I. Roll

( ) Barbara Brown  ( ) Fred Barbee  ( ) Len Smiley
( ) Caedmon Liburd  ( ) Gail Holtzman  ( ) Robin Wahto
( ) Catherine Sullivan  ( ) Grant Baker  ( ) Roy Poole
( ) Cheryl Smith  ( ) Hilary Davies  ( ) Stephen Gillon
( ) Deborah Mole  ( ) Hilary Seitz  ( ) Suzanne Forster
( ) Erik Hirschmann  ( ) Jack Pauli  ( ) Toni Croft

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

III. Approval of Meeting Summary for December 12, 2007 (pg. 4-6)

IV. Administrative Report

A. Assistant Provost Tom Miller

V. Chair’s Report

A. UAB Chair- Caedmon Liburd

B. GER Chair- Suzanne Forster

VI. Program/Course Action Request – Second Reading

A. CAS

Chg ENGL A212 Technical Writing (3 cr) (3+0)
No revisions received

Chg ENGL A313 Professional Writing (3 cr) (3+0)
No revisions received

Chg LING A101 The Nature of Language (3 cr) (3+0)
No revisions received

B. CHSW

Add HUMS A185 Introduction to Field Work (1 cr) (1+0) (pg. 7-13)

Chg HUMS A495B Human Services Practicum IV (3 cr) (1+9)
No revisions received

C. CTC

Chg ATA A492 Air Transportation System Seminar (3 cr) (3+0)
At GERC

Chg AAS Dental Hygiene Catalog Copy (pg. 14-27)

VII. Program/Course Action Request – First Reading
Chg  BA A231  Fundamentals of Supervision (3 cr) (3+0) (pg. 28-32)
Chg  DNCE A061  Elementary Ballet (1 cr) (1+1) (pg. 33-35)
Chg  DNCE A081  Elementary Jazz (1 cr) (1+1) (pg. 36-39)
Chg  DNCE A101  Fundamentals of Ballet (2 cr) (1+2) (pg. 40-42)
Chg  DNCE A121  Fundamentals of Modern I (2 cr) (1+2) (pg. 43-46)
Chg  DNCE A151  Fundamentals of Tap I (1 cr) (1+1) (pg. 47-49)
Chg  PHIL A101  Introduction to Logic (3 cr) (3+0) (pg. 50-53)
Chg  PHIL A201  Introduction to Philosophy (3 cr) (3+0) (pg. 54-57)
Chg  PHIL A211  History of Philosophy I (3 cr) (3+0) (pg. 58-62)
Chg  PHIL A212  History of Philosophy II (3 cr) (3+0) (pg. 63-68)
Chg  PHIL A301  Ethics (3 cr) (3+0) (pg. 69-74)
Del  PHIL A313A  Eastern Philosophy & Religion (1 cr) (1+0) (pg. 75)
Chg  PHIL A313  Eastern Philosophy & Religion (3 cr) (3+0) (pg. 76--81)
Chg  PHIL A314  Western Religions (3 cr) (3+0) (pg. 82-88)
Add  THR A492  Senior Seminar (3 cr) (3+0) (pg. 89-93)
Chg  CED A107  Introduction to Active Stock Trading (1 cr) (1+0) (pg. 94-100)
Add  PER A172  Kenai Fishing Academy (2 cr) (1+2) (pg. 101-104)
Chg  FIRE A117  Rescue Practices (3 cr) (3+0) (pg. 105-109)
Chg  A.A.S. Fire and Emergency Services Technology-Fire Administration Option Only (pg. 110-111)

VIII. Old Business

IX. New Business
A. Academic Boards Survey

X. Informational Items and Adjournment
A. Curriculum Log
B. Curriculum Handbook
C. Purge List (pg. 112-116)
D. Trial Courses
   AEST  A694  Alaska Natural Resource Development & Environment
   CE    A694T Ocean Waves
   CE    A694S Slope Stability
   CED   A194  Plein-Air Painting
   CSE   A394A Applied Engineering C++ for Java Programmers
   CSE   A394B Engineering Systems Administration
CTE A590  Selected Topics in Career and Technical Education
PEP A520  Principles of Coaching
KO PER A194  Brilliant Diabetic
KPC AGRI A194H  Vegetable Production
KPC CED A194  Creative Digital Darkroom
KPC CED A194  Introduction to Digital Imaging
KPC Math A094A  Beginning Algebra A
KPC Math A094B  Beginning Algebra B
KPC Math A094C  Beginning Algebra C
Undergraduate Academic Board Summary

December 14, 2007
ADM 204
2:00 – 5:00 pm

I. Roll

(x) Barbara Brown  (x) Fred Barbee  (x) Len Smiley
(x) Caedmon Liburd  (E) Gail Holtzman  (E) Robin Wahto
(E) Catherine Sullivan  (A) Grant Baker  (x) Roy Poole
(x) Cheryl Smith  (x) Hilary Davies  (x) Stephen Gillon
(x) Deborah Mole  (x) Hilary Seitz  (x) Suzanne Forster
(x) Erik Hirschmann  (E) Jack Pauli  (E) Toni Croft

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

III. Approval of Meeting Summary for November 30, 2007 (pg. 3-4)
Specify Eu'pick Language
Approved

IV. Administrative Report

A. Assistant Provost Tom Miller

V. Chair’s Report

A. UAB Chair- Caedmon Liburd

B. GER Chair- Suzanne Forster
Approved 7 MATH Courses
Discussion about GER Capstone CGGs
Governance will send out a series of CCGs as references, not models

VI. Program/Course Action Request – Second Reading

A. CAS

Chg CS A221  Computer Organization and Assembly Programming (3 cr) (3+0) (pg. 7-12)
Approved

Chg MATH A107  College Algebra (4 cr) (4+0) (pg. 13-17)
Chg MATH A108  Trigonometry (3 cr) (3+0) (pg. 18-21)
Chg MATH A109  Precalculus (6 cr) (6+0) (pg. 22-27)
Chg MATH A172  Applied Finite Mathematics (3 cr) (3+0) (pg. 28-31)
Chg MATH A200  Calculus I (4 cr) (4+0) (pg. 32-35)
Chg MATH A201  Calculus II (4 cr) (4+0) (pg. 36-39)
Chg MATH A272  Applied Calculus (3 cr) (3+0) (pg. 40-48)
MOTION (Len Smiley): approve MATH 107, A108, A109, 172, 200, 201, & 272 as a packet
2nd Suzanne Foster, GER Chair
Approved

Chg  ENGL A212  Technical Writing (3 cr) (3+0)
No revisions received

Chg  ENGL A313  Professional Writing (3 cr) (3+0)
No revisions received

Chg  LING A101  The Nature of Language (3 cr) (3+0)
No revisions received

B. CBPP

Chg  ACCT A401  Advanced Accounting (3 cr) (3+0) (pg. 49-53)
Approved

Chg  ACCT A410  Advanced Income Tax (3 cr) (3+0) (pg. 54-57)
Approved

Chg  BA A273  Introduction to Statistics for Business and Economics
(3 cr) (3+0) (pg. 58-61)
Approved

C. CTC

Chg  CTE A411  Historical and Philosophical Foundations of Career and Technical Education
(3 cr) (3+0) (stacked w/ CTE A611) (pg. 62-74)
Approved

Add  CTE A490  Selected Topics in Career and Technical Education (1-6 cr) (1-6+0)
(stack w/ CTE A690) (pg. 75-96)
Approved

VII. Program/Course Action Request – First Reading

Chg  BA A231  Fundamentals of Supervision (3 cr) (3+0) (pg. 97-101)
MOTION (Steve Gillon) Table BA A231 pending proper coordination and initiator attending
Approved

Chg  ATA A492  Air Transportation System Seminar (3 cr) (3+0) (pg. 102-106)
CAR has to be a uniformed form and format
Remanded to GERC w/ changes

Add  HUMS A185  Introduction to Field Work (1 cr) (1+0) (pg. 107-113)
Approved

Chg  HUMS A495B  Human Services Practicum IV (3 cr) (1+9) (pg. 114-123)
Remanded to GERC w/ changes in student outcome and assessment descriptor

Chg  Accepted
AAS Dental Hygiene Catalog Copy (pg. 124-135)

VIII. Old Business
IX. New Business

X. Informational Items and Adjournment
   A. Curriculum Log
   B. Curriculum Handbook

Meeting Approved @ 3:13 p.m.
## Curricular Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>HW CHSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>ADHS Div of Human Svs Health Sci</td>
</tr>
<tr>
<td>1c. Department</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>HUMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>A185</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEU</td>
<td>1</td>
</tr>
<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

### Course/Program Title

**Introduction to Field Work**

 Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>☒ Academic</th>
<th>☐ Non-credit</th>
<th>☐ CEU</th>
<th>☐ Professional Development</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action</th>
<th>☒ Course</th>
<th>☐ Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Add</td>
<td>☐ Change</td>
<td>☐ Delete</td>
</tr>
</tbody>
</table>

###Course Description

Essential elements of field experience learning in a Human Service setting will be presented. Students will complete all documents necessary to enroll in HUMS A295A.

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>☒ A-F</th>
<th>☐ P/NP</th>
<th>☐ NG</th>
</tr>
</thead>
</table>

### Implementation Date

From: Fall 2008  
To: 9999/

### Cross Listed with

N/A

### Other Restrictions

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

### Evaluation

Provide foundational orientation and preparation for Human Services students planning to enroll in HUMS A295A.

---

**Initiator (faculty only)**  
Date

**Initiator (PRINT NAME)**  
Date

---

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

**Department Chairperson**  
Date

**Academic Board Chairperson**  
Date

**Provost or Designee**  
Date

---

**Approved**  
Disapproved:
I. Initiation Date: October 5, 2007

II. Course Information
A. College: College of Health and Social Welfare
B. Course Title: Introduction to Field Work
C. Course Subject/Number: HUMS A185
D. Credit Hours: 1.0 Credit
E. Contact Hours: 1+0
F. Grading Information: A-F
G. Course Description: Essential elements of field experience learning in a Human Service setting will be presented. Students will complete all documents necessary to enroll in HUMS A295A
H. Status to course relative to degree or certificate program:
   Applies to the AAS in Human Services degree
I. Lab Fees: No
J. Coordination: PWSCC, KPC, Mat-Su College and Kachemak Bay Campus Human Services Programs
K. Course Prerequisites: Completed or concurrently enrolled in [HUMS A101] or HUMS A223
L. Registration Restrictions: None

III. Course Level Justification
Provide foundational orientation and preparation for Human Services student planning to enroll in HUMS A295A.

IV. Outline
1.0 Safety.
   1.1 General campus safety.
   1.2 Building evacuation procedures.
   1.3 Specific agency precautions.

2.0 Overview of Human Service practicum process.
   2.1 The field experience as a learning opportunity.
   2.2 HUMS A295A, course requirements.

3.0 Introduction to professionalism in Human Service field.
   3.2 Resume writing.
4.0 Barrier laws and practicum placement in Human Services.
4.1 Public and private agency expectations of practicum students in field work.
4.2 Human Service Practicum I application
4.3 Interviewing Skills

V. Instructional Goals

1.0 To familiarize students with learning in a field work context.
1.1 To familiarize students with the policies, procedures and activities associated with the Human Service Field Work course, HUMS A295A.
1.2 To complete the application for HUMS A295A.

VI. Student Outcomes

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express an understanding of practicum as a learning experience.</td>
<td>Graded paper.</td>
</tr>
<tr>
<td>Demonstrate an understanding of HUMS A295A course requirements.</td>
<td>Written examination.</td>
</tr>
<tr>
<td>Acquire an understanding of the National Organization of Human Services Code of Conduct.</td>
<td>Written examination.</td>
</tr>
<tr>
<td>Construct a written resume.</td>
<td>Graded written assignment.</td>
</tr>
<tr>
<td>Demonstrate an understanding of State of Alaska DHSS: Barrier Crimes Regulations.</td>
<td>Written examination.</td>
</tr>
<tr>
<td>Completion of HUMS A295A Practicum I application.</td>
<td>Graded written assignment.</td>
</tr>
<tr>
<td>Mastery of basic interviewing skills.</td>
<td>Graded role-play.</td>
</tr>
</tbody>
</table>

VI. Suggested Texts


VII. Bibliography and Resources

McKinney, A. (2002). Real resumes for social work and counseling jobs: Used to change careers and transfer skills to other industries. Fayetteville, NC: PREP.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Human Services HUMS A185, Introduction to Field Work

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Sally Bremner (afsjb@uaa.alaska.edu) 786-1609 LIB 202C

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   1. N/A
   2.
   3.

_________________________________________________________________

Initiator signature
Resource Implication Form

1. School/College: HW - CHSW

2. Program/Course: Human Services

3. Course Prefix: HUMS

4. Course Number: A185

5. Implementation Date: Fall, 2008

6. Type of Action and Category
   - [ ] Course addition
   - [x] Course change
   - [ ] Program addition
   - [ ] Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - [ ] part-time faculty $
   - [ ] new full-time faculty $
   - [x] reassignment of full-time faculty $
   - [ ] additional class/lab space $
   - [ ] modification of class/lab space $
   - [ ] additional library resources $
   - [ ] additional computer equipment $
   - [ ] other costs $

8. Explanation: No additional costs anticipated

[ ] Approved
[ ] Disapproved

Department Chair __________________________ Date __________________________

[ ] Approved
[ ] Disapproved

Dean/Director of School/College __________________________ Date __________________________

[ ] Approved
[ ] Disapproved

Provost __________________________ Date __________________________
# Fee Request Form

1. **School/College:** HW - CHSW

2. **Course Prefix and Number:** HUMS A185

3. **Title:** Introduction to Field Work

4. **Lab Fee Account Number:**
   - Org
   - Obj
   - Fund

5. **Type of Action:**
   - Add ☐
   - Deletion ☐
   - Change ☐ (Increase ☐ or Decrease ☐)

6. **Fee Amount:** $  
   If a Change, please indicate the *current* approved lab fee $ 

7. **Anticipated Student enrollment per class section:**

8. **Projected costs of material per class section:** $  
   (Provide details under #10 Justification for lab fee)

9. **Implementation Date**

10. **Justification for fee** (include materials/supplies used and the cost per item).  
    No fees necessary

---

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Provost</td>
<td>Date</td>
</tr>
</tbody>
</table>
Curriculum Coordination Form

Notification Date: 10/23/07

Initiating unit: UAA HUMS

Affected unit(s): PWSCC, MATSu College, KPC, Kachamack Bay Campus

Course Prefix and Number: HUMS A185   Previous Prefix and Number: N/A

Complete Course/Program Title: Introduction to Field Work

Previous Course/Program Title: N/A

Description of Action: Add new course

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
## Curriculum Action Request

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

### 1. School or College  
CTCTC

### 2. Course Prefix  
n/a

### 3. Course Number  
n/a

### 4. Previous Course Prefix & Number  
n/a

### 5. Credits/CEU  
n/a

### 6. Complete Course/Program Title  
AAS Dental Hygiene Catalog Copy

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

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

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

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

### 11. Implementation Date  
From: Fall/DB To: 999/999

### 12. Cross Listed with N/A  
n/a

### 13. List any programs or college requirements that require this course  
Dental Hygiene, AAS

### 14. Coordinate with Affected Units:  
List serve, extended campus

### 15. General Education Requirement  
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Natural Sciences
- Integrative Capstone

### 16. Course Description  
See attached catalog copy

### 17a. Course Prerequisite(s)  
n/a

### 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  

### 19. Justification for Action  
1. One change to program requirements to update course number change from CA A102 to DN A101.
2. Updated wording in introduction, including CPR and application information to clearly communicate current criteria to students.
3. Amended wording regarding application to UAA, based on recommendations from admissions personnel.
4. Deleted specific application dates to allow flexibility.

