Story Theories*. Athens: Ohio UP, 1994.
- . *The Short Story: The Reality of Artifice*. New York: Routledge, 2002.
- Mullan, John. *How Novels Work*. Oxford: U of Oxford P, 2006.
- Rabinowitz, Peter. *Before Reading: Narrative Conventions and the Politics of Literature*. Ithaca: Cornell UP, 1987.
- O'Neill. *Fictions of Discourse: reading Narrative Theory*. Toronto: U of Toronto P, 1996.

Richter, David H. *Narrative/Theory*. White Plains, NY: Longman, 1996.

Van Peer, Willie and Seymour Chatman. *New Perspectives on Narrative Perspective*. Albany: SUNY UP, 2001.

Winther, Per, Jakob Lothe, and Hans Hanssen Skei. eds. *The Art of Brevity: Excursions In Short Fiction Theory and Analysis*. Columbia: U of South Carolina P, 2004.

Studies in Short Fiction. Newberry, SC: Newberry College. Vol 1-32.

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: March, 2008

Subject:	English
Course Number:	ENGL A403
Course Title:	Topics in Autobiography
Credits:	Three (3) (3+0)
Grading basis:	A-F
Course Description:	Study of autobiography and the techniques used and issues raised in this form, with readings focused on a selected theme. Practice in writing autobiography. Special Note: Applies once toward Specialized Studies requirement for English majors; may be repeated once with a change of subtitle for elective credit.
Prerequisites:	ENGL A211 or A212 or A213 or A214 with a minimum grade of C
Restrictions:	None
Lab Fees:	None
Status of Course:	Satisfies the Specialized Studies requirement in the Literature Option for English majors. Fulfills an elective for the Women's Studies minor.
Course Activities:	Upper-division course based on lecture, reading on life-writing theory and representative autobiographies, and discussion of readings; student reports and presentations; substantive written assignments, including autobiography.
Course Level Justification:	Because this course requires substantial writing, completion of the sophomore-level writing requirement is important for student success; as well, the course assumes student familiarity with genre conventions for narrative. Thus, it is appropriately placed at the 400 level.

I Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

1. present the formal elements and conventions of autobiographical practice;
2. outline the major historical developments of the autobiographical tradition in the West;
3. expose students to the critical vocabulary necessary to the analysis and interpretation of autobiography;
4. teach the major concepts in traditional and contemporary autobiographical theory;
5. compare cultural and historical concerns with representations of subjectivity in Western and Non-Western traditions.

B. Student Outcomes. Students will be able to:

1. identify the formal elements and conventions of autobiographical practice;
2. trace the major historical developments of the autobiographical tradition in the West;
3. employ the critical vocabulary appropriate to the analysis and interpretation of autobiography;
4. discuss important concepts in traditional and contemporary autobiographical theory;
5. compare cultural and historical concerns of representations of subjectivity in Western and

- Non-Western traditions;
6. demonstrate this knowledge in discussions, presentations, and analytical and autobiographical writings.

C. Methods of Assessment:

Evaluation procedures may vary at the discretion of the instructor. In general, students are evaluated on completion of assigned readings, participation in class discussions and presentations, and both academic and creative writing projects, including journals and autobiographical writing.

II Course Content Guide:

This course focuses on the elements and historical development of autobiography, critical vocabulary appropriate to the analysis and interpretation of autobiography, examination of exemplary autobiographies (which vary from semester to semester), and discussion of theoretical issues regarding representation of subjectivity. The course will cover both the development of autobiography as a genre and examples of a wide variety of techniques within the genre. The following outline and bibliography represent one approach to the course: Contemporary Women's Autobiography.

- 1.0 Definitions and conventions of autobiography and memoir:
 - 1.1 Definitions
 - 1.2 Characteristics and conventions
 - 1.2.1 Traditional autobiography in the West
 - 1.2.2 Conventions associated with women's autobiography
 - 1.2.3 Non-Western and Third-World autobiography
- 2.0 Emergence and development of autobiography as a genre in the West
 - 2.1 Origins of life writing in the West
 - 2.2 Autobiography in the Enlightenment
 - 2.3 Nineteenth-century autobiography
 - 2.4 Twentieth-century autobiography
 - 2.5 Postmodern autobiography
- 3.0 Analysis of narrative techniques in life writing
 - 3.1 Emplotment and other organizational strategies
 - 3.2 Themes and contexts of reference
 - 3.3 Voice
 - 3.4 Style and language
 - 3.5 Other rhetorical strategies such as self-reflexivity and intertextuality
- 4.0 Models of autobiography
 - 4.1 Conversion narratives
 - 4.2 Captivity narratives
 - 4.3 Slave narratives
 - 4.4 Secular success stories
 - 4.5 Auto-pathography
 - 4.6 Familial and cultural autobiography such as *mestizaje* and *testimonio*
- 5.0 Other models of life writing
 - 5.1 Autobiographical fiction
 - 5.2 As-told-to-autobiography
 - 5.3 Oral narrative and documentary
 - 5.4 Popular, non-literary forms such as personal ads and talk shows
- 6.0 Theoretical issues

- 6.1 Definitional issues regarding the boundaries of the genre
- 6.2 Post-structuralist and postmodern challenges to subjectivity
- 6.3 The workings of memory
- 6.4 Truth and fictionality in autobiography
- 6.5 Gender and cultural differences in self-representation
- 7.0 Exemplary autobiographies
- 8.0 Practice in writing autobiography
 - 8.1 Experimentation with voice
 - 8.2 Guided journaling on selected life events, memories, and perceptual triggers
 - 8.3 Development of theme, contexts of reference, or focus for narrative structure
 - 8.4 Selection and revision of journal pages into autobiography chapter
 - 8.5 Selection of title, dedication, chapter titles, and epigraph

III **Suggested Texts:** (will vary with topic: class texts for course on Contemporary Women's Autobiography):

- Cofer, Judith. Silent Dancing: A Partial Remembrance of a Puerto-Rican Childhood. Houston: Arte Publico, 1990.
- Cliff, Michelle. Abeng. Trumansburg, NY: Crossing, 1984.
- Karr, Mary. The Liar's Club: A Memoir. New York: Penguin, 1985.
- Kusz, Natalie. Road Song: A Memoir. New York: Farrar Strauss, 1990.
- Mairs, Nancy. Remembering the Bone House: An Erotics of Place and Space. New York: Harper, 1989.
- Mora, Pat. House of Houses. Boston: Beacon, 1997.
- Sarrault, Nathalie. Childhood. New York: Braziller, 1984.

IV **Bibliography:**

- Adams, Timothy Dow. Telling Lies in Modern American Autobiography. Chapel Hill: U of North Carolina P, 1990.
- Anderson, Linda. Autobiography. The New Critical Idiom. New York: Routledge, 2001.
- Andrews, William L., ed. African American Autobiography: A Collection of Critical Essays. New Jersey: Prentice Hall, 1993.
- Anzaldúa, Gloria. Borderlands/La Frontera: The New Mestiza. San Francisco: Aunt Lute Books, 1987.
- Barros, Carolyn A. Autobiography: Narrative of Transformation. Ann Arbor: U of Michigan P, 1998.
- Benstock, Shari, ed. The Private Self: Theory and Practice of Women's Autobiographical Writings. Chapel Hill: U of North Carolina P, 1988.
- Braham, Jeane. Crucial Conversations: Interpreting American Literary Autobiographies by Women. New York: Teacher's College P, 1995.
- Cahill, Susan, ed. Writing Women's Lives: an Anthology of Autobiographical Narratives by Twentieth Century American Women Writers. New York: HarperPerennial, 1994.
- Culley, Margo, ed. American Women's Autobiography: Fea(s)ts of Memory. Wisconsin, U of Wisconsin P, 1992.
- De Man, Paul. "Autobiography as De-Facement." Modern Language Notes. 94 (1979): 920-930.
- Eakin, Paul John, ed. American Autobiography: Retrospect and Prospect. Wisconsin: U of Wisconsin P, 1991.
- Eakin, Paul John, ed. Touching the World: Reference in Autobiography. New Jersey: Princeton UP, 1992.

- Ender, Eleveyne. Architexts of Memory: Literature, Science, and Autobiography. Ann Arbor: U of Michigan P, 2005.
- Flax, Jane. Thinking Fragments: Psychoanalysis, Feminism, and Postmodernism in the Contemporary West. Berkeley: U of California P, 1990.
- Folkenflik, Robert, ed. The Culture of Autobiography: Constructions of Self-Representation. California: Stanford UP, 1993.
- Fuss, Diana. Inside/Out: Lesbian Theories, Gay Theories. New York: Routledge, 1991.
- Gabara, Rachel. From Split to Screened Selves: French and Francophone Autobiography in the third Person. Palo Alto: Stanford UP, 2006.
- Gyatso, Janet. Apparitions of the Self: The Secret Autobiographies of a Tibetan Visionary. Princeton: Princeton UP, 1999.
- Hassan, Ihab. Out of Egypt: Scenes and Arguments of Autobiography. 1986.
- Heilbrun, Carolyn G. Writing a Woman's Life. New York: Ballantine, 1988.
- Hooks, Bell. Talking Back: Thinking Feminist, Thinking Black. Boston: South End, 1989.
- Hornung, Alfred. "Autobiography." International Postmodernism: Theory and Literary Practice. Eds. Hans Bertens and Douwe Fokkema. Philadelphia: Johns Benjamins, 1997.
- Jelinek, Estelle C. The Tradition of Women's Autobiography: From Antiquity to the Present. Boston : Twayne, 1986.
- Jelinek, Estelle C., ed. Women's Autobiography: Essays in Criticism. Bloomington: Indiana UP, 1980.
- Lionnet, Françoise. Autobiographical Voices: Race, Gender, Self-Portraiture. Ithaca: Cornell UP, 1989.
- Lang, Candace. "Autobiography in the Aftermath of Romanticism." Diacritics 12 (1982): 2-16.
- Lejeune, Philippe. On Autobiography. Trans. Katherine Leary. Ed. Paul John Eakin. Minneapolis, U of Minnesota P, 1989.
- Moseley, Marcus. Being for Myself Alone: Origins of Jewish Autobiography. Palo Alto: Stanford UP, 2006.
- Najmabadi, Afsaneh. Women's Autobiography in Contemporary Iran. Cambridge: Harvard UP, 2008.
- Ng, Janet. The Experience of Modernity: Chinese Autobiography in the Early Twentieth Century. Ann Arbor: U of Michigan P, 2003.
- Nussbaum, Felicity. The Autobiographical Subject: Gender and the Ideology in Eighteenth-Century England. Boston: Johns Hopkins UP, 1989.
- Olney, James, ed. Studies in Autobiography. New York: Oxford UP, 1988.
- Owens, Derek. Resisting Writings (and the Boundaries of Composition). Dallas: Southern Methodist U P, 1994.
- Perreault, Jeanne. Writing Selves: Contemporary Feminist Autobiography. Minneapolis: U of Minnesota P, 1995.
- Smith, Sidonie, and Julia Watson, eds. Interfaces: Women, Autobiography, Image, Performance. Ann Arbor: U of Michigan P, 2002.
- . De/Colonizing the Subject: The Politics of Gender in Women's Autobiography. Minneapolis: U of Minnesota P, 1992.
- . Getting a Life: Everyday Uses of Autobiography. Minneapolis: U of Minnesota P, 1996.
- Smith, Sidonie. Subjectivity, Identity, and the Body: Women's Autobiographical Practices in the Twentieth Century. Bloomington: Indiana UP, 1993.

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English
Date: April 14, 2008

- College/School: College of Arts and Sciences
- Subject: English
- Course Number: ENGL A435
- Course Title: History of Criticism
- Number of Credits (3+0)
- Grading Basis: A-F
- Course Description: Critical theory from its classical origins to the present.
- Prerequisites: ENGL A201 and ENGL A202
- Restrictions: None
- Lab Fees: None
- Status of Course: The course is a Core Course in the English Major.
- Course Level Justification: This course is placed at the senior level because of its application to a wide range of works from different periods and genres taught at the junior level and its theoretical difficulty.

I. Instructional Goals, Defined Outcomes, and Methods of Assessment

Instructional Goals. The instructor will:	Defined Outcomes. Students will be able to:	Methods of Assessment:
Clarify the distinction between analysis and evaluation of literary texts	Distinguish between analysis and evaluation of literary texts	Study guides, papers, examinations
Articulate the various premises from which critical analysis may begin	Discuss the different premises from which critical analysis may begin	Study guides, papers, examinations
Elucidate the historical relationships between differing critical schools and their individual proponents	Evaluate the historical relationships between differing critical schools and their individual proponents	Study guides, papers, examinations

II. Topical Outline of Course Content

Note: This course proceeds historically from the earliest works of literary criticism to quite recent ones. Instructors' specific selections vary from semester to semester, but all will touch upon the following areas:

- 1.0 Philosophical Assumptions Affecting Critical Practice
 - 1.1 Essentialism
 - 1.2 Constructionism
 - 1.3 Canonicity
- 2.0 Orientations of Critical Theories
 - 2.1 Mimetic Theories
 - 2.2 Pragmatic Theories
 - 2.3 Expressive Theories
 - 2.4 Objective Theories
- 3.0 Applications of Critical Theories
 - 3.1 Interpreting Literary Works as Representations
 - 3.2 Interpreting Literary Works as They Address Audiences
 - 3.3 Interpreting Literary Works as They Reveal Their Authors
 - 3.4 Interpreting Literary Works as Self-Contained Artifacts

III. Suggested Texts

Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.

Richter, David, ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. 3rd edition. Boston: Bedford/St. Martin's, 2007.

IV. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: Norton, 1953.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.

Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota P, 1996.

Grabes, Herbert. "Constructing a Usable Literary Past: Literary History and Cultural Memory." *The Yearbook of Research in English and American Literature* 21 (2005): 129-43.

Hume, Robert D. "Construction and Legitimation in Literary History." *Review of English Studies: The Leading Journal of English Literature and the English Language* 56.226 (Sept. 2005): 632-61.

Lipking, Lawrence. "Literary Criticism and the Rise of National Literary History." In *The Cambridge History of English Literature, 1660-1780*. John Richetti, ed. Cambridge: Cambridge UP, 2005.

Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. London: Verso, 2005.

Perkins, David. *Is Literary History Possible?* Baltimore: Johns Hopkins UP, 1992.

Richter, David, ed. *Falling into Theory: Conflicting Views on Reading Literature*.
Boston: Bedford/St. Martin's, 2001.

Rorty, Richard. "Looking Back at *Literary Theory*." In *Comparative Literature in an Age
of Globalization*. Haun Saussy, ed. Baltimore: Johns Hopkins UP, 2006. 63-67.

Smallwood, Philip, ed. *Critical Pasts: Writing Criticism, Writing History*. Lewisburg,
PA: Bucknell UP, 2004.

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES
February, 2008

Course Number:	ENGL A499
Course Title:	English Honors Thesis
Credits:	3 (0 + 9) Student is expected to meet with faculty mentor on a weekly basis to review work in progress.
Grading Basis:	A – F Individual instructors will explain their policies and procedures at the beginning of the semester
Course Description:	Individual in-depth study of a selected topic, resulting in a thesis.
Registration Restriction:	Completion of 6 credits of 400-level topics courses w/ grade of A (ENGL A403, A404, A429, A440, A444, A490, A491)
Status relative to degree:	Required for English Honors
Lab fees:	None
Course Activities:	Each student will work individually with a faculty mentor to research and write an article length essay.

I. Instructional Goals and Objectives

A. Instructional Goals: The instructor will

1. guide student in selecting research sources;
2. ensure the student has been exposed to the range of information available to the topic;
3. encourage student to independently limit, shape, and think critically about the topic and thesis;
4. urge student to ensure understanding of theoretical perspective and in-depth analysis of selected topic;
5. review and edit student's work to ensure a quality product.

B. Outcomes: Upon completion of the course students will be able to

1. research a topic of their choice;
2. demonstrate detailed knowledge of the subject matter;
3. demonstrate independent thinking;
4. complete a sophisticated analysis using one or more theoretical perspectives;
5. write a substantial piece of polished prose in the appropriate disciplinary style.

II. Outline: N/A This course involves independent research, under the direction of a faculty mentor. Topics researched will vary.

III. Suggested Text: Texts will vary with subject
Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*, 2nd ed. New York: Modern Language Association, 1998.

IV. Bibliography: Will vary with the topic selected



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department English	
2. Course Prefix ENGL	3. Course Number NA	4. Previous Course Prefix & Number NA		5a. Credits/CEU NA	5b. Contact Hours (Lecture + Lab) (NA+)
6. Complete Course/Program Title BA English, Literature Option <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other elective options			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spl/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course NA					
14. Coordinate with Affected Units: Extended sites; UAA Lfaculty listserv Department, School, or College Initiator Signature _____ Date _____					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description NA					
17a. Course Prerequisite(s) (list prefix and number) NA		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) NA		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Addition of 3 credits of CWLA as an elective option will enable students to take a creative writing course as an English major.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

BACHELOR OF ARTS, ENGLISH

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of this chapter.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

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

B. GENERAL EDUCATION REQUIREMENTS

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

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

Complete the College of arts and Sciences requirements listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS

Students working toward a degree in English may choose from three options: Literature, Rhetoric and Language, or Education.

