February 25, 2011
2:00-5:00
ADM 204

I. Roll
( ) Hilary Davies   ( ) Susan Wilson   ( ) Deborah Fox   ( ) Adjunct vacancy
( ) Paola Banchero   ( ) Hilary Seitz   ( ) Wayne Edwards   ( ) USUAA vacancy
( ) David Meyers   ( ) Cheryl Smith- Gloria Tomich   ( ) FS at large vacancy   Ex-Officio Members:
( ) Suzanne Forster   ( ) Upal Dutta   ( ) Advis./Couns. vacancy   ( ) Bart Quimby
( ) Susan Fallon   ( ) Kevin Keating   ( ) David Edgecombe- Jill Crosby   ( ) Lora Volden
( ) Dave Fitzgerald   ( ) Marion Yuncanich   ( ) Kathrynn Hollis Buchanan

II. Approval of the Agenda (pg. 1-4)

III. Approval of Meeting Summary (pg. 5-7)

IV. Administrative Report
A. Associate Vice Provost Bart Quimby
B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Hilary Davies
B. GERC- Sue Fallon
C. Assessment Committee Report- Bart Quimby

VI. Program/Course Action Request- Second Readings
Add ATC A250 Comprehensive Air Traffic Control Overview (2 cr) (2+0) (pg. 8-13)
Del ATC A340 Terminal Instrument Procedures (3 cr) (3+0) (pg. 14)
Add ATC A355 Integrated Radar Techniques (3 cr) (3+0) (pg. 15-18)
Chg Bachelor of Science in Aviation Technology (pg. 19-32)
Add Minor in Air Traffic Control (pg. 33-37)
Chg Associate Applied Science, Air Traffic Control (pg. 38-44)

No revisions received for the 2nd reading at the UAB meeting:
Chg ANTH A415 Applied Anthropology (3 cr) (3+0) (stacked with ANTH A615)
Chg ANTH A427 Ethnohistory (3 cr) (3+0) (stacked with ANTH A627)

Need updated bibliographies for ANTH A415 and A427
Chg ANTH A210 Introduction to Linguistic Anthropology (3 cr) (3+0)
Chg ANTH A211 Fundamentals of the Archaeology (3 cr) (3+0)
Chg ANTH A225 Cook Inlet Anthropology (3 cr) (3+0)
Chg ANTH A270 Women in Cross-cultural Perspective (3 cr) (3+0)
Chg ANTH A312 North American Archaeology (3 cr) (3+0)
Del ANTH A333 Peoples and cultures of Southeast Asia (3 cr) (3+0)
Chg ANTH A335 Native North Americans (3 cr) (3+0)
Chg ANTH A336 Peoples and Cultures of South America (3 cr) (3+0)
Chg ANTH A338 Peoples and Cultures of Scandinavia (3 cr) (3+0)
Chg ANTH A361 Languages and Culture (3 cr) (3+0)
Chg ANTH A365 Modern Human Biological Diversity (3 cr ) (3+0)
Chg ANTH A400 Anthropology of Religion (3 cr) (3+0)
Chg ANTH A413 Peopling of the Americas (3 cr) (3+0)
Chg ANTH A416 Arctic Archaeology (3 cr) (3+0)
Chg ANTH A431 Field Methods in Archeology (1-8 cr) (0+3-24) (stacked with ANTH A631)
Chg ANTH A432 Hunting and Gathering Societies (3 cr) (3+0)
Chg ANTH A435 Northwest Coast Cultures (3 cr) (3+0)
Chg ANTH A436 Aleut Adaptations (3 cr) (3+0)
Chg ANTH A437 Eskimo Adaptations (3 cr) (3 cr)
Chg  ANTH A438  Tlingit and Haida Adaptations (3 cr) (3+0)
Chg  ANTH A439  Athabascan Adaptations (3 cr) (3+0)
Chg  ANTH A445  Evolution of Humans and Disease (3 cr) (3+0) (stacked with ANTH A645)
Chg  ANTH A457  Food and Nutrition: An Anthropological Perspective (3 cr) (3+0) (stacked with ANTH A657)
Chg  ANTH A480  Analytical Techniques in Archeology (3 cr) (3+0) (stacked with ANTH A680)
Chg  ASL A101  Elementary American Sign Language I (4 cr) (4+0) (GERC)
Chg  ASL A102  Elementary American Sign Language II (4 cr) (4+0) (GERC)
Chg  ASL A201  Intermediate American Sign Language I (4 cr) (4+0) (GERC)
Chg  ASL A202  Intermediate American Sign Language II (4 cr) (4+0) (GERC)
Chg  SOC A407  Power in the Workplace: The Sociology of Formal Organizations (3 cr) (3+0)
Chg  THR A195  Theatre Practicum: Performance (1-3 cr) (0+3-9) (stacked with THR A395)
Chg  THR A329  Combat for the Stage (3 cr) (2+3)
Chg  THR A395  Advanced Practicum: Performance (1-3 cr) (0+3-9) (stacked with THR A195)
Chg  Theatre and Dance, Bachelor of Arts

Tabled at 2nd reading:
Chg  PSY A490  Advanced Topics in Psychology (1 cr) (1-3+0)
Chg  PSY A492  Senior Seminar: Contemporary Issues in Psychology (3 cr) (3+0)