---

Initiator (faculty only)  
Sandra Pence  
11/20/07

Initiator (PRINT NAME)  
Sandra Pence  
11/20/07

Approved  
Dean/Director of School/College  
11/20/07

Disapproved  
Dean/Director of School/College  
11/20/07

Approved  
Undergraduate or Graduate Academic Board Chairperson  
11/20/07

Disapproved  
Undergraduate or Graduate Academic Board Chairperson  
11/20/07

Approved  
Provost or Designee  
11/20/07

Disapproved  
Provost or Designee  
11/20/07
The registered dental hygienist is a licensed oral health educator and clinical operator who, as part of the dental team, uses preventive, educational, and therapeutic methods which aid individuals and groups to attain and maintain optimum oral health. Dental hygienists can work as clinicians, educators, researchers, administrators, managers, preventive program developers, consumer advocates, sales and marketing managers, editors, and consultants. Clinical dental hygienists may work in a variety of health care settings such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, or nursing homes.

The Dental Hygiene Program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education. The Associate of Applied Science degree is a three-year endeavor comprising one year of science and general education courses and two years of course work in dental hygiene. The program prepares graduates clinically and academically to take the National and Western Regional Examining Boards (WREB) for licensure.

Clinical dental hygiene requires the ability to sit for long periods of time, good to excellent eye-hand coordination, and excellent fine hand motor skills. Dental hygienists are exposed to bacteria and viruses. Use of protective glasses, face masks and surgical type gloves is required. A professional appearance must be maintained during preclinical and clinical sessions.

Transfer of credits may be possible to graduates of an American Dental Association (ADA) accredited dental assisting program. Contact the Dental Hygiene program advisor for details.

Some expenses beyond tuition generally include activity fees, instruments, uniforms, lab fees, student organization membership, graduation pin, immunizations, cost of Cardiopulmonary Resuscitation (CPR) class, licensure fees, student health insurance, and malpractice insurance for the Western Regional Examining Boards and professional liability insurance.

Once enrolled as a dental hygiene student, the student can anticipate a four-semester, 40-hour-per-week endeavor. Some evening classes and clinics are scheduled.

Associate of Applied Science, Dental Hygiene

Description and Outcomes
This degree program prepares students to sit for the ADA National Board Dental Hygiene Examination (written examination) and the WREB Dental Hygiene Examination (clinical examination), or the WREB Anesthesia Examination (written and clinical) so that they are able to work in the dental hygiene field. At the completion of the program, students are able to demonstrate:

1. Technical skills and professional demeanor to perform occupationally related procedures in various settings.
2. Academic and clinical proficiency necessary to succeed on national and regional examinations.
3. Entry-level occupational skills to work for a variety of employers and in a variety of settings.

**Admission Requirements**

1. Satisfy requirements for admission to Associate Degrees found in Chapter 7 of this catalog.
2. Special admission requirements and application procedures are required. Selection criteria change periodically. Applicants must contact the department for the selection criteria for the year they wish to apply. Completion of the admission requirements does not guarantee selection into the Dental Hygiene Program.

   Applicants transferring credit from another institution should apply to UAA no later than November 1 prior to spring application to Dental Hygiene Program to allow sufficient time for application processing and transcript evaluation by application deadline. Spring enrollment in another institution may postpone transcript evaluation and therefore affect program application acceptance.

   a. Applicants must meet with the UAA Dental Hygiene Program advisor regarding application and program admission requirements prior to application deadline.

   b. Graduation from high school or equivalent.

   c. Documentation from official transcripts showing successful completion of the following science courses with a cumulative GPA of at least 2.5:

   - BIOL A111/L Human Anatomy and Physiology I with lab 4
   - BIOL A112/L Human Anatomy and Physiology II with lab 4
   - BIOL A240 Introductory Microbiology for Health Sciences 4
   - or
   - BIOL A241 Lectures in Introductory Microbiology for Health Sciences 3
   - CHEM A103 Survey of Chemistry 3
   - or
   - CHEM A105 General Chemistry I 3
   - CHEM A104 Introduction to Organic Chemistry and Biochemistry 3

   Courses must be completed by the application deadline.
d. Documentation from official transcripts showing successful completion of the following general requirements courses with a cumulative GPA of at least a 2.5:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A111</td>
<td>Methods of Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM A111</td>
<td>Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>COMM A235 Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>COMM A237 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>COMM A241 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>PSY A111 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>PSY A150 Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>PSY A153 Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC A101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SOC A201 Social Problems and Solutions</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SOC A222 Small and Rural Communities</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SOC A307 Demography</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SOC A309 Urban Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses must be completed by the application deadline.

e. International students must contact Enrollment Services regarding equivalency evaluation of transcripts.

Special Considerations

Due to the nature of the work, students are not permitted to work in the classroom, laboratory, or clinic when under the influence of intoxicants, drugs, or medication affecting psychomotor responses. Guidelines for Infection Control in Dental-Health Care Settings from the Centers for Disease Control and Prevention will be followed for students with, or exposure to, infectious diseases. As a condition of participation in the Dental Hygiene Program students must abide by the University’s “Student Code of Conduct,” the Dental Hygiene Program’s “Policies and Procedures,” and the American Dental Hygienists’ Association “Code of Ethics for Dental Hygienists.”

Application for obtaining an Alaska dental hygiene license requires information concerning illegal activity, crimes, hospitalization history regarding emotional or mental illness, drug addiction, alcoholism, and contagious diseases. If these are issues for the applicant, it is highly recommended the applicant contact the Alaska Department of Occupational Licensing or a similar government agency in any state in which the applicant wants to practice. The UAA Dental Program application requires information concerning disciplinary actions taken at any university or college.
**Preclinical and Clinical Requirements**

Once admitted to the Dental Hygiene Program students are required to provide the following by the first day of class:

1. A signed application form indicating the understanding and acceptance of the Dental Hygiene Program’s requirements regarding health screening, vaccinations, and immunizations.
2. Current Health Care Provider (American Heart Association) or Professional Rescuer (American Red Cross) certification in CPR/AED for infants, children, and adults. First year students must present proof of certification at orientation. Certification must be kept current until graduation.
3. Professional liability insurance must be maintained throughout the duration of the student’s enrollment in Dental Hygiene courses. Specific information regarding acceptable professional liability insurance policies may be obtained directly from the program.

Students enrolled in the Dental Hygiene Program must provide their own transportation to all off campus assignments. The program assumes no responsibility for illnesses and injuries experienced by the student while enrolled in the Dental Hygiene Program. Students are responsible for all costs incurred due to illness or injury experienced by the student while enrolled in the Dental Hygiene Program. It is required that students maintain personal medical insurance while enrolled in the program.

In order to satisfy clinical requirements, students are responsible for providing both adult and child patients.

**Application Procedure**

To be considered for fall admission into the program, the application process must be completed by the deadline date posted on the program’s website.

1. Complete the Dental Hygiene Program application and submit to the address below.
2. Provide proof of admittance into the University of Alaska Anchorage as a premajor dental hygiene student.
3. Request official transcripts (if required) and transcript credit evaluation be sent to the Dental Hygiene Program to provide proof of completion of the courses listed under Admission Requirements 3 and 4. Transcripts and transcript credit evaluation must be received by the application deadline date.
4. Three letters of recommendation sent to the Dental Hygiene Program on the provided forms.

Information and applications can be obtained by contacting:

UAA Dental Hygiene Program  
Allied Health Sciences Building, Room 160  
3211 Providence Drive
Advising
Students should contact the Dental Hygiene Program advisor for details.

Academic Progress
Students must earn at least 75 percent or higher in each dental hygiene course.

Degree Requirements
1. Complete the General University Requirements for Associate of Applied Science Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Course Requirements located at the beginning of this chapter (ENGL A212 or ENGL A213 are recommended).
3. Complete the Major Requirements listed below.

Major Requirements
1. Complete the following required courses:

**Fall Semester 1st year**
- DA A110/110L Dental Radiography with lab 4
- DH A111 Periodontics I 2
- DH A112 Techniques I for Dental Hygienists 7
- DH A114 Anatomy of the Orofacial Structures 2
- *DN A101 Principles of Nutrition (3)*
  or
- *DN A203 Nutrition for Health Sciences (3)*
  *Due to a heavy credit load, it is recommended that the nutrition course be taken prior to formal admission into the Dental Hygiene Program.*

**Spring Semester 1st year**
- DH A113 Issues in Dental Hygiene 1
- DH A121 Periodontics II 2
- DH A122 Techniques II for Dental Hygienists 4
- DH A165 Pharmacology for Dental Hygienists 2
- DH A192 Clinical Seminar I 1
- DH A 195A Clinical Practicum I 4

**Fall Semester 2nd year**
- DH A 211 Current Periodontal Therapies 2
- DH A212 Techniques III for Dental Hygienists 3
- DH A214 Pathology of Oral Tissues 2
- DH A292A Clinical Seminar II 1
- DH A295A Clinical Practicum II 5
DH A310  Oral Pain Control  3

**Spring Semester 2nd year**
DH A224  Principles of Dental Health  3
DH A292B  Clinical Seminar III  1
DH A295B  Clinical Practicum III  6

2. A total of 73 credits is required for the degree.

**FACULTY**
Elizabeth Barnett, Assistant Professor, barnett@uaa.alaska.edu
Sandra Pence, Assistant Professor, pence@uaa.alaska.edu
Preclinical and clinical requirements. Once admitted to the Dental Hygiene program students are required to provide the following by the first day of class.

1. A signed application form indicating the understanding and acceptance of the Dental Hygiene Programs requirements regarding health screening, vaccinations, and immunizations.


3. Professional liability insurance must be maintained throughout the duration of the student’s enrollment in Dental Hygiene courses. Specific information regarding acceptable professional liability insurance policies may be obtained directly from the Program.

Students enrolled in the Dental Hygiene Program must provide their own transportation to all off campus assignments. The Program assumes no responsibility for illnesses and injuries experienced by the student while enrolled in the Dental Hygiene Program. Students are responsible for all costs incurred due to illness or injury experienced by the student while enrolled in the Dental Hygiene Program. It is required that students maintain personal medical insurance while enrolled in the Program. In order to satisfy clinical requirements students are responsible for providing both adult and child patients.
DENTAL HYGIENE
Allied Health Sciences Building (AHS), Room 160, (907) 786-6929
http://www.uaa.alaska.edu/ctc/programs/alliedhealth/dh/

The registered dental hygienist is a licensed oral health educator and clinical operator who, as part of the dental team, uses preventive, educational, and therapeutic methods which aid individuals and groups to attain and maintain optimum oral health. Dental hygienists can work as clinicians, educators, researchers, administrators, managers, preventive program developers, consumer advocates, sales and marketing managers, editors, and consultants. Clinical dental hygienists may work in a variety of health care settings such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, or nursing homes.

The Dental Hygiene Program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education. The Associate of Applied Science degree is a three-year endeavor comprising one year of science and general education courses and two years of course work in dental hygiene. The program prepares graduates clinically and academically to take the National and Western Regional Examining Boards (WREB) for licensure.

Clinical dental hygiene requires the ability to sit for long periods of time, good to excellent eye-hand coordination, and excellent fine hand motor skills. Dental hygienists are exposed to bacteria and viruses. Use of protective glasses, face masks and surgical type gloves is required. A professional appearance must be maintained during preclinical and clinical sessions.

Transfer of credits may be possible to graduates of an American Dental Association (ADA) accredited dental assisting program. Contact the Dental Hygiene program advisor for details.

Some expenses beyond tuition generally include activity fees, instruments, uniforms, lab fees, student organization membership, graduation pin, immunizations, cost of Cardiopulmonary Resuscitation (CPR) class, licensure fees, student health insurance, and malpractice insurance for the Western Regional Examining Boards and professional liability insurance.

Once enrolled as a dental hygiene student, the student can anticipate a four-semester, 40-hour-per-week endeavor. Some evening classes and clinics are scheduled.

Associate of Applied Science,
Dental Hygiene

Description and Outcomes
This degree program prepares students to sit for the ADA National Board Dental Hygiene Examination (written examination) and the WREB Dental Hygiene Examination (clinical examination), or the WREB Anesthesia Examination (written and clinical) so that they are able to work in the dental hygiene field. At the completion of the program, students are able to demonstrate:

1. Technical skills and professional demeanor to perform occupationally related procedures in various settings.
2. Academic and clinical proficiency necessary to succeed on national and regional examinations.
3. Entry-level occupational skills to work for a variety of employers and in a variety of settings
4. Critical thinking and problem solving

Admission Requirements

1. Satisfy requirements for admission to Associate Degrees found in Chapter 7 of this catalog.
2. Special admission requirements and application procedures are required. Selection criteria change periodically. Applicants must contact the department for the selection criteria for the year they wish to apply. Completion of the admission requirements does not guarantee selection into the Dental Hygiene Program. Applicants transferring credit from another institution should apply to UAA no later than November 1 prior to spring application to Dental Hygiene Program to allow sufficient time for application processing and transcript evaluation by application deadline. Spring enrollment in another institution may postpone transcript evaluation and therefore affect program application acceptance.

a. Applicants must meet with the UAA Dental Hygiene Program advisor regarding application and program admission requirements prior to application deadline.

b. Graduation from high school or equivalent.

c. Documentation from official transcripts showing successful completion of the following science courses with a cumulative GPA of at least 2.5:

- BIOL A111/L Human Anatomy and Physiology I with lab 4
- BIOL A112/L Human Anatomy and Physiology II with lab 4
- BIOL A240 Introductory Microbiology for Health Sciences 4
- or
- BIOL A241 Lectures in Introductory Microbiology for Health Sciences 3
- CHEM A103 Survey of Chemistry 3
- or
- CHEM A105 General Chemistry I 3
- CHEM A104 Introduction to Organic Chemistry and Biochemistry 3

Courses must be completed by the application deadline.
d. Documentation from official transcripts showing successful completion of the following general requirements courses with a cumulative GPA of at least a 2.5:

- ENGL A111 Methods of Written Communication 3
- COMM A111 Fundamentals of Oral Communication 3
- COMM A235 Small Group Communication 3
- COMM A237 Interpersonal Communication 3
- COMM A241 Public Speaking 3
- PSY A111 General Psychology 3
- PSY A150 Lifespan Development 3
- PSY A153 Human Relations 3
- SOC A101 Introduction to Sociology 3
- SOC A201 Social Problems and Solutions 3
- SOC A222 Small and Rural Communities 3
- SOC A307 Demography 3
- SOC A309 Urban Sociology 3

Courses must be completed by the application deadline.

e. International students must contact Enrollment Services regarding equivalency evaluation of transcripts.

