

Undergraduate Academic Board Agenda

January 18, 2007
ADM 204
2:00 – 5:00 pm

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 CCGs

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

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment

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

Meeting Approved @ 3:13 p.m.

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

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.
 - 3.1 National Organization for Human Services Code of Conduct.
 - 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

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

VI. Suggested Texts

Kiser, P. M. (2008). *The human services internship: Getting the most from your experience*. Belmont, CA: Brooks/Cole.

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.

Nguyen, T. (2006). *Many paths, one purpose: Career choices for social work and human service majors*. San Diego, University Press of America.

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

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

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

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
N/A

Previous Prefix and Number:

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

1a. School or College CT CTC		1b. Division AHLS Division of Health Safety		1c. Department DH	
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 AAS Dental Hygiene Catalog Copy					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program			9. Repeat Status # of Repeats Max Credits n/a		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Catalog copy			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG n/a		
			11. Implementation Date semester/year From: Fall/08 To: 999/999		
			12. <input type="checkbox"/> Cross Listed with N/A n/a <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Dental Hygiene, AAS					
14. Coordinate with Affected Units: List serve, extended campus Department, School, or College _____ Initiator Signature _____ Date _____					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities n/a <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) n/a		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action 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.					

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

Sandra Pence
 Initiator (PRINT NAME)

Approved [Signature] 11/20/07
 Disapproved: _____ Date

Approved [Signature] 11/21/07
 Disapproved: _____ Date

Approved [Signature] 11/21/07
 Disapproved: _____ Date

Approved [Signature] 11/20/07
 Disapproved: _____ Date

____ Approved _____
 Disapproved: _____ Date

____ Approved _____
 Disapproved: _____ Date

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

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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.¶

Deleted: Basic Life Support

Deleted: 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.¶
2. Current Basic Life Support Certification in Cardiopulmonary Resuscitation 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 ... [1]

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

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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.

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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.

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 Deleted: Applicants are encouraged to submit application to the University by January 1st to ensure complete processing of the application and transcripts by May 20th.

- 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:

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BIOL A111/L Human Anatomy and Physiology I with lab 4

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BIOL A112/L Human Anatomy and Physiology II with lab 4

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BIOL A240 Introductory Microbiology for Health Sciences 4

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or

BIOL A241 Lectures in Introductory Microbiology for Health Sciences 3

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CHEM A103 Survey of Chemistry 3

or

CHEM A105 General Chemistry I 3

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CHEM A104 Introduction to Organic Chemistry and Biochemistry 3

Courses must be completed by the application deadline.

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 BIOL A112 with a lab¶
 BIOL A240 or BIOL A241.¶

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- d. Documentation from official transcripts showing successful completion of the following general requirements courses with a cumulative GPA of at least a 2.5:

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

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 . COMM A111 or COMM A235 or COMM A237 ¶
 or COMM A241¶

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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.

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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.

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Information and applications can be obtained by contacting:

UAA Dental Hygiene Program
Allied Health Sciences Building, Room 160
3211 Providence Drive

Anchorage, AK 99508-8371

Please call (907) 786-6929

<http://www.uaa.alaska.edu/ctc/programs/alliedhealth/dh/>

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Advising

Students should contact the Dental Hygiene Program advisor for details.

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Academic Progress

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

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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.

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Major Requirements

1. Complete the following required courses:

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Fall Semester 1st year

DA A110/110L	Dental Radiography <u>with lab</u>	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)	3

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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.

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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

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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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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

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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

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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.
2. Current Basic Life Support Certification in Cardiopulmonary Resuscitation 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.

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
	or	
COMM A235	Small Group Communication	3
	or	
COMM A237	Interpersonal Communication	3
	or	
COMM A241	Public Speaking	3
PSY A111	General Psychology	3
	or	
PSY A150	Lifespan Development	3
	or	
PSY A153	Human Relations	3
SOC A101	Introduction to Sociology	3
	or	
SOC A201	Social Problems and Solutions	3
	or	
SOC A222	Small and Rural Communities	3
	or	
SOC A307	Demography	3
	or	
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

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.
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UAA Dental Hygiene Program
Allied Health Sciences Building, Room 160
3211 Providence Drive

Anchorage, AK 99508-8371
Please call (907) 786-6929
<http://www.uaa.alaska.edu/ctc/programs/alliedhealth/dh/>

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)	3

or

*DN A203	Nutrition for Health Sciences (3)	
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*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



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 BP		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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Revise course activities and outline			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A		
			<input type="checkbox"/> Stacked with N/A <small>Cross-Listed Coordination Signature</small>		
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 <div style="text-align: right;">_____ Initiator Signature Date</div>					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab 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: _____ Curriculum Committee Chairperson Date	_____ Approved _____ Disapproved: _____ Provost or Designee 28Date

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

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

Robbins, Stephen P. and David A. DeCenzo. Supervision Today! 5th ed. Upper Saddle River: Prentice Hall. 2007.

VIII. Bibliography

Albert, Susan. "Workforce attitude changing with new millennial." Bartlesville Examiner-Enterprise Online. 29 Aug. 2005. <<http://www.examiner-enterprise.com/articles/2005/08/27/business/b985.txt>>

DuBrin, Andrew J. “Understanding Individual Differences.” Human Relations: Interpersonal, Job-Oriented Skills. 9th ed. Upper Saddle River: Prentice Hall. 2007.

Goodwin, Cliff. “The Problem Employee.” Supervisor’s Survival Kit. 10th ed. Upper Saddle River: Pearson Prentice Hall. 2006.

Henslin, James M. “Values in U.S. Society.” Essentials of Sociology: A Down-to-Earth Approach. 4th ed. Boston: Allyn and Bacon. 2002.

Newstrom, John W., Scannell, Edward E. Games Trainers Play: Experiential Learning Exercises. New York: McGraw-Hill. 1980.

Stockton, Billie, Bullock, Anita, and Locke, Anne. “The Personal Interest Inventory.” Supervisory Management. 5th ed. Mosley, Donald C., Megginson, Leon C., and Pietri, Paul H. Cincinnati: South-Western College Publishing, 2001. 28-31.