Tabled PSY A490 and PSY A492 until GAB can review PSY A690 and PSY 6492

VII. Program/Course Action Request- First Readings
Chg  Certificate of Aviation Maintenance Technology, Airframe (pg. 45-49)
Chg  Certificate of Aviation Maintenance Technology, Powerplant (pg. 50-58)
Chg  JUST A344  Courts and Civil Liberties (3 cr) (3+0) (pg. 59-63)
Chg  JUST A350  Contemporary Correctional Issues (3 cr) (3+0) (pg. 64-67)
Chg  JUST A398  Individual Research (1-6 cr) (1-6+3-18) (pg. 68-71)
Del  JUST A451  Research and Policymaking (4 cr) (3+3) (pg. 72)
Chg  JUST A495  Internship (1-6 cr) (0+5-30) (pg. 73-76)
Chg  PARL A215  Paralegal Studies (3 cr) (3+0) (pg. 77-81)
Chg  PARL A356  Legal Research (3 cr) (3+0) (pg. 82-86)
Chg  PARL A456  Advanced Legal Analysis and Writing (4 cr) (3+3) (pg. 87-91)
Chg  PARL A470  Law of Government Regulation (3 cr) (3+0) (pg. 92-96)
Chg  Paralegal Studies Certificate Program (pg. 97-103)
Add  PEP A182  Technology in Health, Physical Education & Recreation (1 cr) (1+0) (pg. 104-107)
Add  PEP A183  Wellness Principles (1 cr) (1+0) (pg. 108-111)
Add  PEP A184  Fundamental Motor Skills (1 cr) (1+0) (pg. 112-115)
Chg  PEP A262  Foundations of Outdoor Recreation (3 cr) (2+2) (pg. 116-122)
Add  PEP A264  Recreation Program Planning and Evaluation (3 cr) (2+2) (pg. 123-128)
Add  PEP A280  Leadership in Heath, Physical Education & Recreation (3 cr) (3+0) (pg. 129-133)
Chg  PEP A281  Leadership in Activities for Diverse Populations (2 cr) (1+2) (pg. 134-138)
Chg  PEP A282  Leadership in Inactive Activities (2 cr) (1+2) (pg. 139-143)
Chg  PEP A283  Leadership Aquatic Activities (2 cr) (1+2) (pg. 144-148)
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Waiting until entire packet is brought forward- need JUST A413
Chg JPC A413 Communications Law (3 cr) (3+0) (cross listed with JUST A413)
Chg JPC A446 Magazine Editing & Production II (3 cr) (2+2)
Chg Bachelor of Arts, Journalism and Public Communication

VIII. Old Business
A. Electronic signatures on curriculum- Lora Volden and Christine Lidren are researching options

IX. New Business
A. CAR Box 13a. (pg. 307-308)
B. CAR Box 16 a.- postponed
C. UAB topics (pg. 309)
D. Purge List (pg. 310)
E. GER Purge List (pg. 311)

X. Informational Items and Adjournment
A. Curriculum Log
B. Curriculum Handbook
C. Catalog Copy
D. Accreditation website
I. Roll
(x) Hilary Davies   (x) Susan Wilson   (x) Deborah Fox   ( ) Adjunct vacancy
(x) Paola Banchero   (x) Hilary Seitz   (x) Wayne Edwards   ( ) USUAA vacancy
(x) David Meyers   (x) Cheryl Smith- Gloria Tomich   ( ) FS at large vacancy
(e) Suzanne Forster   (x) Utpal Dutta   ( ) Advis./Couns. vacancy
(x) Susan Fallon   (x) Kevin Keating   (x) David Edgecombe- Jill Crosby
(x) Dave Fitzgerald   (x) Marion Yapuncich   (x) Kathrynn Hollis Buchanan

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

III. Approval of Meeting Summary (pg. 4-6)
Approved

IV. Administrative Report
A. Associate Vice Provost Bart Quimby
Submitted memo AAS&U to send team down to General Education Assessment
Still need to work on team of 10 people

B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden
Reminder the deadline to apply for spring 2011 graduation is March 1st at 5 p.m.
Students may submit a late application from March 2- April 15th for $50. However, students who apply late will not have their names in the Commencement Program or other Commencement Publications.

All forms online have been removed because they were not working properly.

V. Chair’s Report
A. UAB Chair- Hilary Davies
April 29th meeting is during finals week
Attended Assessment Handbook forums

B. GERC- Sue Fallon
Approved ENVI/GEOG courses

C. Assessment Committee Report- Bart Quimby

VI. Program/Course Action Request- Second Readings
Chg MEDT A101 Phlebotomy Procedures (3 cr) (2+3) (pg. 7-12)
Del MEDT A102 Urinalysis for Clinical Assistants (2 cr) (2+0) (pg. 13)
Del MEDT A103 Hematology for Clinical Assistants (3 cr) (3+0) (pg. 14)
Del MEDT A104 Clinical Chemistry for Clinical Assistants (3 cr) (3+0) (pg. 15)
Chg MEDT A132 Introduction to Laboratory Medicine (3 cr) (2+2) (stacked with MEDT A133) (pg. 16-22)
Chg MEDT A133 Basic Techniques in Laboratory Medicine (1 cr) (1+0) (stacked with MEDT A132) (pg. 23-27)
Chg MEDT A401 Introduction to Research (2 cr) (2+0) (pg. 28-31)
For 13
Against 0
Approved all MEDT courses

Chg Bachelor of Science in Medical Technology/MEDT (pg. 32-33)
Chg AAS: Medical Laboratory Technology/MEDT (pg. 34-48)
For 13
Against 0
Approved both MEDT programs

Chg ENVI A211 Environmental Science: Systems and Processes (1 cr) (0+3) (GERC) (pg. 49-53)
Chg ENVI A211L Environmental Science: Systems and Processes Laboratory (1 cr) (3+0) (GERC) (pg. 54-58)
Add GEOG A111 Earth Systems: Elements of Physical Geography (3 cr) (3+0) (GERC) (pg. 59-63)
Del GEOG A211 Earth Systems: The Science and Geography of the Natural Environment (3 cr) (3+0) (GERC) 5

Undergraduate Academic Board
Summary
February 18, 2011
2:00-5:00
ADM 204
Del GEOG A211L  Earth Systems: The Science and Geography of the Natural Environment Laboratory (1 cr)  
(0+3) (GERC) (pg. 65)
Chg Environment & Society, BA (pg. 66)
Chg Environment & Society, BS (pg. 67)
Chg Environmental Studies Minor (pg. 68)
Chg Geography Minor (pg. 69-78)

For 13  
Against 0  

Approved all ENVI/GEOG courses and programs

Chg BA A306  Real Estate Principles (3 cr) (3+0) (pg. 79-83)
Chg BA A320  Real Estate Finance (3 cr) (3+0) (pg. 84-88)

For 13  
Against 0  

Approved both BA courses

No revisions received for the 2nd reading at the UAB meeting:
Chg ANTH A415  Applied Anthropology (3 cr) (3+0) (stacked with ANTH A615)
Chg ANTH A427  Ethnohistory (3 cr) (3+0) (stacked with ANTH A627)