Special Considerations
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1. Complete the following required courses:

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   - DH A111  Periodontics I  2
   - DH A112  Techniques I for Dental Hygienists  7
   - DH A114  Anatomy of the Orofacial Structures  2
   - *DN A101  Principles of Nutrition (3)  3
     or
   - *DN A203  Nutrition for Health Sciences (3)
   *Due to a heavy credit load, it is recommended that the nutrition course be taken prior to formal admission into the Dental Hygiene Program.

   **Spring Semester 1st year**
   - DH A113  Issues in Dental Hygiene  1
   - DH A121  Periodontics II  2
   - DH A122  Techniques II for Dental Hygienists  4
   - DH A165  Pharmacology for Dental Hygienists  2
   - DH A192  Clinical Seminar I  1
   - DH A 195A  Clinical Practicum I  4

   **Fall Semester 2nd year**
   - DH A 211  Current Periodontal Therapies  2
   - DH A212  Techniques III for Dental Hygienists  3
   - DH A214  Pathology of Oral Tissues  2
   - DH A292A  Clinical Seminar II  1
   - DH A295A  Clinical Practicum II  5
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<td><strong>Spring Semester 2nd year</strong></td>
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<td></td>
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<tr>
<td>DH A224</td>
<td>Principles of Dental Health</td>
<td>3</td>
</tr>
<tr>
<td>DH A292B</td>
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<tr>
<td>DH A295B</td>
<td>Clinical Practicum III</td>
<td>6</td>
</tr>
</tbody>
</table>

2. A total of 73 credits is required for the degree.

**FACULTY**
Elizabeth Barnett, Assistant Professor, barnett@uaa.alaska.edu
Sandra Pence, Assistant Professor, pence@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  
BA

2. Course Prefix  
BA

3. Course Number  
A231

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEU  
3

5b. Contact Hours  
(Lecture + Lab)  
(3+0)

6. Complete Course/Program Title  
Fundamentals of Supervision

Abbreviated Title for Transcript (30 character)

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

8. Type of Action  
☑ Course  ☐ Program

☐ Add  ☐ Delete  ☐ Change

☐ Prefix  ☐ Credits  ☐ Title  ☐ Grading Basis  ☑ Course Description  ☑ Test Score Prerequisites  ☑ Other Restrictions

☐ Class  ☐ Level  ☐ College  ☐ Major

☑ Other Revise course activities and outline

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
From: Spring/2008  To: /9999

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

13. List any programs or college requirements that require this course

Associate of Applied Science, Small Business Administration; Undergraduate Certificate, Small Business Management Certificate; Undergraduate Certificate, Logistics; Associate of Applied Science, Logistics Operations; Associate of Applied Science, Aviation Administration; Associate of Applied Science, Computer Systems Technology; Bachelor of Science, Physical Education, Health and Fitness Leadership

14. Coordinate with Affected Units:  
CTC, CBPP, KPC, Listserv  
Department, School, or College

Initiator Signature  Date

15. ☐ General Education Requirement

☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities

☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

16. Course Description  
Introduces students to the supervisor's role in organizations. Emphasizes development of the insights and skills necessary to achieve organizational objectives through others by effectively using the managerial functions of planning, organizing, leading, and controlling. Offers practical experience in decision making in contemporary and relevant situations facing today's supervisors.

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)  
N/A

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

18. ☑ Mark if course has fees  Standard CBPP Computer Lab Fees

19. Justification for Action  
As part of the CBPP Five-Year Review Program, the course description was revised to make it more concise and the course outline was updated

Initiator (faculty only)  Date

☑ Approved  ☐ Disapproved:

Dean/Director of School/College  Date

☑ Approved  ☐ Disapproved:

Department Chairperson  Date

☑ Approved  ☐ Disapproved:

Undergraduate or Graduate Academic Board Chairperson  Date

☑ Approved  ☐ Disapproved:

Provost or Designee  28 Date

☑ Approved  ☐ Disapproved:

Curriculum Committee Chairperson  Date

☑ Approved  ☐ Disapproved:

Date
I. Date Initiated  
December 4, 2007

II. Course Information  
College/School: College of Business and Public Policy  
Department: Business Administration  
Program:  
- Associate of Applied Science, Small Business Administration  
- Undergraduate Certificate, Small Business Management Certificate  
- Undergraduate Certificate, Logistics  
- Associate of Applied Science, Logistics Operations  
- Associate of Applied Science, Aviation Administration  
- Associate of Applied Science, Computer Systems Technology  
- Bachelor of Science, Physical Education, Health and Fitness Leadership  
Course Title: Fundamentals of Supervision  
Course Number: BA A231  
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: Introduces students to the supervisor's role in organizations. Emphasizes development of the insights and skills necessary to achieve organizational objectives through others by effectively using the managerial functions of planning, organizing, leading, and controlling. Offers practical experience in decision making in contemporary and relevant situations facing today's supervisors.  
Course Prerequisites: N/A  
Registration Restrictions: N/A  
Fees: Standard CBPP computer lab fee

III. Course Activities  
A. Lecture and discussion  
B. Student presentations
IV. Guidelines for Evaluation
   A. Quizzes
   B. Exams
   C. Group project
   D. Class activities

V. Course Level Justification
   This course requires more in-depth study of the managerial functions: planning, leading, organizing, and controlling. Students in their second year of study should have developed the foundation necessary to succeed in the course. Nontraditional students most likely have work experience that they can use to successfully pass the course.

VI. Outline
   A. Understanding the Supervisor’s Role and Challenges
   B. The Planning and Control Functions of Supervision
      1. Establishing goals
      2. Designing and implementing control
      3. Solving problems and decision making
   C. Organizing Staff and Employee Development
      1. Designing effective departments
      2. Staffing and performance appraisals
   D. Motivating Individuals and Groups
      1. Providing effective leadership
      2. Communicating effectively
      3. Supervising groups and teams
   E. Managing Work Dynamics
      1. Dealing with organizational stress
      2. Disciplining employees
      3. Handling labor relations

VII. Suggested Texts


VIII. Bibliography


IX. Instructional Goals and Student Outcomes

A. Instructional Goals.
The instructor will:

1. Discuss the role of supervisors and the challenges they face in the 21st Century
2. Describe the functions of planning and control and how to meet organizational goals
3. Explain how managers make decisions and solve problems
4. Explain how to organize effective departments
5. Discuss how to hire the right people and how to conduct effective performance appraisals
6. Explain the techniques for motivating employees and providing effective leadership
7. Instruct students on how to communicate effectively
8. Discuss how to supervise groups and work teams
9. Explain how to deal with organizational change and the resultant stress that affects organizations
10. Illustrate how to discipline employees
11. Discuss the supervisor’s role in labor relations
### B. Student Outcomes.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organize an activity to achieve specific desired outcomes</td>
<td>Class activities and group project</td>
</tr>
<tr>
<td>2. Plan actions and set goals to achieve specific desired supervisory outcomes</td>
<td>Exams, quizzes and group project</td>
</tr>
<tr>
<td>3. Communicate expectations for specific plan and provide feedback to others</td>
<td>Exams, quizzes, and class activities</td>
</tr>
<tr>
<td>4. Apply decision-making techniques</td>
<td>Exams, quizzes, class activities, and group project</td>
</tr>
<tr>
<td>5. Demonstrate methods of motivating employees</td>
<td>Exams, quizzes, and class activities</td>
</tr>
<tr>
<td>6. Analyze supervisory situations and determine appropriate courses of action</td>
<td>Exams, and group project</td>
</tr>
</tbody>
</table>
1a. School or College
AS CAS

1b. Division
AFAR Division of Fine Arts

1c. Department
Theatre and Dance

2. Course Prefix
DNCE

3. Course Number
A061

4. Previous Course Prefix & Number

5a. Credits/CEU
1

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

6. Complete Course/Program Title
Elementary Ballet

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

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

9. Repeat Status
Yes
# of Repeats
3
Max Credits
4

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

11. Implementation Date
From: Fall/2008
To: /9999

12. Cross Listed with
Stacked
with

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
UAA List Serve
Department, School, or College

15. General Education Requirement
[ ] Oral Communication
[ ] Written Communication
[ ] Quantitative Skills
[ ] Humanities
[ ] Fine Arts
[ ] Social Sciences
[ ] Natural Sciences
[ ] Integrative Capstone

16. Course Description
Introduction to classical ballet for the student with little or no background in dance. Simple exercises and combinations introduce fundamental ballet positions and terminology. Correct anatomical alignment and injury prevention stressed. Special Note: May be repeated three times for credit.

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

17b. Test Score(s)

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

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

17e. Registration Restriction(s) (non-codable)

18. Mark if course has fees

19. Justification for Action
Update course content guide, simplify and clarify language in course description.

Initiator (faculty only)

Approved
Date

Disapproved
Date

Dean/Director of School/College

Approved
Date

Disapproved
Date

Department Chairperson

Approved
Date

Disapproved
Date

Undergraduate or Graduate

Approved
Date

Disapproved
Date

Academic Board Chairperson

Approved
Date

Disapproved
Date

Provost or Designee
I. Date of Initiation: Fall 2008

II. Course Information
   A. College or School: CAS
   B. Course Subject: Dance
   C. Course Number: DNCE A061
   D. Number of Credits: 1.0 (1+1)
   E. Course Title: Elementary Ballet
   F. Grading Basis: A-F
   G. Course Description: Introduction to classical ballet for the student with little or no background in dance. Simple exercises and combinations introduce fundamental ballet positions and terminology. Correct anatomical alignment and injury prevention stressed. Special Note: May be repeated three times for credit.
   H. Course Prerequisites: None
   I. Restrictions: None
   J. Fees: yes

III. Instructional Goals
   A. Instructional Goals. The instructor will:
      1) Present and guide students in executing kinesthetic concepts that ensure proper alignment and safe execution of movement
      2) Present and guide students in executing basic ballet movements
      3) Acquaint students with on the historical contexts that give rise to the art form of ballet
   B. Student Outcomes. The student will be able to:
      4) Discuss with the instructor the potential injuries that can result from improper body alignment
      5) Identify the vocabulary of ballet steps and techniques taught in class
      6) Record individual successes and challenges with the above named concepts after each class in a student journal

IV. Guidelines for Evaluation: Evaluation procedures are at the discretion of the faculty member teaching the course. However, evaluation will include, but not be limited to, regular attendance and journal entries.

V. Course Level Justification: The course is a basic level offering in ballet with less outside work required than the 100 level dance classes. It is designed for the avocational dance student.
VI. Topical Course Outline

1. Body Alignment
   1.1 Knee/feet/hip alignment concepts
   1.2 Pelvis/ribcage/shoulder girdle alignment
   1.3 Spine and head alignment

2. Ballet Barre
   2.1 Plie, releve
   2.2 Tendu, degage, battement
   2.3 Rond de jambs, frappe

3. Ballet Center Floor
   3.1 Five basic body positions
   3.2 Adagio combinations
   3.3 Simple pirouettes and elevations
   3.4 Allegro combinations

4. History of the art of ballet
   4.1 Court dances
   4.2 Louis XIV
   4.3 Romanticism
   4.4 Diagaleff, Balanchine and modern innovators

VII: Suggested Texts:


VIII: Bibliography:


# Curriculum Action Request

**University of Alaska Anchorage**

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

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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<th>6. Complete Course/Program Title</th>
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</thead>
<tbody>
<tr>
<td>Elementary Jazz</td>
</tr>
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</table>

| Abbreviated Title for Transcript (30 character) | |

<table>
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<th>7. Type of Course</th>
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<td>Non-credit</td>
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<td>CEU</td>
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I. Date of Initiation:  Fall 2008

II. Course Information
   A. College or School:   CAS
   B. Course Subject:    Dance
   C. Course Number:   DNCE A081
   D. Number of Credits:  1.0 (1+1)
   E. Course Title:     Elementary Jazz
   F. Grading Basis:    A-F
   G. Course Description: Introductory course in the fundamentals of jazz for the student with little or no dance background. Exercises and movement combinations introduce principles of jazz rhythm and style. Correct anatomical alignment and injury prevention stressed. Special note: May be repeated three times for credit.
   H. Course Prerequisites: None
   I. Restrictions: None
   J. Fees: yes

III. Instructional Goals
   A. Instructional Goals. The instructor will:
      1) Present and guide students in executing kinesthetic concepts that ensure proper alignment and safe execution of movement
      2) Present and guide students in executing basic movement skills needed for rhythmic manipulation and swing
      3) Acquaint students with on the historical contexts that give rise to jazz expression
   B. Student Outcomes. The student will be able to:
      4) Discuss with the instructor the potential injuries that can result from improper body alignment
      5) Identify the differences between whole notes, half notes, quarter notes and duple rhythm and triple rhythm eighth notes, and demonstrate the style of “off-beat” rhythmic manipulation
      6) Discuss the weight release into gravity and the conversational spine in order to achieve the necessary quality of swing in jazz expression
      7) Record individual successes and challenges with the above named concepts after each class in a student journal along with key historical concepts that give rise to jazz expression
IV. **Guidelines for Evaluation:** Evaluation procedures are at the discretion of the faculty member teaching the course. However, evaluation will include, but not be limited to, regular attendance and journal entries.

V. **Course Level Justification:** The course is a basic level offering in jazz skill with less outside work required than the 100 level dance classes. It is designed for the avocational dance student.

VI. **Topical Course Outline**

1. Body Alignment
   
   1.1 Knee/feet/hip alignment concepts
   1.2 Pelvis/ribcage/shoulder girdle aligment
   1.3 Spine and head alignment

2. Swing
   
   2.1 Undercurve and overcurve concepts
   2.2 Weight in the bottom of the swing, suspension at top of swing
   2.3 Engaged forward-directed conversational spine

3. Rudiments of rhythm
   
   3.1 Musical divisions
   3.2 Duple rhythm vs triple rhythm
   3.3 Varieties of rhythmic manipulation

4. History of jazz expression
   
   4.1 West African roots
   4.2 Jazz innovators in the USA
   4.3 Contemporary trends

VII: **Suggested Texts:** None. Handouts provided by instructor.