IX. Instructional Goals and Student Outcomes

<p>A. Instructional Goals. The instructor will:</p>
1. Discuss the role of supervisors and the challenges they face in the 21 st 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. Students will be able to:	Assessment Method
1. Organize an activity to achieve specific desired outcomes	Class activities and group project
2. Plan actions and set goals to achieve specific desired supervisory outcomes	Exams, quizzes and group project
3. Communicate expectations for specific plan and provide feedback to others	Exams, quizzes, and class activities
4. Apply decision-making techniques	Exams, quizzes, class activities, and group project
5. Demonstrate methods of motivating employees	Exams, quizzes, and class activities
6. Analyze supervisory situations and determine appropriate courses of action	Exams, and group project

Course Content Guide
University of Alaska Anchorage
DNCE A061
Elementary Ballet

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 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:

Hammond, Sandra Noll. *Ballet Basics (5th ed.)*. New York: McGraw-Hill, 2005.

VIII: Bibliography:

Ellison, Nancy. *The Ballet Book*. New York, NY: Universe, 2003.

Foster, Susan. *Choreography Narrative: Ballet's Staging of Story and Desire*. Bloomington, IN: Indiana University Press, 1996.

Reynolds, Nancy. *No Fixed Points. Dance in the Twentieth Century*. New Haven, CT: Yale University Press, 2003.

Course Content Guide
University of Alaska Anchorage
DNCE A081
Elementary Jazz

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 alignment
- 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:

Dixon Gottschild, Brenda. *Waltzing in the dark: African American Vaudeville and Race Politics in the Swing Era*. New York, NY: St. Martin's Press, 2000.

Jackson, J. D. "Improvisation in African-American Vernacular Dancing." *Dance Research Journal* 33 (Fall 2001): 40-53.

Monaghan, Terry. "Why study the Lindy-Hop." *Dance Research Journal* 33 (Fall 2001): 124-127.

Valis-Hill, Constance. "From Bharata Natyam to Bop: Jack Cole's Modern Jazz Dance." *Dance Research Journal* 33 (Fall 2001): 29-39.

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

I. Date of Initiation: Fall 2008

II. Course Information

- A. College or School: CAS
- 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 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 with 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 epaulment
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:

Hammond, Sandra Noll. *Ballet Basics* (5th ed.). New York: McGraw-Hill, 2005.

VIII: Bibliography:

Ellison, Nancy. *The Ballet Book*. New York, NY: Universe, 2003.

Foster, Susan. *Choreography Narrative: Ballet's Staging of Story and Desire*. Bloomington, IN: Indiana University Press, 1996.

Reynolds, Nancy. *No Fixed Points. Dance in the Twentieth Century*. New Haven, CT: Yale University Press, 2003.

Course Content Guide
University of Alaska Anchorage
DNCE A121
Fundamentals of Modern I

I. Date of Initiation: Fall 2008

II. Course Information

- A. College or School: CAS
- B. Course Subject: Dance
- C. Course Number: DNCE A121
- D. Number of Credits: 2 (1+2)
- 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 with 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:

Erkert, Jan. *Harnessing the Wind*. Champaign, IL: Human Kinetics, 2003.

Lepecki, Andre. *Exhausting Dance*. New York, NY: Routledge Press, 2006.

Lepecki, Andre (ed.). *Of the Presence of the Body*. Middletown, CT: Wesleyan University Press, 2004.

Manning, Susan. *Modern Dance Negro Dance*. Minneapolis, MN: University of Minnesota Press, 2004.

Course Content Guide
University of Alaska Anchorage
DNCE A151
Fundamentals of Tap I

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/ribcage/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:

Dixon Gottschild, Brenda. *Waltzing in the dark: African American Vaudeville and Race Politics in the Swing Era*. New York, NY: St. Martin's Press, 2000.

Gray, Acia. *The Souls of Your Feet: A Tap Dance Guidebook for Rhythm Explorers*. Second Edition. Austin, TX: Grand Weaver's Publishing, 1998.

Hill, Constance Valis. *Brotherhood in Rhythm : The Jazz Tap Dancing of the Nicholas Brothers*. Canada: Oxford University Press, 2000.

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

- Layman, Stephen C. 1994. *The Power of Logic*. Boston: McGraw Hill.
- Kalish, D., R. Montague and G. Mar. 1980. *Logic: Techniques of Formal Reasoning*. Oxford: Oxford University Press.
- Salmon, M. 2006. *Introduction to Logic and Critical Thinking*. Belmont: Wadsworth.

Bibliography

- Frege, Gottlob. 1892. "On Sense and Reference." In *Translations from the Philosophical Writing of Gottlob Frege*, ed. and trans. by Peter Geach and Max Black. Oxford: Blackwell, 1966.
- Haack, Susan. 1978. *Philosophy of Logics*. Cambridge: Cambridge University Press.
- Jacquette, Dale., Dov Gabbay, and Paul Thagard. 2006. *Philosophy of Logic*. Oxford: North Holland.
- Kneale, William, and Martha Kneale. 1985. *The Development of Logic*. Oxford: Oxford University Press.
- Kripke, Saul. 1978. *Naming and Necessity*. Oxford: Blackwell.
- Loux, Michael J. 1979. *The Possible and the Actual*. Ithaca: Cornell University Press.
- Quine, Willard V.O. 1980. *From a Logical Point of View*. Cambridge: Harvard University Press.
- Putnam, Hilary. *Philosophy of Logic*. 1971. New York: Harper Row.
- Read, Stephen. 1985. *Thinking About Logic: An Introduction to the Philosophy of Logic*. Oxford: Oxford University Press.
- Strawson, Peter F. ed. 1967. *Philosophical Logic*. Oxford: Oxford University Press.