Need updated bibliographies for ANTH A415 and A427

Chg ANTH A210  Introduction to Linguistic Anthropology (3 cr) (3+0)
Chg ANTH A211  Fundamentals of the Archaeology (3 cr) (3+0)
Chg ANTH A225  Cook Inlet Anthropology (3 cr) (3+0)
Chg ANTH A270  Women in Cross-cultural Perspective (3 cr) (3+0)
Chg ANTH A312  North American Archaeology (3 cr) (3+0)
Del ANTH A333  Peoples and cultures of Southeast Asia (3 cr) (3+0)
Chg ANTH A335  Native North Americans (3 cr) (3+0)
Chg ANTH A336  Peoples and Cultures of South America (3 cr) (3+0)
Chg ANTH A338  Peoples and Cultures of Scandinavia (3 cr) (3+0)
Chg ANTH A361  Languages and Culture (3 cr) (3+0)
Chg ANTH A365  Modern Human Biological Diversity (3 cr) (3+0)
Chg ANTH A400  Anthropology of Religion (3 cr) (3+0)
Chg ANTH A413  Peopling of the Americas (3 cr) (3+0)
Chg ANTH A416  Arctic Archaeology (3 cr) (3+0)
Chg ANTH A431  Field Methods in Archeology (1-8 cr) (0+3-24) (stacked with ANTH A631)
Chg ANTH A432  Hunting and Gathering Societies (3 cr) (3+0)
Chg ANTH A435  Northwest Coast Cultures (3 cr) (3+0)
Chg ANTH A436  Aleut Adaptations (3 cr) (3+0)
Chg ANTH A437  Eskimo Adaptations (3 cr) (3+0)
Chg ANTH A438  Tlingit and Haida Adaptations (3 cr) (3+0)
Chg ANTH A439  Athabascan Adaptations (3 cr) (3+0)
Chg ANTH A445  Evolution of Humans and Disease (3 cr) (3+0) (stacked with ANTH A645)
Chg ANTH A457  Food and Nutrition: An Anthropological Perspective (3 cr) (3+0)  
(stacked with ANTH A657)
Chg ANTH A480  Analytical Techniques in Archeology (3 cr) (3+0) (stacked with ANTH A680)
Chg ANTH A481  Museum Studies in Anthropology (3 cr) (3+0) (stacked with ANTH A681)
Add ATC A250  Comprehensive Air Traffic Control Overview (2 cr) (2+0)
Del ATC A340  Terminal Instrument Procedures (3 cr) (3+0)
Add ATC A355  Integrated Radar Techniques (3 cr) (3+0)
Chg Bachelor of Science in Aviation Technology
Add Minor in Air Traffic Control
Chg Associate Applied Science, Air Traffic Control
Chg ASL A101  Elementary American Sign Language I (4 cr) (4+0) (GERC)
Chg ASL A102  Elementary American Sign Language II (4 cr) (4+0) (GERC)
Chg ASL A201  Intermediate American Sign Language I (4 cr) (4+0) (GERC)
Chg ASL A202  Intermediate American Sign Language II (4 cr) (4+0) (GERC)

Tabled at 2nd reading:
Chg PSY A490  Advanced Topics in Psychology (1 cr) (1-3+0)
Chg PSY A492  Senior Seminar: Contemporary Issues in Psychology (3 cr) (3+0)

Tabled PSY A490 and PSY A492 until GAB can review PSY A690 and PSY 6492

VII. Program/Course Action Request- First Readings
Chg SOC A407  Power in the Workplace: The Sociology of Formal Organizations (3 cr) (3+0) (pg. 89-92)
Accepted

Chg THR A195 Theatre Practicum: Performance (1-3 cr) (0+3-9) (stacked with THR A395) (pg. 93-96)
Chg THR A329 Combat for the Stage (3 cr) (2+3) (pg. 97-100)
Chg THR A395 Advanced Practicum: Performance (1-3 cr) (0+3-9) (stacked with THR A195) (pg. 101-104)
Chg Theatre and Dance, Bachelor of Arts (pg. 105-118)

Accepted all THR courses and program

Will be discussed at the next meeting

Chg Certificate of Aviation Maintenance Technology, Airframe
Chg Certificate of Aviation Maintenance Technology, Powerplant

Waiting until entire packet is brought forward- need JUST A413

Chg JPC A413 Communications Law (3 cr) (3+0) (cross listed with JUST A413)
Chg JPC A446 Magazine Editing & Production II (3 cr) (2+2)
Chg Bachelor of Arts, Journalism and Public Communication

VIII. Old Business
A. Electronic signatures on curriculum- Lora Volden and Christine Lidren are researching options

IX. New Business
A. UAB topics (pg. 119-121)
Purge List:
Question: Does the wording "previous four academic years" need clarification?
No, it is fine the way it is.

GER Purge List:
Question: Do the wording "four previous semesters" need to be clarified? I interpret the four semesters to be Fall 2010, Spring 2010, Fall 2009 and Spring 2009 for review in Spring 2011.
No, this does not need to be clarified, but will change curriculum handbook.

Box 13a. Impacted Courses or Programs:
Question: Does the wording need to be clarified? If so, how?
Wording is too long. Need to split paragraph. Bullet the “ifs”. Need to add global search. People still don’t know when to use. Unclear if it is any place that it occurred in catalog, within, someone else’s courses, details.
Clarify the two intents.

MOTION: Authorize Lora to contact faculty members regarding the ENGL/COMM wording.

Approved all items.
For 12
Against 0
Approved

B. GER Purge List (pg. 122)

X. Informational Items and Adjournment
A. Curriculum Log
B. Curriculum Handbook
C. Catalog Copy
D. Accreditation website
# Comprehensive Air Traffic Control Overview

## Abbreviated Title for Transcript (30 character)

Comp. ATC Overview

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

## Type of Action
- Add
- Change
- Delete

## Repeat Status
- No
- # of Repeats: 0
- Max Credits: 0

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

## Implementation Date
- From: Fall/2011
- To: 9999

## Cross Listed with

## Stacked with

## Cross-Listed Coordination Signature

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

Integrates concepts from all previous air traffic control classes, and examines the relationship between course material and occupational application. Contrasts academic and vocational use of knowledge, and prepares students to apply knowledge in the vocational setting.