VIII: **Bibliography:**


### Curriculum Action Request

**University of Alaska Anchorage**

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

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Course Content Guide  
University of Alaska Anchorage  
DNCE A101  
Fundamentals of Ballet I

I. Date of Initiation: Fall 2008

II. Course Information
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   B. Course Subject: Dance
   C. Course Number: DNCE A101
   D. Number of Credits: 2 (1+2)
   E. Course Title: Fundamentals of Ballet I
   F. Grading Basis: A-F
   G. Course Description: Beginning ballet technique introduced through barre and center floor work. Emphasis on correct anatomical alignment and injury prevention. Special Note: May be repeated three times for credit.
   H. Course Prerequisites: None
   I. Restrictions: None
   J. Fees: yes

III. Instructional Goals
   A. Instructional Goals. The instructor will:
      1) Present and guide students in executing kinesthetic concepts that ensure proper alignment and safe execution of movement
      2) Present and guide students in executing basic ballet movements
      3) Acquaint students with on the historical contexts that give rise to the art form of ballet
   B. Student Outcomes. The student will be able to:
      4) Discuss with the instructor the potential injuries that can result from improper body alignment, and demonstrate correct body alignment
      5) Identify and demonstrate the different ballet steps and techniques
      6) Record individual successes and challenges with the above named concepts after each class in a student journal along with key historical concepts that give rise to the art form of ballet

IV. Guidelines for Evaluation: Evaluation procedures are at the discretion of the faculty member teaching the course. However, evaluation will include, but not be limited to, regular attendance and journal entries.

V. Course Level Justification: This course is the beginning level class in ballet technique and is designed for the more serious student.
VI. **Topical Course Outline**

1. **Body Alignment**
   - Knee/feet/hip alignment concepts
   - Pelvis/ribcage/shoulder girdle alignment
   - Spine and head alignment

2. **Ballet Barre**
   - Plie, releve
   - Tendu, degage, battement
   - Rond de jambs, frappe

3. **Ballet Center Floor**
   - Five basic body positions
   - Adagio combinations with epaulement
   - Simple pirouettes and elevations
   - Allegro combinations

4. **History of the art of ballet**
   - Court dances
   - Louis XIV
   - Romanticism
   - Diagaleff, Balanchine and modern innovators

VII: **Suggested Texts:**


VIII: **Bibliography:**


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

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E. Course Title:     Fundamentals of Modern I
F. Grading Basis:    A-F
G. Course Description: Beginning modern dance techniques. Introduces basic dance skills through warm-up exercises and movement combinations. Exploration of modern dance aesthetics and modern dance philosophy. Correct anatomical alignment and injury prevention stressed. Special Note: May be repeated three times for credit.
H. Course Prerequisites: None
I. Restrictions: None
J. Fees: yes

III. Instructional Goals
A. Instructional Goals. The instructor will:
   1) Present and guide students in executing kinesthetic concepts that ensure proper alignment and safe execution of movement
   2) Present and guide students in executing techniques of modern dance in relationship to space, time, flow and weight
   3) Acquaint students with basic principles of the creative process including improvisation
   4) Acquaint students with the philosophy of early modern dance pioneers
B. Student Outcomes. The student will be able to:
   1) Discuss with the instructor the potential injuries that can result from improper body alignment
   2) Identify and demonstrate the different modern steps and techniques
   3) Record individual successes and challenges with the above named concepts after each class in a student journal along with key historical concepts that give rise to the art form of modern dance
K. **Guidelines for Evaluation:** Evaluation procedures are at the discretion of the faculty member teaching the course. However, evaluation will include, but not be limited to, regular attendance and journal entries.

L. **Course Level Justification:** The course is the beginning level class in modern dance technique and is designed for the more serious student.

M. **Topical Course Outline**

1. **Body Alignment**
   - Knee/feet/hip alignment concepts
   - Pelvis/ribcage/shoulder girdle alignment
   - Spine and head alignment

2. **Effort/Shape Concepts**
   - Flow - free to bound
   - Weight - light to strong
   - Time – sustained to quick
   - Focus – indirect to direct

3. **Movement Combination Skills**
   - Leaps, jumps, hops glides and skips
   - Weight shifting and sharing
   - Multi level movement
   - Release techniques
   - Rhythm and dynamics

4. **Creative Process and Dance Aesthetics**
   - Creative invention through improvisation
   - Guided Improvisation and extended sequences
   - Catch-a-phrase
   - Integration of qualitative movement principles to quantitative shapes and positions
   - Physical and aesthetic potential

5. **History of Modern Dance**
   - Isadora Duncan and other early pioneers
   - Post Modernism
   - African-American modern dance pioneers
Physical theatre and contemporary trends

VII:  Suggested Texts: None. Handouts provided by instructor.

VIII: Bibliography:


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

**Curriculum Action Request**  
University of Alaska Anchorage

## 1. Details of the Action

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<th>1b. Division</th>
<th>1c. Department</th>
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## 2. Course Information

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## 6. Abbreviated Course Title

Fundamentals of Tap I

## 7. Type of Course

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

## 8. Type of Action

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

## 9. Repeat Status

- [ ] Yes
- [ ] No

## 10. Grading Basis

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

## 11. Implementation Date

- From: Fall/2008
- To: /9999

## 12. Cross Listed with

- [ ] Stacked with

## 13. List any programs or college requirements that require this course

## 14. Coordinate with Affected Units: UAA List Serve

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<th>Date</th>
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## 15. General Education Requirement

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

## 16. Course Description

Beginning tap dance techniques. Introduces basic tap dance skills through warm-up exercises and movement combinations. Rhythmic improvisation explored. Correct anatomical alignment and injury prevention stressed. Special Note: May be repeated three times for credit.

## 17. Course Requirements

### 17a. Course Prerequisite(s) (list prefix and number)

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)

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### 17e. Registration Restriction(s) (non-codable)

### 18. Mark if course has fees

### 19. Justification for Action

Update course content guide, make title uniform with our other fundamental level dance classes and clarify language in course description.

---

Initiator (faculty only)  Date  

---

Approved Disapproved:  

Dean/Director of School/College  Date  

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Approved Disapproved:  

Department Chairperson  Date  

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Approved Disapproved:  

Undergraduate or Graduate Academic Board Chairperson  Date  

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Approved Disapproved:  

Provost or Designee  Date  

---

Curriculum Committee Chairperson  Date  

---
I. Date of Initiation: Fall 2008

II. Course Information
   A. College or School: CAS
   B. Course Subject: Dance
   C. Course Number: DNCE A151
   D. Number of Credits: 1 (1+1)
   E. Course Title: Fundamentals of Tap I
   F. Grading Basis: A-F
   G. Course Description: Beginning tap dance techniques. Introduces basic tap dance skills through warm-up exercises and movement combinations. Rhythmic improvisation explored. Correct anatomical alignment and injury prevention stressed. Special Note: May be repeated three times for credit.
   H. Course Prerequisites: None
   I. Restrictions: None
   J. Fees: yes

III. Instructional Goals
   A. Instructional Goals. The instructor will:
      1) Present and guide students in executing kinesthetic concepts that ensure proper alignment and safe execution of movement
      2) Present and guide students in executing basic tap vocabulary
      3) Acquaint students with basic principles of rhythmic structure and improvisation
      4) Acquaint students with the history of tap dance

   B. Student Outcomes. The student will be able to:
      1) Discuss with the instructor the potential injuries that can result from with improper body alignment
      2) Identify and demonstrate the different tap vocabulary
      3) Demonstrate basic rhythmic manipulation and improvisation
      4) Record individual successes and challenges with the above named concepts after each class in a student journal along with key historical concepts that give rise to the art form of tap dance

   K. Guidelines for Evaluation: Evaluation procedures are at the discretion of the faculty member teaching the course. However, evaluation will include, but not be limited to, regular attendance and journal entries.
L. **Course Level Justification:** The course is the beginning level class in tap dance technique.

M. **Topical Course Outline**

1. **Body Alignment**
   
   1.1 Knee/feet/hip alignment concepts
   1.2 Pelvis/ribeage/shoulder girdle alignment
   1.3 Spine and head alignment

2. **Tap dance vocabulary**

   2.1 flaps, slaps, shuffles, steps
   2.2 Named vernacular tap phrases
   2.3 Time steps

3. **Rhythmic and Improvisational skills**

   3.1 Basic musical structure, time signature and note divisions
   3.2 Rhythm and dynamics
   3.3 Free form improvisation
   3.4 Structured improvisation

4. **History of Tap Dance**

   4.1 African influence
   4.2 Early innovators
   4.3 Movie musicals and big band era
   4.4 Contemporary trends

VII: Suggested Texts: None. Handouts provided by instructor.

VIII: **Bibliography:**


### Curriculum Action Request

**University of Alaska Anchorage**

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

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

2. **Course Prefix**
   - PHIL

3. **Course Number**
   - A101

4. **Previous Course Prefix & Number**
   - None

5. **Credits/CEU**
   - 3

6. **Complete Course/Program Title**
   - Introduction to Logic

7. **Type of Course**
   - Academic

8. **Type of Action**
   - Add

9. **Repeat Status**
   - No

10. **Grading Basis**
    - A-F

11. **Implementation Date**
    - From: Fall/2008
    - To: /9999

12. **Cross Listed with**
    - Stack

13. **List any programs or college requirements that require this course**
    - Philosophy Major, Philosophy Minor

14. **Coordinate with Affected Units**
    - CAS Departments, UAA Faculty Listserv
    - Department, School, or College

15. **General Education Requirement**
    - Humanities

16. **Course Description**
    - Develops formal and informal reasoning skills, introduces deductive logic via statement logic, analyzes arguments and introduces scientific and inductive reasoning, reviews common fallacies and methods for evaluating arguments.

17a. **Course Prerequisite(s)**
   - None

17b. **Test Score(s)**
   - None

17c. **Co-requisite(s)**
   - Concurrent enrollment required

17d. **Other Restriction(s)**
   - None

17e. **Registration Restriction(s)**
   - Non-codable

18. **Mark if course has fees**
   - None

19. **Justification for Action**
   - GER revision update to course description

---

**Initiator (faculty only)**

Approved: \[\]

Disapproved: \[\]

Date

**Dean/Director of School/College**

Approved: \[\]

Disapproved: \[\]

Date

**Department Chairperson**

Approved: \[\]

Disapproved: \[\]

Date

**Academic Board Chairperson**

Approved: \[\]

Disapproved: \[\]

Date

**Provost or Designee**

Approved: \[\]

Disapproved: \[\]

Date
COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A101

D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Introduction to Logic

G. Grading Basis: A-F

H. Course Description: Develops formal and informal reasoning skills, introduces deductive logic via statement logic, analyzes arguments and introduces scientific and inductive reasoning, reviews common fallacies and methods for evaluating arguments.

I. Prerequisites: None

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide an introduction to formal and informal logical reasoning and the identification and evaluation of arguments.
- Provide knowledge and techniques for improving critical thinking skills.
- Provide an understanding of logical concepts.

Student Outcomes. Students will be able to:

- Identify premises and conclusions of arguments.
- Recognize and diagnose common fallacious arguments.
- Distinguish deductive from inductive arguments and identify several common legitimate forms for each category.
- Identify the development of logic in its historical context.
- Apply formal techniques for proving validity or invalidity of an argument.
IV. **Guidelines for Evaluation and Assessment:**

Evaluation Criteria will be clearly stated on individual course syllabi at the discretion of the course instructor. Evaluation will typically include, but is not limited to, in-class examinations, homework, and participation.

V. **Course Level Justification:**

This course provides fundamental critical thinking and reasoning skills for all disciplines and courses.

VI. **Sample Course Outline**

1. Introduction to argumentation
   1.1. Premises and conclusion
   1.2. Inductive and deductive reasoning
   1.3. Basics of argument analysis
   1.4. Forms and counter-examples

2. Informal Fallacies
   2.1. Fallacies of relevance
   2.2. Fallacies involving definitions
   2.3. Fallacies of presumption
   2.4. Inductive fallacies

3. Introduction to formal logic
   3.1. Famous forms
   3.2. Venn diagrams
   3.3. Symbolizing statements
   3.4. Formal fallacies
   3.5. Argument reconstruction

4. Statement logic
   4.1. Translating English into logical notation using Boolean connectives
   4.2. Proving validity using inference rules in a formal system
   4.3. Proving invalidity using models

5. Inductive and Scientific Reasoning
   5.1. Mill’s Methods of scientific reasoning
   5.2. Basic concepts and procedures for estimating probability
   5.3. Interpretations of the probability calculus
   5.4. Statistical inferences

6. Possible additional topics
   6.1. Predicate logic
   6.2. Modal logic
   6.3. Deviant logics
Suggested Texts


Bibliography

### Curriculum Action Request

**University of Alaska Anchorage**

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

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| 14. Coordinate with Affected Units: CAS, UAA Faculty Listserv         |
| Department, School, or College                                      |

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<td>Introduces works of major influential thinkers, both ancient and modern, focusing mainly on the Western philosophical tradition. Emphasizes central problems of knowledge, reality, and good and evil.</td>
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Initiator (faculty only) Date

Approved Disapproved: Dean/Director of School/College Date

Approved Disapproved: Department Chairperson Date

Approved Disapproved: Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved: Curriculum Committee Chairperson Date

Approved Disapproved: Provost or Designee 5th Date
COURSE CONTENT GUIDE

I. **Date of Course Initiation**: August 15, 2008

II. **Course Information**

A. **College**: College of Arts and Sciences

B. **Course Subject**: Philosophy

C. **Course Number**: PHIL A201

D. **Number of credits/CEU’s and Contact Hours**: 3 credits/3 lecture hours per week

E. **Course Program**: CAS Bachelor of Arts

F. **Course Title**: Introduction to Philosophy

G. **Grading Basis**: A-F

H. **Course Description**: Introduces works of major influential thinkers, both ancient and modern, focusing mainly on the Western philosophical tradition. Emphasizes central problems of knowledge, reality, and good and evil.

I. **Prerequisites**: None

J. **Registration Restriction**: None

K. **Course Fee**: No

III. **Instructional Goals and Student Outcomes**

**Instructional Goals.** The instructor will:

- Provide students with knowledge and understanding of leading philosophical thinkers, texts and arguments in metaphysics, epistemology, and ethics in classical and contemporary contexts.
- Enable students to develop their critical reasoning and communication skills while learning to comprehend and evaluate philosophical arguments.
- Provide students with a practical grasp of philosophical methods and strategies of argumentation.