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

- Appiah, Kwame Anthony. 2003. *Thinking It Through: An Introduction to Contemporary Philosophy*. New York: Oxford University Press.
- Bowie, G. Lee, Meredith W. Michaels, and Robert C. Solomon, eds. 2006. *Twenty Questions: An Introduction to Philosophy*. Wadsworth: Belmont, CA.
- Cahn, Steven, ed. 2007. *Classics of Western Philosophy*. New York: Hackett Publishers.
- Perry, John. 1978. *A Dialogue On Personal Identity And Immortality*. New York: Hackett Publishers.
- Perry, John and Michael Bratman, eds. 1999. *Introduction to Philosophy*. New York: Oxford University Press.
- Rachels, James. 2006. *The Elements of Moral Philosophy*. New York: McGraw-Hill Publishers.
- Sober, Elliott. 2004. *Core Questions in Philosophy: A Text With Readings*. New York: Prentice Hall.
- Weston, Anthony. 1992. *A Rulebook for Arguments*. New York: Hackett.

Bibliography

- Audi, Robert. 1999. *The Cambridge Dictionary of Philosophy*. New York: Cambridge University Press.
- Blackburn, Simon. 1999. *Think*. New York: Oxford University Press.
- Durant, Will. 1964. *The Story of Philosophy*. New York: Washington Square Press.
- Honderich, Ted, ed. 2005. *Oxford Companion to Philosophy*. New York: Oxford University Press.
- Scruton, Roger. 2002. *A Short History of Modern Philosophy*. New York: Routledge.
- Tuana, Nancy. 1992. *Woman and the History of Philosophy*. New York: Paragon.

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. Anixemenes
 - 2.1.3. Anixamander
 - 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

Annas, J. 2000. *Voices of Ancient Philosophy: An Introductory Reader*, New York: Oxford University Press.

Cohen, S. M., Patricia Curd and C.D. Reeve, eds. 1995. *Readings in Ancient Greek Philosophy*. Indianapolis: Hackett.

Hyman, Arthur and James Walsh. 1983. *Philosophy in the Middle Ages: The Christian, Islamic, and Jewish Traditions*. Indianapolis: Hackett.

Bibliography

Plato:

- Adams, J. 1902. *The Republic of Plato*. Cambridge: Cambridge University Press.
- Annas, J. 1981. *An Introduction to Plato's Republic*. Oxford: Oxford University Press.
- Carone, G.R. 2005: *Plato's Cosmology and its Ethical Dimensions*. Cambridge: Cambridge University Press.
- Cross, R.C. and A.D. Woozley. 1964. *Plato's Republic: A Philosophical Commentary*. New York: St. Martin's Press.
- Nettleship, R. L. 1961. *Lectures on the Republic of Plato*. New York: St. Martin's Press.
- Reeve, C.D.C. 1988. *Philosopher-Kings: The Argument of Plato's Republic*. Princeton: Princeton University Press.
- Sayre, K.M. 2006: *Metaphysics and Method in Plato's Statesman*. Cambridge.
- Stauffer, D. 2006: *The Unity of Plato's Gorgias*. Cambridge: Cambridge University Press.
- White, N. P. 1979. *A Companion to Plato's Republic*. Indianapolis: Hackett.

Aristotle

- Ackrill, J. 1963. *Aristotle: Categories and De Interpretatione*, Oxford: Clarendon Press.
- Addis, L. 1972. "Aristotle and the Independence of Substances." *Philosophy and Phenomenological Research* 54: 699-708.
- Falcon, A. 2005: *Aristotle and the Science of Nature*. Cambridge: Cambridge University Press.
- Modrak, Deborah K. 1983. "Forms and Compounds." In J. Bogen and J. E. McGuire (eds.). *How Things Are: Studies in Predication and the History of Philosophy*, Dordrecht: Reidel, 85- 99.
- Shields, Christopher. 1990. "The Generation of Form in Aristotle." *History of Philosophy Quarterly*, 7: 367-390.
- Wedin, M. 2000. *Aristotle's Theory of Substance: The Categories and Metaphysics Zeta*. Oxford: Oxford University Press.

Aquinas and Medieval Philosophy

- Aertsen, J. 1988. *Nature and Creature: Thomas Aquinas' Way of Thought*. Leiden: E. J. Brill.
- Bourke, V. J. 1965. *Aquinas Search for Wisdom*. Milwaukee: Bruce.
- Chenu, M. 1964. *Toward Understanding St. Thomas*. Chicago: Regnery.
- Copleston, F. C. 1955. *Aquinas*. London: Penguin Books.
- Davies, B. 1992. *The Thought of Thomas Aquinas*. Oxford: Clarendon Press.
- Gilson, Etienne. 2002. *Thomism: The Philosophy of Thomas Aquinas*. Trans. Shook, L.K. and A. Mauer. Toronto: Pontifical Institute of Medieval Studies.
- Maritain, J. 1964. *St. Thomas Aquinas*. New York: Meridian Books.
- Maurer, Armand. 1982. *Medieval Philosophy*. 2nd ed. Toronto: Pontifical Institute of Mediaeval Studies.
- Stump, E. 2003. *Aquinas*. London: Routledge.



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		1c. Department Philosophy	
2. Course Prefix PHIL	3. Course Number A212	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title History of Philosophy II <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course Philosophy Major, Philosophy Minor, International Studies					
14. Coordinate with Affected Units: CAS, UAA Faculty Listserve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action GER revision update course description.					

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

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

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

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

____ Approved
____ Disapproved: _____
Provost or Designee 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 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 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. Theism
 - 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

- Baird, Forrest and Walter Kaufmann, eds. 2003. *Modern Philosophy* Fourth Edition. Forrest Prentice Hall.
- Cottingham, John. 1988. *The Rationalists*. Oxford University Press.
- Kenny, Anthony. 2006. *The Rise of Modern Philosophy*. Oxford: Oxford University Press.
- Woolhouse, Roger. 1988. *The Empiricists*. Oxford University Press.