## Course Prerequisites
- ATC A241, and ATC A242, and ATC A243, and ATP A235n (with minimum grade of C)

## Co-requisite(s) (concurrent enrollment required)

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

## Mark if course has fees
- N/A

## Mark if course is a selected topic course

## Justification for Action

Faculty and industry identified need to combine knowledge from all previous ATC courses, concentrating on areas where the courses overlap and discussing the reasons for such overlap, as well as applying capstone knowledge.
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Course Content Guide
University of Alaska Anchorage
Community and Technical College

Department: AAVI
Course Title: Comprehensive Air Traffic Control
Overview
Course number: ATC A250

Date: Fall 2011
Credits: 2 cr

I. Course Description: Integrates concepts from all previous air traffic control classes, and examines the relationship between course material and occupational application. Contrasts academic and vocational use of knowledge, and prepares students to apply knowledge in the vocational setting.

II. Course Design:
A. This course is designed for students in their final year of any degree program with an air traffic control emphasis (AAS, BSAT, or Minor).
B. Credits: 2
C. Total student involvement time: 90 hours
D. This is an elective course.
E. There are no fees associated with this course.
F. This course may be taught in any time frame, not less than three weeks.
G. This is a new course.
H. Coordinated with CTC
I. Course justification: Reinforces basic skills with increased understanding of how they relate. Identified as a need by industry.

III. Course Activities: This course, in conjunction with the ATC curriculum, is designed to prepare students for entry into the air traffic control workforce by providing a comprehensive overview of previously learned material, as well as examine key overlapping areas. This course is designed to be coordinated with a series of FAA presentations modified by faculty for academic use. In addition to these presentations, lectures and discussion questions will enhance the FAA-provided learning material. The course is designed to be open-entry, self-paced, where students progress through course material at their own rate, with instructor assistance where needed.

IV. Course Prerequisites: ATC A241, and ATC A242, and ATC A243, and ATC A235 (minimum grade of C required)
V. **Course Evaluation:**
   A. Grading basic: A-F
   B. Grades are based on end of unit tests, and final exam.

VI. **Outline:**
1.0 Safety
   1.1 Classroom and online safety
   1.2 Code of conduct

2.0 Federal Aviation Administration/National Airspace System
   2.1 National Airspace System
   2.2 Air Traffic Publications
   2.3 Federal Aviation Regulations
   2.4 Airspace
   2.5 Phases of flight (VFR/IFR)
   2.6 VFR publications
   2.7 Teamwork
   2.8 Air Traffic Controller Certification

3.0 Pilot's Environment
   3.1 Airports
   3.2 NOTAM's
   3.3 Flight plans
   3.4 Flight rules
   3.5 Aerodynamics
   3.6 Aircraft type and identification
   3.7 Aircraft performance
   3.8 Navigation
   3.9 Approaches
   3.10 Holding
   3.11 Instrumentation

4.0 Weather
   4.1 Weather and flight
   4.2 Aviation weather services
   4.3 Forecasts and advisories
4.4 Current weather
4.5 Pilot reports
4.6 Hazardous weather

5.0 Air Traffic Rules
5.1 General operating rules
5.2 Communications
5.3 Clearances
5.4 Strip marking
5.5 Coordination
5.6 Radar fundamentals
5.7 Separation
5.8 Wake turbulence
5.9 Emergencies
5.10 Position relief

VII. Suggested Texts:


VIII. Bibliography:

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:
Provide opportunity to apply existing knowledge to new material, as well as examine cohesion between specialties.

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<th>Student Outcomes</th>
<th>Assessment Procedures</th>
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<td>After successful completion of this course, the student will be able to perform the following:</td>
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<tr>
<td>Demonstrate mastery of FAR’s and airspace</td>
<td>End of unit test, final exam</td>
</tr>
<tr>
<td>Identify airport signals and</td>
<td>End of unit test, final exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lightings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize weather processes and their effect of ATC system</td>
<td>End of unit test, final exam</td>
</tr>
<tr>
<td>Identify offices within FAA</td>
<td>End of unit test, final exam</td>
</tr>
<tr>
<td>Demonstrate phraseology and stripmarking techniques</td>
<td>End of unit test, final exam</td>
</tr>
<tr>
<td>Demonstrate correct technique for handling aircraft emergencies</td>
<td>End of unit test, final exam</td>
</tr>
<tr>
<td>Identify various separation standards</td>
<td>End of unit test, final exam</td>
</tr>
</tbody>
</table>
**Course Action Request**
**University of Alaska Anchorage**
**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>AAVI Division of Aviation</td>
<td>Air Traffic Control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATC</td>
<td>A340</td>
<td>N/A</td>
<td>3 credits</td>
<td>(3+ )</td>
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**6. Complete Course Title**
Terminal Instrument Procedures

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status choose one</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Academic</td>
<td>✗ Add ✗ Change ✗ Delete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- College
- Major
- Level
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Co-requisites
- Registration Restrictions

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>☐ P/NP</td>
<td>From: Fall/2011</td>
</tr>
<tr>
<td>☐ NG</td>
<td>To: /999</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BSAT/ Air Traffic Control</td>
<td>176,177,176, 326</td>
<td>1/11/11</td>
<td>Sharon LaRue</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Sharon LaRue
Initiator Signed Initials: _______ Date: ___________

13b. Coordination Email Date: 11/10/10
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/10/10

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

15. Course Description (suggested length 20 to 50 words)
Examine the criteria used to formulate, review, approve, and publish procedures for instrument approach and departure of aircraft to and from civil and military airports.