**Student Outcomes.** Students will be able to:

- Demonstrate their knowledge of key arguments and issues in metaphysics, epistemology and ethics in classical and contemporary contexts.
- Demonstrate critical reasoning and communication skills by comprehending and evaluating philosophical arguments.
- Demonstrate the ability to apply philosophical methodology by developing their own positions and arguments.
IV. **Guidelines for Evaluation and Assessment**

Evaluation procedures are at the discretion of the faculty member teaching the course; however, however, evaluation may include, but not be limited to, essay examinations, multiple-choice examinations, group projects, individual class presentations, oral examinations, essays, and Blackboard discussion groups.

V. **Course Level Justification**

This course provides fundamental critical thinking and reasoning skills for all disciplines and courses.

VI. **Sample Course Outline**

1. What is Philosophy?
   1.1. Logic and Arguments
   1.2. Plato

2. The Existence of God
   2.1. Ontological Argument
   2.2. Cosmological Argument
   2.3. Design Argument
   2.4. Scientific Explanations
   2.5. Problem of Evil

3. The Nature of Knowledge
   3.1. Skepticism
   3.2. Knowledge and Belief
   3.3. Epistemic Justification
   3.4. Foundationalism
   3.5. Coherentism
   3.6. Descartes
   3.7. Hume and Induction

4. Mind and Body
   4.1. Substance and Property Dualism
   4.2. Physicalism/Materialism
   4.3. Idealism
   4.4. Identity Theory
   4.5. Functionalism
   4.6. Folk Psychology
   4.7. Thinking Machines

5. The Problem of Free Will
   5.1. Libertarianism
5.2. Determinism and Indeterminism
5.3. Compatibilism
5.4. Causation
5.5. Behaviorism

6. Morality and the Good Life
6.1. Morality and Rationality
6.2. Egoism
6.3. Moore and the “Open Question”
6.4. Consequentialism and Non-consequentialism
6.5. Deontology
   6.5.1. Kant
   6.5.2. Ross
6.6. Virtue Theory

7. Theories of Justice
7.1. Contractarianism
7.2. Libertarianism
7.3. Egalitarianism
7.4. Utilitarianism

Suggested Texts


Bibliography
### Curriculum Action Request

**University of Alaska Anchorage**

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

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**Initiator Signature**

**Date**

---

**Dean/Director of School/College**

**Date**

---

**Department Chairperson**

**Date**

---

**Academic Board Chairperson**

**Date**

---

**Provost or Designee**

**Date**
COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A211

D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: History of Philosophy I

G. Grading Basis: A-F

H. Course Description: Survey of philosophy from the pre-Socratic era through the late Middle Ages. Traces development of scientific, metaphysical, epistemological and ethical thought with emphasis on pivotal historical figures and debates.

I. Prerequisites: None

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

• Trace historical themes and debates through discussion of relevant texts
• Engage students with questions and problems historical philosophers faced.
• Critically examine historical attempts at theory construction.
• Help students engage in these debates and develop their own responses and thoughts about philosophical issues.

Student Outcomes. Students will be able to:

• Analyze and critically evaluate metaphysical, epistemological and ethical issues.
• Demonstrate a broad knowledge of the western philosophical tradition through the ancient and medieval eras.
• Articulate orally and in writing the major issues and arguments arising throughout these periods.
IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification:

This course builds upon GER Basic College-Skills (Tier 1). The course develops skills in philosophical analysis, and written and oral communication, and connects Tier 1 and upper division philosophy courses.

VI. Sample Course Outline

1. Intellectual Background
   1.1. Mythology
      1.1.1. Homer
      1.1.2. Hesiod
   2. Pre-Socratic Philosophy
      2.1. Milesian School
         2.1.1. Thales
         2.1.2. Anaxemenes
         2.1.3. Anaxamander
      2.2. Sicilian School
         2.2.1. Pythagors
         2.2.2. Heraclitus
         2.2.3. Parmenides
      2.3. Pluralism
         2.3.1. Atomists
         2.3.2. Empedocles
         2.3.3. Anaxagoras

3. Socratic Philosophy
   3.1 Historical vs. Platonic Figure
   3.2 Method
   3.3 Epistemology
   3.4 Ethics
   3.5 Religious Views

4. Plato
   4.1 Method and use of dialogues
   4.2 Epistemology
      4.2.1. Recollection
      4.2.2 Hypothetical method
      4.2.3. Dialectic
   4.3. Metaphysics
      4.3.1 Theory of forms
4.3.2. Nature of the soul
4.4. Ethics and politics
   4.4.1. The ideal state
   4.4.2. Theory of virtues
   4.4.3. Role of knowledge

5. Aristotle
   5.1. Systematic philosophy
   5.2. Organon
   5.3. Physics
   5.4. Hylomorphism
   5.5. Metaphysics
   5.6. De Anima
   5.7. Ethics and Politics

6. Hellenistic Philosophy
   6.1. Epicureanism
   6.2. Stoicism
   6.3. Skepticism

7. Early Medieval Philosophy
   7.1. Porphyry
   7.2. Neoplatonism
   7.3. Neopythagoreanism
   7.4. Augustine
   7.5. Boethius
   7.6. Plotinus

8. Later Medieval Philosophy
   8.1. Arab influence/rediscovery of texts
   8.2. Aquinas
   8.3. Ockam
   8.4. Scotus
   8.5. Influence on Descartes and forerunners of the Scientific Revolution

Suggested Texts


Bibliography
Plato:

Aristotle

Aquinas and Medieval Philosophy
### 1. School or College
AS CAS

### 2. Course Prefix
PHIL

### 3. Course Number
A212

### 4. Previous Course Prefix & Number

### 5. Credits/CEU
3

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

### 6. Complete Course/Program Title
History of Philosophy II

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

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

### 9. Repeat Status
No

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

### 11. Implementation Date
From: Fall/2008 To: 9999

### 12. Cross Listed with
- Stacked

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

### 14. Course Description
Survey of philosophy from the Scientific Revolution through German Idealism (Modern Period). Examines the influences (Western and non-Western) and traces the development of scientific, metaphysical, epistemological and ethical thought with emphasis on historical texts.

### 15. Course Prerequisite(s)

### 16. Test Score(s)

### 17. Co-requisite(s)

### 18. Other Restriction(s)

### 19. Registration Restriction(s)

### 20. Mark if course has fees

### 21. Justification for Action
GER revision update course description.

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COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences
B. Course Subject: Philosophy
C. Course Number: PHIL A212
D. Number of credits/CEU’s and Contact Hours 3 credits/3 lecture hours per week
E. Course Program: CAS Bachelor of Arts
F. Course Title: History of Philosophy II
G. Grading Basis: A-F
H. Course Description: Survey of philosophy from the Scientific Revolution through German Idealism (Modern Period). Examines the influences (Western and non-Western) and traces the development of scientific, metaphysical, epistemological and ethical thought with emphasis on historical texts.
I. Prerequisites: None
J. Registration Restriction: None
K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide techniques and methodologies for thinking critically about the major issues and arguments in the Modern Period.
- Provide a thorough understanding of key issues in the Modern Period.
- Provide learning opportunities for effective oral and written communication.

Student Outcomes. Students will be able to:

- Demonstrate, orally and in writing, a critical assessment of the core philosophical issues and diverse perspectives in the Modern Period.
- Demonstrate knowledge of the main issues and arguments issues in the Modern Period and their influence in the context of intellectual history.
- Articulate orally and in writing the major issues and arguments in the Modern Period.
IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to group work, Blackboard discussion groups, essays and exams.

V. Course Level Justification:

This course builds upon GER Basic College-Skills (Tier 1). The course develops skills in philosophical analysis, and written and oral communication, and connects Tier 1 and upper division philosophy courses.

VI. Sample Course Outline

1. From Scholasticism to the Scientific Revolution
   1.1. Classical, Medieval, and Eastern Philosophy
   1.2. Neoplatonism
   1.3. Aquinas
   1.4. Averroes
   1.5. Metaphysics and Epistemology

2. Bacon
   2.1. Methodological Empiricism
   2.2. Rejection of Scientia
   2.3. The Advancement of Knowledge and The Great Instauration
   2.4. The Four Idols

3. Hobbes
   3.1. Materialism
   3.2. Geometry
   3.3. Political Philosophy

4. Descartes
   4.1. Meditations and Principles of Knowledge
   4.2. Skepticism and Theism
   4.3. Cartesian Skepticism
   4.4. Foundationalism
   4.5. Dualism
   4.6. Essentialism
   4.7. God and ideas

5. Locke
   5.1. Ideas
   5.2. Boyle
   5.3. Primary and Secondary Qualities
   5.4. “Material Substance”
   5.5. Types of Knowledge
5.6. Personal Identity
5.7. Political Philosophy

6. Berkeley
   6.1. God and Skepticism
   6.2. Abstract Ideas
   6.3. Innate Ideas
   6.4. Idealism
   6.5. God
   6.6. Criticism of Locke

7. Leibniz
   7.1. Substance
   7.2. Monads
   7.3. Principle of Sufficient Reason
   7.4. Pre-established Harmony
   7.5. God

8. Spinoza
   8.1. Monism
   8.2. Thesism
   8.3. Dual Aspect theory
   8.4. God and Nature
   8.5. Free Will and Necessity

9. Hume
   9.1. Naturalism
   9.2. Empiricism
   9.3. Ideas and Impressions
   9.4. Relations of Ideas and Matters of Fact
   9.5. Causation and Custom
   9.6. Induction
   9.7. Personal Identity

10. Kant
    10.1. Empiricism and Rationalism
    10.2. Kant and the Critiques
    10.3. Analytic and Synthetic
    10.4. Transcendental Deduction
    10.5. Unity of Apperception

11. Hegel
    11.1. Reaction to Fichte and Schelling
    11.2. Subjective vs. objective idealism
    11.3. Dialectical reasoning
    11.4. Dialectic, Geist and History
Suggested Texts


Bibliography

### Curriculum Action Request

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

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**Initiator (faculty only) Date**

**Approved**

**Disapproved**

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

**Approved**

**Disapproved**

**Department Chairperson Date**

**Approved**

**Disapproved**

**Undergraduate or Graduate Academic Board Chairperson Date**

**Approved**

**Disapproved**

**Provost or Designee Date**

69
COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences
B. Course Subject: Philosophy
C. Course Number: PHIL A301
D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week
E. Course Program: CAS Bachelor of Arts
F. Course Title: Ethics
G. Grading Basis: A-F
H. Course Description: An introduction to major theories in normative ethics and metaethics, and the arguments of important moral philosophers. Emphasis on critical reasoning, as well as evaluation and analysis of arguments. Includes the application of ethical theory to contemporary moral issues, such as rights and distributive justice, environmental and animal issues, abortion, terrorism, and euthanasia.
I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.
J. Registration Restriction: None
K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

• Provide techniques for critical thinking in ethical reasoning.
• Provide instruction and evaluation of leading ethical theories and their application to contemporary moral issues.
• Provide learning opportunities for effective communication and engaged learning.

Student Outcomes. Students will be able to:

• Demonstrate orally and in writing critical thinking skills on ethical problems.
• Demonstrate orally and in writing knowledge of key issues and arguments in classical and contemporary ethics.
• Demonstrate orally and in writing knowledge of influential ethical theories and approaches and how they apply to major issues.
IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, case studies, group work, service learning projects, class reports, Blackboard discussion groups, papers and exams.

V. Course Level Justification:

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course’s subject matter requires critical and mature examination of contemporary ethical topics and analysis. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course.

VI. Sample Course Outline

1. What is ethics?
   1.1. Philosophical method – argumentation
   1.2. Normative and Non-Normative Ethics

2. Metaethics
   2.1. Moral Realism and Anti-realism
   2.2. Cognitivism and Non-cognitivism
   2.3. Internalism and Externalism

3. Ethical Relativism
   3.1. Anthropological views of ethics
   3.2. Critiques of Relativism
   3.3. Ethics and Religion

4. Ethical and Psychological Egoism
   4.1. Ring of Gyges – Plato
   4.2. Rationality and Self-Interest
   4.3. Egoism Social Contract Theories
   4.4. Sociobiological Arguments
   4.5. Critiques of Egoism

5. Utilitarianism
   5.1. Benthamite Pleasure Calculus
   5.2. J.S. Mill’s Happiness Principle
   5.3. Rule and Act Utilitarianism
   5.4. Trolley Dilemmas

6. Kantian Ethics
   6.1. Deontological Ethics
   6.2. Categorical Imperative
6.3. Perfect and Imperfect Duties

7. Human Rights and Justice
   7.1. Poverty and Justice
   7.2. Moral Responsibility to Distant Others
   7.3. Lifeboat Ethics
   7.4. Globalization and Worker’s Rights

8. Virtue Ethics
   8.1. Aristotle – Defining the Virtues
   8.2. Emotions and Reason in Ethics
   8.3. Living a Virtuous Life
   8.4. Human Capabilities and Human Rights

9. Feminist Ethics
   9.1. Bias in Traditional Ethics
   9.2. Gilligan and Kohlberg
   9.3. Caring and Ethics
   9.4. Situationalist Ethics

10. Abortion Rights
    10.1. Definition of Persons
    10.2. Rights Perspective
    10.3. Ethics of Care Perspective

11. Euthanasia
    11.1. Active and Passive Euthanasia
    11.2. Respect for Autonomy
    11.3. Responsibilities of Medical Professionals

12. Environmental Ethics
    12.1. Animal Rights
    12.2. Biomedical Research
    12.3. Value of Nature
    12.4. Global Warming and Global Responsibilities.

13. War and Terrorism
    13.1. The Concept of a “Just” War
    13.2. War, Humanitarian Intervention and Human Rights
    13.3. Violent and Non-violent Responses to Political Authority

Suggested Texts:


**Bibliography**


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

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**6. Complete Course/Program Title**  
Eastern Philosophy & Religion

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

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| 13. List any programs or college requirements that require this course |

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Initiator (faculty only)  
Date

Initiator (PRINT NAME)  
Date

Approved  
Disapproved:  
Dean/Director of School/College  
Date

Approved  
Disapproved:  
Department Chairperson  
Date

Approved  
Disapproved:  
Undergraduate or Graduate  
Academic Board Chairperson  
Date

Approved  
Disapproved:  
Provost or Designee  
Date
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**
Philosophy

**2. Course Prefix**
PHIL

**3. Course Number**
A313

**4. Previous Course Prefix & Number**
A313B

**5a. Credits/CEU**
3

**5b. Contact Hours**
(Lecture + Lab) (3+0)

**6. Complete Course/Program Title**
Eastern Philosophy and Religion

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

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

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

☐ Prefix  ☐ Credits  ☐ Course Number
☐ Title  ☐ Contact Hours  ☐ Repeat Status
☐ Grading Basis  ☐ Cross-Listed/Stacked
☐ Course Description  ☐ Co-requisites
☐ Test Score Prerequisites  ☐ Registration Restrictions
☐ Other Restrictions

☐ Class  ☐ Level
☐ College  ☐ Major
☐ Other Update CCG

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

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

**11. Implementation Date**
From: Fall/2008  To: /9999

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

**13. List any programs or college requirements that require this course**

**14. Coordinate with Affected Units:**
CAS
Department, School, or College

Initiator Signature  Date

**15. General Education Requirement**
☒ Oral Communication  ☐ Written Communication
☐ Quantitative Skills  ☒ Humanities
☐ Fine Arts  ☐ Social Sciences
☐ Natural Sciences  ☐ Integrative Capstone

**16. Course Description**
Study of Eastern philosophical and religious traditions, particularly Hinduism, Buddhism, Daoism and Confucianism. Includes studying basic concepts, tenets and practices of these traditions and related modern developments such as transnational translation and gender issues.