1. Complete the following core courses (15 credits):

ENGL A201 Masterpieces of World Literature I	3
ENGL A202 Masterpieces of World Literature II	3
ENGL A351 Poetry	3
ENGL A434 History of Rhetoric	3
ENGL A435 History of Criticism	3

2. Complete one of the following options:

Literature Option (24 credits)

Complete 3 credits from National Literatures:

ENGL A301 Literature of Britain I (3)	3
ENGL A302 Literature of Britain II (3)	3
ENGL A305 National Literatures in English (3)	3
ENGL A306 Literature of the United States I (3)	3
ENGL A307 Literature of the United States II (3)	3

Complete 3 credits from each Period:

Early	9
ENGL A310 Ancient Literature (3)	
ENGL A315 Medieval Literature (3)	
ENGL A320 Renaissance Literature (3)	
Middle	
ENGL A325 Neoclassical Literature (3)	
ENGL A330 Literature of Romanticism (3)	
ENGL A340 The Victorian Period (3)	

Late

ENGL A342 The Modernist Period (3)	
ENGL A343 Contemporary Literature (3)	
ENGL A440 Topics in 20th Century Comparative Literature (3)	

Complete 3 credits from Genre:

ENGL A361 The Novel (3)	3
ENGL A363 Short Story (3)	
ENGL A371 Prose Nonfiction (3)	
ENGL A381 Drama (3)	
ENGL A383 Film Interpretation (3)	
ENGL A391 Genres of Subject and Theme (3)	

Complete 6 credits from Specialized Studies:

ENGL A424 Shakespeare (3)	6
<i>and one of the following:</i>	
ENGL A403 Topics in Autobiography (3)	
ENGL A404 Topics in Women's Literatures (3)	
ENGL A429 Major Authors (3)	
ENGL A444 Topics in Native Literatures (3)	
ENGL A445 Alaska Native Literatures (3)	

Complete 3 credits upper-division English or Creative Writing Literary Arts elective:

Rhetoric and Language Option (24-25 credits)	3
Complete 6 credits from Nature of Language:	6
LING A101 The Nature of Language (3)	
LING A201 Intermediate Grammar (3)	

Complete 6 credits from Advanced Composition:

ENGL A311 Advanced Composition (3)	6
ENGL A312 Advanced Technical Writing (3)	

ENGL A313 Professional Writing (3)	
ENGL A414 Research Writing (3)	
Complete 3-4 credits from Applied Linguistics:	3-4
ENGL A450 Linguistics and Language Teaching (4)	
ENGL A452 English Grammar and Language Teaching (4)	
ENGL A487 Standard Written English (3)	
ENGL A495 Internship in Professional Writing (1-3)	
Complete 3 credits from Rhetoric and Language Theory:	3
ENGL A475 Modern Grammar (3)	
ENGL A476 History of the English Language (3)	
ENGL A491 Topics in Composition and Rhetoric (3)	
Complete 6 credits upper division elective:	6
One upper division Rhetoric course	
Complete 3 credits upper-division English or Creative Writing Literary Arts elective	3
Education Option (25 credits)	
Complete 12 credits from Reading & Literature:	12
ENGL A424 Shakespeare (3)*	
<i>and one of the following:</i>	
ENGL A361 The Novel (3)	
ENGL A363 Short Story (3)	
ENGL A371 Prose Nonfiction (3)	
ENGL A381 Drama* (3)	
ENGL A383 Film Interpretation* (3)	
ENGL A391 Genres of Subject and Theme (3)	
<i>and one of the following:</i>	
ENGL A306 Literature of the United States I (3)	
ENGL A307 Literature of the United States II (3)	
<i>and one of the following:</i>	
ENGL A305 National Literatures in English (3)	
ENGL A343 Contemporary Literature (3)	
ENGL A440 Topics in 20 th Century Comparative Literature (3)	
ENGL A444 Topics in Native Literatures (3)	
ENGL A445 Alaska Native Literatures (3)	
Complete 3 credits from Language & Composition:	3
ENGL A311 Advanced Composition (3)	
ENGL A312 Advanced Technical Writing (3)	
ENGL A313 Professional Writing (3)	
ENGL A414 Research Writing (3)	
ENGL A491 Topics in Composition and Rhetoric (3)	
Complete 10 credits from Language Development & Analysis:	10
LING A201 Intermediate Grammar (3)	
<i>and one of the following:</i>	
ENGL A450 Linguistics and Language Teaching (4)	
ENGL A452 English Grammar and Language Teaching (4)	
<i>and one of the following:</i>	3
ENGL A475 Modern Grammar (3)	
ENGL A476 History of English Language (3)	
ENGL A487 Standard Written English (3)	
*Recommended course	

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

MINOR, ENGLISH

The Department of English offers a minor in English with an emphasis in Literature, Linguistics, or Professional Writing. A total of 18 credits is required for the minor.

Students majoring in another subject who wish to minor in English must complete the following requirements.

LINGUISTICS EMPHASIS

1. Complete these required courses (6 credits):	6
LING A101 The Nature of Language (3)	
LING A201 Intermediate Grammar (3)	
2. Complete 12 credits from the following:	12
ANTH A210 Introduction to Anthropological Linguistics (3)	
ANTH A361 Language and Culture (3)	
ENGL A450 Linguistics and Language Teaching (4)	
ENGL A452 English Grammar and Language Teaching (4)	
ENGL A475 Modern grammar (3)	
ENGL A476 History of English Language (3)	
ENGL A487 Standard Written English (3)	
ENGL A490 Selected Topics in English (3)*	

**Counts for Linguistics Minor only when focus is on language.*

LITERATURE EMPHASIS

ENGL A201 Masterpieces of World Literature I 3
ENGL A202 Masterpieces of World Literature II 3
ENGLA351 Poetry 3
ENGL A424 Shakespeare 3
ENGL A435 History of Criticism 3
Upper division English elective 3

PROFESSIONAL WRITING EMPHASIS

One of the following: 3

ENGL A212 Technical Writing (3)
ENGL A213 Writing in the Social and
Natural Sciences (3)
ENGL A214 Persuasive Writing (3)

Two of the following: 6

ENGL A311 Advanced Composition (3)
ENGL A312 Advanced Technical Writing (3)
ENGL A313 Professional Writing and Editing (3)

One of the following: 3

ENGL A414 Research Writing (3)
ENGL A495 Internship in Professional
Writing (1-3)

And both of the following:

ENGL A434 History of Rhetoric 3
Upper division elective approved by the
English Department 3

FACULTY

Genie Babb, Associate Professor, AFGNB@uaa.alaska.edu
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Jacqueline Cason, Assistant Professor, AFJEC1@uaa.alaska.edu
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Jennifer Stone, Assistant Professor, AFJCS2@uaa.alaska.edu
Toby Widdicombe, Professor, AFRTW@uaa.alaska.edu



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ECON	
2. Course Prefix ECON	3. Course Number A315	4. Previous Course Prefix & Number ECON A415		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Urban and Regional Economics					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats N/A Max Credits N/A		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix X Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update content			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. Cross Listed with <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course None					
14. Coordinate with Affected Units: Listserv Department, School, or College _____ Initiator Signature Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Economic issues examined at the community, regional, and state level. Examines the location of economic activity, models of regional economic growth, the structure of regional economies, migration, housing and land use issues, and economic policies affecting neighborhoods, communities, cities, and states.					
17a. Course Prerequisite(s) (list prefix and number) ECON A201 and ECON A202		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee.					

_____ Initiator (faculty only) Date	_____ Approved _____ Disapproved: _____ Dean/Director of School/College Date
_____ Initiator (PRINT NAME)	_____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date
_____ Approved _____ Disapproved: _____ Department Chairperson Date	_____ Approved _____ Disapproved: _____ Provost or Designee Date
_____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson Date	_____ Approved _____ Disapproved: _____ 109 Date

19. Justification for Action

The content is being updated as part of the five-year program review.

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

I. Date Initiated April 21, 2008

II. Course Information

College/School: College of Business and Public Policy

Department: Economics

Program: BA Economics

Course Title: Urban and Regional Economics

Course Number: ECON A315

Credits: 3

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

0 lab hours

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

Grading Basis: A – F

Course Description: Economic issues examined at the community, regional, and state level. Examines the location of economic activity, models of regional economic growth, the structure of regional economies, migration, housing and land use issues, and economic policies affecting neighborhoods, communities, cities, and states.

Course Prerequisites: ECON A201 and ECON A202

Registration Restrictions: None

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussion
- B. Class problems and homework
- C. Research papers and discussion

IV. Guidelines for Evaluation

- A. Class participation
- B. Written assignments
- C. Exams
- D. Research papers

V. Course Level Justification

VI. The course integrates and expands upon material acquired from 200-level introductory economics courses.

VII. Outline

- A. Why Location Matters
- B. Models of Location
- C. Determinants of Transport Costs
- D. Housing Markets
- E. The Economy of Cities
- F. Urban Public Finance
- G. Scale and Agglomeration
- H. Migration: Amenities and Convergence
- I. Regional Economies

VIII. Suggested Texts

McCann, Phillip. *Urban and Regional Economics*. New York: Oxford University Press, 2001.

O’Sullivan, Arthur. *Urban Economics*. New York: McGraw-Hill/Irwin, 2006.

IX. Bibliography

Baldwin, Richard, et al. *Economic Geography and Public Policy*. Princeton: Princeton, 2003.

Bogart, William. *The Economics of Cities and Suburbs*. Upper Saddle River: Prentice Hall, 1998.

Wassmer, Robert (ed.). *Readings in Urban Economics*. Blackwood: Blackwell, 2000.

X. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Present the basic facts about the location of economic activity within cities, states, and nations
2. Describe the general patterns of economic relations between economic regions
3. Compare economic experience across US regions and cities
4. Present the economic explanations for patterns and consequences of business and household location decisions
5. Compare and contrast alternative policy solutions to regional development problems
6. Extend the economic lessons to current Alaska economic issues

B. Student Outcomes. Students will be able to:	Assessment Method
1. Identify significant general patterns and relationships in the economic geography of the US	Exams and written assignments
2. Discuss alternative explanations of the patterns of economic location	Class participation, written assignments, and exams
3. Compare and contrast the role of transport cost, scale, resources, and policy in the location of economic activity	Exams and research paper
4. Explain the factors responsible for changes in the pattern of industrial, commercial and residential location over time	Class participation, written assignments, and exams
5. Analyze and develop a hypothesis from presented facts	Class participation and written assignments
6. Support a thesis from reading material	Research paper

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

I. Date Initiated April 21, 2008

II. Course Information

College/School: College of Business and Public Policy

Department: Economics

Program: BA Economics

Course Title: History of Economic Thought

Course Number: ECON A325

Credits: 3

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

0 lab hours

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

Grading Basis: A – F

Course Description: Economic thought from Aristotle to the present; mercantilism, classical and neoclassical theory; institutional economics; and socialism are examined.

Course Prerequisites: ECON A201 and ECON A202

Registration Restrictions: None

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures and discussion
- B. Class problems and homework
- C. Research papers and discussion

IV. Guidelines for Evaluation

- A. Class participation
- B. Written assignments
- C. Written exams
- D. Research papers

V. Course Level Justification

The course integrates and expands upon material acquired from 200-level introductory economics courses.

VI. Outline

- A. Schools of Thought
- B. The Economics of Right and Wrong, Aristotle and Aquinas
- C. Mercantilism and Theories of Trade
- D. Physiocrats and the Nature of Commerce
- E. The Scottish Enlightenment and Adam Smith
- F. Classical Economics: Ricardo, Malthus, and Mills
- G. Classical Economics: Marx
- H. Professional Economists: Marshall
- I. Veblen and Early American Economics
- J. The Business Cycle before Keynes
- K. Keynes and his Critics
- L. Socialism and its Critics
- M. Welfare Economics
- N. Modern Institutional Thought

VII. Suggested Texts

Backhouse, Roger. *The Ordinary Business of Life, a History of Economics*. Princeton: Princeton, 2002.

Brue, Stanley, and Randy Grant. *The Evolution of Economic Thought*. Mason: Thomson, 2007.

Heilbroner, Robert. *Teachings from the Worldly Philosophers*. New York: Touchstone, 1996.

VIII. Bibliography

Buchholz, Todd. *New Ideas from Dead Economists, an Introduction to Modern Economic Thought*. New York: Plume, 2007.

Keelung, Robert, and Robert Hebert. *A History of Economic Theory and Method*. Long Grove: Waveland Press, 2007.

Pressman, Steve. *Fifty Major Economists*. New York: Routledge, 2006.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Present the major ideas of the important historic schools of economic thought
2. Describe the general patterns of the origination and evolution of economic thoughts
3. Compare the ideas of the major schools of economic thought
4. Examine explanations for changes in economic thought through history
5. Compare and contrast the alternative approaches to argument in the support and critique of economic ideas
6. Apply the economic lessons of different schools of thought to current economic issues

B. Student Outcomes. Students will be able to:	Assessment Method
1. Identify the significant ideas of major schools of historic economic thought	Exams and written assignments
2. Discuss the strengths and weaknesses of the ideas of major schools of historic economic thought	Class participation, written assignments, and exams
3. Compare and contrast the ideas of various schools of thought concerning particular economic issues	Written exams and research paper
4. Explain the role of history in the evolution of economic ideas	Class participation, written assignments, and exams
5. Identify the various literary and rhetorical devices used to present economic ideas	Class participation, written assignments, and exams
6. Analyze and develop a hypothesis from presented facts	Class participation and written assignments
7. Support a thesis from reading material	Research paper



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ECON	
2. Course Prefix ECON	3. Course Number A337	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Development Economics					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input checked="" type="checkbox"/> Change (mark appropriate boxes) <input type="checkbox"/> Delete <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update course outline			<input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year		
			From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____		
			<input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course None					
14. Coordinate with Affected Units: Listserv Department, School, or College _____ Initiator Signature Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Economic approaches to the challenge of development. Physical and human capital, technology, institutions, geography, culture, and natural resources as sources of growth. Policies affecting trade, aid, health, and the environment. Alaska as a developing					

Initiator (faculty only)	Date	_____ Approved
Initiator (PRINT NAME)		_____ Disapproved: _____ Dean/Director of School/College Date
_____ Approved	_____ Disapproved: _____ Department Chairperson Date	_____ Approved
_____ Disapproved: _____ Curriculum Committee Chairperson Date	_____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date	_____ Approved
		_____ Disapproved: _____ Provost or Designee Date

region.

17a. Course Prerequisite(s) (list prefix and number)
ECON A201 and ECON A202

17b. Test Score(s)
N/A

17c. Co-requisite(s) (concurrent enrollment required)
N/A

17d. Other Restriction(s)
 College Major Class Level

17e. Registration Restriction(s) (non-codable)
N/A

18. Mark if course has fees Standard CBPP computer lab fee.

19. Justification for Action
This revision is part of the five-year curriculum program review.

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

I. Date Initiated April 17, 2008

II. Course Information

College/School: College of Business and Public Policy

Department: Economics

Program: BA Economics

Course Title: Development Economics

Course Number: ECON A337

Credits: 3

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

0 lab hours

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

Grading Basis: A – F

Course Description: Economic approaches to the challenge of development. Physical and human capital, technology, institutions, geography, culture, and natural resources as sources of growth. Policies affecting trade, aid, health, and the environment. Alaska as a developing region.

Course Prerequisites: ECON A201 and ECON A202

Registration Restrictions: None

Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures, readings, and discussion

B. Homework assignments

C. Term paper

IV. Guidelines for Evaluation

A. Written assignments

B. Written exams

C. Term paper

V. Course Level Justification

This course has 200-level prerequisites and requires analysis and application of knowledge appropriate to 300-level courses.

VI. Outline

- A. Concepts of Development
- B. Mechanics of Economic Growth
- C. Growth Theory: Solow Model with Diminishing Returns
- D. Physical Capital and Investment
- E. Human Capital and Demography
- F. Productivity
- G. Technology and Technological Progress
- H. Efficiency and Growth
- I. Role of Government and Institutions in Development
- J. Culture and Development
- K. Inequality and Development
- L. Geography and Development
- M. Health
- N. Multilateral Institutions: World Bank, IMF, WTO, United Nations
- O. Natural Resources, Environment, and the Resource Curse
- P. Alaska Development Challenges

VII. Suggested Texts

- Easterly, William. *The Elusive Quest for Growth*. Cambridge: MIT Press, 2001.
- Weil, David. *Economic Growth*, 1st (or 2d) edition. Upper Saddle River: Pearson/Addison Wesley, 2005.

VIII. Bibliography

- Bhagwati, Jagdish. *In Defense of Globalization*. New York: Oxford University Press, 2005.
- Easterly, William. *The White Man's Burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press, 2006.
- Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for our Time*. New York: Penguin Press, 2006.
- Sen, Amartya. *Development as Freedom*. New York: Anchor Books, 2000.
- Stiglitz, Joseph. *Globalization and its Discontents*. New York: W.W. Norton, 2003.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Introduce various concepts of human development and economic development
2. Develop and apply the Solow model of economic growth
3. Demonstrate growth accounting through mathematical exposition and examples
4. Describe and discuss the fundamental decomposition of output per worker into factors of production, technology, and efficiency
5. Describe and critique the roles of government, institutions, culture, geography, and natural resources as fundamental sources of growth
6. Appraise the concept of the “resource curse” with application to Alaska
7. Demonstrate the use of the Human Development Index, purchasing power parity dollars, the rule of 70, and the gini coefficient as tools used by development economists

B. Student Outcomes. Students will be able to:	Assessment Method
1. Compute the Human Development Index for a country given appropriate data	Homework and exam
2. Describe the global pattern of variation in GDP per capita	Written assignment
3. Use a spreadsheet version of the Solow Growth model to appraise the effect of investment on growth	Written assignment
4. Apply the techniques of development accounting and growth accounting to solve applied problems	Homework assignments and exams
5. Discuss and critically appraise theories and evidence on the fundamental causes of economic growth	Homework assignments and exams
6. Analyze and critically appraise the theory of the resource curse and the evidence for and against this theory	Exams



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ECON	
2. Course Prefix ECON	3. Course Number A341	4. Previous Course Prefix & Number ECON A421		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Labor Economics <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update course outline			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course None					
14. Coordinate with Affected Units: Listserv Department, School, or College Initiator Signature _____ Date _____					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Analyzes labor market, employment and unemployment, wage differences, and structure and composition of the labor force. Examines occupational segregation, discrimination, economic aspects of unionism, labor legislation, and social insurance.					
17a. Course Prerequisite(s) (list prefix and number) ECON A201 and ECON A202		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee.					
19. Justification for Action This revision is part of the five-year curriculum program review.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 123Date

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

I. Date Initiated April 17, 2008

II. Course Information

College/School: College of Business and Public Policy

Department: Economics

Program: BA Economics

Course Title: Labor Economics

Course Number: ECON A341

Credits: 3

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

0 lab hours

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

Grading Basis: A – F

Course Description: Analyzes labor market, employment and unemployment, wage differences, and structure and composition of the labor force. Examines occupational segregation, discrimination, economic aspects of unionism, labor legislation, and social insurance.

Course Prerequisites: ECON A201 and ECON A202

Registration Restrictions: None

Fees: Standard CBPP computer lab fee

III. Course Activities

A. Discussion and lecture

B. In-class exercises

IV. Guidelines for Evaluation

A. Homework

B. In-class exercises

C. Written exams

V. Course Level Justification

This course has 200-level prerequisites and requires analysis and application of knowledge appropriate to 300-level courses.

VI. Outline

- A. Labor Demand
- B. Labor Supply
- C. Human Capital
- D. Wage Structure
- E. Compensating Differentials
- F. Labor Mobility and Migration
- G. Labor Market Discrimination
- H. Unemployment
- I. Job Search
- J. Job Market Signaling
- K. General Equilibrium Models
- L. Labor Law
- M. Labor Unions

VII. Suggested Texts

Borjas, George J., *Labor Economics*, 3rd edition. Boston: McGraw-Hill/Irwin, 2005.
McConnell, Campbell R., Stanley Brue, and David A. Macpherson. *Contemporary Labor Economics*, 8th edition. Boston: McGraw-Hill/Irwin, 2008.