16a. Course Prerequisite(s) (list prefix and number)
16b. Test Score(s)
16c. Co-requisite(s) (concurrent enrollment required)
16d. Other Restriction(s)
16e. Registration Restriction(s) (non-codable)
17. ☐ Mark if course has fees
18. ☐ Mark if course is a selected topic course

19. Justification for Action
Faculty have determined course material to be unsuitable for the Bachelor's level.

Initiator (faculty only)
Sharon LaRue
Initiator (TYPE NAME)

| ☐ Approved | ☐ Disapproved |
| Date       | Dean/Director of School/College Date |
| ☐ Approved | ☐ Disapproved |
| Date       | Undergraduate/Graduate Academic Board Chairperson Date |
| ☐ Approved | ☐ Disapproved |
| Date       | Provost or Designee Date |

14
## Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<tr>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATC</td>
<td>A355</td>
<td>N/A</td>
<td>3 credits</td>
<td>(Lecture + Lab) (2+2)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Radar Techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td>0</td>
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<table>
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<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
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<tbody>
<tr>
<td>A-F</td>
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<tr>
<td>P/np</td>
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</tr>
<tr>
<td>NG</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked with</td>
</tr>
<tr>
<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

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

- **Impacted Program/Course**: 
  - 1. BSAT/ Air Traffic Control
  - 176, 177, 178
  - 1/11/11
  - Chair/Coordinator Contacted: Sharon LaRue

<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon LaRue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 11/10/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td>(<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 11/10/10</th>
</tr>
</thead>
</table>

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

### 15. Course Description (suggested length 20 to 50 words)
Contrasts different radar specialties, including tracon, en route, and military. Examines relationship between facilities and focuses on potential problems where responsibilities overlap. Compares military and civilian traffic techniques, and dynamics of adapting to changing flow control standards.

### 16a. Course Prerequisite(s) (list prefix and number)
- ATC A242
- ATC A242L
- ATC A243
- ATC A243L (with a minimum grade of a C)

### 16b. Test Score(s)
- n/a

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

### 16d. Other Restriction(s)
- College
- Major
- Class
- Level

### 16e. Registration Restriction(s) (non-codable)
- n/a

### 17. Mark if course has fees
-  

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

### 19. Justification for Action
Faculty have identified a need for enhancing radar techniques, as well as examining overlapping areas of responsibility.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon LaRue</td>
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</tbody>
</table>

**Initiator (TYPE NAME)**

<table>
<thead>
<tr>
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<th>Date</th>
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<tbody>
<tr>
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<td>Disapproved</td>
<td>Dean/Director of School/College</td>
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<tr>
<td>Approved</td>
<td>Disapproved</td>
<td>Undergraduate/Graduate Academic</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
<td>Board Chairperson</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>

---

15
Course Content Guide
University of Alaska Anchorage
Community and Technical College

Department: AAVI  Date: Fall 2011
Course Title: Integrated Radar Techniques  Credits: 3 cr
Course Number: ATC A355  

I. Course Description:
Contrasts different radar specialties, including tracon, en route, and military. Examines relationship between facilities and focuses on potential problems where responsibilities overlap. Compares military and civilian traffic techniques, and dynamics of adapting to changing flow control standards.

II. Course Design:
A. This course is designed for students pursuing the BSAT: Air Traffic Control emphasis who have completed their basic air traffic classes.
B. Credits: 3
C. Total student involvement time: 60 hours.
   30 hours will be in a classroom setting.
   30 hours will be in a laboratory setting.
D. This is a required course for BSAT, Air Traffic Control Option.
E. There are fees associated with this course.
F. This course may be taught in any time frame, but not less than one credit per week.
G. This is a new course.
H. Coordinated with faculty listserv.
I. Course justification: Enhances skills learned in ATC A242 and ATC A243, and examines areas where responsibilities overlap, particularly in regards to radar techniques. Enhances skill recognized by industry as problematic in all control facilities and levels.

III. Course Activities:
This course, in conjunction with the ATC curriculum, is designed to prepare students for entry into the air traffic control workforce by illustrating the differences between the various radar specialties and examining the areas of overlapping responsibilities. This course is designed to enhance skills learned in ATC A242 and ATC A243, such as vectoring, sequencing, and weather deviations. Additionally, students will do extensive
study in areas where responsibilities overlap, such as approach gates, and work with military facilities including special use airspace separation and flight break-up.

IV. **Course Prerequisites:**
ATC A242, and ATC A242L, and ATC A243, and ATC A243L (Minimum grade of C required).

V. **Course Evaluation:**

A. Grading basic: A-F
B. Grades are based on quizzes, tests, written assignments, and laboratory assignment evaluations.

VI. **Outline:**

1.0 Safety
   1.1 Building safety
   1.2 Laboratory safety
   1.3 Code of conduct

2.0 Terminal radar overview
   2.1 Regulations
   2.2 Final
   2.3 Feeder
   2.4 Departure
   2.5 Center coordination
   2.6 Emergencies

3.0 En Route radar overview
   3.1 Sequencing
   3.2 Weather vectoring
   3.3 Flow control
   3.4 Emergencies
   3.5 Military special use airspace
   3.6 Military refueling
   3.7 Military flight break up

4.0 Areas of shared responsibilities
   4.1 Dynamics of airport arrival rate
   4.2 Approach gates
4.3 Light traffic
4.4 Military handoffs

5.0 Documentations
5.1 Letters of Agreement (LOA)
5.2 Standard Operating Procedures
5.3 Military Memorandums of Understanding
5.4 Draft LOA

VII. Suggested Texts:


VIII. Bibliography:


IX. Instructional Goals, Student Outcomes, and Assessment Procedures:
Provides opportunity of skill enhancement and development. Provides opportunity for study of negotiation techniques. At the end of this course, students will be able to perform the following:

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to perform the following:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of approach control separation standards</td>
<td>Unit test, graded lab evaluation</td>
</tr>
<tr>
<td>Demonstrate understanding of center separation standards</td>
<td>Unit test, graded lab evaluation</td>
</tr>
<tr>
<td>Demonstrate vectoring and speed control techniques</td>
<td>Graded lab evaluation</td>
</tr>
<tr>
<td>Facilitate communication and negotiation techniques</td>
<td>Draft Letter of Agreement</td>
</tr>
</tbody>
</table>
MEMORANDUM (PAR BS DEGREE IN AVIATION TECHNOLOGY)

DATE: January 9, 2011
TO: UAB
FROM: Sharon LaRue
SUBJ: B.S. Degree in Aviation Technology
Major Requirements Changes
Aviation Management Emphasis Changes
Air Traffic Control Emphasis Changes
AAS in Air Traffic Control Changes

BS IN AVIATION TECHNOLOGY (BSAT) PROPOSED CHANGES:

REDUCE EXCESS PROVISION OF UPPER-DIVISION BUSINESS ADMINISTRATION COURSES:
Required BSAT Major credits, outside of Aviation courses, are in excess of 50 credits and leave Aviation majors little flexibility to explore alternative areas of Aviation or other disciplines while pursuing their degree. For example:

1. The Major requirements of the BS degree in Aviation Technology (BSAT) currently require 12 credits of upper-division Business Administration courses, three credits in excess of the upper-division credit requirements for a Minor in Business Administration.
2. The Management and Air Traffic Control emphases respectively require 12 and 6 credits of upper-division BA and CIS courses, in addition to the aforementioned 12 credits.
3. The Major requirements, in addition, also respectively specify 19 and 16 credits, which can be used to fulfill the GER requirements.
4. One of the required upper-division courses, CIS A376, is a Capstone course. As the BSAT requires ATA A492, which is also a Capstone course, this requires two Capstone courses to be completed for the Air Traffic Control and Management emphases.