**17a. Course Prerequisite(s)**
ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214

**17b. Test Score(s)**

**17c. Co-requisite(s)**
(concurrent enrollment required)

**17d. Other Restriction(s)**

**17e. Registration Restriction(s)**
(non-codable)

**18. Mark if course has fees**

**19. Justification for Action**
GER revision update course description

Initiator (faculty only)  Date

Approved  Disapproved

Dean/Director of School/College  Date

Approved  Disapproved

Department Chairperson  Date

Approved  Disapproved

Undergraduate or Graduate Academic Board Chairperson  Date

Approved  Disapproved

Provost or Designee  Date

76 Date
I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A313

D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Eastern Philosophy and Religion

G. Grading Basis: A – F

H. Course Description: Study of Eastern philosophical and religious traditions, particularly Hinduism, Buddhism, Daoism and Confucianism. Includes studying basic concepts, tenets and practices of these traditions and related modern developments such as transnational translation and gender issues.

I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.

J. Registration Restrictions:

K. Course Fee: No

III. Instructional Goals and Student Outcomes

A. Instructional Goals: This course is intended to provide upper level students with a thorough understanding of religions as complex, contextualized phenomena. The course provides opportunities to grasp the basic structures, key terms and central philosophical concepts of major Eastern religious and philosophical traditions. Knowledge from this course better equips students to evaluate and respond as global citizens.

The instructor will:

- Provide students with a thorough understanding of religions and philosophies as contextualized and dynamic pieces of living cultures.
- Provide an enhanced knowledge of the interdisciplinary perspectives intrinsic to cross-cultural study of religion and philosophy (anthropology, folklore, history, ecology, sociology, theology).
• Provide substantial knowledge of key terms and concepts within each of the Eastern systems explored and exposure to non-deliberative ways of knowing.
• Provide the opportunity for students to enhance the following skills: critical thinking; accurate and aesthetic written communication; verbal facility in presentation and discussion; active listening and enacted respect for others.

B. Student Outcomes: At the end of the course students will be able to:
• Demonstrate knowledge of the key figures, common terms, symbols, texts, narratives, divisions and practices of the studied systems.
• Demonstrate knowledge of the interplay between culture and history
• Demonstrate knowledge of the interconnections between religion and philosophy.

IV. Guidelines for Evaluation and Assessment:

Typical evaluation methods will include exams, in-class writing assignment, projects and research papers, group presentations, debates, participation in small group and full-class discussions.

V. Course Level Justification:

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course’s subject matter requires critical and mature examination of alternative belief systems and complex historical (including contemporary) situations. The course work also requires mastery of an exceptionally large number of foreign (e.g. – Sanskrit, Pali, Chinese and Japanese) terms and concepts as well integration of insights from various disciplinary fields. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course.

VI. Sample Course Outline

1. Introductory Model and Issue
   1.1. Characteristics of Eastern Philosophies & Religions
   1.2. Alverson’s Cube
   1.3. Said and Orientalism

2. Hinduism
   2.1. Key Concepts
   2.2. Pre-Vedic Era
   2.3. Vedic Era
      2.3.1. Veda Composition
      2.3.2. Brahmmins and Castes
      2.3.3. Cosmic Homology & Ritual
      2.3.4. Upanishads
      2.3.5. Epics
      2.3.6. Hindu Deities
      2.3.7. Schools of Indian Philosophy

3. Buddhism
3.1. Life & Mythology of Siddhartha Gautama/ Buddha
3.2. Buddhist Dharma
   3.2.1. Four Noble Truths
   3.2.2. Eight-fold Path
   3.2.3. Anatman
   3.2.4. Karma
   3.2.5. Dependent Origination
   3.2.6. Awake/ Enlightenment & Nirvana
3.3. Theravada Buddhism
   3.3.1. Pali Canon
   3.3.2. Asoka
   3.3.3. Theravada Today
3.4. Mahayana Buddhism
   3.4.1. Bodhisattvas and Universal Enlightenment
   3.4.2. Three Bodies & Buddha-Nature
   3.4.3. Branches of Mahayana
3.5. Vajrayana Buddhism
   3.5.1. Names and Distinctions
   3.5.2. Three Roots
   3.5.3. Historical-Political Dimensions

4. Confucianism
   4.1. Background
      4.1.1. Chinese Folk practices
      4.1.2. Duke of Chou & Dynastic Deterioration
      4.1.3. Sketch of Master K’ung
   4.2. Key Teachings
      4.2.1. Ren and Li
      4.2.2. Five Relationships and Anthropocosmic Schema
      4.2.3. Education and Five Classics
      4.2.4. Human perfectibility
      4.2.5. Governance through moral persuasion
   4.3. Mencius, Mozi and Xunzi: Views of human nature
   4.4. Neo-Confucianism and Zhu Xi

5. Daoism
   5.1. Lao-Tzu traditions
   5.2. Three major types of Daoism
   5.3. Key Philosophical Concepts
      5.3.1. Yin-Yang
      5.3.2. Wu-wei
   5.4. Health & Longevity – Qi
   5.5. Religious Daoism

6. Blended Traditions
   6.1. Complementary systems
   6.2. Shinto in Japan
Suggested Texts:


Source Documents: (The following come in various translations and editions. Any edition published by an academic publisher would be acceptable.)

Analects of Confucius

Bhagavad Gita

Tao Te Ch’ing

Upanishads

Bibliography


# Curriculum Action Request

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

<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Philosophy</td>
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## 2. Course Prefix
- **Prefix:** PHIL

## 3. Course Number
- **Course Number:** A314

## 4. Previous Course Prefix & Number

## 5. Credits/CEU
- **Credits:** 3

## 6. Complete Course/Program Title

**Western Religions**

Abbreviated Title for Transcript (30 character)

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

## 8. Type of Action
- **Add**
- **Change** (mark appropriate boxes)
- **Delete**

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

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

## 11. Implementation Date
- **From:** Fall/2008
- **To:** 9999

## 12. Cross Listed with
- **Stacked**

## 13. List any programs or college requirements that require this course

## 14. Coordinate with Affected Units:
- **CAS, English Department, UAA Faculty Listserv**

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

## 16. Course Description

Study of three Western monotheisms – Judaism, Christianity, and Islam. Includes brief overviews of related systems such as Baha’i, Sikhism, and Zoroastrianism. Covers basic tenets, practices and histories of the monotheisms. Examines the intersections of religion with contemporary concerns such as gender, ethnicity, and violence.

## 17. Course Prerequisite(s)
- **ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214**

## 18. Mark if course has fees

## 19. Justification for Action

*GER revision update course description*

## Approvals

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COURSE CONTENT GUIDE

I. **Date of Course Initiation:** August 15, 2008

II. **Course Information**

A. College of School: College of Arts and Science

B. Course Subject: Philosophy

C. Course Number: PHIL A314

D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Western Religions

G. Grading Basis: A – F

H. Course Description: Study of three Western monotheisms – Judaism, Christianity, and Islam. Includes brief overviews of related systems such as Baha’i, Sikhism, and Zoroastrianism. Covers basic tenets, practices and histories of the monotheisms. Examines the intersections of religion with contemporary concerns such as gender, ethnicity, and violence.

I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.

J. Registration Restrictions:

K. Course Fee: No

III. **Instruction Goals and Student Outcomes**

Instructional Goals. The instructor will:

- Provide students with a knowledge of religions as complex, contextualized phenomena.
- Provide opportunities to grasp key stories, terms, beliefs and rituals as well as the intertwined histories of the Abrahamic monotheisms.
- Provide knowledge in order to equip students to evaluate and respond as global citizens.

Student Outcomes. Students will be able to:

- Demonstrate knowledge of the key figures, stories, beliefs, practices, symbols, and texts of the studied systems.
- Demonstrate knowledge of the relationships and interplay between the Western monotheisms.
- Demonstrate knowledge of contemporary issues related to the intersections of religion and other contemporary foci – e.g. gender, ethnicity, and violence.
IV. Guidelines for Evaluation and Assessment:

Typical evaluation methods will include exams; in-class writing assignments; essays; quizzes; projects and research papers; group presentations; participation in small groups; and full-class discussions.

V. Course Level Justification:

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course’s subject matter requires critical and mature examination of alternative belief systems and complex historical (including contemporary) situations. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course.

VI. Sample Course Outline

1. Introductory Model and Issue
   1.1. Characteristics of Western Monotheisms
   1.2. Alverson’s Cube

2. Patriarchal Narratives
   2.1. Five Shared Patriarchs and Stories
      2.1.1. Traditional claims
      2.1.2. Oral and textual traditions
      2.1.3. Traditional genealogy
   2.2. Interpretations
      2.2.1. Important foci within each system
      2.2.2. Perceptions of the nature of “I AM”/“God /“Allah and humanity”
      2.2.3. Contemporary scholarship
   2.3. Symbols and Rituals Emerging from Narratives
      2.3.1. Contemporary presence – e.g. literature, art
      2.3.2. Multi-vocal phenomena
   2.4. Contemporary Issues Related to Specific Narratives

3. Judaism
   3.1. Historical Overview – 900 BCE to Present
      3.1.1. Early Kingdoms
      3.1.2. First diasporas -- Israel and Judah
      3.1.3. Hellenization Period
      3.1.4. Medieval
      3.1.5. Zionism – Early and Post-Holocaust
      3.1.6. State of Israel: religion, ethnicity, politics
   3.2. Contemporary Branches in US
   3.3. Text-based Torah
   3.4. Key Rituals and Holy Days
   3.5. Key Themes
3.5.1. Covenant and Chosen People
3.5.2. Shalom – Justice and Flourishing

3.6. Holocaust
3.6.1. On-going patterns
3.6.2. Jewish voices – e.g. Wiesel

4. Christianity
4.1. Life of Jesus
4.2. Early Church
   4.2.1. Interplay with Judaism
   4.2.2. Separation from Judaism
4.3. Historical Overview
   4.3.1. Persecution
   4.3.2. Constantine and State Religion
   4.3.3. Eastern Orthodoxy
   4.3.4. Medieval Latin Church
   4.3.5. Reformation & Counter-Reformation
   4.3.6. Religious Wars and Enlightenment
   4.3.7. US Religion
4.4. Canon and Creeds
4.5. Key Rituals and Holy Days
4.6. Key Themes

5. Islam
5.1. Life of Muhammad
   5.1.1. Historical record
   5.1.2. Stories and hagiography important to system
   5.1.3. Religious influences and early practices
5.2. Early Ummah history
   5.2.1. Four Rightly-Guided Caliphs
   5.2.2. Sunni – Shi’a Split
   5.2.3. Other early factions
5.3. Medieval Islam
   5.3.1. Conquests
   5.3.2. Philosophers
   5.3.3. Civilization
5.4. European Colonization of the Arab World
5.5. Modern history
5.6. Five Pillars of Islam
   5.6.1. Connection to stories of Patriarchs and Prophet
   5.6.2. Holy Days
   5.6.3. Key Rituals
   5.6.4. Enacted themes
   5.6.5. Jihad as 6th Pillar
   5.6.6. Shari’ah: Law and Philosophy
   5.6.7. Qur’an
   5.6.8. Hadith and Sunnah
   5.6.9. Jurisprudence through analogy
5.6.10. Consensus
5.7. Islam Today
  5.7.1. Sunni Majority and Modernity
  5.7.2. Shi’ism
  5.7.3. Sufism
  5.7.4. Other Muslim Groups

6. Western Monotheisms and Female Gender
  6.1. Sacred Text versus Cultural/ Patriarchal Practices
  6.2. Demonarchy and the Importance of Ethnicity
  6.3. Colonization Effects on Women

7. Religion and Violence
  7.1. Sociologic Views of Religions as Resource Mobilization
  7.2. Religious Authorization of Violence
  7.3. Fundamentalism
  7.4. Key Examples
    7.4.1. Crusades
    7.4.2. Jihad
    7.4.3. Current Conflicts

8. Other Topics
  8.1. Baha’i
  8.2. Universal Claims and Proselytizing
  8.3. Faith Development Theory
  8.4. Sikhism
  8.5. Cosmology in the Monotheisms
    8.5.1. Death Practices
    8.5.2. Judgment
    8.5.3. Afterlife
  8.6. Apocalypse

Suggested Texts:

Source Documents: (The following come in various translations and editions.)
Hebrew Bible
Bible (Christian)
Qur’an

Bibliography:


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6. Complete Course/Program Title

Senior Seminar

7. Type of Course

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11. Implementation Date

From: Fall/2008 To: /9999

12. Cross Listed with

- Stackable

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units

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Initiator Signature Date

15. General Education Requirement

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<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
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16. Course Description

Intensive examination of a topic in Theatre or Dance including the historical, cultural, social and political influences on each aspect of the performance area: writing, acting, movement and design with an emphasis on its relevance to a contemporary audience.

Special Note: May be repeated once for credit with a change in subtitle.

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

17b. Test Score(s)

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

17d. Other Restriction(s)

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<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
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17e. Registration Restriction(s) (non-codable)

Registration restriction: Completion of GER Tier 1 (Basic college-Level Skills) and Tier 2 Disciplinary Areas: Fine Arts, Humanities and Social Sciences. Junior or Senior Level.

18. Mark if course has fees

19. Justification for Action

Provide an integrated Capstone Course which covers the arts, the humanities and the social sciences with theatre as the medium for discussion and exploration.