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- Atherton, Margaret. 1994. *Women Philosophers of the Early Modern Period*. Hackett Pub. Co.
- Ayers, Michael. 1991. *Locke: Epistemology and Ontology*. Oxford: Blackwell.
- Bennett, Jonathan. 1971. *Locke, Berkeley, Hume: Central Themes*. Oxford: Clarendon Press.
- Berkeley, George. 1988. *Principles of Human Knowledge and Three Dialogues*. Penguin.
- Blocker, H. Gene. 1998. *World Philosophy: An East-West Comparative Introduction to Philosophy*. New York: Prentice Hall.
- Brown, Deborah J. 2006: *Descartes and the Passionate Mind*. Cambridge: Cambridge University Press.
- Grant, Edward. 2006. *A History of Natural Philosophy*. Cambridge: Cambridge University Press.
- Greene, Marjorie. 1983. *Descartes*. University of Minnesota Press.
- Haakonssen, Knud 2006: *The Cambridge History of Eighteenth Century Philosophy*. Cambridge: Cambridge University Press.
- Hume, David. 1978. *A Treatise of Human Nature*. ed. Peter Nidditch. Oxford: Oxford University Press.
- Kant, Immanuel. 1933. *Critique of Pure Reason*. trans. Norman Kemp Smith. London: Macmillan.
- Kenny, Anthony, ed. 1994. *The Oxford History of Western Philosophy*. Oxford: Oxford University Press.
- Kenny, Anthony. 2006. *The Rise of Modern Philosophy*. Oxford: Oxford University Press
- Locke, John. 1975. *An Essay Concerning Human Understanding*, ed. Peter Nidditch. Oxford: Oxford University Press.
- Longuenesse, Beatrice. 2001. *Kant and the Capacity to Judge*. Princeton: Princeton University Press.
- Mackie, John. 1976. *Problems from Locke*. Oxford: Oxford University Press.
- Oneil, Onora. 1990. *Constructions of Reason: Explorations of Kant's Practical Philosophy*. Cambridge: Cambridge University Press.
- Radcliffe, Elizabeth, and Anand Jayprakash Vaidya. Eds. 2007. *Late Modern Philosophy*. Oxford: Oxford University Press.
- Safavi, Seyed G. *A Comparative Study of Islamic and Western Philosophy*. London Academy of Iranian Studies.

Schott, Robin May ed. 1997. *Feminist Interpretations of Kant*. College Park: University of Pennsylvania Press.

Smith, Norman Kemp. 1933. *A Commentary to Kant's Critique of Pure Reason*. London: Macmillan.

Stroud, Barry. 1981. *Hume*. London: Routledge.

Woolhouse, Roger. 1993. *Descartes, Spinoza, Leibniz: The Concept of Substance in 17th C Metaphysics*. London: Routledge.

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:

Almond, Brenda and Donald Hill, eds. 1991. *Applied Philosophy: Morals and Metaphysics in Contemporary Debate*. New York: Routledge.

Beauchamp, Tom. 2001. *Philosophical Ethics: An Introduction to Moral Theory*. Boston: McGraw-Hill.

Boss, Judith. 2006. *Analyzing Moral Issues*, Boston: McGraw Hill.

Rachels, James. 2006. *The Elements of Moral Philosophy* Boston: McGraw-Hill.

Rachels, James. 2006. *The Right Thing To Do*. Boston: McGraw-Hill.

Thiroux, Jacques and Keith Drasemann. 2007. *Ethics: Theory and Practice*. New Jersey: Pearson.

Timmons, Mark. 2006. *Disputed Moral Issues*. Oxford: Oxford University Press.

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Appiah, Kwame Anthony. 2006. *Cosmopolitanism: Ethics in a World of Strangers*. New York: W.W. Norton & Company.

Bok, Sissela. 1989. *Lying: Moral Choice in Public and Private Life*. New York, Random House

Cahn, Stephen and Joram Haber 1995. *20th Century Ethical Theory*. New Jersey: Prentice Hall.

Dancy, Jonathan. 1993. *Moral Reasons*. Oxford: Blackwell, 1993.

Dworkin, Ronald. 1994. *Life's Dominion*. New York: Vintage.

Kamm, Frances M. 2006. *Rights, Responsibilities and Permissible Harm*. Oxford: Oxford University Press.

Gilligan, Carol. 1982. *Psychological Theory and Women's Development*. Cambridge: Harvard University Press.

Glover, Julian. 2001. *Humanity: A Moral History of the Twentieth Century*. New Haven: Yale University Press.

Held, Virginia. 1993. *Feminist Morality*. Chicago: Chicago University Press.

Korsgaard, Christine. 1998. *The Sources of Normativity*. Cambridge: Cambridge University Press.

McMahan, Jeff. 1995. *Killing at the Margins of Life*. Oxford: Oxford University Press.

Mill, John Stuart. 1978. *Utilitarianism*, ed. Mary Warnock. London: Collins, 1978.

Moser Paul K. and Thomas L. Carson. 2001. *Moral Relativism: A Reader*. Oxford: Oxford University Press.

Nussbaum, Martha. 2006. *Frontiers of Justice: Disability, Nationality and Species Membership*, Boston: Belknap Press.

O'Neil, Onora. 2002. *Towards Justice and Virtue: A Constructive Account of Practical Reasoning*. Cambridge: Cambridge University Press.

Rawls, John. 2001. *Justice as Fairness: A Restatement*. Boston: Belknap Press.

Scanlon, Thomas M. 2000. *What We Owe to Each Other*. Boston: Belknap Press.

Singer, Peter. 1999. *Practical Ethics*. Cambridge: Cambridge University Press.

Singer, Peter. 2001. *Animal Liberation*. New York: Harper.

Smith, Michael. 1994. *The Moral Problem*. Oxford: Blackwell.

Williams, Bernard. 1985. *Ethics and the Limits of Philosophy*. Cambridge: Harvard University Press.