VIII. Bibliography

Ashenfelter, Orley (editor). *Labor Economics*. New York: Worth, 1999.
Booth, Alison L. *The Economics of Trade Unions*. Cambridge: Cambridge University Press, 1995.
Cahuc, Pierre, and André Zylberberg. *Labor Economics*. Cambridge: MIT Press, 2004.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Specify important sources of economic data related to labor economics
2. Assess the empirical validity of testable labor models through an analysis of contemporary literature
3. Describe and critique major labor demand theories
4. Describe and critique major labor supply theories
5. Critique theories and empirical findings surrounding migration issues
6. Critique theories and empirical findings surrounding job search issues
7. Appraise the state of the labor market with regard to characteristic (age, sex, race, etc.) discrimination

B. Student Outcomes. Students will be able to:	Assessment Method
1. Apply standard market theory to solve labor market questions	Exam or in-class exercise
2. Evaluate the relative importance of individual characteristics in wage determination	Homework or in-class exercise
3. Determine the best strategy in limited information bargaining situations	Homework or in-class exercise
4. Synthesize multiple data and information sets into an explanation of macroeconomic labor outcomes	Exam or in-class exercise
5. Explain the dynamics of the migration decision	Exam

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

I. Date Initiated April 28, 2008

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration, Management
Course Title: Strategic Management
Course Number: BA A462
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A-F

Course Description: Evaluation of external and internal environment to formulate a strategic plan that contributes to achieve above average returns. Analysis of theory and case studies to prepare students to carry out strategic decisions in the global environment.

Course Prerequisites: (BA A273, BA A300, BA A325, and BA A343) with a minimum grade of C

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

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lecture
- B. Discussion
- C. Videos
- D. Analysis of case studies

IV. Guidelines for Evaluation

- A. Exams
- B. Quizzes
- C. Integrated case studies
- D. Written assignments
- E. Final case study
- F. Participation

V. Course Level Justification

Students must have completed four prerequisites and have been admitted to CBPP upper-division standing.

VI. Outline

- A. Strategic Management and Strategic Competitiveness
- B. Strategic Management Inputs
 - 1. Strategic management and strategic competitiveness
 - 2. External environment
 - 3. The internal environment
 - 4. Business level strategy
- C. Strategy Formulation
 - 1. Competitive dynamics
 - 2. Corporate-level strategy
 - 3. Acquisition and restructuring strategy
 - 4. International strategy
 - 5. Organizational structure and controls

VII. Suggested Text

Hitt, M. Ireland, R.D. and Hoskisson, E. (2009) *Strategic Management Competitiveness and Globalization*, 8th Ed, Kentucky: Cengage.

VIII. Bibliography

- Demirdjian, Z. S., (2008). Strategic Management Trends in Cyberage. *Journal of American Academy of Business*, Cambridge, 13(1), I, II, III. Retrieved April 17, 2008, from ABI/INFORM Global database. (Document ID: 1413743731).
- Gu, J. (2004) *Links between resources, strategies, and performance in cross-border mergers and acquisitions*. Ph.D. dissertation, Temple University, United States -- Pennsylvania.
- Kiyak, T. (2004) *A framework for global corporations: The role of strategy, structure, leadership, culture, and processes*. Ph.D. dissertation, Michigan State University, United States -- Michigan.
- Martin, J. A. (2002) *Cross-business synergies: Recombination, modularity, and the multi-business team*. Ph.D. dissertation, Stanford University, United States -- California.
- Moliterno, T. P. (2005) *Behavioral antecedents of firm-level resource replacement and acquisition*. Ph.D. dissertation, University of California, Irvine, United States -- California.
- Syfert, T. J. (2005) *Business strategy: Managing the fit between organizational expectations and employee internalization*. A case study. Ph.D. dissertation, Capella University, United States -- Minnesota.
- Yu, T. (2003) *Dynamics of multinational rivalry*. Ph.D. dissertation, Texas A&M University, United States -- Texas.

Comment [C1]: I used APA's cite download from ABI Informs

IX. Instructional Goals and Student Outcomes

<p>A. Instructional Goals. The instructor will:</p>
1. Analyze the global external internal environment of an organization
2. Evaluate the capabilities and competencies of a firm and how they can be used to achieve above average returns
3. Examine the competitive dynamics that organizations face
4. Integrate the business and corporate level strategies of a firm in order to maximize the capacities of its value chain
5. Analyze the challenges of an international strategy
6. Formulate a strategic plan to direct the company towards its goals
7. Evaluate the challenges of strategic implementation

B. Student Outcomes. Students will be able to:	Assessment Method
1. Analyze the human, social and cultural aspects of organizations, and their influence on organizational strategy	Quizzes, integrated case studies, participation
2. Apply key concepts in strategic management	Exams, quizzes
3. Determine the opportunities and threats of the global environment and its challenges for the firm	Exams, quizzes, integrated case studies
4. Integrate the external and internal factors that affect a firm's strategy	Integrated case studies, written assignments
5. Evaluate the validity of a firm's current business and corporate level strategy	Participation, integrated case studies
6. Formulate a strategic plan and determine the viability of a firm's current strategy to achieve its goals	Integrated case, final case study



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA	
2. Course Prefix BA	3. Course Number A489	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Entrepreneurship and New Business Planning Entrepreneurship/New Business <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CBPP 5-year Program Review			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Business Administration, Management					
14. Coordinate with Affected Units: CBPP; Listserv Department, School, or College _____ _____ Initiator Signature Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Conceptualizing and planning a new business; entrepreneurship and innovation for new and established organizations; stages in business growth and implications for management. Students are required to work with a new or existing business and provide either a feasibility study, business plan, marketing plan, and/or market research leading to establishing or expanding an existing business.					
17a. Course Prerequisite(s) (list prefix and number) BA A462		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.		
18. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fees					
19. Justification for Action To update the course CCG and as part of the CBPP Program review					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

I. Date Initiated April 28, 2008

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Bachelor of Business Administration

Course Title: Entrepreneurship and New Business Planning

Course Number: BA A489

Credits: 3

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

0 lab hours

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

Grading Basis: A-F

Course Description: Conceptualizing and planning a new business; entrepreneurship and innovation for new and established organizations; stages in business growth and implications for management. Students are required to work with a new or existing business and provide either a feasibility study, business plan, marketing plan, and/or market research leading to establishing or expanding an existing business.

Course Prerequisites: BA A462

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

Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures and discussions

B. Guest speakers

IV. Guidelines for Evaluation

A. Participation

B. Research project

C. Executive presentation

V. Course Level Justification

Students must apply knowledge gained in lower-division business courses and complete BA A462.

VI. Outline

- A. The Nature of Entrepreneurship
 - 1. Characteristics of successful entrepreneur
 - 2. Benefits and opportunities
 - 3. Women and minorities
 - 4. Business failure record

- B. Strategic Planning
 - 1. Importance
 - 2. The real process
 - 3. Eight steps in successful strategic planning
 - 4. Why strategic planning does not always work

- C. Forms of Business Ownership
 - 1. Sole proprietorship
 - 2. Partnership
 - 3. Corporation
 - 4. Hybrid forms of ownership

- D. Franchise Opportunities
 - 1. What is a franchise
 - 2. Types of franchise
 - 3. How to find a franchise

- E. Starting Your Own Business
 - 1. Starting your own business
 - 2. Buying an existing business
 - 3. Developing a comprehensive business plan

- F. Accounting and Financial Considerations
 - 1. Record keeping
 - 2. Cash management
 - 3. Preparing a “cash budget”
 - 4. Ration analysis
 - 5. Break-even
 - 6. Preparing financial statements
 - 7. Capital resources
 - 8. Debt vs. Equity capital
 - 9. Tax consideration for the small business owner

G. Managing People

1. Human resource planning
2. Recruiting the best people
3. Selection process
4. Orientation and training
5. Management style
6. Motivation in management
7. Developing employee skills

H. Marketing for your Small Business

1. Value of market research
2. Target market
3. Market mix
4. Pricing
5. Promotion

I. Suggested Texts

Kuratko, D. (2007). *Entrepreneurship*. Mason, Ohio: Southwestern.

Mancuso, A. (1985). *How to Write a Winning Business Plan*. Upper Saddle River, New Jersey: Prentice-Hall.

II. Bibliography

Bangs, D. (1998). *A Business Planning Guide*. Dover, New Hampshire: Upstart Publishing Company.

Blanko-Dickson, G. (2007). *Tips and Traps for Writing an Effective Business Plan*. Columbus, OH: McGraw-Hill.

Drucker, P. (2006). *Innovation and Entrepreneurship*. New York, NY: Harper Collins.

Drucker, P. (2007). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. Burlington, MA: Butterworth-Heinemann.

Establishing a business in Alaska – <http://www.abdc.org>

Federal Small Business Administration – <http://www.sba.gov>

IRS – <http://www.irs.gov>

Resources in conducting business in Alaska – <http://www.state.ak.us/local/home>

Small Business Assistance Center –
<http://www.commerce.state.ak.us/oed/smallbus/home>

III. Instructional Goals and Student Outcomes

<p>A. Instructional Goals. The instructor will:</p>
1. Present an overview of entrepreneurship
2. Explain the relevance of ethics to achieving entrepreneurial success
3. Discuss the nature of entrepreneurship
4. Demonstrate the process of strategic planning
5. Explain the advantages/disadvantages of various legal forms of business
6. Explain the advantage/disadvantages of starting a new business vs. buying an existing business
7. Present franchising alternatives
8. Explain how to develop an effective business plan
9. Discuss the importance of proper accounting
10. Present how to determine financial needs of businesses and develop accounting records
11. Explain concepts of effective human resource management

<p>B. Student Outcomes. Students will be able to:</p>	<p>Assessment Method</p>
1. Create a business plan, marketing plan, conduct market research, or produce a feasibility report	Research project
2. Apply concepts of entrepreneurship in ways that indicate that students can discern and practice entrepreneurial activities	Research project
3. Present research findings in a professional setting to business owners and members of the business community	Executive presentation, participation



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADSN Division of Nursing		1c. Department NURS	
2. Course Prefix NURS	3. Course Number A120	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Nursing Fundamentals <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AAS in Nursing degree requirement					
14. Coordinate with Affected Units: UAA Faculty Listserv Department, School, or College _____ Initiator Signature _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Focuses on fundamental principles and skills that provide the foundation for nursing intervention. Nursing process is explored and utilized as a method to identify and meet basic nursing care needs of individuals. Human responses in the healthy state are examined and concepts related to health disruption are introduced. Emphasis is placed on assessment of needs based on developmental and cultural influences, and prioritization of needs and intervention according to Maslow's Hierarchy of Needs.					
17a. Course Prerequisite(s) (list prefix and number) n/a		17b. Test Score(s) n/a		17c. Co-requisite(s) (concurrent enrollment required) ENGL A111, PSY A150, BIOL A111, NURS A120L	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Acceptance to first semester of Associate of Applied Science nursing program		
18. <input type="checkbox"/> Mark if course has fees None					
19. Justification for Action Update CCG including minor changes in course description to comply with current focus and content of course.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 136Date

**UAA School of Nursing
Associate of Applied Science in Nursing
COURSE CONTENT GUIDE**

I. Date of Initiation: Spring 2008

II. Course and Curriculum Action Request Information:

College/School: College of Health and Social Welfare, School of Nursing

Course Number: NURS A120

Course Title: Nursing Fundamentals

Prerequisites: None

Co-requisites: ENGL A111, PSY A150, BIOL A111, and NURS A12OL

Credits: 3.0 (3+0 Contact Hours)

Grading Basis: A-F

Course Fees: None

Other restrictions: Admission to AAS Nursing Program major

Registration Restrictions: Acceptance to first semester of the AAS nursing program

Implementation Date: Fall 2008

Course Description: Focuses on fundamental principles and skills that provide the foundation for becoming a registered nurse. Nursing process is explored and utilized as a method to identify and meet basic nursing care needs of individuals. Human responses in the healthy state are examined and concepts related to health disruption are introduced. Emphasis is placed on assessment of needs based on developmental and cultural influences, and prioritization of needs and intervention according to Maslow's Hierarchy of Needs.

III. Instructional Goals:

The instructor will:

1. Provide a basic overview of nursing, Maslow's basic human needs, the health-illness and healthcare continuums.
2. Present basic nursing care principles including use of nursing process to assess, diagnose, plan, implement and evaluate nursing interventions for patients in both community-based and acute care settings.
3. Facilitate student understanding of the relationship between critical thinking, prioritization of nursing care, and the development of nursing care plans/maps using the nursing process.
4. Assist students to use knowledge of cultural influences and developmental stages in assessment, planning for, implementing, and evaluating nursing care.
5. Present the legal, ethical and professional responsibilities of the registered nurse (RN) and facilitate students' acceptance and adherence to these.
6. Facilitate students' development of therapeutic communication skills and goal-directed interactions as they expand and develop interpersonal relationships.

7. Assist students to use teaching/learning principles for planning interventions to meet patient healthcare learning needs across the health-illness continuum.
8. Assist students to identify, plan, and utilize pharmacologic principles for use in accurate dosage calculation and safe administration of medications.

IV. Student Outcomes:

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

STUDENT OUTCOMES	ASSESSMENT MEASURES
1. Describe components of nursing, the health-illness & healthcare continuums, critical thinking, and Maslow's Hierarchy of Human Needs	Quiz Exam Class discussion
2. Apply basic nursing principles and use the nursing process to assess, diagnose and plan patient care in community-based and acute care settings	Quiz Exam Nursing care plan or nursing care map
3. Describe/explain the relationship between critical thinking and prioritization of nursing diagnoses and interventions.	Quiz Exam Nursing care plan or nursing care map
4. Identify and utilize cultural and developmental influences in planning nursing care.	Quiz Exam Nursing care plan or nursing care map
5. Differentiate legal, ethical and professional responsibilities in nursing and utilize appropriately.	Quiz Exam Class discussion and exercises
6. Identify and discuss therapeutic communication techniques and goal-directed interactions in the development of interpersonal relationships.	Exam Quiz Communication assignment
7. Recognize and use teaching/learning principles to plan for meeting patient health education needs.	Quiz Exam Teaching project
8. Use basic pharmacologic principles in calculation of accurate medication dosages and planning safe administration of medications.	Quiz Exam Nursing care plan or nursing care map

V. Course Level Justification:

This is the first associate degree level nursing course which provides the foundational principles of the nursing profession and emphasizes the development of basic knowledge and skills essential to becoming a registered nurse (RN).

VI. Topical Course Outline:

- A. Basic concepts and principles in nursing practice
 - 1. Health, illness, and levels of healthcare
 - 2. Maslow's Hierarchy of Needs
 - 3. Nursing roles and functions
 - 4. Ethical, legal, and professional issues
- B. The nursing process
 - 1. Critical thinking
 - 2. Nursing process as a critical thinking competency
 - 3. Five steps of nursing process
- C. Communication and documentation
 - 1. Communication processes (verbal and non-verbal communication)
 - a. Factors that facilitate or block communication
 - b. Interpersonal and therapeutic relationship
 - 2. Communication in documentation
- D. Meeting environmental, safety, and comfort needs
 - 1. Environment
 - a) Safety-environmental/psychological/physiological
 - b) Safety in relation to infection control
 - 2. Fluid/electrolyte balance and safety
 - 3. Consciousness and sleep
 - 4. Comfort and pain
- E. Psychosocial, cultural, and learning needs
 - 1. Anxiety and stress
 - a) Stages of grieving
 - b) Self concept, body image, self esteem
 - 2. Social, cultural, developmental background and health problems
 - 3. Teaching, learning, and patient education
 - 4. Providing nursing care in the community, home, and rural settings
- F. Principles used in administration of medications
 - 1. Drug nomenclature and forms
 - 2. Pharmacokinetics and dose-response drug curve
 - 3. Adverse reactions and side effects
 - 4. Preparation and administration
 - a) "Six" rights and "Three" checks
 - 5. Nursing diagnoses and interventions
- G. Integumentary needs
 - 1. Basic structures and functions of skin, hair, and nails
 - a) Integumentary assessment
 - b) Effects of aging
 - 2. Personal hygiene practices
 - 3. Skin responses to system diseases
 - 4. Patient teaching for foot and nail problems
 - 5. Wound healing
 - a) Decubitus formation

6. Nursing diagnoses and interventions: integumentary system changes
- H. Motor function needs
 1. Mobility and immobility
 - a) Factors which alter mobility (developmental and health status)
 - b) Effects on body systems
 - c) Nursing interventions to prevent complications of immobility
 2. Rehabilitation as a patient-centered process for any care setting
 3. Nursing diagnoses and intervention for altered motor function
- I. Oxygenation needs
 1. Basic structures and functions of cardiovascular and respiratory system
 - a) Internal and external respiration
 - b) Ventilation, perfusion, exchange of gases
 2. Oxygenation abnormalities
 - a) Normal and abnormal arterial blood gases
 - b) Effect of physical condition, age, life-style, and environment
 3. Nursing diagnoses and intervention for patients with oxygen needs
 4. Regulation of blood pressure, pulse, temperature, and respirations
 - a) Age specific considerations
 - b) Thermoregulation and factors effecting temperature regulation
 - c) Factors that influence accurate measurement of temperature
- J. Nutrition and elimination needs
 1. Components of nutritional assessment
 - a) Factors influencing individual dietary patterns
 - b) Nutrition standards
 2. Nurse's role instituting change in dietary habits
 3. Nursing diagnoses and interventions for alterations in nutrition
 4. Normal patterns of bladder and bowel elimination
 - a) Factors that influence bowel and bladder function
 - b) Common urinary and bowel elimination problems
 5. Nursing diagnoses and interventions for elimination problems

VII. Suggested Textbooks:

Carpenito-Moyet, L. (2006). *Nursing diagnosis: Application to clinical practice* (11th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Hodgson, B., & Kizior, R. (2009). *Saunders nursing drug handbook 2009*. St. Louis, MO: Elsevier-Saunders. (to be published in July 2008).

Ignatavicius D., & Workman, M. (2006). *Medical-surgical nursing: Critical thinking for collaborative care* (5th ed.). St Louis, MO: Elsevier Saunders.

Lynn, P. (2008). *Taylor's clinical nursing skills: A nursing process approach* (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins.

Morris, D. (2006). *Calculate with confidence* (4th ed.). St. Louis, MO: Elsevier Mosby.

Mosby's medical and nursing dictionary (6th ed. or most recent) (2006). St. Louis, MO: Elsevier Mosby.

Pepid, Inc. (2008). RN student clinical companion suite, (Version 9.0 or most recent) [PDA software and online interface]. Evanston, IL: Pepid, Inc., LLC.