---

Initiator (faculty only) Date

Approved Disapproved: Dean/Director of School/College Date

Approved Disapproved: Department Chairperson Date

Approved Disapproved: Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved: Provost or Designee Date
I. **Date of Initiation:** Fall, 2008

II. **Course Information:**
A. College or School: CAS
B. Course Subject: Theatre
C. Course Number: A492
D. Number of Credits: 3.0 (3+0)
E. Course Title: Senior Seminar
F. Grading Basis: A-F
G. Course Description: Intensive examination of a topic in Theatre or Dance including the historical, cultural, social and political influences on each aspect of the performance area: writing, acting, movement and design with an emphasis on its relevance to a contemporary audience.
   Special note: May be repeated once for credit with a change in subtitle.
H. Course Prerequisites: None
I. Restrictions: Completion of GER Tier 1 (Basic college-Level Skills) and Tier 2 Disciplinary Areas: Fine Arts, Humanities and Social Sciences. Junior or Senior Level.
J. Fees: None

III. **Instructional Goals and Student Outcomes:**
A. Instructional Goals. The Instructor will:
   1) Provide techniques for effective research and creative thinking.
   2) Draw connections and integrate content in areas of history, literature, anthropology, sociology, political science and performing arts.
   3) Provide opportunities for effective communication and active learning.

B. Student Outcomes. The students will be able to:
   1) Analyze and evaluate diverse perspectives regarding a specific genre or performance area.
   2) Demonstrate an in-depth knowledge of the genre through multidisciplinary perspectives.
   3) Articulate orally, in writing and through active participation in the art form the major impact in both the historical and modern applications.
V. **Course Evaluation**

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include but not limited to, research papers, design assignments, group work both in and outside class, and performance demonstrations.

Course objectives and student outcomes will be assessed in the following way:

A. Knowledge Integration: students will be required to submit written work or oral presentations that demonstrate their understanding of the material.

B. Effective Communication: students will be required to complete written assignments and engage in group discussions and oral presentations.

C. Information Literacy: evaluation will require student competence with relevant research documents and electronic resources.

D. Critical Thinking: students will be required to analyze and critically and creatively examine all aspects of a genre.

V. **Course Level Justification**

This course satisfies all of the criteria for a capstone course. This includes knowledge integration of GER Basic Level skills (Tier 1) and Disciplinary Areas (Tier 2) as part of its design. It focuses on practice, study and critical evaluation, and includes in its student outcomes an emphasis on the realities of the 21st century. Students completing this Integrative Capstone requirement will demonstrate the ability to integrate knowledge by assessing, judging, comparing and demonstrating knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

VI. **Sample Course Outline: Sample Topic**

**18th Century British Comedy: Goldsmith and Sheridan**

1. Analysis of the plays
   1. Structure
   2. Imagery
   3. Verse

2. Oliver Goldsmith and Richard Sheridan
   1. Life
   2. Works
   3. Major influences

3. 18th century England
   1. Political climate
   2. Class structure
3. The Enlightenment
4. Role of women
   1. Place in society
   2. Influences of French society
5. Rococo style
   1. Art and Architecture
   2. Major artists
6. Clothing
   1. Evolution of fashion in the 18th century
   2. Differences in classes
   3. Development of the modern man
7. Movement
   1. Posture and Politeness
   2. Dance
8. Development of the 18th century Comedy style
   1. Restoration Comedy
   2. Influence of the Classic revival
9. Comedy style in relation to the modern audience
   1. Modern appeal
   2. Relevance to 21st society
10. Development of production concept
    1. Overall themes to incorporate
    2. Development of the total look of the play

VII. Suggested Text
Stone, George Winchester, George H. Nettleton and Arthur Case, eds. British

VIII. Bibliography


Froide, Amy M. Never Married: Singlewomen in Early Modern England. New


Migliarisi, Anna. Renaissance and Baroque Directors. Ottawa, Canada: Legas

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>KP KPC</td>
<td>B&amp;I</td>
<td>CED</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>CED</td>
<td>A107</td>
<td>CED A194</td>
<td>1.0</td>
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<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>Introduction to Active Stock Trading</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tr>
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</tr>
<tr>
<td>Non-credit</td>
<td>Prefix</td>
<td></td>
<td></td>
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<tr>
<td>CEU</td>
<td>Credits</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td></td>
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<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
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<table>
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<th>14. Coordinate with Affected Units:</th>
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<th>15. General Education Requirement</th>
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<tr>
<td>Oral Communication</td>
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<tr>
<td>Written Communication</td>
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<tr>
<td>Quantitative Skills</td>
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<td>Humanities</td>
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<td>Fine Arts</td>
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<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
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</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>Introduces active stock trading (&quot;day trading&quot;). Presents and demonstrates concepts, tools and equipment needed to acquire online active trading skills. (Note: Securities trading involves significant financial risk. Students can complete all course requirements with simulated transactions, without risking any capital. Neither the instructor nor the university is responsible for student losses related to activities presented in this course.)</td>
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<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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</thead>
<tbody>
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<table>
<thead>
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<tr>
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<tr>
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<tr>
<td>Class</td>
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<tr>
<td>Level</td>
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<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
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</thead>
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<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course has been offered successfully three times, it must be issued a permanent number to be offered again.</td>
</tr>
</tbody>
</table>

---

Approved:  
Disapproved:  
Initiator (faculty only)  
Date

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

Approved:  
Disapproved:  
Department Chairperson  
Date

Approved:  
Disapproved:  
Undergraduate or Graduate  
Academic Board Chairperson  
Date

Approved:  
Disapproved:  
Provost or Designee  
Date
I. Date: October 3, 2005

II. Information from Curriculum Action Request
   a. College or School: KP - Kenai Peninsula College
   b. Course Subject: CED
   c. Course Number: A107
   d. Credits/Contact Hours: 1.0 / 1+0
   e. Course Title: Introduction to Active Stock Trading
   f. Grading Basis: P / NP
   g. Course Description: Introduces active stock trading ("day trading"). Presents and demonstrates concepts, tools and equipment needed to acquire online active trading skills. (Note: Securities trading involves significant financial risk. Students can complete all course requirements with simulated transactions, without risking any capital. Neither the instructor nor the university is responsible for student losses related to activities presented in this course.)
   h. Course Prerequisites/Corequisites/Other Restrictions: NONE
   i. Fee: No

III. Instructional Goals and Student Outcomes.
   A. Instructional Goals: The instructor will:
      1. Present active trading concepts and terminology. Active trading advantages, disadvantages and risks will be contrasted with conventional “long term” stock trading.
      2. Explain common active trading tools and their correct use.
      3. Lead students in practice projects designed to develop and improve skills with active trading tools.
      4. Demonstrate basic stock information interpretation and analysis techniques.
      5. Explain and demonstrate short-selling and stop loss orders.
      6. Assign ‘paper trading’ projects, giving students hands-on practice in active trading analysis and procedures.

   B. Student Outcomes: At the completion of this course students will be able to:
1. List the primary advantages, disadvantages and risks involved with day trading and short term trading.
2. Demonstrate correct use of basic active trading terminology.
3. Find and use information and tools necessary to select the ‘right’ stock.
4. Demonstrate a basic knowledge of chart analysis, indicators, and streaming information.
5. Explain the concept of short-selling.
6. Explain how to use stop loss orders to protect investment principal.
7. Demonstrate ‘paper trading’, and explain its importance in developing active trading skills.

IV. Evaluation:
Pass/No Pass. Student grade will be based on attendance, skill demonstrations, exams, and class participation.

V. Course level justification:
This is an introductory course.

VI. Topical Course Outline:

I. Active Trading Concepts
   A) Time commitment
   B) Equipment needed
   C) Capital commitment
   D) Interest
   E) Risk
   F) Emotional involvement
   G) What is an Active trader?
      1) Definition
      2) Other traders and investors

II. Active Trading Psychology
   A) The upside down, backward, dyslexic investor
      - the difference between ‘investing’ and ‘trading’.
   B) The first and second commandment
   C) The trader’s most formidable foe…emotions.
   D) Emotional cures
   E) Disclaimers

III. Stock Analysis Fundamentals
   A) Fundamental vs. technical analysis
   B) Charting techniques

IV. Trading Mechanics
   A) How to place orders
market orders, limit orders, etc.
-stops, trailing stops, etc.

**B) Paper trading techniques**

V. Characterizing and Using Stock Trends
   A) The trend is your friend
   B) Support and Resistance
      -More mechanics
      -More paper trades
      -Student practice

VI. Stock Price Indicators
   A) Volume
   B) Bollinger bands
   C) Moving averages
   D) C.C.I. and R.S.I.

VII. Choosing Stocks
   A) What stocks will work for you
      -movement
      -daily, weekly price range
      -volume requirements
   B) What type of stocks to avoid
      -gaps
      -volume requirements
      -N.Y.S.E. vs. N.A.S.D.Q.
      -pink sheets and o.t.c.b.b.

**VII. Suggested Text:**


**VIII. Bibliography:**


Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: CED A107, Intro to Active Stock Trading

1. Please identify the library liaison consulted in preparation of this proposal.
   Name: Jane Furstenau

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frame_set.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support proposal.
   No new materials required for this course.

Initiator signature
Fee Request Form

1. School/College KPC

2. Course Prefix and Number CED A107

3. Title Intro to Active Stock Trading

4. Lab Fee Account Number:
   Org 22103  Obj 9159  Fund 106210

5. Type of Action:
   Add ☑  Deletion ☐  Change ☐  (☐ Increase or ☐ Decrease)

6. Fee Amount: $ 15 If a Change, please indicate the current approved lab fee $

7. Anticipated Student enrollment per class section: 18

8. Projected costs of material per class section: $ 270
   (Provide details under #10 Justification for lab fee)

9. Implementation Date Spring 2008

10. Justification for fee (include materials/supplies used and the cost per item).
    This course requires a computer lab with workstations/ internet connections for each student. The fee helps to maintain the computer lab hardware and software.

________ Approved
________ Disapproved

Department Chair

________ Approved
________ Disapproved

Dean/Director of School/College

________ Approved
________ Disapproved

Provost

Date

Date

Date
Resource Implication Form

1. School/College KPC

2. Program/Course CED A107-Intro to Active Stock Trading

3. Course Prefix CED

4. Course Number A107

5. Implementation Date Spring, 2008

6. Type of Action and Category
   - Course addition
   - Course change
   - Program addition
   - Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty $  
   - new full-time faculty $  
   - reassignment of full-time faculty $  
   - additional class/lab space $  
   - modification of class/lab space $  
   - additional library resources $  
   - additional computer equipment $  
   - other costs $  

8. Explanation: Registration will cover the cost of the instruction.

Approved

Disapproved

Department Chair

Date

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Provost

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

**1a. School or College**
Kenai

**1b. Division**
A&S

**1c. Department**
PER

**2. Course Prefix**
PER

**3. Course Number**
A172

**4. Previous Course Prefix & Number**

**5a. Credits/CEU**
2

**5b. Contact Hours**
(Lecture + Lab)
(1+2)

**6. Complete Course/Program Title**
Kenai Fishing Academy

**7. Type of Course**
- Academic
- Non-credit
- CEU
- Professional Development

**8. Type of Action**
- Add
- Change
- Delete

**9. Repeat Status**
No Limit

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

**11. Implementation Date**
From: Summer/2008
To: /9999

**12. Cross Listed with**
- Stacked

**13. Coordinate with Affected Units:**
Department, School, or College
Initiator Signature
Date

**14. List any programs or college requirements that require this course**
Na

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

**16. Course Description**
An introduction to the basics of fishing, including equipment selection, types of line, lures, and flies, and techniques geared toward Alaska lakes and streams. Includes wildlife safety, basic biology, and field trips. SPECIAL NOTE: Students must be 18 to enroll.

**17a. Course Prerequisite(s) (list prefix and number)**
None

**17b. Test Score(s)**
None

**17c. Corequisite(s) (concurrent enrollment required)**
None

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

**17e. Registration Restriction(s) (non-codable)**
Must be 18 years of age to enroll in course.

**18. Mark if course has fees**

**19. Justification for Action**
Community interest.

---

**Initiator (faculty only)**

**Approved**

**Disapproved**

**Date**

**Dean/Director of School/College**

**Approved**

**Disapproved**

**Date**

---

**Department Chairperson**

**Approved**

**Disapproved**

**Date**

---

**Academic Board Chairperson**

**Approved**

**Disapproved**

**Date**

---

**Curriculum Committee Chairperson**

**Approved**

**Disapproved**

**Date**

---

**Provost or Designee**

**Approved**

**Disapproved**

**Date**

---

101
I. DATE: November 5, 2007

II. Kenai Peninsula College

III. C.A.R. INFORMATION:

Course Subject/Course Number: PER A172
Credits: 2
Contact Hours: 1+2
Course Program Title: Kenai Fishing Academy
Grading Basis: P/NP

Course Description: An introduction to the basics of fishing, including equipment selection, types of line, lures, and flies, and techniques geared toward Alaska lakes and streams. Includes wildlife safety, basic biology, and field trips.

SPECIAL NOTE: Students must be 18 to enroll.

Course Prerequisite: None
Restrictions: Must be 18 to enroll
Fee Amount: $

IV. COURSE DESIGN:

1. Instructional Goals and Student Outcomes

   A. Instructional Goals: Instructors will:
      1. Demonstrate use of basic terminology.
      2. Present a selection of proper equipment.
      3. Demonstrate site selection criteria for water of rivers and lakes.
      4. Demonstrate basic casting techniques.
      5. Present information about salmon and trout lifecycles, river hydrology, and basic biology.
      6. Present information on detailed gear selection and use in various situations.
      7. Demonstrate techniques on how to fillet, freeze and prepare fish.
      8. Present information on bear and wildlife safety.
B. Student Outcomes:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of basic terminology.</td>
<td>Quiz on Blackboard</td>
</tr>
<tr>
<td>2. Select proper equipment, including pole and compatible line weights, line, and leader types.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>3. Select a viable site for fishing on a local river or lake and explain their criteria for choosing it.</td>
<td>Demonstration during field trip.</td>
</tr>
<tr>
<td>4. Demonstrate basic casting techniques.</td>
<td>Demonstration during field trip.</td>
</tr>
<tr>
<td>5. Demonstrate basic knowledge of salmon and trout lifecycles, river hydrology, and basic biology.</td>
<td>Quiz on Blackboard</td>
</tr>
<tr>
<td>6. Select proper gear for various situations.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>7. Demonstrate how to fillet, freeze and prepare fish.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>8. Demonstrate knowledge of bear and wildlife safety.</td>
<td>Quiz on Blackboard</td>
</tr>
</tbody>
</table>

2. Guidelines for Evaluation:
   Attend class
   Participate in classroom discussions, demonstrations, and field trips.
   Demonstrate the proper use of equipment.
   Quiz on Blackboard.

3. Course Level Justification: Introductory course.

4. Topical Course Outline
   1. Equipment
      a. Choosing a rod.
      b. Terminal gear selection.
      c. Knot tying
      d. Lures, lines, and hook sizes.
   2. Techniques for Alaskan rivers and lakes.
   3. Basic casting techniques.
   4. Biology, hydrology, salmon and trout lifecycle.
   5. Wildlife and bear safety.
   6. Filleting, canning, smoking, and preparation of fish.
   7. Practical field experience: various fishing trips to area lakes and streams.