We are, therefore, proposing the following Major Requirements changes to the BSAT degree:

REQUIRED MAJOR COURSES WHICH MAY BE USED TO FULFILL BACHELOR OF SCIENCE GENERAL EDUCATION REQUIREMENTS:

1. QUANTITATIVE: The major requirements currently specify MATH A272. We propose to add the choice of MATH A200 to allow our students more choice of subject matter. MATH A200 deals with more theoretical math, and addresses fewer subjects; however, each of these will be addressed in more depth than MATH A272. MATH A200 also requires an additional prerequisite of MATH A108, of which we will advise students. As MATH A272 provides more application of math skills as well as a broader variety of topics, and may be more related to Aviation applications, we believe more students will continue to enroll in MATH A272. We would like to afford students the opportunity to take a variety of math courses.

2. HUMANITIES: The major requirements currently specify PHIL A101, Introduction to Logic. We propose to add the choices of PHIL A201, Introduction to Philosophy, and PHIL A301, Ethics. Both additional courses satisfy the degree requirement for one Philosophy course.

3. NATURAL SCIENCES: The major requirements currently specify PHYS A123 and PHYS A123L, or CHEM A105 and CHEM A105L. We propose to allow the student to choose Natural Science
courses from the approved catalog requirements. PHYS and CHEM courses were specified when
the BS degree in Aviation Technology was first approved in 1995 in order to satisfy the degree
requirements of the Aviation Accreditation Board International (AABI), formerly the Council on
Aviation Accreditation. The AABI has transitioned from specific course requirements to
outcomes-based criteria for aviation programs to adapt to a broader spectrum of collegiate
aviation degrees. This change will allow Aviation students to widen their selection of Natural
Science Selective courses.

4. SOCIAL SCIENCES: We propose to eliminate the specification of PARL 101, Introduction to Law,
as Aviation Law, ATA 133, is a required course for the degree. In addition, all Aviation courses
are steeped in the students’ understanding of Federal Aviation Administration rules and federal
regulations.

AVIATION MANAGEMENT EMPHASIS PROPOSED CHANGES:
Net effect: The following changes will reduce the total credits of the BSAT, Management Emphasis,
from 124 to 121. It will reduce the upper-division credit requirement from 48 to 42. It will also increase
elective credits from 3 to 12 (3 of which must be upper division).

1. Recommend BA 447 as a upper-division elective course instead of a required emphasis course.
2. Eliminate the emphasis requirement of Managerial Presentations, CIS A305. This course is being
eliminated by the College of Business and Public Policy in 2013. Its replacement, CIS 280, is included
in the Recommended Elective list.
3. Recommend CIS 376 as an upper-division elective course instead of a required emphasis course.
4. Change the current requirement of 3 Advisor Approved upper-division credits to 12 Advisor
Approved Elective credits, 3 of which must be upper-division. Add the following recommended
elective courses to the catalog:

   ATA 490, Aviation Selected Topics
   ATC 325, Pilot Weather Briefing
   ATC 440, Facility Operations
   BA 381, Consumer Behavior
   BA 447, International Marketing
   BA 460, Marketing Management
   CIS 280, Managerial Communications
   CIS 326, Information Age Literacy
   CIS 376, Management Information Systems
   ENGL 312, Advanced Technical Writing
   ENGL 313, Professional Writing
   PER 100, Fitness for Life
   PSY 380, Stress and Coping

AIR TRAFFIC CONTROL EMPHASIS CHANGES:
Net Effect: The following will not affect total credits or the upper-division 42 credit requirement. The
following proposal will increase the elective credits from 0 to 12, 9 of which must be upper-division.

COURSE DELETION:
1. We are deleting ATC A340, Terminal Instrument Procedures. The course has not been taught in many years, and faculty members have determined the material is unsuitable at the Bachelor’s level.

2. Elimination of CIS A305: Please refer to Number 2 above in the Aviation Management Emphasis changes.

NEW COURSES:

3. We are proposing a new course, ATC A250 to accommodate a student need for a wide-reaching overview before beginning employment with the Federal Aviation Administration (FAA). The creation of an overview course prior to beginning employment has been identified as a priority item by the FAA.

4. We are proposing a new course, ATC A355, Integrated Radar Procedures, to allow ATC students more exposure to negotiation techniques, as well as other communication techniques, which would facilitate greater understanding and operational efficiency between facilities involved in complex systems tasked with promoting safety.

ADD ADVISOR APPROVED ELECTIVES:

5. Add 12 Advisor Approved upper-division Elective credits, 9 of which must be upper-division. Add the following recommended elective course to the catalog:

   ATC 325, Pilot Weather Briefing
   ATC 440, Facility Operations
   ATA 490, Aviation Selected Topics
   BA 381, Consumer Behavior
   BA 447, International Marketing
   BA 460, Marketing Management
   CIS 280, Managerial Communications
   CIS 326, Information Age Literacy
   CIS 376, Management Information Systems
   ENGL 312, Advanced Technical Writing
   ENGL 313, Professional Writing
   PER 100, Fitness for Life
   PSY 380, Stress and Coping
1a. School or College  
CT CTC

1b. Division  
AAVI Division of Aviation

1c. Department  
N/A

2. Complete Program Title/Prefix  
Bachelor of Science in Aviation Technology

3. Type of Program  
Undergraduate: or Graduate:  
Bachelor of Science

4. Type of Action:  
PROGRAM  
PRELIX  
Add  
Change  
Delete  
Add  
Change  
Inactivate

5. Implementation Date (semester/year)  
From: Fall/2011  
To: 9999

6a. Coordination with Affected Units  
Department, School, or College: CBPP, ENGL, HUM, LISTSERV

Initiator Name (typed): Sharon LaRue  
Date:__________  
Initiator Signed Initials: _________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 11/10/10

6c. Coordination with Library Liaison  
Date: 11/10/10

7. Title and Program Description - Please attach the following:  
☑ Cover Memo  ☑ Catalog Copy in Word using the track changes function

8. Justification for Action  
See attached memorandum.

Initiator (faculty only)  
Date

Initiator (TYPE NAME)  
Date

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

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic Board Chairperson  
Date

☐ Approved  
☐ Disapproved  
Provost or Designee  
Date
Bachelor of Science,  
Aviation Technology

Program Description
The Bachelor of Science in Aviation Technology (BSAT) prepares individuals for professional positions within the aviation industry. Related career opportunities are found with airlines, airports, general aviation, government organizations, education, and the aerospace industry.