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2008). *Fundamentals of nursing: The art and science of nursing care* (6th ed.). Philadelphia: Lippincott, Williams & Wilkins.

VIII. Bibliography

Bohenc, M. (2008). Ethics: Contemporary challenges in health and social care. *Nursing Ethics*, 15(2), 279-280.

Burke, K., Mason, D., Alexander, M., Barnsteiner, J., & Rich, V. (2005, March). Making medication administration safe. *American Journal of Nursing*, 4-9.

Carpenito-Moyet, L. (2003). Maslow's hierarchy of needs revisited. *Nursing Forum*, 38 (2), 3.

Carrol, A., & Dowling, M. (2007). Discharge planning: Communication, education, and patient participation. *British Journal of Nursing*, 16(14), 882-886.

Clark, L., Zuk, J., & Baramée, J. (2005). A literary approach to teaching cultural competence. *Journal of Transcultural Nursing*, 11(3), 199-203.

Clayton, L. (2006). Concept mapping: An effective, active teaching-learning method. *Nursing Education Perspectives*, 27(4), 197-203.

Clayton, M. (2006). Communication: An important part of nursing care. *American Journal of Nursing*, 106(11), 70-72.

Cross, S. (2006). The nursing process: A global concept. *Nursing Standard*, 20(23), 37.

Davis, A. (2008). Telling moments: Everyday ethics in healthcare. *Nursing Ethics*, 15(2), 279.

Heffner, S., & Rudy, S. (2008). Critical thinking. *Critical Care Quarterly*, 31(1), 73-78.

Hurst, S. (2006). Critical thinking and clinical judgment. *Dimensions in Critical Care*, 25(5), 226.

Kershaw, D. (2007). Health communication: Theory and practice. *Nursing Standard*, 21(31), 30.

- Khosraveni, S., Manoochelri, H., & Memarian, R. (2005). Developing critical thinking skills in nursing students by group dynamics. *Internet Journal of Advanced Nursing Practice*, 7(2), 1.
- Melton, C. L. (2008). Boundaries: Ethical implications for what it means to be therapeutic in the nurse-person relationship. *Nursing science quarterly*, 1(1), 18-21.
- Merriman, M. (2008). Pre-hospital discharge planning. *Critical care Nursing Quarterly*, 31(1), 52-58.
- Miles, J. (2008). Effective communication. *Practice Nurse*, 35(2), 42-47.
- Miracle, V. (2008). The life and impact of Florence Nightengale. *Dimensions of Critical Care Nursing*, 27(1), 21-23.
- Potter, P. & Perry, A. (2003). *Basic nursing* (5th ed.). St Louis, MO: Elsevier Mosby.
- Pullen, R. (2007). Tips for communicating with a patient from another culture *Nursing*, 37(10), 48-49.
- Simpson, E., & Courtney, M. (2002). Critical thinking in nursing education: Literature review. *International Journal of Nursing Practice*, 8(2), 89-98.
- Sprull, I. (2006). Curriculum development in nursing: Process and innovation. *ABNF Journal*, 17(4), 152-153.
- Syx, R. (2008). The practice of patient education: The theoretical perspective. *Orthopedic Nursing*, 27(1), 50-54.
- Thorne, S. (2006). Nursing education: key issues for the 21st century. *Nurse Education Today*, 26(8), 614-621.
- Toivianinen, L. (2008). Essentials of teaching and learning in nursing ethics: Perspectives and methods. *Nursing Ethics*, 15(1), 138-139.
- Toofany, S. (2008). Critical thinking among nurses. *Nursing management-UK*, 14(9), 28-31.
- Turner, P. (2005). Critical thinking in nursing education and practice as defined in the literature. *Nursing Education Perspectives*, 26(5), 272-277.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADSN Division of Nursing		1c. Department NURS	
2. Course Prefix NURS	3. Course Number A120L	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (0+12)
6. Complete Course/Program Title Nursing Fundamentals Lab <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AAS in Nursing degree requirement					
14. Coordinate with Affected Units: UAA Faculty Listserv Department, School, or College _____ Initiator Signature _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Students practice and develop nursing interventions and skills utilizing fundamental nursing principles from NURS 120. Nursing process is applied in campus lab and clinical settings as the method for identifying individual health needs and prioritizing needs and nursing care according to Maslow's Hierarchy of Needs. Students assess, diagnose, plan, implement and evaluate nursing care with emphasis on developmentally appropriate and culturally sensitive nursing intervention. Focus is on predicted responses during a healthy state as well as beginning concepts related to health disruptions, and assisting patients toward health on the health-illness continuum.					
17a. Course Prerequisite(s) (list prefix and number) n/a		17b. Test Score(s) n/a		17c. Co-requisite(s) (concurrent enrollment required) ENGL A111, PSY A150, BIOL A111, NURS A120	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Acceptance to Associate of Applied Science Nursing Program		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update CCG including minor changes in course description to comply with current focus and content of course.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 143Date

**COURSE CONTENT GUIDE
SCHOOL OF NURSING
ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM**

I. Date of Initiation: Spring 2008

II. Course and Curriculum Action Request Information:

College/School: College of Health and Social Welfare, School of Nursing

Course Number: NURS A120L

Credits: 4.0 Credits (0+12 Contact Hours)

Course Title: Nursing Fundamentals Lab

Prerequisites: None

Co-requisites: ENGL A111, PSY A150, BIOL A111, NURS A120

Grading Basis: P/NP

Other restrictions: AAS Nursing Major

Registration restrictions: Acceptance to Associate of Applied Science Nursing Program

Course Fees: Yes

Implementation Date: Fall 2008

Course Description: Students practice and develop nursing interventions and skills utilizing fundamental nursing principles from NURS A120. Nursing process is applied in campus lab and clinical settings as the method for identifying individual health needs and prioritizing needs and nursing care according to Maslow's Hierarchy of Needs. Students assess, diagnose, plan, implement and evaluate nursing care with emphasis on developmentally appropriate and culturally sensitive nursing intervention. Focus is on predicted responses during a healthy state as well as beginning concepts related to health disruptions, and assisting patients toward health on the health-illness continuum.

III. Instructional Goals:

The instructor will:

1. Facilitate student application of basic nursing care principles using the nursing process as they assess, diagnose, plan, implement and evaluate interventions with patients in campus lab and clinical settings.
2. Demonstrate and provide role model for students of fundamental nursing behaviors and skills.
3. Supervise, evaluate and document student performance in campus lab and clinical settings.
4. Assist students to develop and apply critical thinking including prioritization of nursing care, as they develop and implement interventions for patients using nursing process.

5. Assist students to use knowledge of cultural influences and developmental stages in planning and implementing nursing care.
6. Facilitate students' application of the basic concepts regarding legal, ethical, and professional responsibilities of nurses.
7. Facilitate students' application of therapeutic communication skills and goal-directed interactions as they expand and develop interpersonal relationships.
8. Assist students to utilize teaching/learning principles for assessing, planning, implementing and evaluating interventions to meet patient health-related learning needs across the health-illness continuum.
9. Guide students to assess, plan, implement, and evaluate pharmacologic principles and skills in the administration of non-parenteral medications.

IV. Student Outcomes and Assessment Measures:

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

STUDENT OUTCOMES	ASSESSMENT MEASURES
1. Apply basic nursing principles in assessing, planning, implementing and evaluating nursing interventions for patients in long term or acute care and discharge planning for the home environment.	Weekly and graded nursing care maps/plans. Return demonstrations in lab/clinical. Clinical observations by faculty
2. Implement the nursing process appropriately in providing nursing intervention for patients in lab/clinical.	Weekly and graded nursing care maps/plans. Return demonstrations in lab/clinical. Clinical observations by faculty
3. Apply beginning level (novice) critical thinking by using reflection in self evaluation, identifying options when caring for patients and evaluating clinical decisions then making adaptations appropriately.	Weekly and graded nursing care maps/plans. Return demonstrations in lab/clinical. Clinical observations by faculty Weekly and final written self-evaluations
4. Prioritize nursing diagnoses and interventions based on patient assessment, including cultural and developmental influences and using Maslow's Hierarchy of Needs.	Weekly and graded nursing care maps/plans. Return demonstrations in lab/clinical. Clinical observations by faculty Exams
5. Utilize therapeutic communication techniques and goal-directed interactions in providing nursing interventions, and in the development of interpersonal relationships.	Communication assignment Clinical/lab interactions and observations by faculty Exams

Student Outcomes, continued	Assessment Measures, continued
6. Comply with ethical, legal, and professional nursing responsibilities in providing nursing intervention in lab and clinical settings.	Clinical/lab interactions and observations by faculty Weekly and final written self-evaluations Exams
7. Use teaching/learning principles to assess, plan, implement and evaluate teaching to meet patients' health education needs.	Teaching-learning project Weekly nursing care maps/plans Clinical/lab observations by faculty Exams
8. Apply principles of pharmacology in nursing intervention by demonstrating accurate medication dose calculations, knowledge of drug actions/side effects, and safe administration of non-parenteral medications.	Weekly and graded nursing care maps/plans. Return demonstrations in lab/clinical. Clinical/lab observations by faculty Exams

V. Course Level Justification:

This is the lab/clinical portion of the first associate degree level nursing course. It provides foundational practice application of the basic principles of nursing with an emphasis on development of beginning nursing intervention skills in on-campus lab as well as in the clinical setting.

VI. Topical Course Outline:

Practice learning experience in on-campus nursing resource center (lab) followed by experiences in both long-term and acute care clinical facilities with individuals experiencing health needs/disruptions. Practice learning is coordinated with content/topics in NURS A120, the theory portion of Nursing Fundamentals.

VII. Suggested Textbooks:

Carpenito-Moyet, L. (2006). *Nursing diagnosis: Application to clinical practice* (11th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Ignatavicius D., & Workman, M. (2006). *Medical-surgical nursing: Critical thinking for collaborative care* (5th ed.). St Louis, MO: Elsevier Saunders.

Lynn, P. (2008). *Taylor's clinical nursing skills: A nursing process approach* (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins.

Morris, D. (2006). *Calculate with confidence* (4th ed.). St. Louis, MO: Elsevier Mosby.

Mosby's medical and nursing dictionary (2006) (6th ed.). St. Louis, MO: Elsevier Mosby.

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Saunders. (2008). *Saunders nursing drug handbook* (2008 or newer ed.). St. Louis, MO: Elsevier Saunders.

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Burke, K., Mason, D., Alexander, M., Barnsteiner, J., & Rich, V. (2005, March). Making medication administration safe. *American Journal of Nursing*, 4-9.

Carpenito-Moyet, L. (2003). Maslow's Hierarchy of Needs revisited. *Nursing Forum*, 38 (2), 3.

Carrol, A., & Dowling, M. (2007). Discharge planning: Communication, education, and patient participation. *British Journal of Nursing*, 16(14), 882-886.

Clark, L., Zuk, J., & Baramée, J. (2005). A literary approach to teaching cultural competence. *Journal of Transcultural Nursing*, 11(3), 199-203.

Clayton, L. (2006). Concept mapping: An effective, active teaching-learning method. *Nursing Education Perspectives*, 27(4), 197-203.

Clayton, M. (2006). Communication: An important part of nursing care. *American Journal of Nursing*, 106(11), 70-72.

Cross, S. (2006). The nursing process: A global concept. *Nursing Standard*, 20(23), 37.

Davis, A. (2008). Telling moments: Everyday ethics in healthcare. *Nursing Ethics*, 15(2), 279.

Heffner, S., & Rudy, S. (2008). Critical thinking. *Critical Care Quarterly*, 31(1), 73-78.

Hurst, S. (2006). Critical thinking and clinical judgment. *Dimensions in Critical Care*, 25(5), 226.

- Kershaw, D. (2007). Health communication: Theory and practice. *Nursing Standard*, 21(31), 30.
- Khosraveni, S., Manoochelri, H., & Memarian, R. (2005). Developing critical thinking skills in nursing students by group dynamics. *Internet Journal of Advanced Nursing Practice*, 7(2), 1.
- Melton, C. L. (2008). Boundaries: Ethical implications for what it means to be therapeutic in the nurse-person relationship. *Nursing science quarterly*, 1(1), 18-21.
- Merriman, M. (2008). Pre-hospital discharge planning. *Critical care Nursing Quarterly*, 31(1), 52-58.
- Miles, J. (2008). Effective communication. *Practice Nurse*, 35(2), 42-47.
- Miracle, V. (2008). The life and impact of Florence Nightengale. *Dimensions of Critical Care Nursing*, 27(1), 21-23.
- Potter, P. & Perry, A. (2003). *Basic nursing* (5th ed.). St Louis, MO: Elsevier Mosby.
- Pullen, R. (2007). Tips for communicating with a patient from another culture *Nursing*, 37(10), 48-49.
- Simpson, E., & Courtney, M. (2002). Critical thinking in nursing education: Literature review. *International Journal of Nursing Practice*, 8(2), 89-98.
- Sprull, I. (2006). Curriculum development in nursing: Process and innovation. *ABNF Journal*, 17(4), 152-153.
- Syx, R. (2008). The practice of patient education: The theoretical perspective. *Orthopedic Nursing*, 27(1), 50-54.
- Thorne, S. (2006). Nursing education: key issues for the 21st century. *Nurse Education Today*, 26(8), 614-621.
- Toivianinen, L. (2008). Essentials of teaching and learning in nursing ethics: Perspectives and methods. *Nursing Ethics*, 15(1), 138-139.
- Toofany, S. (2008). Critical thinking among nurses. *Nursing management-UK*, 14(9), 28-31.
- Turner, P. (2005). Critical thinking in nursing education and practice as defined in the literature. *Nursing Education Perspectives*, 26(5), 272-277.

University of Alaska Anchorage
School of Nursing
Course Content Guide

I. Date of Initiation: Spring 2008

II. Curriculum Action Request Information:

School/College: College of Health and Social Welfare, School of Nursing
 Course Number: NURS A180
 Course Title: Basic Nursing Pharmacology
 Grading Basis: A-F
 Prerequisites: NURS A120, NURS A120L, ENGL A111, PSY A150, and BIOL A111 **ALL** with a 'C' or higher grade.
 Co-requisites: NURS A125, A125L; BIOL A112, BIOL A240.
 Number of Credits: 3 (3+0)
 Course Fees: None
 Other Restrictions: Admission to AAS Nursing Program Major
 Registration Restrictions: Current admission to second semester AAS nursing program
 Implementation Date: Fall 2008
 Course Description: Provides an introduction to drug therapy with an emphasis on basic pharmacology principles, drug classifications and actions, correct dosages, methods of administration, and evaluation of patient responses across the lifespan. Nursing process is used to determine appropriate pharmacologic intervention and Maslow's Hierarchy of Needs is applied to identify priorities for care of patients receiving medications.

III. Instructional Goals:

The instructor will:

1. Provide students with information and resources related to the safe administration of medication and cultivation of medication expertise.
2. Facilitate and guide group discussion that enhances the student's ability to connect pharmacologic theory with clinical experiences.
3. Provide assignments, content presentation, case studies, discussion, and computer assisted instruction programs that promote acquisition and retention of medication knowledge and its application to Registered Nurse practice.

IV. Student Outcomes and Assessment Measures:

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

Student Outcomes:	Assessment Measures
1. Identify implications of basic pharmacological principles when planning nursing care for patients receiving drug therapy.	Class participation and discussion Quizzes & exams Small group assignments Presentations
2. Identify the nurse's responsibilities for accurate medication administration including applying nursing process and prioritization of pharmacologic intervention.	Class participation and discussion Quizzes & Exams Small group assignments Presentations

Student Outcomes, continued	Assessment Measures, continued
3. Recognize and describe clinical uses for different drug classifications and relate the possible therapeutic and adverse effects of each drug group to the plan of care.	Class participation and discussion Quizzes & exams Small group assignments Presentations
4. Recognize and describe the impact of client diversities in culture, gender, and age (development) on drug therapy.	Class participation and discussion Quizzes & exams Small group assignments Presentations
5. Identify and prioritize the health education needs of clients and their families as they pertain to drug therapy in rural and metropolitan community and institutional settings.	Class participation and discussion Quizzes & exams Small group assignments Presentations

V. Course Level Justification:

Provides the AAS nursing student with essential information and knowledge for safe and effective medication administration essential to the RN role. Also provides the foundation of basic pharmacologic principles and knowledge which will be built upon in second level AAS nursing courses as well as continued use throughout the graduate's nursing career.

VI. Topical Course Outline

A. Core Concepts in Pharmacology:

1. Drug Regulation & Approval
2. Drug Classes & Schedules
3. Emergency Preparedness
4. Principles of Drug Administration
5. Pharmacokinetics & Pharmacodynamics

B. Pharmacology and the Nurse-Client Relationship:

1. Nursing Process in Pharmacology
2. Drug Administration Throughout the Lifespan
3. Psychosocial, Gender, & Cultural Influences on Pharmacotherapy
4. Herbal & Alternative Therapies
5. Substance Abuse

C. Drugs Affecting the Nervous System

1. Autonomic Nervous System
2. Anxiety and Insomnia; Seizures; Emotional and Mood Disorders
3. Control of Pain; Local and General Anesthesia
4. Degenerative Diseases of the Nervous System; Neuromuscular Disorders

D. Drugs Affecting the Cardiovascular and Urinary Systems

1. Lipid Disorders; Hypertension; Heart Failure
2. Angina Pectoris and Myocardial Infarction
3. Dysrhythmias; Coagulation Disorders
4. Hematopoietic Disorders; Shock
5. Diuretic Therapy; Renal Failure
6. Fluid Balance; Electrolyte and Acid-Base Disorders

- E. Drugs Affecting the Immune System**
 - 1. Immune System Modulation; Neoplasia
 - 2. Inflammation and Fever
 - 3. Bacterial and Viral Infections
 - 4. Fungal, Protozoa, and Helminthic Infections
- F. Drugs Affecting the Respiratory System**
 - 1. Allergic Rhinitis; Common Cold
 - 2. Asthma; Pulmonary Disorders
- G. Drugs Affecting the Gastrointestinal System**
 - 1. Peptic Ulcer Disease
 - 2. Bowel Disorders and GI Conditions
 - 3. Nutritional Disorders
- H. Drugs Affecting the Endocrine System**
 - 1. Pituitary, Thyroid, and Adrenal Disorders
 - 2. Diabetes Mellitus
 - 3. Disorders and Conditions of the Reproductive Systems
- I. Drugs Affecting the Skeletal and Integumentary Systems and Eyes/Ears**
 - 1. Bone and Joint Disorders
 - 2. Skin Problems
 - 3. Eye and Ear Disorders

VII. Suggested Textbooks and Resources:

- Adams, M., Josephson, D., Holland, L., & Bostwick, P. (2008). *Pharmacology for nurses: A pathophysiologic approach* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Deglin, J., & Vallerand, A. (2007). *Davis's drug guide for nurses* (9th ed.). Philadelphia: F. A. Davis Company.
- Morris, D. (2007). *Calculate with confidence* (4th ed.). St. Louis, MO: Elsevier Mosby.
- Pepid, Inc. (2008). RN student clinical companion suite (Version 9.0, includes drug database) [PDA software and online interface]. Evanston, IL: Pepid, Inc., LLC.