6. **Bibliography:**


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

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<th>1a. School or College</th>
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<th>1c. Department</th>
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<tbody>
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<td>CT CTC</td>
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<td>FEST</td>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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6. Complete Course/Program Title  
Rescue Practices

Abbreviated Course/Program Title  
Rescue Practices

<table>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<td>Add/Change/Delete</td>
<td>Course</td>
<td>Prefix/Credits/Title/Grading Basis/Contact Hours/Student Prereq/Co-requisites/Other Restr/Class/Level/College/Major/Other CCG/Program/Other</td>
<td>Course Number/Contact Hours/Repeat Status/Cross-Listed/Stacked/Course Prerequisites/Co-requisites/Registration Restrictions</td>
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</tbody>
</table>

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

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

11. Implementation Date  
From: Summer/2008  
To: /9999

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

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
- None

14. Coordinate with Affected Units:
- Listserv, UAF, Extended Sites.
- Department, School, or College

Initiator Signature  
Date

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

16. Course Description
Introduces rescue problems, techniques, and equipment. Includes SCBA use, urban search and rescue, scene safety, motor vehicle crashes, technical rescue, water, swift water, and ice rescue, mass casualty incidents, and heavy rescue.

Special note: Students must be physically capable of performing rescue skills and must be currently certified as an Emergency Trauma Technician or an Emergency Medical Technician.

17a. Course Prerequisite(s) (list prefix and number)
- EMT A110, or EMT A130

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)
- Departmental Approval

18. Mark if course has fees

19. Justification for Action
Students must use more in-depth medical emergency response when performing comprehensive rescue techniques which they will gain in EMT A110 or EMT A130. The special note within the course description eliminates the need for CPR and First Aid as a prerequisite.

---

Initiator (faculty only)  
Date

Initiator (PRINT NAME)

Approved  
Disapproved

Dean/Director of School/College  
Date

Approved  
Disapproved

Undergraduate or Graduate  
Date

Approved  
Disapproved

Academic Board Chairperson  
Date

Approved  
Disapproved

Provost or Designee  
Date

105
I. **Course Description:**
Introduces rescue problems, techniques, and equipment. Includes SCBA use, urban search and rescue, scene safety, motor vehicle crashes, technical rescue, water, swift water, and ice rescue, mass casualty incidents, and heavy rescue.

Special Note: Students must be physically capable or performing rescue skills and currently certified as an Emergency Trauma Technician or Emergency Medical Technician.

II. **Course Design:**
A. This course is designed for entry-level fire science students.
B. Credits: 3
C. Total time of student involvement 135 hours:
   - Lecture: 30 total hours
   - Lab: 30 total hours
   - Outside: 75 total hours
D. FIRE A117 is a selective course for two of the options within the AAS in Fire and Emergency Services Technology.
E. There is a special fee associated with this course.
F. This course may be taught in any time frame, but not less than three weeks.
G. This is a revised course.
H. This course is coordinated with extended sites, UAF Fire and Emergency Services, and Listserve.
I. This course introduces students to fire and emergency services rescue practices.

III. **Course Activities:**
This course is conducted with classroom lecture, discussions, and hands-on activities.

IV. **Course Prerequisites/Corequisites/Registration Restrictions:**
Registration Restrictions - Departmental Approval
Prerequisites – EMT A110 or EMT A130

V. **Course Evaluation:**
This course will be graded on an A-F basis. The grade will be determined by weekly homework, attendance and participation, quizzes, exams, and hands-on drills. Grading criteria will be discussed at the first class session.
### VI. Course Curriculum:

1.0 Safety
   1.1 Campus
   1.2 Classroom and laboratory

2.0 Fire Service Search and Rescue
   2.1 Assessing the need
   2.2 Available resources
   2.3 Capabilities

3.0 Search and Rescue Incident Management
   3.1 Scene safety
   3.2 Emergency response
   3.3 Outside assistance
   3.4 Operation components
   3.5 Apparatus placement
   3.6 Control zones
   3.7 Evacuation and termination

4.0 Vehicles and Equipment
   4.1 Personal protective equipment
   4.2 Rescue Vehicles
   4.3 Tools
      4.3.1 Hand tools
      4.3.2 Hydraulic tools
      4.3.3 Pneumatic tools

5.0 Rope Rescue
   5.1 Regulations
   5.2 Knots
   5.3 Systems
   5.4 Tactical consideration

6.0 Structural Search and Rescue
   6.1 Hazards
   6.2 Equipment
      6.2.1 Monitoring equipment
      6.2.2 Hand tools
      6.2.3 Power tools
      6.2.4 Air-supply equipment
   6.3 Rescue skills
   6.4 Tactical considerations

7.0 Water and Ice Search and Rescue
   7.1 Needed equipment
7.2 Scene control  
7.3 Hazards  
7.4 Preparation  
7.5 Performing aquatic rescue  
7.6 Victim recovery  

8.0 Special Rescues  
8.1 Electricity  
8.2 Silo/Grain elevators  
8.3 Flammable liquids  
8.4 Suicide attempts  
8.5 Alaska specific  

9.0 Heavy Rescue  
9.1 Elevators  
9.2 Machinery  
9.3 Tactical considerations  

10.0 Motor Vehicle Crashes  
10.1 Patient extrication  
10.2 Equipment/Tools  
10.3 Shoring/Stabilization  
10.4 Vehicle construction  
10.5 Fuel systems  
10.6 Component reactions  

11.0 Mass Casualty Incidents  
11.1 Triage  
11.2 Incident Command System  

VII. Suggested Texts:  


VIII. Bibliography:  


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

A. *Instructional Goal:*

   To introduce the fundamentals and principles of rescue practices in fire and emergency services.

B. *Student Outcomes/Assessment Procedures*

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After successful completion of the course, the student will be able to do the following:</strong></td>
<td></td>
</tr>
<tr>
<td>Successfully don, within 2 minutes, and doff self contained breathing apparatus (SCBA).</td>
<td>Class participation \nSkills test</td>
</tr>
<tr>
<td>Identify scene safety issues with urban search and rescue, vehicle rescue, water rescue, heavy rescue and mass casualty incidents.</td>
<td>Class participation \nWritten assignments \nExam \nSkills test</td>
</tr>
<tr>
<td>Establish safety perimeters for each type of rescue covered in class.</td>
<td>Class participation \nSkills test</td>
</tr>
<tr>
<td>Perform a structural search and rescue.</td>
<td>Class participation \nSkills test</td>
</tr>
<tr>
<td>Perform a vehicle extrication rescue.</td>
<td>Class participation \nSkills test</td>
</tr>
<tr>
<td>Perform a water/ice rescue.</td>
<td>Class participation \nSkills Test</td>
</tr>
<tr>
<td>Perform a technical rescue.</td>
<td>Class participation \nSkills test</td>
</tr>
<tr>
<td>Describe the elements of each rescue operation discussed in class.</td>
<td>Class participation \nWritten Assignment \nExams</td>
</tr>
<tr>
<td>Identify the proper tools and equipment needed for different types of rescue.</td>
<td>Class participation \nWritten and Practical Exam</td>
</tr>
<tr>
<td>Identify the components of the Incident Command System (ICS) and follow the steps and components of ICS during rescue scenarios.</td>
<td>Class participation \nWritten and Practical Exam</td>
</tr>
</tbody>
</table>
### 1. School or College
CT CTC

### 2. Course Prefix
N/A

### 3. Course Number
N/A

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

### 5a. Credits/CEU
N/A

### 5b. Contact Hours (Lecture + Lab)
N/A

### 6. Complete Course/Program Title
A.A.S. Fire and Emergency Services Technology - Fire Administration option only

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

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

#### 8.1. Mark appropriate boxes
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other catalog copy for Fire Administration option

### 9. Repeat Status No

#### 9.1. # of Repeats

#### 9.2. Max Credits

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

### 11. Implementation Date
- From: Fall/2008
- To: 9999

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

### 13. List any programs or college requirements that require this course
Fire Administration option

### 14. Coordinate with Affected Units:
- Listserv
- Department, School, or College

### 15. General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 16. Course Description
See attached catalog copy.

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

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

### 18. Mark if course has fees

### 19. Justification for Action
This additional course, FIRE A201, Principles of Emergency Management, gives the student more options within the management arena of Fire Administration.

---

**Initiator (faculty only)**

**Initiator (PRINT NAME)**

**Approved**

**Disapproved**

**Date**

---

**Dean/Director of School/College**

**Approved**

**Disapproved**

**Date**

---

**Department Chairperson**

**Approved**

**Disapproved**

**Date**

---

**Undergraduate or Graduate**

**Approved**

**Disapproved**

**Date**

---

**Provost or Designee**

**Approved**

**Disapproved**

**110 Date**

---
FIRE AND EMERGENCY SERVICES TECHNOLOGY

Allied Health Science Building (AHS) Room 165 (907) 786-6476
http://alliedhealth.ualaska.edu/fire

The Fire and Emergency Services Technology program provides entry-level knowledge and skills for students planning a career in emergency services as well as knowledge and skill for the career firefighter.

PROGRAM OUTCOMES
Graduates of the Fire and Emergency Services Technology program are prepared to:
• Obtain employment and advance in the fire/EMS field.
• Perform as part of a team to effectively mitigate an emergency situation.
• Relate how emergency services have evolved and identify the drivers and essential components of modern emergency services.
• Provide guidance and leadership in the arena of fire prevention.

The Associate of Applied Science degree has a technical core which follows the National Fire Academy’s Fire and Emergency Service Higher Education’s model core curriculum for two-year degree programs. The technical core consists of courses in Principles of Emergency Services, Building Construction, Fire Prevention, Fire Hydraulics, Protection Systems, and Fire Behavior and Combustion.

Each student must complete the technical core as well as Math A105 or higher, a natural science with lab, and remaining UAA AAS general education requirements. The student also has four (4) options from which to choose: Fire Suppression, Fire Administration, Emergency Medical Services, or Wildland Firefighting. It may take more than two years to complete the degree.

This program articulates with Western Oregon University (WOU), available through the Western Oregon State College Open Learning Fire Service Program for a baccalaureate degree in Fire Service Administration. For further info about the WOU program contact: http://wou.edu/provost/extprogram/fireserviceprograms.html or (503) 838-8690.

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

ASSOCIATE OF APPLIED SCIENCE, FIRE AND EMERGENCY SERVICES TECHNOLOGY

ADMISSION REQUIREMENTS
Satisfy the Admission to Certificate and Associate Degree Programs Requirement in Chapter 7, Standards and Requirements. Although not required, it is highly recommended that students be a member of a paid or volunteer fire department prior to or shortly after being admitted to the program.

DEGREE REQUIREMENTS
1. Complete the General University Requirements for Associate of Applied Science Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Degree Requirements located at the beginning of this chapter.
3. Complete the Major Requirements listed below.

MAJOR REQUIREMENTS
1. Complete the following required courses (28 credits):
   FIRE A101 Principles of Emergency Services 3
   FIRE A105 Fire Prevention 3
   FIRE A121 Fire Behavior and Combustion 3
   FIRE A202 Fire Protection Hydraulics and Water Supply 3
   FIRE A206 Building Construction for Fire Protection 3
   FIRE A214 Fire Protection Systems 3
   MATH 105 or Higher 3
   Natural Science w/Lab (Recommend CHEM 103/L) 4
   Social Science (PS, PSY, or SOC) 3
   MATH, NAT SCI, and SOC SCI may also meet AAS General Course Requirements.
2. Complete 12 credits in one of the following options:

   Fire Suppression
   FIRE A107 Strategy and Tactics 3
   FIRE A117 Rescue Practices 3
   FIRE A203 Hazardous Materials Chemistry I 3
   FIRE A123 Fire Investigation I 3

   Fire Administration
   FIRE A111 Fire Administration I 3
   FIRE A170 Occupational Safety and Health for Fire Service 3
   FIRE A220 Legal Aspects of Emergency Services 3
   FIRE A230 Fire Department Organizational Theory and Behavior 3
   or
   FIRE A201 Principles of Emergency Management

   Emergency Medical Services
   EMT A 130 EMT I 6
   EMT A 230 EMT II 3
   EMT A 231 EMT III 3

   Wildland Firefighting
   FIRE A151 Wildland Fire Control I 3
   FIRE A155 Wildland Fire Behavior 3
   FIRE A157 Wildland Air Operations and Safety 3
   FIRE A159 Wildland Fire Operations Functions 3
   3. Complete an additional 11 credits from any FIRE, FSA, or EMT course or from the general education list that will lead towards a baccalaureate degree. (Advisor approval required for general education courses) 11
   4. A total of 60 credits is required for the degree.

FACULTY
Gail Ownby-Hughes, Assistant Professor/Program Coordinator, AFTGO@ualaska.edu

UNDERGRADUATE PROGRAMS, COMMUNITY AND TECHNICAL COLLEGE
University of Alaska Anchorage 2007-2008 Course Catalog Chapter 10 Page 191
www.uaa.
Hello, All ~

Each year the Office of the Registrar reviews active courses and identifies those which have not been offered in four academic years (eight fall or spring semesters) or have never been offered. The 102 courses on the attached spreadsheet are scheduled to be purged from the active database before the publication of the next course catalog. This is your opportunity to review the list of courses before the cleanup. Please share the information with your departments and curriculum committees. If your department wishes to retain a course, written justification must be provided.

Justifications for retaining dormant courses must be presented in writing addressed to the Undergraduate Academic Board (UAB) or the Graduate Academic Board (GAB) through the Governance office. The deadline for providing this information to Christine Tullius in Governance is 9:00 a.m. on Monday, April 8, 2008. If no reply is received from your office by the deadline, the courses will be purged and will not appear in the next course catalog.

The Curriculum Handbook states the following policy:

“A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

GER Course Purge List: UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.” P21

If you have any questions, please contact me. My contact information appears below.

Thank you.

Linda
Linda Kay Davis
Curriculum Specialist
Office of the Registrar
University of Alaska Anchorage
(907) 786-1555
(907) 786-1537 fax
lindak@uaa.alaska.edu
<table>
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<tr>
<th>SUBJECT PREFIX</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>COURSE EFFECTIVE</th>
<th>LAST TERM OFFERED</th>
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<th>Was this course carried over by request from the 2005-06 purge list?</th>
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Requests to retain courses in the active course catalog should include justification for retention. Requests should be submitted for review to the GAB/UAB through the Governance Office. No response indicates no support for retention.
<table>
<thead>
<tr>
<th>SUBJECT PREFIX</th>
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Requests to retain courses in the active course catalog should include justification for retention. Requests should be submitted for review to the GAB/UAB through the Governance Office. No response indicates no support for retention.
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