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 <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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) (list prefix and number) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable)			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action GER revision update course description					

Initiator (faculty only) Date

Approved
Disapproved: _____
Department Chairperson Date

Approved
Disapproved: _____
Curriculum Committee Chairperson Date

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

Approved
Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved: _____
Provost or Designee 76Date

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 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. Brahmins 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:

- Bresnan, P. 2007/1999. *Awakening: An Introduction to the History of Eastern Thought*, Third Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Koller, J. M. 2007/1998. *Asian Philosophies*, Fifth Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Novak, P. 1995. *The World's Wisdom: Sacred Texts of the World's Religions*. San Francisco: HarperSanFrancisco.
- Oxtoby, W.G. (Ed). 2002. *World Religions: Eastern Traditions*, Second Edition. New York: Oxford University Press.

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

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- Abram, D. 1996. *The Spell of the Sensuous: Perception and Language in a More-Than-Human World: 3135*. New York: Vintage Books.
- Alverson, H. 1989. "Culture and Economy: Games That 'Play People.'" *The Methodology of Economic Thought*, M.R. Tool and W.J. Samuels (Eds), Second Edition. Oxford, UK: Transaction Publishers.
- Bailey, G and I. Mabbett. 2003. *The Sociology of Early Buddhism*. Cambridge, UK: Cambridge University Press.
- Baird, F. and R. Heimbeck. 2006. *Asian Philosophy Philosophic Classics*, Volume VI. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Barnes, N. 2002. "Women and Buddhism in India." *Women in Indian Religions*. New Delhi: Oxford University Press.
- Brannigan, M. 2005. *Ethics across Cultures: An Introductory Text with Readings*. New York: McGraw Hill.
- Dhand, A. 2002. "The Dharma of Ethics, the Ethics of Dharma." *Journal of Religious Ethics* 30.3: 347-372.
- Eck, D. 1998. *Darsan: Seeing the Divine Image in India*, Third Edition. New York: Columbia University Press.
- Faure, B. 2003. "Monks, Mothers, and Motherhood, " "Conflicting Images." *The Power of Denial: Buddhism, Purity, and Gender: 145-215*. Princeton, NJ: Princeton University Press.
- Flood, G. 1997/1996. *An Introduction to Hinduism*. New York: Cambridge University Press.
- Hawley, J.S. and D.M. Wulff. 1986/1982. *The Divine Consort: Radha and the Goddesses of India*. Boston: Beacon Press.
- Hopfe, L and M. Woodward. 2007/1998. "Taoism." *Religions of the World*. Tenth Edition. Upper Saddle River, NJ: Pearson/ Prentice Hall.
- Ivanhoe, P.J. 2000. *Confucian Moral Self Cultivation*, Second Edition. Indianapolis: Hackett Publishing Co., Inc.

- Jagannathan, S. and N. Krishna. 2003/1992. *Ganesha: The Auspicious The Beginning*. Ballard Estate, Mumbai: Vakils, Feffer & Simons Pvt. Ltd.
- Kinsley, D. R. 1988/1986. *Hindu Goddesses: Vision of the Divine Feminine in the Hindu Religious Tradition*. Berkeley: University of California Press.
- Ko, D., J. K. Haboush, and J.R. Piggott (Eds). 2003. *Women and Confucian Cultures in Premodern China, Korea, and Japan*. Berkeley: University of California Press.
- Madsen, R. 2002. "Confucian Conceptions of Civil Society." *Alternative Conceptions of Civil Society*, S.
- Mitchell, D. 2002. *Buddhism: Introducing the Buddhist Experience*. New York: Oxford University Press.
- Mullen, E. 2004. "Tibetan Buddhist Views on Death: Compassion and Liberation. *Death and Dying in World Religions*, L. Bregman (Ed). Boston: Pearson Custom Publishing.
- Ohnuma, R. 2006. "Debt to the Mother: A Neglected Aspect of the Founding of the Buddhist Nuns' Order." *Journal of the American Academy of Religion* 74: 861-901.
- Porterfield, A. 1998. "Puja to the Hindu Goddess Devi." *The Power of Religion: A Comparative Introduction*. New York: Oxford University Press.
- Said, E. 1978. *Orientalism*. New York: Vintage Books/Random House.
- Sen, K. M. 1961. *Hinduism*. London & New York: Penguin
- Smith, H. 1991. "Taoism." *The World's Religions*. San Francisco: Harper San Francisco
- Suzuki, S. 1995/1970. *Zen Mind, Beginner's Mind: Informal Talks on Zen Meditation and Practice*. New York & Tokyo: Weatherhill.
- VanVoorst, R. 2006. *Anthology of World Scriptures*, Fifth Edition: 25-117; 137-184. Belmont, CA: Thomson/Wadsworth.
- Weigand, A. 2004. "The Chinese Experience of Death: Continuity in Transition." *Death and Dying in World Religions: An Anthology*, L. Bregman (Ed). Boston: Pearson Custom Publishing.
- Wei-ming, T. 1993. "Confucianism." *Our Religions*, A. Sharma (Ed). San Francisco: Harper.
- Xiaogan, L. 1993. "Taoism." *Our Religions*, A. Sharma (Ed). San Francisco: Harper.
- Yadlapati, M. 2005. "Sita and Sarah: Female Complementarity or Special Revelation?" Unpublished paper. AAR Conference, November 2005.
- Young, K. 2002. "Women and Hinduism." *Women in Indian Religions*. New Delhi: Oxford University Press.

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. 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:

Fisher, M. P. 2005/1991. *Living Religions*, Sixth Edition. Upper Saddle River, NJ: Prentice-Hall.
 Novak, P. 1995. *The World's Wisdom: Sacred Texts of the World's Religions*. San Francisco: Harper.

Source Documents: (The following come in various translations and editions.)

Hebrew Bible
 Bible (Christian)
 Qur'an

Bibilography:

Abusharaf, R.M. 1998. "Structural Adaptations in an Immigrant Muslim Congregation in New York." In Warner R.S., and J.G. Wittner. *Gatherings in Diaspora: Religious Communities and the New Immigration*. Philadelphia: Temple University Press.
 Adams, N. 2006. *Habermas and Theology*. Cambridge, U.K.: Cambridge University Press.