VIII. Bibliography:

- Broyles, B. E., Reiss, B. S. & Evans, M. E. (2007). *Pharmacologic aspects of nursing practice* (7th ed.). Clifton Park, NY: Delmar Cengage Learning.
- Brunton, L., Lazo, J., & Parker, K. (Eds.). (2006). *Goodman & Gilman's the pharmacological basis of therapeutics* (11th ed.). New York: McGraw-Hill.
- Hodgson, B., & Kizior, R. (2009). *Saunders nursing drug handbook 2009*. St. Louis, MO: Elsevier Saunders. (for publication in July 2008).
- Ignatavicius D., & Workman, M. (2008). *Medical-surgical nursing: Critical thinking for collaborative care* (5th ed.). St Louis, MO: Elsevier Saunders.

- Institute for Safe Medication Practices (2007). Error-prone conditions can lead to student nurse-related medication mistakes. Retrieved November 3, 2007, from <http://www.ismp.org/pressroom/PR20071023.pdf>.
- Karch, A. (2006). *Focus on nursing pharmacology* (3rd ed.). Philadelphia: Lippincott, Williams, & Wilkins.
- LaFever-Kee, J., McCuiston, L., & Hayes, E. (2009). *Pharmacology: A nursing process approach* (6th ed.). Philadelphia: Elsevier Saunders.
- LeMone, P. & Burke, K. (2007). *Medical surgical nursing* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- McKenry, L., Tessier, E., & Hogan, M. (2006). *Mosby's pharmacology in nursing* (22nd ed.). St. Louis, MO: Elsevier Mosby.
- Morris, D. (2006). *Calculate with confidence* (4th ed.). St. Louis, MO: Elsevier Mosby.
- Ridge, R. (2007). Boosting insulin safety. *Nursing 2007*, 37, 14-15.
- Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2008). *Fundamentals of nursing: The art and science of nursing care* (6th ed.). Philadelphia: Lippincott, Williams, & Wilkins.
- Three drugs trigger many ED visits. (2008). UpFront: Drug news: Elder care. *Nursing 2008*, 38, 30.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		ADSN Division of Nursing		NURS	
2. Course Prefix NURS	3. Course Number A220	4. Previous Course Prefix & Number N/A	5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course/Program Title Perinatal Nursing					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats na Max Credits na		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AAS in Nursing degree requirement					
14. Coordinate with Affected Units: UAA faculty listserv Department, School, or College					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Focuses on use of nursing process to provide healthcare for the childbearing woman, newborn, and family along the health-illness continuum. Content ranges from normal, low-risk perinatal care through nursing care for selected high-risk perinatal complications. Includes antepartum, intrapartum, postpartum, and low-risk neonatal nursing care with emphasis on developmental and cultural influences upon the health needs of the childbearing family and prioritized using Maslow's Hierarchy of Needs.					
17a. Course Prerequisite(s) (list prefix and number) NURS A120, NURS A120L, NURS A125, NURS A125L, NURS A180; PSY A150, BIOL A111, BIOL A112, BIOL A240, and ENGL A111 all with minimum grade of C		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) NURS A221, NURS A220L, NURS A222, NURS A222L; DN A203, ENG A211 or ENGL A212 or ENGL A213, and social science elective	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Current admission to third semester AAS nursing program			
18. <input type="checkbox"/> Mark if course has fees None					
19. Justification for Action Update CCG including some minor changes in course description, increase in credits, and contact hours. One credit increase in the theory portion of NURS 220 allows for necessary course expansion to accommodate the developing/increasing perinatal knowledge base essential for the registered nurse.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
School of Nursing
 Course Content Guide

I. Date of Initiation: Spring 2008

II. Curriculum Action Request Information:

School/College: College of Health and Social Welfare, School of Nursing
 Course Number: NURS A220
 Course Title: Perinatal Nursing
 Prerequisites: NURS A120, NURS A120L, NURS A125, NURS A125L, NURS A180; PSY A150, BIOL A111, BIOL A112, BIOL A240, and ENGL A111 all with minimum grade of C
 Co-requisites: NURS A221, NURS A220L, NURS A222, NURS A222L; DN A203, ENG A211 or ENGL A212 or ENGL A213, social science elective
 Number of Credits: 3 credits (3 + 0)
 Grading Basis: A-F
 Course Fees: None
 Other Restrictions: Current admission as AAS Nursing Major
 Registration Restrictions: Current admission to third semester AAS nursing program
 Implementation Date: Spring 2009
 Course Description: Focuses on use of nursing process to provide healthcare for the childbearing woman, newborn, and family along the health-illness continuum. Content ranges from normal, low-risk perinatal care through nursing care for selected high-risk perinatal complications. Includes antepartum, intrapartum, postpartum, and low-risk neonatal nursing care with emphasis on developmental and cultural influences upon the health needs of the childbearing family and prioritized using Maslow's Hierarchy of Needs.

III. Instructional Goals:

The instructor will:

1. Provide students with a variety of information and resources related to nursing care of the childbearing woman, her newborn, and her family along the health-illness continuum.
2. Provide assignments and content presentation, case studies and discussion, PowerPoint presentations and computer assisted instruction programs related to perinatal nursing.
3. Guide students in developing the knowledge and skills to select appropriate health promotion and intervention strategies, and in planning effective collaborative healthcare for the perinatal patient.

IV. Student Outcomes and Assessment Measures:

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

Student Outcomes:	Assessment Measures
1. Apply perinatal theory to formulate and plan specific, appropriate nursing interventions based on prioritized nursing diagnoses for the obstetric patient and family.	Class participation and discussion Quiz Exams

Student Outcomes, continued	Assessment Measures, continued
2. Identify communication techniques which promote a positive perinatal experience for patients and families.	Group project Papers and reports Class participation and discussion Quiz Exams
3. Analyze the effects of developmental level, culture, lifestyle choices, and values in planning care for the childbearing family.	Class presentation Quiz Class participation and discussion Exams
4. Apply Maslow's Hierarchy of Needs to plan nursing care for low-risk and selected high-risk perinatal patients and their families.	Class participation and discussion Small group assignments Class presentation Quiz Exams
5. Formulate patient/family teaching plans that incorporate pertinent aspects of development, are prioritized by individual teaching needs, and include applicable risk factors for the perinatal patient and family.	Class participation and discussion Small group teaching project Class presentation Quiz Exams
6. Examine ways to determine the effectiveness of planned nursing care for the perinatal patient and ways to modify nursing care to achieve desired expected outcomes.	Group assignments Class participation and discussion Quiz Exams

IV. Course Level Justification:

Builds on nursing knowledge students obtained in the first two semesters of the AAS program. This course provides the third semester AAS nursing student with essential information and knowledge needed to provide safe, effective, and appropriate care of the perinatal patient, family and newborn.

V. Topical Course Outline

A. Utilizing the nursing process in the care of the childbearing patient and family:

1. Introduction to maternity nursing and family development
2. Cultural, developmental and communication considerations
3. Female reproductive status
4. Conception and fetal development
5. Nursing care for the antepartum patient and family
 - a) Nutritional issues
 - b) Anatomy & physiology of pregnancy and genetics review

B. Utilizing the nursing process in the care of the intrapartum patient & family:

1. Normal labor and delivery nursing care
2. Intrapartal fetal and uterine monitoring
3. Complications of the intrapartum

4. Pain management of the labor patient
- C. Utilizing the nursing process in the care of the postpartum patient & family:
 1. Normal postpartum period nursing care
 2. Family needs and attachment process in the postpartum
 3. Complications of the postpartum
- D. Utilizing the nursing process in the care of the neonate:
 1. Normal newborn transition and nursing care
 2. Low risk health problems of the term neonate
 3. Complications of adjustment to extrauterine life
- E. Utilizing the nursing process in the care of the high risk perinatal patient:
 1. Assessment of perinatal risk factors
 2. Pregnancy at risk
 3. Cultural, developmental and communication considerations in high-risk care

VI. Suggested Textbook:

Lowdermilk, D., & Perry, S. (2006). *Maternity nursing* (7th ed.). St. Louis, MO: Elsevier Mosby.

VII. Bibliography:

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2003). *Standards of professional nursing practice in care of women and newborns*, (6th ed.). Washington, DC: AWHONN.

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2006). *Antepartum/intrapartum fetal heart rate monitoring: Clinical competencies and education guide*. (4th ed.). Washington, DC: AWHONN.

Bingham, R. (2007). *Annotated bibliography of National Institute of Nursing Research findings on women's health in pregnancy and childbirth, 2007 update*. *JOGNN*, 36(3), 275-78.

Carpenito, L. (2006). *Nursing diagnosis: Application to clinical practice*. (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Cashion, K., & Crum, K. (2007). *Virtual clinical excursions: Obstetrics*. St. Louis, MO: Elsevier Saunders.

Davidson, M., London, M., & Ladewig, P., (2008). *Maternal-newborn nursing & women's health across the lifespan* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Department of Health and Human Services. (n.d.). *Feeding baby with breast milk or formula*. Retrieved October 31, 2007, www.fda.gov/opacom/lowlit/feedbby.pdf

Gilbert, E. (2007). *Manual of high risk pregnancy and delivery*. St. Louis, MO: Elsevier Mosby.

- Gregory, D. (2006). *Case studies in maternity and women's health*. Clifton Park, NY: Thomson Delmar Learning.
- Hogan, M. (2007). *Maternal-newborn nursing: Reviews & rationales*. Upper Saddle River, NJ: Pearson Prentice Hall.
- London, M., Ladewig, P., Ball, J., & Bindler, R. (2007). *Maternal and child nursing care* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Mahlmeister, L. (2007). Best practice in perinatal nursing. *Journal of Perinatal and Neonatal Nursing*, 21(3), 186-188.
- Piotrowski, K. (2006). *Study guide to accompany maternity nursing* (7th ed.). St. Louis, MO: Elsevier Mosby.
- Swenson, D. (2006). *Telephone triage for the obstetric patient*. Philadelphia: Elsevier Saunders.
- U.S. Preventive Services Task Force. (2007). Screening for elevated blood lead levels in children and pregnant women: Recommendation statement. *The American Journal for Nurse Practitioners*, 11(9), 32-34, 37-39.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		ADSN Division of Nursing		NURS	
2. Course Prefix NURS	3. Course Number A220L	4. Previous Course Prefix & Number A220L	5a. Credits/CEU 1	5b. Contact Hours (Lecture + Lab) (0+3)	
6. Complete Course/Program Title Perinatal Nursing Lab					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats na Max Credits na		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AAS in Nursing degree requirement					
14. Coordinate with Affected Units: Faculty listserv Department, School, or College Initiator Signature Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Provides clinical experiences to reinforce learning in NURS A220. Students use nursing process as they provide care for the childbearing woman, newborn, and family along the health-illness continuum and prioritized using Maslow's Hierarchy. Clinical experiences occur in selected acute and ambulatory perinatal care settings with focus on providing developmentally and culturally sensitive nursing care for low-risk and selected high-risk perinatal patients and their families. Students are expected to demonstrate competence in performance of psychomotor and critical thinking skills while providing care for two or more patients, including discharge planning.					
17a. Course Prerequisite(s) (list prefix and number) NURS A120, NURS A120L, NURS A125, NURS A125L, NURS A180; PSY A150, BIOL A111, BIOL A112, BIOL A240, ENG A111 all with minimum grade of C		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) NURS A220, NURS A221, NURS A222, NURS A222L; DN A203, ENGL A211 or ENGL A212 or ENGL A213, social science elective	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Current admission as third semester AAS Nursing student			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update CCG including minor changes in course description, decrease in course credits and contact hours based on changes in RN test-plan and the heavy use of perinatal clinical sites due to increasing admissions into nursing education programs.					

Initiator (faculty only) _____	Date _____	_____ Approved	_____ Disapproved: _____
Initiator (PRINT NAME) _____		Dean/Director of School/College	Date _____
_____ Approved	_____ Disapproved: _____	_____ Approved	_____ Disapproved: _____
Department Chairperson	Date _____	Undergraduate or Graduate Academic Board Chairperson	Date _____
_____ Approved	_____ Disapproved: _____	_____ Approved	_____ Disapproved: _____
Curriculum Committee Chairperson	Date _____	Provost or Designee	Date _____

University of Alaska Anchorage, School of Nursing
Course Content Guide

I. Date of Initiation: Spring 2008

II. Curriculum Action Request Information:

School/College: College of Health and Social Welfare, School of Nursing
 Course Number: NURS A220L
 Course Title: Perinatal Nursing Lab
 Prerequisites: NURS A120, NURS A120L, NURS A125, NURS A125L, NURS A180; PSY A150, BIOL A111, BIOL A112, BIOL A240, ENG A111 all with minimum grade of C
 Co-requisites: NURS A220, NURS A221, NURS A222, NURS A222L; DN A203, ENGL A211 or ENGL A212 or ENGL A213, social science elective
 Number of Credits: 1 (0+3)
 Grading Basis: P/NP
 Course Fees: Yes
 Other Restrictions: AAS Nursing Major
 Registration Restrictions: Current Admission to third semester AAS Nursing Program
 Implementation Date: **Spring 2009**
 Course Description: Provides clinical experiences to reinforce learning in NURS A220. Students use nursing process as they provide care for the childbearing woman, newborn, and family along the health-illness continuum and prioritized using Maslow's Hierarchy. Clinical experiences occur in selected acute and ambulatory perinatal care settings with focus on providing developmentally and culturally sensitive nursing care for low-risk and selected high-risk perinatal patients and their families. Students are expected to demonstrate competence in performance of psychomotor and critical thinking skills while providing care for two or more patients, including discharge planning.

III. Instructional Goals:

The instructor will:

1. Plan, provide and supervise student experiences in a variety of inpatient & outpatient clinical experiences related to nursing care of the childbearing woman, her newborn, and her family along the health-illness continuum.
2. Guide students in developing the knowledge and skills to select appropriate health promotion and intervention strategies as they provide developmentally and culturally appropriate, collaborative care for the perinatal patient.

IV. Student Outcomes and Assessment Measures:

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

Student Outcomes:	Assessment Measures
1. Integrate skills/knowledge from previous nursing courses to assess, plan, implement and evaluate appropriate prioritized nursing diagnoses and interventions for the perinatal patient and family.	Inpatient and outpatient clinical experiences Written assignments Perinatal care plans/maps Discussion

Student Outcomes, continued	Assessment Measures, continued
2. Demonstrate communication techniques which promote a positive perinatal experience for the patient and her family.	Inpatient and outpatient clinical experiences Written assignments Discussion
3. Provide nursing care that is sensitive to and incorporates the patient's developmental stage, personal/family culture, choices, and values.	Inpatient and outpatient clinical experiences Written assignments Discussion
4. Prioritize and implement nursing care for low-risk and selected high-risk perinatal patients and their families using Maslow's Hierarchy of Needs as appropriate.	Inpatient and outpatient clinical experiences Written assignments Discussion
5. Implement patient/family teaching plans that incorporate pertinent aspects of development, are prioritized by individual teaching needs, and include applicable risk factors for the perinatal patient and her family.	Inpatient and outpatient clinical experiences Written assignments: Including a Teaching/Learning Project Discussion
6. Analyze the effectiveness of implemented nursing care for the perinatal patient while modifying nursing care to achieve desired expected outcomes.	Inpatient and outpatient clinical experiences Written assignments Discussion

V. Course Level Justification:

Provides the third year AAS Nursing student with essential clinical experiences to apply the information and knowledge gained in NURS A220 in providing safe, effective, and appropriate care of the perinatal patient and family.

VI. Topical Course Outline:

Practice learning experiences in selected acute and ambulatory perinatal care settings with focus on the care of low-risk and selected high-risk perinatal patients and their families. Practice learning experiences provided are related to the content/topic areas in NURS A220, the theory portion of Perinatal Nursing.

VII. Suggested Textbook:

Lowdermilk, D., & Perry, S. (2006). *Maternity nursing* (7th ed.). St. Louis, MO: Elsevier Mosby.

VIII. Bibliography:

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2003). *Standards of professional nursing practice in care of women and newborns*, (6th ed.). Washington, DC: AWHONN.

Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN). (2006). *Antepartum/intrapartum fetal heart rate monitoring: Clinical competencies and education guide*. (4th ed.). Washington, DC: AWHONN.

- Bingham, R. (2007). *Annotated bibliography of National Institute of Nursing Research findings on women's health in pregnancy and childbirth, 2007 update*. *JOGNN*, 36(3), 275-78.
- Carpenito, L. (2006). *Nursing diagnosis: Application to clinical practice*. (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.
- Cashion, K., & Crum, K. (2007). *Virtual clinical excursions: Obstetrics*. St. Louis, MO: Elsevier Saunders.
- Davidson, M., London, M., & Ladewig, P., (2008). *Maternal-newborn nursing and women's health across the lifespan* (8th ed.). Saddle River, NJ: Pearson Prentice Hall.
- Department of Health and Human Services. (n.d.). *Feeding baby with breast milk or formula*. Retrieved Oct. 31, 2007 at www.fda.gov/opacom/lowlit/feedbby.pdf
- Gilbert, E. (2007). *Manual of high risk pregnancy and delivery*. St. Louis, MO: Elsevier Mosby.
- Gregory, D. (2006). *Case studies in maternity and women's health*. Clifton Park, NY: Thomson Delmar Learning.
- Hogan, M. (2007). *Maternal-newborn nursing: Reviews & rationales*. Upper Saddle River, NJ: Pearson Prentice Hall.
- London, M., Ladewig, P., Ball, J., & Bindler, R. (2007). *Maternal and child nursing care* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Mahlmeister, L. (2007). Best practice in perinatal nursing. *Journal of Perinatal and Neonatal Nursing*, 21(3), 186-188.
- Piotrowski, K. (2006). *Study guide to accompany maternity nursing* (7th ed.). St. Louis, MO: Elsevier Mosby.
- Swenson, D. (2006). *Telephone triage for the obstetric patient*. Philadelphia: Elsevier Saunders.
- U.S. Preventive Services Task Force. (2007). Screening for elevated blood lead levels in children and pregnant women: Recommendation statement. *The American Journal for Nurse Practitioners*, 11(9), 32-34, 37-39.