Within the degree there are three emphasis areas: Aviation Management, Air Traffic Control, and Professional Piloting, each having a discrete program description and outcomes. The specific interests and career goals of each student determine the emphasis area to pursue. The degree includes university General Education Requirements, a common set of core courses, and courses relative to each individual emphasis.

Admission Requirements
1. Satisfy Baccalaureate Degree Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Satisfy additional admission requirements for emphasis areas.

Advising
All students must meet with an Aviation Technology Division (ATD) academic advisor prior to beginning any program of study and are encouraged to meet 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. Degree check sheets are available in the Aviation Technology Division office.

See the Aviation Technology Division advisor for appropriate sequence of courses. A strong background in science, math, and reading skills is highly recommended.

Academic Progress
A minimum grade of C in each Aviation Technology course is required to graduate with this degree.

DEGREE REQUIREMENTS:
1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements (GER) for Baccalaureate Degrees at the beginning of this chapter.
3. Complete required Emphasis Courses and Major Degree Requirements.
Major Requirements

1. Complete the following required core courses (54-55 credits):
   - ATA A102  Introduction to Aviation Technology  3
   - ATA A133  Aviation Law and Regulations     3
   - ATA A233  Aviation Safety                  3
   - ATA A331  Human Factors in Aviation        3
   - ATA A415  Company Resource Management      3
   - ATA A425  Civil Aviation Security          3
   - ATA A492  Air Transportation System Seminar 3
   - ATP A100  Private Pilot Ground School      3
   - ATP A235  Elements of Weather              3
   - BA A300  Organizational Theory and Behavior 3
   - BA A361  Human Resource Management         3
   - BA A461  Negotiation and Conflict Management 3
   - BA A488  Environment of Business           3
   - CIS A110  Computer Concepts in Business    3
   - *ECON A201  Principles of Macroeconomics   3
   - *ENGL A212  Technical Writing              3
   - *MATH A272  Applied Calculus (3)           3-4
     Or
   - *MATH A200  Calculus I (4)
   - *PHIL A101  Introduction to Logic (3)       3
     Or
   - *PHIL A201  Introduction to Philosophy (3)
     Or
   - *PHIL A301  Ethics (3)

*Courses may be used to fulfill the Bachelor of Science, General Education Requirements.

2. Select one of the three following BSAT emphasis areas and complete the listed required courses.

Aviation Management Emphasis

Emphasis Description and Outcomes
The BSAT with the Aviation Management emphasis is designed to prepare graduates for management positions in all aspects of the aviation industry. The BSAT provides students not only with the organizational, human relations, and managerial skills required in aviation management, but also with the appropriate technical background. At the completion of this program, students will be able to:

1. Demonstrate technical knowledge of aircraft operating limitations and performance.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of basic business management skills and supervisory techniques.
5. Demonstrate a broad knowledge of the aviation industry.
6. Demonstrate a broad knowledge of aviation management functions and techniques.
Required Emphasis Courses

1. Complete the following required emphasis courses (33 credits):
   - ACCT A201 Principles of Financial Accounting  3
   - ACCT A202 Principles of Managerial Accounting  3
   - ATA A132 History of Aviation  3
   - ATA A134 Principles of Aviation Administration  3
   - ATA A335 Airport Operations  3
   - ATA A336 Air Service Operations  3
   - ATA A337 Airline Operations  3
   - ATA A431 Aircraft Accident Investigation  3
   - *BA A151 Introduction to Business  3
   - BA A343 Principles of Marketing  3
   - ECON A202 Principles of Microeconomics  3

   *Courses may be used to fulfill the Bachelor of Science, General Education Requirements.

2. Choose a minimum of 12 credits of advisor-approved electives, 3 of which must be upper-division. The following are Recommended Elective Support Courses (refer to the current UAA Catalog for Prerequisites):
   - ATA A490 Advanced Topics in Aviation Technology (3)
   - ATC A325 Tools for Weather Briefing (3)
   - ATC A440 Facility Operations (3)
   - BA A381 Consumer Behavior (3)
   - BA A447 International Marketing (3)
   - BA A460 Marketing Management (3)
   - CIS A280 Managerial Communications (3)
   - CIS A326 Information Age Literacy (3)
   - CIS A376 Management Information Systems  (3)
   - ENGL A312 Advanced Technical Writing (3)
   - ENGL A313 Professional Writing (3)
   - PER A100 Fitness for Life (2)
   - PER Elective See Catalog for Listing (1-2)
     (Maximum of two PER elective credits allowed)
   - PSY A380 Psychology of Stress and Coping (3)

3. A minimum of 121-122 credits is required for the Aviation Management emphasis, of which a minimum of 42 credits must be upper division.

Air Traffic Control (ATC) Emphasis

Emphasis Description and Outcomes
ATC professionals utilize knowledge of aircraft operating limitations and performance, weather and atmospheric processes, radar theory and radar systems, federal regulations, the US air traffic control system, as well as navigation methods within the National Airspace System. The BSAT prepares students not only for the technical requirements of air traffic control, but also for the organizational, human relations, and managerial demands. The Federal Aviation Administration Recommendation for Employment and Special Considerations contained in the Associate
of Applied Science, Air Traffic Control apply to this emphasis. At the completion of this program, students will be able to:

1. Demonstrate knowledge of the theory of aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System.
2. Demonstrate knowledge of weather and atmospheric processes, and how each affect the air traffic control system.
3. Demonstrate knowledge of Federal Regulations and the U.S. air traffic control system interactions, including FAA publications.
4. Demonstrate knowledge of fundamentals of aircraft separation in radar, non-radar, and terminal environments, as well as operating techniques of ATC facilities in visual and instrument conditions.
5. Demonstrate awareness of ATC industry trends, future developments, global implications, and current management practices and techniques.
6. Demonstrate broad knowledge of the aviation industry.