- Al-Jabarti, A. 1993/1975. *Napoleon in Egypt: Al-Jabarti's Chronicle of the French Occupation, 1798*. Trans. S. Moreh. Third Printing 1997. Princeton: Markus Wiener Publishers.
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- Esposito, J. L. 1998/1988. *Islam: The Straight Path*, Third Edition. NY: Oxford University Press.
- Haddad, Y.Y. and J.L. Esposito 2000/1998. Ed. *Muslims on the Americanization Path?* New York: Oxford University Press.
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- Khalidi, T. 2001. Ed. *The Muslim Jesus: Sayings and Stories in Islamic Literature*. Cambridge, MA: Harvard University Press.
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- Leaman, O. 2002/1985. *An Introduction to Classical Islamic Philosophy*. Cambridge, U.K.: Cambridge University Press.
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Curriculum Action Request University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AFAR Division of Fine Arts		1c. Department Theatre and Dance	
2. Course Prefix THR	3. Course Number A492	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Senior Seminar <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status Yes # of Repeats 1 Max Credits 6		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: UAA List Serve Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		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. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Provide an integrated Capstone Course which covers the arts, the humanites and the social sciences with theatre as the medium for discussion and exploration.					

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

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

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

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

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
THR A492
Senior Seminar

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 Dramatists from Dryden to Sheridan*. Southern Illinois University Press: 1975.

VIII. Bibliography

Archer, John E. *Social Unrest and Popular Protest in England: 1780-1840*. United Kingdom: Cambridge University Press, 2000.

Briggs, Asa. *A Social History of England*. New York: The Viking Press, 1983.

Froide, Amy M. *Never Married: Singlewomen in Early Modern England*. New York: Oxford University Press, 2005.

Im Hof, Ulrich. *The Enlightenment*. Massachusetts: Blackwell Publishers, 1994

Migliarisi, Anna. *Renaissance and Baroque Directors*. Ottawa, Canada: Legas Publishing, 2003.

Reid, Ivan. *Social class Differences in Britain*. London: Open Books Publishing Limited, 1977.

Roach, John. *Social Reform in England: 1780-1880*. New York: St. Martin's Press, 1978.

COURSE CONTENT GUIDE

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:

Turner, Toni, (2000). *A Beginner's Guide to Day Trading On-line*. Adams Media Corporation, Avon, Massachusetts.

VIII. Bibliography:

Farrell, Christopher, (2000). *Day Trader's Survival Guide: How To Be Consistently Profitable In Short-Term Markets*. HarperCollins Publishers Inc., New York, New York.

Friedfertig, Marc and West, George. (2001). *The Electronic Day Trader*. McGraw-Hill, New York, New York.

Farell, Christopher A., (1998). *Day Trade Online*. John Wiley and Sons, Inc.

O'Neil, William J., (2005). *How to Make Money Selling Stocks Short*. John Wiley and Sons, Inc.

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/liason.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 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	_____ Date
_____ Approved		
_____ Disapproved	_____ Dean/Director of School/College	_____ Date
_____ Approved		
_____ Disapproved	_____ Provost	_____ Date

**UNIVERSITY OF ALASKA ANCHORAGE
KENAI PENINSULA COLLEGE
COURSE CONTENT GUIDE**

- 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:

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

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.

5. **Suggested Texts:** Atcheson, D. 2003. *Fishing Alaska's Kenai Peninsula*. Countryman Press, WW Norton. 192pp.

6. Bibliography:

Letherman, T. and T. Weaver. 2004. *Topwater: Flyfishing Alaska*. Countryman Press, WW Norton. 294pp.

Alaskan Fly Fishers. 1993. *Fly Patterns of Alaska*. Frank Amato Publications. 80pp.

Hafele R. and S. Roederer. 1995. *An Angler's Guide to Aquatic Insects*. Johnson Printing. 182pp.

Closs, G. and B. Downes and A. Boulton. 2004. *Freshwater Ecology*. Blackwell Publishing. 221pp.

Stringham, S. 2007. *Bear Viewing in Alaska: Techniques for a Great Adventure*. 128pp.

COURSE CONTENT GUIDE

Department: Fire and Emergency Services **Date:** November 5, 2007
Course Number: FIRE A117
Course Title: Rescue Practices
Credits: 3 credits

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:

Goodson, C. (2005). *Fire service search and rescue practices* (7th ed.). Stillwater, OK: Fire Protection Publications.

VIII. Bibliography:

Collins, L. (2004). *Technical rescue operations*. Tulsa, OK: Penwell.

Maryland Fire and Rescue Institute, University of Maryland. (1998). *Rescue technician*. St. Louis, MO: Mosby.

Sargent, C. (2000). *Confined space rescue*. Tulsa, OK: Penwell.

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

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to do the following:	
Successfully don, within 2 minutes, and doff self contained breathing apparatus (SCBA).	Class participation Skills test
Identify scene safety issues with urban search and rescue, vehicle rescue, water rescue, heavy rescue and mass casualty incidents.	Class participation Written assignments Exam Skills test
Establish safety perimeters for each type of rescue covered in class.	Class participation Skills test
Perform a structural search and rescue.	Class participation Skills test
Perform a vehicle extrication rescue.	Class participation Skills test
Perform a water/ice rescue.	Class participation Skills Test
Perform a technical rescue.	Class participation Skills test
Describe the elements of each rescue operation discussed in class.	Class participation Written Assignment Exams
Identify the proper tools and equipment needed for different types of rescue.	Class participation Written and Practical Exam
Identify the components of the Incident Command System (ICS) and follow the steps and components of ICS during rescue scenarios.	Class participation Written and Practical Exam



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division AHLS Division of Health Safety		1c. Department FEST	
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) (+)
6. Complete Course/Program Title A.A.S. Fire and Emergency Services Technology - Fire Administration option only					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other catalog copy for Fire Administration option			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Fire Administration option					
14. Coordinate with Affected Units: Listserve Department, School, or College _____ Initiator Signature _____ Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action This additional course, FIRE A201, Principles of Emergency Management, gives the student more options within the management arena of Fire Administration.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