University of Alaska Anchorage
School of Nursing
Course Content Guide

I. Date of Initiation: Spring 2008

II. Course and Curriculum Action Request Information:

School/College: College of Health and Social Welfare, School of Nursing
 Course Number: NURS A221
 Course Title: Advanced Parenteral Therapy Lab
 Grading Basis: P/NP
 Prerequisites: NURS A120, NURS A120L, NURS A125, NURS A125L, NURS A180; PSY A150, BIOL A111, BIOL A112, BIOL A240, and ENGL A111, all with minimum grade of C
 Co-requisites: NURS A220, NURS A220L, NURS A222, NURS A222L; DN A203, ENG A211 or ENGL A212 or ENGL A213, and social science elective
 Number of Credits: 1 (0+2)
 Course Fees: Yes
 Other Restrictions: Third semester AAS Nursing major
 Registration Restrictions: Current admission to third semester AAS Nursing Program
 Implementation Date: Fall 2008
 Course Description: Lab-based course where students apply nursing process and knowledge of intravenous (IV) therapy, nutritional support, and pain management, learned in previous nursing courses, to advanced concepts in the management of therapeutic interventions administered via the parenteral route. Emphasizes theoretical content and psychomotor skills related to advanced intravenous and parenteral therapies along the health-illness continuum, across the lifespan and applicable in multiple healthcare settings. Utilizes presentation, seminar, demonstration, supervised practice, return demonstration, and directed self-learning.

III. Instructional Goals:

The instructor will:

1. Provide students with a variety of lab practice experiences related to safe administration of advanced parenteral therapy in patients.
2. Demonstrate, supervise and evaluate students in the hands-on development of the knowledge and skills necessary to administer intravenous fluids and other advanced parenteral therapy to patients.

IV. Student Outcomes and Assessment Measures:

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

Student Outcomes:	Assessment Measures
1. Utilize nursing process in assessing, implementing and evaluating safe initiation and maintenance of intravenous therapy.	Lab experiences Written assignments Discussion

Student Outcomes, continued	Assessment Measures, continued
2. Apply nursing considerations and standards of care related to intravenous fluid therapy and intravenous drug administration.	Lab experiences Written assignments Discussion
3. Formulate nursing diagnoses, expected outcomes and interventions appropriate for individuals receiving infusions via central venous access devices.	Lab experiences Written assignments Discussion
4. Determine the nursing care priorities for the individual undergoing transfusion therapy.	Lab experiences Written assignments Discussion
5. Describe the standards of care for patients receiving intravenous, epidural, and patient-controlled analgesia.	Lab experiences Written assignments Discussion

V. Course Level Justification:

Provides the second year AAS Nursing students with essential information, knowledge, and skills needed by the registered nurse in order to provide safe, effective, and appropriate nursing care for the patient receiving advanced parenteral therapy.

VI. Topical Course Outline

A. Peripheral Venipuncture and Advanced Concepts in Intravenous Therapy:

1. Identification of peripheral veins appropriate for venipuncture
2. Identification of correct steps in performing venipuncture & site care
3. Standards of care of IV site management and IV push medications
4. Complications of IV therapy

B. Central Venous Infusion Therapy:

1. Short and long term central venous access devices
2. Complications of central venous therapy and nursing priorities for management and prevention of complications
3. Nursing management of total parenteral nutrition

C. Blood Component Therapy:

1. Implications for blood component therapy
2. Nursing assessment before, during, and after blood transfusion

D. Special Analgesia Techniques:

1. Epidurals, patient controlled analgesia, and continuous opioid infusions for pain management
2. Assessment & management of complications of special analgesia techniques

VII. Suggested Textbooks:

Adams, M., Josephson, D., & Holland, L.N. (2005). *Pharmacology for nurses: A pathophysiologic approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

Elkin, M., Perry, A., & Potter, P. (2008). *Nursing interventions and clinical skills* (4th ed. or newest). St. Louis, MO: Elsevier Mosby.

Pepid, Inc. (2008). RN student clinical companion suite, (Version 9.0 or most recent) [PDA software and online interface]. Evanston, IL: Pepid, Inc., LLC.

Phillips, L. (2005). *Manual of IV therapeutics* (4th ed. or newest). Philadelphia: F.A. Davis.

VIII. Bibliography:

Hodgson, B., & Kizior, R. (2008). *Saunders nursing drug handbook*. St. Louis, MO: Elsevier Saunders.

Josephson, D.L. (2004). *Intravenous infusion therapy for nurses*. Clifton Park, NY: Thomson Delmar Learning.

Millam, D., & Hadaway, L. (2004). On the road to successful I.V. starts. *Nursing 2004*, 33(1), 1-14.

Morris, D. (2006). *Calculate with Confidence* (4th ed.). St. Louis, MO: Elsevier Mosby.

Olsen, J., Giangrasso, A., & Shrimpton, D. (2008). *Medical dosage calculations*. Upper Saddle River, NJ: Pearson Prentice Hall.

Smith, S.F., Duell, D.J., & Martin, B.C. (2008). *Clinical nursing skills*. Upper Saddle River, N.J.: Pearson Prentice Hall.

University of Alaska Anchorage
School of Nursing
Course Content Guide

I. Date of Initiation: Spring 2008

II. Curriculum Action Request Information:

School/College: College of Health and Social Welfare, School of Nursing
 Course Number: NURS A225
 Course Title: Adult Nursing II
 Grading Basis: A-F
 Prerequisites: NURS A220, NURS A220L, NURS A221, NURS A222, NURS A222L, DN A203, ENGL A211 or ENGL A212 or ENGL A213 and social science elective, all with minimum grade of C.
 Co-requisites: NURS A225L, NURS A250, NURS A250L, NURS A255, oral communication elective and GER elective.
 Number of Credits: 3 (3+0)
 Course Fees: None
 Other Restrictions: Fourth semester AAS nursing major
 Registration Restrictions: Current admission to fourth semester AAS nursing program
 Implementation Date: Fall 2008
 Course Description: Builds on previous AAS nursing courses to expand nursing knowledge and skills. Focuses on nursing process and care of the adult medical-surgical patient with acute, complex and life-threatening disorders along the the health-illness continuum and based on adult developmental considerations. Emphasis continues on the prioritization of healthcare needs and nursing interventions utilizing critical thinking and Maslow's Hierarchy of Needs.

III. Instructional Goals:

The instructor will:

1. Introduce pathophysiological concepts for various medical conditions related to the care of medically complex adult clients.
2. Guide students in developing the knowledge and skills necessary to care for the adult client with acute and life-threatening disorders.
3. Facilitate students' understanding and analysis of the psychosocial impact a complex, acute condition creates for patients and their families.

IV. Student Outcomes and Assessment Measures:

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

Student Outcomes:	Assessment Measures
1. Analyze the patho-physiological consequences of acute disorders along with preexisting chronic disorders and aging in the adult.	Discussion board Exams Patho/patient care flow sheet

Student Outcomes:	Assessment Measures
2. Assess, diagnose, and prioritize the physiological and psychological nursing care needs of adults with life threatening disorders.	Class participation Patho/patient care flow sheet Exams
3. Formulate physiological and psychosocial nursing diagnoses based on assessment of the acutely ill adult including consideration of developmental stages, age, and cultural influences.	Class participation Quizzes Exams Patient care/patho flow sheet
4. Analyze the management of acutely ill adults in the medical surgical setting and differentiate how technology is incorporated into care, diagnosis, and treatment.	Class participation Discussion board Exams
5. Critique how optimal care of patients can be provided with awareness and sensitivity for demographically diverse characteristics.	Class participation Discussion board Exams
6. Analyze how nursing care of the acutely ill adult can be modified to enhance effectiveness by evaluating patient outcomes, utilizing critical thinking skills, and collaborating with other members of the healthcare team.	Discussion board Exams Interpersonal process recording and evaluation Patient care/patho flow sheet
7. Utilize Maslow's Hierarchy of Needs in planning and prioritizing nursing care for patients with acute and complex illness to facilitate attainment of an optimal level of wellness on the health-illness continuum.	Class discussion Discussion board Exam Quizzes
8. Develop teaching plans based on the assessment of the patient's health learning needs and rehabilitation potential.	Patient care flow sheet Quizzes Exam
9. Create discharge plans to meet the needs of patients recovering from acute illness.	Class participation Patient care flow sheet Exams

V. Course Level Justification:

This is a required course for the AAS nursing student to develop proficiency in the care of the adult medical-surgical client with acute and complex disorders. This course builds on the theoretical content and skills of prerequisite nursing courses.

VI. Topical Course Outline

Course instruction covers the utilization of nursing process in providing care to meet the health needs of patients with the following disorders:

A. Cardiovascular Disease

1. Cardiac rhythm changes
2. Cardiac output
3. Acute coronary syndrome

4. Cardiovascular shock
5. Valve disorders
- B. Respiratory Disorders**
 1. Impaired gas exchange
 2. Chest surgery
 3. Lung cancer
- C. Renal dysfunction**
 1. Acute renal failure
 2. Renal dialysis
 3. Kidney transplant
- D. Endocrine dysfunction**
 1. Thyroid disorders
 2. Parathyroid disorders
 3. Impaired adrenal function
 4. Pituitary dysfunction
- E. Neurological dysfunction**
 1. Cerebro-vascular disease
 2. Cranio-cerebral trauma
 3. Impaired neurological impulse
 4. Brain tumor
 5. Spinal Cord Injury
- F. Reproductive Dysfunction**
 1. Reproductive problems
 2. Sexually Transmitted Disease
- G. Special Senses**
 1. Disorders of the Eye
 2. Disorders of the Ear
- H. Thermal Injury**
 1. Burns
 2. Hypothermia and frostbite
- I. Hematological and Immunological Disorders**
 1. Alterations in Hematologic Function
 2. Alterations in Coagulation
 3. HIV and AIDS
- J. Musculoskeletal Disorders**
 1. Fractures
 2. Surgical Interventions of the Major Weight-Bearing Joints
 3. Surgical Interventions of the Spine
 4. Extremity Amputation

VII. Suggested Textbooks

Ignatavicius, D., & Workman, L. (2006). *Medical-surgical nursing: Critical thinking for collaborative care* (5th ed.). St Louis, MO: Elsevier Saunders

Morris, D.G. (2006). *Calculate with confidence* (4th ed.) St. Louis, MO: Elsevier Mosby.

Pagana, K. D., & Pagana, T. J. (2007). *Mosby's manual of diagnostic & laboratory tests* (3rd ed.). St. Louis, MO: Elsevier Mosby.

VIII. Bibliography:

Adams, M., Holland, L., & Bostwick, P. (2007). *Pharmacology for nursing: A pathophysiologic approach* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Carpenito-Moyet, L. J. (2007). *Handbook of nursing diagnosis* (11th ed. or newest). Philadelphia: Lippincott, Williams, & Wilkins.

Elkin, M., Perry, A., & Potter, A. (2004). *Nursing interventions and clinical skills* (3rd ed. or newest). St Louis, MO: Elsevier Mosby.

Hopkins, T., & Myers, E. (2008). *Med-surg notes: A nurse's clinical pocket guide* (2nd ed.). Philadelphia: F. A. Davis Company.

Lewis, S., Heitkemper, M. L., Dirken, S.R., O'Brien, P.G., & Bucher, L. (2005). *Medical-surgical nursing: Assessment and management of clinical problems* (7th ed.). St Louis, MO: Elsevier Mosby.

Ignatavicius, D., & Workman, L. (2005). *Critical thinking study guide* (5th ed.) St Louis, MO: Elsevier Saunders.

Jarvis, C. (2004). *Physical examination and health assessment* (4th ed.) St Louis, MO: Elsevier Saunders.

Kee, J. L. (2005). *Laboratory and diagnostic tests with nursing implications*. (7th ed. or newest). Upper Saddle River, NJ: Pearson Prentice Hall.

Kozier, B., Erb, G., Berman, A., & Snyder, S. (2008) *Fundamentals of nursing: Concepts, process, and practice* (newest ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

LeMone, P., & Burke, K.M. (2008). *Medical surgical nursing* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Lewis, S., Heitkemper, M., Dirken, S., O'Brien, P., & Bucher, L. (2005). *Medical-surgical nursing: Assessment and management of clinical problems* (7th ed.). St Louis, MO: Elsevier Mosby.

Phillips, L. (2005). *Manual of IV therapeutics* (4th ed.). Philadelphia: F. A. Davis Company.

Potter, P., & Perry, A. (2007). *Basic nursing* (6th ed.). St Louis, MO: Elsevier Mosby



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADSN Division of Nursing		1c. Department NURS	
2. Course Prefix NURS	3. Course Number A225L	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (0+9)
6. Complete Course/Program Title Adult Nursing II Lab					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update CCG			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AAS nursing degree requirement					
14. Coordinate with Affected Units: Faculty listserv Department, School, or College _____ Initiator Signature _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Provides clinical learning experiences in care of the adult medical-surgical patient with acute, complex and life-threatening disorders along the the health-illness continuum. Designed to reinforce student learning presented in NURS A225 Adult Nursing II, and other co-requisite and prerequisite nursing courses. Includes experiences in delegation and managing nursing care for small groups of patients.					
17a. Course Prerequisite(s) (list prefix and number) NURS A220, NURS A220L, NURS A221, NURS A222, NURS A222L; ENGL A211 or ENGL A212 or ENGL A213, DN A203 and social science elective all with minimum grade of C		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) NURS A225, NURS A250, NURS A250L, NURS A255; oral communication elective and GER elective	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Current admission to fourth semester AAS nursing program			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Update course content guide and course description to reflect current course instruction.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 172Date

University of Alaska Anchorage
School of Nursing
 Course Content Guide

I. Date of Initiation: Spring 2008

II. Curriculum Action Request Information:

School/College: College of Health and Social Welfare, School of Nursing
 Course Number: NURS A225L
 Course Title: Adult Nursing II Lab
 Grading Basis: P/NP
 Prerequisites: NURS A220, NURS A220L, NURS A221, NURS A222, NURS A222L;
 ENGL A211 or ENGL A212 or ENGL A213, DN A203 and social science
 elective all with minimum grade of C
 Co-requisites: NURS A225, NURS A250, NURS A250L, NURS A255, communication
 elective and GER elective
 Number of Credits: 3 (0+9)
 Course Fees: Yes
 Other Restrictions: Fourth semester AAS nursing major
 Registration Restrictions: Current admission to fourth semester AAS nursing program
 Implementation Date: Fall 2008
 Course Description: Provides clinical learning experiences in care of the adult medical-surgical
 patient with acute, complex and life-threatening disorders along the the
 health-illness continuum. Designed to reinforce student learning presented
 in NURS A225 Adult Nursing II, and other co-requisite and prerequisite
 nursing courses. Includes experiences in delegation and managing nursing
 care for small groups of patients.

III. Instructional Goals (IG):

The instructor will:

1. Facilitate student's ability to provide patient care using the nursing process, knowledge of patho-physiology, developmental stages, age, culture and Maslow's Hierarchy of Needs.
2. Guide students in the application of strategies to manage nursing care for small groups of patients and developing delegation skills.
3. Facilitate student development of discharge plans, teaching plans and the use of teaching/learning principles in meeting patient health education and discharge needs.
4. Provide supervision, guidance, and role model to students in providing comprehensive nursing care and appropriate documentation including patient response to interventions.

IV. Student Outcomes and Assessment Measures:

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

Student Outcomes	Assessment Measures
1. Formulate and prioritize nursing diagnoses based on comprehensive nursing assessment, Maslow's Hierarchy of Needs, and standards of nursing care. (IG #1)	Patient care flow sheet/map Weekly clinical self-evaluation Clinical performance evaluation

Student Outcomes	Assessment Measures
2. Plan, implement and evaluate nursing care, for physiological and psychosocial health needs, based on assessment of the acutely ill adult including consideration of pathophysiology, developmental stages, age, and culture. (IG #1 & #4)	Patient care flow sheet/map Weekly clinical self-evaluation Clinical performance evaluation
3. Demonstrate appropriate preparation and skills when delivering nursing care, including knowledge of medications administered and an understanding of and ability to safely administer IV therapy. (IG #1 & #4)	Patient care flow sheet weekly Medication concept map Weekly clinical self-evaluation Clinical performance evaluation
4. Formulate, implement and evaluate patient discharge and teaching plans that effectively meet the learning needs of patients and their families based on teaching/learning principles. (IG #3)	Patient care flow sheet/map Clinical performance evaluation Written self-evaluation
5. Recognize aspects of patient care that can be safely delegated to health care team members and perform delegation with sound rationale, maintaining legal, ethical and professional standards of nursing care. (IG #2)	Delegation assignment Weekly self-evaluation Clinical performance evaluation Interpersonal process recording evaluation (IPRE)
6. Participate in collaborative decision-making about and implementation of patient care. (IG #2)	Delegation assignment & IPRE Weekly self-evaluation Clinical performance evaluation
7. Consistently and accurately document patient care, patient response, and any data that influences patient care. (IG #4)	Charting in patient record Weekly self-evaluation Clinical performance evaluation

V. Course Justification

This course requires students to utilize knowledge from prerequisite and co-requisite courses and apply it to enhance clinical skills in the care of the adult medical-surgical client with acute and complex disorders. Experience with delegation and managing small groups of patients will assist in the transition to becoming a staff RN in acute care.

VI. Course Outline

Practice learning experience to reinforce and apply learning from NURS A225 Adult Nursing II. Students refine clinical nursing and communication skills in the acute care setting with clients experiencing acute, complex, and life-threatening disorders. The course provides students with supervised experience in the RN role of delegation, plus the role of management of the care for small groups of patients, as well as experience in the role of unlicensed assistive personnel on a nursing care team.

VII. Suggested Textbooks:

Ignatavicius, D., & Workman, L. (2006). *Medical-surgical nursing: Critical thinking for collaborative care* (5th ed.). St Louis, MO: Elsevier Saunders

Morris, D.G. (2006). *Calculate with confidence* (4th ed.) St. Louis, MO: Elsevier Mosby.

Pagana, K. D., & Pagana, T. J. (2007). *Mosby's manual of diagnostic & laboratory tests* (3rd ed. or newer). St. Louis, MO: Elsevier Mosby.

Pepid, Inc. (2008). RN student clinical companion suite, (Version 9.0 or most recent) [PDA software and online interface]. Evanston, IL: Pepid, Inc., LLC.

Phillips, L. (2005). *Manual of IV therapeutics* (4th ed.). Philadelphia: F. A. Davis Company.

VIII. Bibliography:

Adams, M., Holland, L., & Bostwick, P. (2007). *Pharmacology for nursing: A patho-physiologic approach* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Carpenito-Moyet, L. J. (2007). *Handbook of nursing diagnosis* (11th ed. or newest) Philadelphia: Lippincott, Williams, & Wilkins.

Elkin, M., Perry, A., & Potter, A. (2004). *Nursing interventions and clinical skills* (3rd ed. or newest). St Louis, MO: Elsevier Mosby.

Hopkins, T., & Myers, E. (2008). *Med-surg notes: A nurse's clinical pocket guide* (2nd ed.). Philadelphia: F. A. Davis Company.

Lewis, S., Heitkemper, M. L., Dirken, S.R., O'Brien, P.G., & Bucher, L. (2005). *Medical-surgical nursing: Assessment and management of clinical problems* (7th ed.). St Louis, MO: Elsevier Mosby.

Ignatavicius, D., & Workman, L. (2005). *Critical thinking study guide* (5th ed.) St Louis, MO: Elsevier Saunders.

Jarvis, C. (2004). *Physical examination and health assessment* (4th ed.) St Louis, MO: Elsevier Saunders.

Kee, J. L. (2005). *Laboratory and diagnostic tests with nursing implications*. (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Kozier, B., Erb, G., Berman, A., & Snyder, S. (2008) *Fundamentals of nursing: Concepts, process, and practice* (newest ed.). Upper Saddle River, NJ: Pearson Prentice Hall.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADSN Division of Nursing		1c. Department NURS	
2. Course Prefix NURS	3. Course Number A255	4. Previous Course Prefix & Number A255		5a. Credits/CEU 1	5b. Contact Hours (Lecture + Lab) (2+0)
6. Complete Course/Program Title Staff Nurse: Legal, Ethical and Organizational Issues Staff Nurse: Leg. Eth. Issues <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats na Max Credits na		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course AAS in Nursing degree requirement					
14. Coordinate with Affected Units: UAA Faculty Listserv Department, School, or College _____ Initiator Signature _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Seminar course examining the legal, ethical, and professional issues encountered in the practice of a registered nurse. Includes exploration of the role of the staff nurse within health care organizations. Students examine professional nursing issues and gain knowledge necessary to function effectively in the staff nurse role as a member of nursing and health care teams. Legal limits and regulation of nursing practice along with trends in nursing practice are included.					
17a. Course Prerequisite(s) (list prefix and number) NURS A220, NURS A220L, NURS A221, NURS A222, NURS A 222L, DN A203, ENGL A211 or ENGL A212 or ENGL A213, social science elective, all with 'C' or higher grade.		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) NURS A225, NURS A225L, NURS A250, NURS A250L oral communication and GER elective	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Current fourth semester AAS Nursing student			
18. <input type="checkbox"/> Mark if course has fees None					
19. Justification for Action Update CCG including some minor changes in the course description.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 176Date

University of Alaska Anchorage
School of Nursing
Course Content Guide

I. Date of Initiation: Spring 2008

II. Curriculum Action Request Information:

School/College: College of Health and Social Welfare, School of Nursing
 Course Number: NURS A255
 Course Title: Staff Nurse: Legal, Ethical and Organizational Issues
 Prerequisites: NURS A220, NURS A220L, NURS A221, NURS A222, NURS A222L; ENGL A211 or ENGL A212 or ENGL A213, DN A203 and social science elective, all with a 'C' or higher grade.
 Co-requisites: NURS A225, NURS A225L, NURS A250, NURS A250L, oral communication elective and GER elective.
 Number of Credits: 1 (2 hr/week seminar)
 Course Fees: None
 Grading Basis: A-F
 Other Restrictions: AAS Nursing Program Major
 Registration Restriction: Current fourth semester student in UAA AAS Nursing Program
 Implementation Date: Fall 2008
 Course Description: Seminar course examining the legal, ethical, and professional issues encountered in the practice of a registered nurse. Includes exploration of the role of the staff nurse within health care organizations. Students examine professional nursing issues and gain knowledge necessary to function effectively in the staff nurse role as a member of nursing and health care teams. Legal limits and regulation of nursing practice along with trends in nursing practice are included.

III. Instructional Goals:

The instructor will:

1. Provide students with information and resources, including expert guest speakers with a variety of expertise, related to legal, ethical and organizational issues affecting the practice of the registered nurse (RN).
2. Facilitate and guide students in choosing specific areas and experiences to explore and research that will increase their understanding of nursing roles and enhance their ability to transition into the professional roles of the registered nurse.
3. Encourage and facilitate student involvement and participation in professional nursing meetings and other experiences that will enhance their understanding of the roles required of and available for associate degree registered nurses.

IV. Student Outcomes and Assessment Measures:

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

Student Outcomes:	Assessment Measures
1. Describe the legal limits and responsibilities inherent in the Registered Nurse (RN) role as defined in the Alaska Nursing Statutes and Regulations and in other professional standards of practice for the RN.	Class participation and discussion Quiz

Student Outcomes, continued	Assessment Measures, continued
2. Describe how to utilize legal and professional nursing resources to analyze and resolve issues encountered in nursing practice.	Small group assignments Papers and reports Class participation and discussion
3. Identify current professional issues and trends affecting health care and how these relate to the role of the staff RN.	Small group assignments Class presentation Papers and reports Quiz Class participation and discussion
4. Apply Maslow's Hierarchy of Needs to identify and plan ways to meet the needs of self and coworkers.	Class participation and discussion Small group assignments Class presentation Quiz
5. Identify and describe staff RN level management responsibilities especially those related to collaboration, delegation and advocacy.	Class participation and discussion Small group assignments Class presentation Quiz
6. Recognize ethical dilemmas which are frequently encountered by staff nurses in clinical practice and outline a strategy to use in resolving ethical conflicts.	Class participation and discussion Quiz

V. Course Level Justification:

This course provides the graduating AAS Nursing student with essential information and knowledge for effective transition into the roles required of the staff registered nurse. Also provides a seminar setting for students to ask questions and find answers regarding the legal issues and procedures related to licensure and practice as a registered nurse.

VI. Topical Course Outline

A. Nursing: A Developing Profession

1. Influences of the Past
2. Nursing Education
3. Nursing Theory
4. Influences of the Present

B. Legal and Ethical Implications for Nursing Practice:

1. Legal Issues
2. Licensure Issues
3. Ethical Issues

C. Nursing Roles, Organizational & Professional Issues Affecting the Staff Nurse:

1. Nursing Management
2. Communication and Team building
3. Time Management
4. Delegation

5. Health Care Organization
 6. Economics of Health Care Delivery
 7. Political Action and Collective Bargaining
- D. Contemporary Nursing Practice:**
1. Cultural and Spiritual Awareness
 2. Quality Patient Care
 3. Nursing Informatics
 4. Nursing Research and Evidence-Based Nursing Practice
- E. Role Transitions for the New Graduate in Nursing:**
1. Reality Shock
 2. Self-Care Strategies
 3. Employment Issues
 4. Mentoring and Preceptorship
 5. National Council Licensing Exam for Registered Nurse (NCLEX-RN)

VII. Suggested Textbook:

Zerwekh, J, and Claborn, C. (2006). *Nursing today: Transition and trends* (5th ed.). St. Louis, MO: Elsevier Saunders.

VIII. Bibliography:

Bandman, E., & Bandman, B. (2002). *Nursing ethics through the life span* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Catalano, J. (2003). *Nursing now: Today's issues, tomorrow's trends* (3rd ed.). Philadelphia: F. A. Davis.

Cherry, B. & Jacob, S. (2005). *Contemporary nursing: Issues, trends, & management* (3rd ed.). St. Louis, MO: Elsevier Mosby.

Chitty, K. (2005). *Professional nursing: Concepts and challenges* (4th ed.). St. Louis, MO: Elsevier Saunders.

Dunham, K., & Smith, S. (2005). *How to survive and maybe even love your life as a nurse*. Philadelphia: F. A. Davis.

Guido, G. (2006). *Legal and ethical issues in nursing* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Nugent, P., & Vitale, B. (2004). *Fundamentals of success: A course review applying critical thinking to test taking*. Philadelphia: F. A. Davis.

Potter, P., & Perry, A. (2003). *Basic nursing* (5th ed.). St. Louis, MO: Mosby.

Purnell, L., & Paulanka, B. (2003). *Transcultural health care: A culturally competent approach* (2nd ed.). Philadelphia: F. A. Davis

Tappen, R., Weiss, S., & Whitehead, D. (2004). *Essentials of nursing leadership and management* (3rd ed.). Philadelphia: F. A. Davis.

Taylor, E. (2002). *Spiritual care: Nursing theory, research and practice*. Upper Saddle River, NJ: Prentice Hall.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADSN		1c. Department NS	
2. Course Prefix NS	3. Course Number A305	4. Previous Course Prefix & Number NA		5a. Credits/CEU 2	5b. Contact Hours (Lecture + Lab) (2+0)
6. Complete Course/Program Title Health Assessment of Individuals Health Assessment Individuals <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2008 To: 12/9999		
			12. <input type="checkbox"/> Cross Listed with NA <input type="checkbox"/> Stacked with NA _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Science, Nursing Science, Registered Nurse Option					
14. Coordinate with Affected Units: Faculty List serve Department, School, or College _____ Initiator Signature _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Focuses on health assessment across the lifespan with an emphasis on interviewing and data collection, interpretation, and documentation. Provides the skills for developing a systematic approach to performing a health history and physical examination. Special Note: Offered only in Fall semester.					
17a. Course Prerequisite(s) (list prefix and number) NS A205 or concurrent enrollment		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) NS A305L	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Admission to the clinical major and RN licensure in the state of Alaska		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Updating of CAR & CCG. Change in pre-requisite, registration restriction, and course description .					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 180Date

Course Content Guide
University of Alaska Anchorage
College of Health and Social Welfare

I. Date of Initiation: Spring 2008

II. Course Information

College/School	CHSW / School of Nursing
Course Subject:	NS
Course Number:	A305
Course Credits:	2.0 credits
Contact Hours:	(2+0)
Course Program	Bachelor of Science, Nursing Science, Registered Nurse Option
Course Title:	Health Assessment of Individuals
Grading Base:	A – F
Implementation Date:	Fall 2008
Course Description:	Focuses on health assessment across the lifespan with an emphasis on interviewing and data collection, interpretation, and documentation. Provides the skills for developing a systematic approach to performing a health history and physical examination. Offered only in Fall semester
Course Prerequisites:	NS A205 or concurrent enrollment
Course Co-requisites:	NS A305L
Registration Restriction:	Admission to the clinical major and RN licensure in the state of Alaska
Course Fee:	Yes

III. Instructional Goals

Instructor will:

- A. Introduce a systematic approach to conducting and documenting a health assessment within the context of the nursing process.
- B. Provide the essential knowledge and skills to interpret the range of normal findings, including variations related to age, gender, and ethnicity.
- C. Emphasize the importance of effective communication in conducting and documenting a health assessment.
- D. Raise awareness of socio-cultural factors that impact the health assessment process.
- E. Provide students with essential interviewing skills that facilitate the health assessment process.

IV. Student Outcomes The student will be able to:	V. Assessment/Evaluation Methods
Describe a systematic approach to conducting a health history and a physical examination	Discussion board participation Examinations
Differentiate normal findings that incorporate variations in age, gender, and ethnicity from abnormal findings that require further evaluation	Examinations Case studies
Communicate health assessment findings orally and in writing according to clinical standards of practice	Discussion board participation and presentations using synchronous and asynchronous online methods Peer responses and critique Health history and physical documentation Examinations
Identify interviewing techniques that are used to facilitate each phase of the health assessment process	Discussion board participation Peer responses and critique Examinations

VI. Course Level Justification

Designed for registered nurses (RNs) with experience with technologies used in nursing practice. This is a required course in the Bachelor of Science, Nursing Science, Registered Nurse Option track. Provides knowledge of health assessment skills and tools for subjective and objective data collection.

VII. Topical Course Outline

- A. Health Assessment and the Nursing Process
- B. Health Assessment and Communication
 - 1. Interviewing skills
 - 2. Socio-cultural patterns
- C. Health Assessment Instruments
 - 1. Selection
 - 2. Safety
- D. Health History
 - 1. Types
 - 2. Components
- E. Physical Examination
 - 1. Skin, head, neck and lymph
 - 2. Eyes, ears, nose, mouth and throat
 - 3. Breast, chest and lungs
 - 4. Cardio-vascular
 - 5. Abdomen
 - 6. Genitourinary
 - 7. Neurological
 - 8. Musculoskeletal

- F. Variations in Health Assessment
 - 1. Age
 - 2. Gender
 - 3. Ethnicity

- G. Documentation in Health Assessment
 - 1. Subjective and objective data
 - 2. Documentation formats
 - 3. Legal considerations

VIII. Suggested Texts

Jarvis, C. (2007). *Physical examination and health assessment*. (5th ed.). Philadelphia: W.B. Saunders.

Jarvis, C. (2007). *Pocket companion for physical examination and health assessment* (5th ed.). Philadelphia: W. B. Saunders.

IX. Bibliography

Anonymous (2006). Assessing the cranial nerves. *Nursing*, 36(11), 47.

Bachman, J. W. (2003). The patient-computer interview: A neglected tool that can aid the clinician. *Mayo Clinic Proceedings*, 78(1), 67-79.

Dains, J. E., Karenitkov, D., Proud, B. (2007). *Nursing health assessment: A critical thinking, case studies approach*. Philadelphia: F. A. Davis.

D'Amico, D., & Barbarito, C. (2007). *Health and physical assessment in nursing*. Upper Saddle River, NJ: Pearson Education.

Dulak, S. B. (2004). A practical guide to a thorough history, *RN*, 67(1), 14-21.

Finesilver, C. A. (2001). Perfecting your skills: Respiratory assessment. *RN*, 28(2), 16-25.

Hanson, C., Novilla, L., Barnes, M., DeLa Cruz, N. & Meacham, A. (2007). Using family health history for chronic disease prevention in the age of genomics: Translation to health education practice. *American Journal of Health Education*, 38(4), 219-230.

Klingman, L. (1999). Assessing the male genitalia. *American Journal of Nursing*, 99(6), 44.

Lein, C., & Wills, C. (2007). Using patient-centered interviewing skills to manage complex patient encounters in primary care. *Journal of the American Academy of Nurse Practitioners*, 19(5), 215-221.

Mehta, M. (2003). Assessing the abdomen. *Nursing*, 33(5), 54-56.

- Peacock, S. (2004). Systematic health assessment: a case study. *Practice Nursing, 15*(6), 270, 271-274.
- Percy, M. S. (2008). Oral health of adolescents-It's more than dental caries. *MCN, American Journal of Maternal Child Nursing, 3*(1), 26-29.
- Rushing, J. (2005). Clinical do's & don't's of assessing ascites. *Nursing, 35*(2), 68.
- Skene, C. (2007). Interviewing women: Using reflection to improve practice. *Nurse Researcher, 14*(4), 53-64.
- Victor, K. (2001). Properly assessing pain in the elderly. *RN, 64*(5), 45-49.



Curriculum Action Request University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADSN		1c. Department NS	
2. Course Prefix NS	3. Course Number A305L	4. Previous Course Prefix & Number NA		5a. Credits/CEU 1	5b. Contact Hours (Lecture + Lab) (0+3)
6. Complete Course/Program Title Health Assessment of Individuals Laboratory Health Assess Individuals Lab <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update CCG			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: 12/9999		
			12. <input type="checkbox"/> Cross Listed with NA <input type="checkbox"/> Stacked with NA _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Science, Nursing Science, Registered Nurse Option					
14. Coordinate with Affected Units: Faculty Listserve Department, School, or College _____ Initiator Signature _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Laboratory experience to apply knowledge and skills introduced in NS A305					
17a. Course Prerequisite(s) (list prefix and number) NS A205 or concurrent enrollment		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) NSA305	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Admission to clinical major and RN licensure in the state of Alaska		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Updating of CAR & CCG. Change in pre-requisite, registration restriction, and course description.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 185Date

**Course Content Guide
School of Nursing
Bachelor of Science Program**

- I. Date of Initiation:** Spring 2008
- II. Course Information**
- College/School:** CHSW / School of Nursing
- Course Subject:** NS
- Course Number:** A305L
- Credits:** 1.0 credit
- Contact Hours:** (0+3)
- Course Program:** Bachelor of Science, Nursing Science
Registered Nurse Option
- Course Title:** Health Assessment of Individuals Laboratory
- Grading Base:** Pass/No Pass
- Implementation Date:** Fall 2008
- Course Description:** Laboratory experience to apply knowledge and skills introduced in NS A305
- Course Prerequisites:** NS A205 or concurrent enrollment
- Course Co-requisites:** NS A305
- Registration Restrictions:** Admission to the clinical major and RN licensure in the State of Alaska
- Course Fee:** Yes

III. Instructional Goals

Instructor will:

1. Structure laboratory activities designed to refine skills used in interviewing and in conducting and documenting a systematic health history and physical examination.
2. Guide students in the appropriate selection and safe utilization of health assessment instruments.

IV. Student Outcomes	V. Assessment/Evaluation Methods
The student will be able to:	
Perform a systematic health history and physical assessment	Observation of health history and physical examination demonstration Role-playing clinical situations
Appropriately select and safely use health assessment instruments when conducting a health assessment	Observation of health history and physical examination demonstration Role-playing clinical situations
Use appropriate interviewing techniques to facilitate health assessment	Observation of health history and physical examination demonstration Role-playing clinical situations
Communicate health assessment findings verbally and in writing according to clinical standards of practice	Health assessment documentation Role-playing clinical situations

VI. Course Level Justification

Designed for registered nurses (RNs) with experience with technologies used in nursing practice. This is a required course in the Bachelor of Science, Nursing Science, Registered Nurse Option track. Provides practice in the techniques of physical examination as taught in NS A305.

VII. Topical Course Outline

- A. Gathering a Patient History
- B. Health Assessment Instruments
- C. Examination of the Skin, Head, Neck and Lymph
- D. Examination of the Eyes, Ears, Nose, Mouth and Throat
- E. Examination of the Breast, Chest and Lungs
- F. Examination of the Cardio-Vascular System
- G. Examination of the Abdomen
- H. Examination of the Genitourinary System
- I. Examination of the Neurological System
- J. Examination of the Musculoskeletal System
- K. Examination of the Pediatric Client
- L. Examination of the Older Adult

VIII. Suggested Texts

Jarvis, C. (2007). *Physical examination and health assessment*. (5th ed.). Philadelphia: W.B. Saunders.

Jarvis, C. (2007). *Pocket companion for physical examination and health assessment* (5th ed.). Philadelphia: W. B. Saunders.

IX. Bibliography

Anonymous (2006). Assessing the cranial nerves. *Nursing*, 36(11), 47.