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

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

____ Approved
____ Disapproved: _____
Provost or Designee 110 Date

FIRE AND EMERGENCY SERVICES TECHNOLOGY

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

The Fire and Emergency Services Technology program provides entrylevel 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 it is

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@uaa.alaska.edu

UNDERGRADUATE PROGRAMS, COMMUNITY AND TECHNICAL COLLEGE

University of Alaska Anchorage 2007-2008 Course Catalog
Chapter 10 Page 191

www.uaa.edu

Christine Tullius

From: fsgab-bounces@lists.uaa.alaska.edu on behalf of Linda Kay Davis [anlkd@uaa.alaska.edu]
Sent: Thursday, January 03, 2008 9:22 AM
To: Cheryl Easley; Dennis Clark; Douglas Causey; Gary Rice; JAN GEHLER; JAMES LISZKA; afkkm@uaa.alaska.edu; Mary Snyder; Robert LANG; antrc@cbpp.uaa.alaska.edu; Patricia Linton; Carolyn Coe; Barbara J Bolson; Dennis Clark; Peter Risse; vndad@uaa.alaska.edu; Douglas Causey; Gary Rice; Gebeyehu Ejigu; MONICA KANE; THOMAS MILLER; fsgab@lists.uaa.alaska.edu; fsuab@lists.uaa.alaska.edu; curriculum_coordination@lists.uaa.alaska.edu; Donna Gail Shaw; Annette DeBruyn; Kristin A Owens; MEL KALKOWSKI
Cc: Megan Carlson; afjtp1@uaa.alaska.edu; Christine Tullius; Gravley, Sandy; Shelly Blatchford; Gretchen A Meyer; DONNA KING; Marian Mitchell; MARILYN BORELL; UAA Governance; Burgh, Nancy; dawnl@cbpp.uaa.alaska.edu; Lee, Pat
Subject: [Fsgab] Annual List of Courses to be Purged from the UAA Catalog
Importance: High
Follow Up Flag: Follow up
Flag Status: Green
Attachments: Purge List 2008-09 Academic Courses.xls; ATT1246117670.txt

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

Purge List for 2008-09 UAA Course Catalog

BANNER COLLEGE						Was this course carried over by request from the 2004-05 purge list?	Was this course carried over by request from the 2005-06 purge list?	Was this course carried over by request from the 2006-07 purge list?	Was this course carried over by request from the 2007-08 purge list?	COMMENTS
SUBJECT PREFIX	COURSE NUMBER	CODE (SCBCRSE)	COURSE TITLE	COURSE EFFECTIVE	LAST TERM OFFERED					
	Sbcrse Crse Numb	Sbcrse Coll Code	Sbcrse Title	Sbcrky Term Code Start	Sbsect Term Code					
ADT	A271	CT	General Motors ASEP 4	200003	200303					
ADT	A272	CT	General Motors ASEP 5	200003	200401					
AGRI	A115	CT	Horse Behavior/Train I	199702	200401					Offered only at Mat-Su
ANTH	A365	AS	Races: Mod Hum Diversity	199702	200303					
ANTH	A435	AS	Northwest Coast Cultures	199702	200303					
AT	A281	CT	Aviation Maint: A & P Mechanic	200103	200401					
BA	A606	CB	Fund Productn/Operations Mgmt	199702	200401					
BIOL	A201	KP	Field ID Alaskan Flora	199702	200402					Offered only at KPC
BIOL	A292	KP	Plant Lore of Kachemak Bay	199702	200303					Offered only at KPC
BIOL	A309	AS	Biogeography	199702	200203				yes	
BIOL	A327	AS	Parasitology	199702	200203				yes	
BIOL	A352	AS	Human Genetics	199702	200303					
CA	A113	CT	Culinary Meat & Charcuterie	199702	200203				yes	
CED	A181	KP	Drawing & Painting Wildlife	200303	200401					
CIOS	A266	CT	Law Office Proced: Litig Docs	200303						
CIS	A361	CB	Adv Programming Bus Apps	200303	200303					
CIS	A423	CB	Spec Bus Information Systems	200303						
CS	A670	AS	Computer Science-Software Eng	199702		yes	yes	yes	yes	
CS	A671	AS	Advanced Software Engineering	199702	199703			yes	yes	
CSE	A480	EN	Computer Sys Eng Project	200203					yes	
CWLA	A682	AS	Grad Wrkshop: Drama Stage/Scrn	199702	200303					
DA	A121	CT	Chairside Procedures I	199702	200303					
DA	A122	CT	Chairside Procedures II	199702	200401					
DA	A123	CT	Biomed.Sci. For Dental Assist.	199702	200401					
DA	A124	CT	Dental Materials & Applic I	199702	200401					
DA	A125	CT	Dental Materials Applic II	199702	200401					
DA	A128	CT	Dent Communication Skill	199702	200303					
DN	A146	CT	Science Of Weight Mgmt	199702	200401					
DNCE	A234	AS	Fundamentals of Jazz II	200203	200401					
DNCE	A302	AS	Intermediate Ballet II	200203	200301				yes	
DNCE	A322	AS	Intermediate Modern II	200203	200401					
DNCE	A331	AS	Intermediate Jazz I	200203					yes	
DNCE	A332	AS	Intermediate Jazz II	200203					yes	