Bachman, J. W. (2003). The patient-computer interview: A neglected tool that can aid the clinician. *Mayo Clinic Proceedings*, 78(1), 67-79.

Dains, J. E., Karenitkov, D., Proud, B. (2007). *Nursing health assessment: A critical thinking, case studies approach*. Philadelphia: F. A. Davis.

D'Amico, D., & Barbarito, C. (2007). *Health and physical assessment in nursing*. Upper Saddle River, NJ: Pearson Education.

Dulak, S. B. (2004). A practical guide to a thorough history, *RN*, 67(1), 14-21.

Finesilver, C. A. (2001). Perfecting your skills: Respiratory assessment. *RN*, 28(2), 16-25.

Hanson, C., Novilla, L., Barnes, M., DeLa Cruz, N. & Meacham, A. (2007). Using family health history for chronic disease prevention in the age of genomics:

Translation to health education practice. *American Journal of Health Education*, 38(4), 219-230.

Klingman, L. (1999). Assessing the male genitalia. *American Journal of Nursing*, 99(6), 44.

Lein, C., & Wills, C. (2007). Using patient-centered interviewing skills to manage complex patient encounters in primary care. *Journal of the American Academy of Nurse Practitioners*, 19(5), 215-221.

Mehta, M. (2003). Assessing the abdomen. *Nursing*, 33(5), 54-56.

Peacock, S. (2004). Systematic health assessment: A case study. *Practice Nursing*, 15(6), 270, 271-274.

Percy, M. S. (2008). Oral health of adolescents-It's more than dental caries. *MCN, American Journal of Maternal Child Nursing*, 3(1), 26-29.

Rushing, J. (2005). Clinical do's & don'ts of assessing ascites. *Nursing*, 35(2), 68.

Skene, C. (2007). Interviewing women: Using reflection to improve practice. *Nurse Researcher*, 14(4), 53-64.

Victor, K. (2001). Properly assessing pain in the elderly. *RN*, 64(5), 45-49.

Course Content Guide
University of Alaska Anchorage
College of Health and Social Welfare

I. Date of Initiation: Spring 2008

II. Course Information

College/School:	CHSW / School of Nursing
Course Subject:	NS
Course Number:	A313
Course Credits:	3.0
Contact Hours:	(3+0)
Course Program:	Bachelor of Science, Nursing Science
Course Title:	Health Disruptions I
Grading Basis:	A-F
Implementation Date:	Fall 2008
Course Description:	Introduces episodic health disruptions occurring across the lifespan to include collaborative care and nursing management. Nursing therapeutics focus on nursing management of the individual and the family within the acute care setting.
Course Prerequisites:	A grade of C or better in NS A204, NS A216, NS A300, NS A303, NS A309 and a grade of Pass in NS A303L.
Course Co-requisites:	NS A313L
Registration Restrictions:	NA
Course Fee:	Yes

III. Instructional Goals:

The instructor will:

1. Guide student to incorporate prior learned material from nutrition, lifespan development, pathophysiology, pharmacology, and foundations into the theoretical knowledge base.
2. Prepare students to use critical thinking and the nursing process to care for individuals and families with an episodic health disruption.
3. Explain the use of research findings as rationale for nursing care of individuals and families undergoing an episodic health disruption.
4. Lead exploration the nursing roles of advocacy, assessment, caring, collaboration, communication, health teaching and referral when caring for individuals and families experiencing and episodic health disruption.

IV. Student Outcomes Students will be able to:	V. Assessment/Evaluation Methods
1. Demonstrate knowledge of the ill client experiencing an episodic health disruption across the lifespan -- to include integration of prior learned material.	Theory examination Online quizzes Academic nursing care plan
2. Determine and deliver care that is safe, effective, and consistent with the best evidence in the literature.	Evidence based practice journal exercise
3. Demonstrate critical thinking in the academic setting.	Theory examination Academic nursing care plan
4. Determine rationale for nursing management strategies used in planning, delivering and documenting care for clients with an episodic health disruption.	Academic nursing care plan
5. Examine use of therapeutic communication techniques with ill clients and their families.	Theory examination Communication journal exercise
6. Discuss techniques and rationale required for psychomotor skills in the acute care setting.	Skills lab practicum Class discussion
7. Justify prioritization of care for multiple ill clients in the acute care setting.	Academic nursing care plan Theory examination
8. Compare and contrast varying nursing roles (care provider, advocate, educator, collaborator) used when providing nursing care to clients experiencing a health disruption.	Theory examination

VI. Course Level Justification:

This course provides the foundational knowledge and skills for the beginning staff nurse in the acute care setting. This role requires application of prior material (foundations of nursing and pharmacology) to develop higher level skills to prepare the student to care for multiple patients in the acute care setting.

VII. Topical Course Outline:

- 1.0 Conceptual & Perceptual Patterns
 - 1.1 Complex Analgesia
 - 1.2 Patient-controlled analgesia
 - 1.3 Pain in Children
- 2.0 Activity Exercise Patterns
 - 2.1 Upper Respiratory Problems
 - 2.2 Lower Respiratory Problems
 - 2.3 Obstructive Pulmonary Problems
 - 2.4 Musculoskeletal Problems
- 3.0 Nutritional Metabolic Patterns
 - 3.1 Fluid & Electrolyte Imbalances
 - 3.2 Acid Base Imbalances
 - 3.3 Diabetes
 - 3.4 Hypertension
 - 3.5 Coronary Artery Disease
 - 3.6 Congestive Heart Failure & Cardiac Surgery
 - 3.7 Congenital Heart Defects
 - 3.8 Dysrhythmias
 - 3.9 Valvular and Infective Heart Disorders
 - 3.10 Acute and Chronic Renal Failure
 - 3.11 Shock
- 4.0 Elimination Patterns
 - 4.1 Upper Gastrointestinal Problems
 - 4.2 Lower Gastrointestinal Problems
 - 4.3 Ostomy Care
 - 4.4 Male Genitourinary Problems
 - 4.5 Renal and Urologic Problems
 - 4.6 Acute & Chronic Renal Failure
- 5.0 Coping Stress Tolerance Patterns
 - 5.1 Peri-operative Care
- 6.0 Role Relationship Patterns
 - 6.1 Developmental considerations in the ill child
 - 6.2 Parenting and the ill child
- 7.0 Nursing Therapeutics
 - 7.1 Caring
 - 7.2 Collaborations
 - 7.3 Communication
 - 7.4 Critical Thinking
 - 7.5 Nursing Process
 - 7.6 Psychomotor Skills
- 8.0 Role of the Nurse
 - 8.1 Provider of Direct Care
 - 8.2 Collaborator
 - 8.3 Health Educator
 - 8.4 Client Advocate

VIII. Suggested Textbooks:

Hockenberry & Wilson. (2007). *Wong's nursing care of infants and children*, (8th ed.). St. Louis, MO: Mosby.

Lewis, S., Heitkemper, M., Dirksen, S., O'Brien, P., & Bucher L. (2007). *Medical-surgical nursing: Assessment and management of clinical problems*, (7th ed.). St. Louis, MO: Mosby.

Mathers, D. (2007). *Virtual clinical excursions -- medical surgical for Lewis, Heitkemper, Dirksen, O'Brien and Bucher: Medical-surgical nursing: Assessment and management of clinical problems*, (7th ed.). St Louis: Elsevier Mosby.

Nugent, P., & Vitale, B. (2004). *Test success: Test-taking techniques for beginning nursing students* (4th ed.). Philadelphia: F.A. Davis Company.

O'Brien, P. (2007). *Study guide for medical-surgical nursing: Assessment and management of clinical problems*, (7th ed.). St. Louis, MO: Mosby Elsevier.

Wilson, D., Hockenberry, M., Barrera, P., Hueckel, R., Diagneau, C., Cerasuolo, K., & Bryant, R. (2007). *Virtual clinical excursions – pediatrics for Wong's nursing care of infants and children*, (8th ed.). St. Louis, MO: Elsevier Mosby.

IX. Bibliography:

Astle, S. (2005). Restoring electrolyte balance. *RN*, 68 (5), 34-37.

Cheng, S. (2005). Treating HTN crisis. How low? How fast? *RN*, 68(6), 37-41.

Chojnowski, D (2007). Treatment for the troubled heart. *Nursing Made Incredibly Easy*, 5(4), 38-49.

Coughlin, A. & Parchinsky C. (2006). Go with the flow of chest tube therapy. *Nursing*, 36 (2), 36-41.

D'Arcy, Y. (2007). Safe pain relief at the push of a button. *Nursing Made Incredibly Easy*, 5(5), 9-12.

Holcomb, S. (2006). Carditis: Hearts afire. *Nursing Made Incredibly Easy*, 4(4), 14-24.

Quigley, P. (2005). Valve jobs aren't just for '57 Chevys: Expertly sorting through the various types of valvular disorders. *Nursing Made Incredibly Easy*, 3(3), 20-35.

- Riggs, J. (2006). Too pooped to pump: Managing chronic heart failure. *Nursing Made Incredibly Easy*, 4(1), 28-40.
- Rooney, J. (2004). Oh those aching joints: What you need to know about arthritis. *Nursing*, 34(11), 59-63.
- Rosenthal, K. (2007). Totally TPN. *Nursing Made Incredibly Easy*, 5(5), 59-62.
- Rosenthal, K (2004). Avoiding bad blood: Key steps to safe transfusions, *Nursing Made Incredibly Easy*, 2 (5), 20-28
- Woodruff, D.W. (2006). Take these 6 easy steps to ABG analysis. *Nursing Made Incredibly Easy*, 4(1), 4-7.

**Course Content Guide
University of Alaska Anchorage
College of Health and Social Welfare**

I. **Date of Initiation:** Spring 2008

II. **Course Information**

College/School: CHSW / School of Nursing
Course Subject: Nursing
Course Number: A313L
Course Credits: 3.0
Course Contact Hours: (3 + 0)
Course Program: Bachelor of Science, Nursing Science
Course Title: Health Disruptions I Laboratory
Grading Basis: Pass/No Pass
Implementation Date: Fall 2008
Course Description: Clinical experience introducing episodic health disruptions occurring across the lifespan to include collaborative care and nursing management. Emphasizes psychomotor competencies associated with clinical conditions in the clinical setting. Nursing therapeutics focus on nursing management of the individual and the family within the acute care setting.
Course Prerequisites: A grade of C or better in NS A204, NS A216, NS A300, NS A303 and NS A309 and grade of Pass in NS A303L.
Course Co-requisites: NS A313
Registration Restrictions: NA
Course Fee: Yes

III. **Instructional Goals:**

The instructor will:

1. Facilitate the integration and application of prior learned material from nutrition, lifespan development, pathophysiology, pharmacology, and foundations when caring for ill patients in an acute care setting.
2. Promote the use of critical thinking and the nursing process when caring for individuals and families experiencing an episodic health disruption.
3. Foster the utilization of research findings as rationale for nursing care of individuals and families undergoing an episodic health disruption.

4. Guide students as they experience nursing roles of advocacy, assessment, caring, collaboration, communication, health teaching and referral when caring for individuals and families experiencing an episodic health disruption.
5. Supervise students in the application of psychomotor skills required to care for ill clients in an acute care setting.

IV. Student Outcomes Students will be able to:	V. Evaluation/Assessment Methods
1. Deliver nursing care that is safe, effective and consistent with best practices in the literature.	Clinical practicum evaluation Clinical evidence based practice journal
2. Integrate learned material when assuming the professional nursing role with multiple patients experiencing an episodic health disruption.	Clinical practicum evaluation Nursing care maps
3. Utilize nursing process in planning, delivering and documenting care for clients with an episodic health disruption.	Clinical practicum evaluation Nursing care plans/maps
4. Demonstrate use of psychomotor skills techniques with clients and their families in the acute care setting.	Clinical practicum evaluation Clinical communication journal Skills laboratory return demonstrations and quizzes Mathematics quizzes

VI. Course Level Justification:

This course provides the clinical practicum to allow application of foundational knowledge and skills for the beginning staff nurse in the acute care setting. This role requires application of prior material (foundations of nursing and pharmacology) to develop higher level skills to prepare the student to care for multiple patients in the acute care setting.

VII. Topical Course Outline:

- 1.0 Conceptual & Perceptual Patterns
 - 1.1 Complex Analgesia
 - 1.2 Patient-Controlled Analgesia
 - 1.3 Pain in Children
- 2.0 Activity Exercise Patterns
 - 2.1 Upper Respiratory Problems
 - 2.2 Lower Respiratory Problems
 - 2.3 Obstructive Pulmonary Problems
 - 2.4 Musculoskeletal Problems

- 3.0 Nutritional Metabolic Patterns
 - 3.1 Fluid & Electrolyte Imbalances
 - 3.2 Acid Base Imbalances
 - 3.3 Diabetes
 - 3.4 Hypertension
 - 3.5 Coronary Artery Disease
 - 3.6 Congestive Heart Failure & Cardiac Surgery
 - 3.7 Congenital Heart Defects
 - 3.8 Dysrhythmias
 - 3.9 Valvular and Infective Heart Disorders
 - 3.10 Acute and Chronic Renal Failure
 - 3.11 Shock
- 4.0 Elimination Patterns
 - 4.1 Upper Gastrointestinal Problems
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 - 4.3 Ostomy Care
 - 4.4 Male Genitourinary Problems
 - 4.5 Renal and Urologic Problems
 - 4.6 Acute & Chronic Renal Failure
- 5.0 Coping Stress Tolerance Patterns
 - 5.1 Peri-operative Care
- 6.0 Role Relationship Patterns
 - 6.1 Developmental Considerations in the Ill Child
 - 6.2 Parenting and the Ill Child
- 7.0 Nursing Therapeutics
 - 7.1 Caring
 - 7.2 Collaborations
 - 7.3 Communication
 - 7.4 Critical Thinking
 - 7.5 Nursing Process
 - 7.6 Psychomotor Skills
- 8.0 Role of the Nurse
 - 8.1 Provider of Direct Care
 - 8.2 Collaborator
 - 8.3 Health Educator
 - 8.4 Client Advocate

VIII. Suggested Textbooks:

- Carpenito-Moyet, L. (2008). *Nursing diagnosis: Application to clinical practice*, (12th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.
- Deglin, J., & Vallerand, A. (2007). *Davis's drug guide for nurses*, (10th ed.). Philadelphia, F.A. Davis Company.
- Elkin, M., Perry, A., & Potter, P. (2007). *Nursing interventions & clinical skills*, (4th ed.). St Louis: Mosby Elsevier.

Mathers, D. (2007). *Virtual clinical excursions – medical surgical for Lewis, Heitkemper, Dirksen, O'Brien and Bucher: Medical-Surgical nursing: Assessment and management of clinical problems*, (7th ed.). St Louis: Elsevier Mosby.

Pagana, K. & Pagana, T. (2006). *Mosby's manual of diagnostic and laboratory tests*, (3rd ed.). St. Louis, MO: Mosby Elsevier.

Wilson, D., Hockenberry, M., Barrera, P., Hueckel, R., Diagneau, C., Cerasuolo, K., & Bryant, R. (2007). *Virtual clinical excursions – pediatrics for Wong's nursing care of infants and children* (8th ed.), St. Louis, MO: Elsevier Mosby.

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Bonner, S. (2007). Fixate on pin site care. *Nursing Made Incredibly Easy*, 5(4), 22-25.

Coughlin, A., & Parchinsky C. (2006). Go with the flow of chest tube therapy. *Nursing*, 36(2), 36-41.

D'Arcy, Y. (2007). Safe pain relief at the push of a button. *Nursing Made Incredibly Easy*, 5(5), 9-12.

Guthrie, D., Dreher, D. & Munson, M. (2006). What you need to know about PICCs, part 1. *Nursing*, 37(8), 18.

Noble, KA. (2003). Name that tube. *Nursing 2003*, 33(3), 56-63.

Padula, C., Kenny, A., Planchon, C., & Lamoreaux, C. (2004). Enteral feedings: What the evidence says: Avoid contamination of feedings and its sequelae with this research-based protocol. *American Journal of Nursing*, 104(7), 62-69.

Rosenthal, K. (2007). Totally TPN. *Nursing Made Incredibly Easy*, 5(5), 59-62.

Rosenthal, K (2004). Avoiding bad blood: Key steps to safe transfusions, *Nursing Made Incredibly Easy*, 2(5), 20-28.

UAB GOAL SETTING 2007-2008

GOAL 1. REVISE CURRICULUM HANDBOOK:

GOAL 2. INSTITUTIONALIZE UAB/GAB ROLES AND PROCEDURES FOR ENSURING SOUND ACADEMIC QUALITY OF DISTANCE DELIVERY COURSES.

GOAL 3. DEVELOP CLOSER COORDINATION WITH OAA AND ENROLLMENT SERVICES TO INSTITUTIONALIZE REVIEW AND DEVELOPMENT OF ACADEMIC POLICIES FOR THEIR IMPACTS ON ACADEMICS TO ENSURE THAT FACULTY INPUT AND REVIEW BY UAB AND GAB IS AUTOMATIC.

GER Member	UAB Member	College/School	Category	Term	Email	Phone
Suzanne Forster	UAB Member	CAS		2007-2009	afsf@uaa.alaska.edu	786-4365
Jack Pauli		CBPP		2008-2010	pauli@uaa.alaska.edu	745-4143
Catherine Sullivan	UAB Member	CHSW		2008-2010	afchs1@uaa.alaska.edu	786-4576
Utpal Dutta	UAB Member	SOE		2008-2010	afud@uaa.alaska.edu	786-1900
Bob Capuozzo		COE		2008-2010	afrc2@uaa.alaska.edu	786-4327
Robin Wahto	UAB Member	CTC		2008-2010	afrjw@uaa.alaska.edu	786-6932
Erik Hirschman	UAB Member	Mat-Su	Social Sciences	2007-2009	pfeth@matsu.alaska.edu	745-9733
Jeane Breinig			Written Communication	2007-2009	afjmb1@uaa.alaska.edu	786-4385
Doug Parry			Oral Communication	2008-2009	afdjp@uaa.alaska.edu	786-4395
Len Smiley			Quantitative Skills	2007-2009	afms@uaa.alaska.edu	786-1963
vacant (to be nominated)			Natural Sciences	2008-2010		
Patricia Fagan			Humanities	2008-2010	afpcf@uaa.alaska.edu	786-4060
Walter Olivares			Fine Arts		afwgo@uaa.alaska.edu	786-4711
Karl Wing		Student		2008-2009	askrw8@uaa.alaska.edu	
Tom Miller	Assistant Provost	OAA	ex-officio		avpaa@uaa.alaska.edu	786-1053
Hilary Davies	UAB Chair		ex-officio	2008-2009	afhmd@uaa.alaska.edu	786-1745

Pending approval