SUBJECT PREFIX	COURSE NUMBER	BANNER COLLEGE CODE		COURSE EFFECTIVE	LAST TERM OFFERED	Was this course carried over by request from the 2004-05 purge list?	Was this course carried over by request from the 2005-06 purge list?	Was this course carried over by request from the 2006-07 purge list?	Was this course carried over by request from the 2007-08 purge list?	COMMENTS
		(SCBCRSE)	COURSE TITLE							
DNCE	A351	AS	Intermediate Tap I	200203	<small>no banner record or ever being offered</small>				yes	
DNCE	A352	AS	Intermediate Tap II	200203	<small>no banner record or ever being offered</small>				yes	
DNCE	A360	AS	Contemp Techniques & Comp Rep	200203	200401					
DNCE	A395	AS	Adv Practicum: Performance	200303	<small>no banner record or ever being offered</small>					
ECD	A125	EA	Safe Healthy Learn Envir	199702	200303					Offered only at KPC
ECD	A225	EA	Professional/Progrma Mgt	199702	200303					Offered only at KPC
ECON	A650	CB	Alaska Economic Issues	199702	200301				yes	
ECON	A651	CB	Sel Topics For Educators	199702	200303					Topics course
EDSE	A336	EA	Classroom Mgmt & Collaboration	199702	200202				yes	
EDSE	A460	EA	Exceptional Learner	199702	200203				yes	
EDSE	A689	EA	Spec Pop/Gifted Students	199702	200402					
EE	A351	EN	Signals and Systems	200203	<small>no banner record or ever being offered</small>				yes	
ENGL	A381	AS	Drama	199702	200401					
ENGL	A604	AS	Studies in Women's Literature	199702	200301				yes	
ESM	A623	EN	Total Quality Management	199702	200303					
ET	A280	CT	Programmable Logic Controllers	200103	200401					
GIS	A126	EN	Introduction to ArcIMS Maps	200303	<small>no banner record or ever being offered</small>					
GIS	A127	EN	Introduction to Metadata GIS	200303	<small>no banner record or ever being offered</small>					
HIST	A453	AS	America Since 1945	199702	200401					May be stacked w/HIST A653
HIST	A653	AS	U.S., 1945 To Present	199702	200401					May be stacked w/HIST A453
HS	A480	HW	Contemporary Issues-Addiction	199702	200303					
HS	A484	HW	Drug Actions-Psychoactive Drug	199803	200303					
ITAL	A101	AS	*Elementary Italian I	200103	200303					GER Humanities
JPN	A105	AS	Conversational Skills I	200001	200401					May be stacked w/JPN A205
JPN	A205	AS	Conversational Skills II	200001	200401					May be stacked w/JPN A105
JUST	A344	HW	Courts & Civil Liberties	199702	200201				yes	
LANG	A400	AS	Literature/Translation	199702	200401					Topics course
LANG	A691	AS	Curr Topics/2nd-Lang Ed	199702	200402					Topics course
MATH	A250	AS	Intro Computer Algebra Systems	199801	200401					
MATH	A408	AS	Mathematical Stats II	199702	200301				yes	
MTP	A152	CT	Human Health & Disease II	200203	200401					
MTP	A155	CT	Massage Therapy Bus Mgmt	200203	200402					
MTP	A173	CT	Basic Jin Shin Do Acupressure	200303	200402					
MTP	A174	CT	Intro to Reflexology	200303	<small>no banner record or ever being offered</small>					
MTP	A254	CT	Structre, Function, & Movement	200203	200401					
MTP	A266	CT	Goal-Oriented Massage	200303	200401					
MTP	A267	CT	Assess/Application in Massage	200303	200401					

SUBJECT PREFIX	COURSE NUMBER	BANNER COLLEGE CODE		COURSE EFFECTIVE	LAST TERM OFFERED	Was this course carried over by request from the 2004-05 purge list?	Was this course carried over by request from the 2005-06 purge list?	Was this course carried over by request from the 2006-07 purge list?	Was this course carried over by request from the 2007-08 purge list?	COMMENTS
		(SCBCRSE)	COURSE TITLE							
MTP	A273	CT	Intermediate Jin Shin Do	200303	200303					
MTP	A295	CT	Massage Therapy Clinic	200203	200401					
MUS	A101A	KP	Community College Chorus	199702	200303					KPC course
MUS	A105	AS	Jazz Techniques Lab	199702	200303					
NS	A623	HW	Transcultural Nursing-Multicul	199801	200402					
NS	A645	HW	Healing in Health & Illness	200103	200402					
NS	A656	HW	Grant Writing for Health Prof	199901	200201				yes	
PETR	A121	CT	Surface Oilfield Equip II	199702	200303					Offered only at KPC
PHAR	A102	CT	Pharmacy Terminology	200303	200303					
PHAR	A103	CT	Pharmacy Law & Ethics	200303	200303					
PHAR	A106	CT	Professionalism in Pharmacy	200303	200303					
PHAR	A112	CT	Info Tech for Pharm Tech	200303	200303					
PHAR	A114	CT	Pharmacotherapeutics II	200303	no banner record or ever being offered					
PHAR	A195	CT	Pharmacy Practicum	200203	200401					
PHYS	A311	AS	Intermed Classical Mechanics	199702	no banner record or ever being offered					
PRPE	A060	CT	Slingerland I	199803	200303					
PRPE	A062	CT	Multi-Sensory Reading	199803	200303					
PRPE	A064	CT	Multi-Sensory Grammar/Writing	199803	200303					
PRT	A295	CT	Technical Internship	200303	200303					
RUSS	A102E	AS	*Elementary Russian II	199702	200201				yes	GER Humanities
RUSS	A105	AS	Conversational Skills I	199702	200401					May be stacked w/RUSS A205
RUSS	A384	AS	Russian Women	200101	200301				yes	
RUSS	A490B	AS	Sel Topic-Russ Cult in Transla	199803	200001	yes	yes	yes	yes	Topics course
SOC	A454	AS	Eval Research And Change	199702	200303					Xlist JUST A454 (last offered 200403)
SOC	A490	AS	Sel Topics Contemporary Issues	199801	200302				yes	Topics course
SWK	A443	HW	Mental Health Prac, Prog	199702	200401					
SWK	A471	HW	Addictions And Social Wk	199702	200303					
SWK	A657	HW	FAS and FAE	200002	200203				yes	
SWK	A658	HW	Rural Social Work	199903	200102		yes	yes	yes	
THR	A330	AS	Combat for the Stage II	199702	200402					
VE	A443	CT	Meth Of Instr/Voc Ed	199702	200401					May be stacked w/VE A643
VE	A643	CT	Methods Of Instr/Voc Ed	199702	200401					May be stacked w/VE A443