**Required Emphasis Courses**

1. Complete the following required emphasis courses (35 credits):
   - ATA A132 History of Aviation 3
   - ATC A143 ATC Regulations 3
   - ATC A144 ATC Flight Procedures 3
   - ATC A147 Pilot/Controller Techniques 3
   - ATC A241 Control Tower Operations 3
   - ATC A241L Control Tower Operations Lab 1
   - ATC A242 ATC Terminal Radar Procedures 3
   - ATC A242L ATC Terminal Radar Procedures Lab 1
   - ATC A243 ATC Enroute Procedures 3
   - ATC A243L ATC Enroute Procedures Lab 1
   - ATC A250 Comprehensive Air Traffic Control Overview 2
   - ATC A325 Tools for Weather Briefing 3
   - ATC A355 Integrated Radar Techniques 3
   - ATC A440 Facility Operations and Administration 3

2. Choose a minimum of 12 credits of advisor-approved electives, 9 of which must be upper division. The following are Recommended Elective Support courses (refer to the current UAA Catalog for prerequisites):
   - ATA A490 Advanced Topics in Aviation Technology (3)
   - ATC A325 Tools for Weather Briefing (3)
   - ATC A440 Facility Operations (3)
   - BA A381 Consumer Behavior (3)
   - BA A447 International Marketing (3)
   - BA A460 Marketing Management (3)
   - CIS A280 Managerial Communications (3)
   - CIS A326 Information Age Literacy (3)
   - CIS A376 Management Information Systems (3)
   - ENGL A312 Advanced Technical Writing (3)
   - ENGL A313 Professional Writing (3)
   - PER A100 Fitness for Life (2)
PER Elective See Catalog for Listing (1-2)
(Maximum of two PER elective credits allowed)
PSY A380 Psychology of Stress and Coping (3)

3. A minimum of 121-122 credits is required for the Air Traffic Control emphasis, of which a minimum of 42 credits must be upper-division.
Bachelor of Science,
Aviation Technology

Program Description
The Bachelor of Science degree in Aviation Technology prepares individuals for professional positions within the aviation industry. Related career opportunities are found with airlines, airports, general aviation, government organizations, education, and the aerospace industry.

Within the degree there are three emphasis areas: Aviation Management, Air Traffic Control, and Professional Piloting, each having a discrete program description and outcomes. The specific interests and career goals of each student determine the emphasis area to pursue. The degree includes university General Education Requirements, a common set of core courses, and courses relative to each individual emphasis.

Admission Requirements
1. Satisfy Baccalaureate Degree Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Emphasis areas may have Satisfy additional admission requirements or considerations.
3. Students must be able to meet Satisfy any certification requirements Established by the Federal Aviation Administration, as established in Code of Federal Regulations (CFR) Part 14.

Advising
All students must meet with an ATD: Aviation Technology Division (ATD) academic advisor prior to beginning any program of study and are encouraged to meet 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. Degree check sheets are available in the Aviation Technology Division office.

See the Aviation Technology Division advisor for appropriate sequence of courses. A strong background in science, math, and reading skills is highly recommended.

Academic Progress
A minimum grade of C in each Aviation Technology course is required to graduate with this degree.

DEGREE REQUIREMENTS:

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

General Course Requirements
2. Complete the General Education Requirements (GER) for Baccalaureate
Degrees listed at the beginning of this chapter.

3. Complete Required Emphasis Courses and Major Degree Requirements.

Major Requirements

1. Complete the following required common core courses [54-55 credits]:
   - ATA A102 Introduction to Aviation Technology 3
   - ATA A133 Aviation Law and Regulations 3
   - ATA A233 Aviation Safety 3
   - ATA A331 Human Factors in Aviation 3
   - ATA A415 Company Resource Management 3
   - ATA A425 Civil Aviation Security 3
   - ATA A492 Air Transportation System Seminar 3
   - ATP A100 Private Pilot Ground School 3
   - ATP A235 Elements of Weather 3
   - BA A300 Organizational Theory and Behavior 3
   - BA A361 Human Resource Management 3
   - BA A461 Negotiation and Conflict Management 3
   - BA A488 Environment of Business 3
   - CIS A110 Computer Concepts in Business 3
   - *ECON A201 Principles of Macroeconomics 3
   - *ENGL A212 Technical Writing *(Note: prerequisite) 3
   - *MATH A200 Calculus *(Note: prerequisite) *(3) 3-4
     or
   - *PHIL A101 Introduction to Logic 3
     or
   - *PHIL A201 Introduction to Philosophy 3
     or
   - *PHIL A301 Ethics 3
   - *PHYS A123 Basic Physics I *(Note: prerequisite) 3
     and
   - *PHYS A123L Basic Physics I Laboratory *(Note: prerequisite) 1
   - *CHEM A105 General Chemistry I *(Note: prerequisite) 3
     and
   - *CHEM A105/L General Chemistry I Laboratory *(Note: prerequisite) 1
   *Courses may be used to fulfill the Bachelor of Applied Science, General Education Requirements.

2. Select one of the three following BSAT emphasis-related areas and complete the listed required courses.

Aviation Management Emphasis

Emphasis Description and Outcomes

The BSAT with the Aviation Management emphasis is designed to prepare graduates for management positions in all aspects of the aviation industry. The BSAT engages students not only with the organizational, human relations, and managerial skills required in aviation management, but also with the appropriate technical background. At the completion of this program, students will be able to:
1. Demonstrate technical knowledge of aircraft operating limitations and performance.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of basic business management skills and supervisory techniques.
5. Demonstrate a broad knowledge of the aviation industry.
6. Demonstrate a broad knowledge of aviation management functions and techniques.

**Required Emphasis Courses**

1. Complete the following required emphasis courses (33 credits):
   - ACCT A201  Principles of Financial Accounting   3
   - ACCT A202  Principles of Managerial Accounting  3
   - ATA A132  History of Aviation            3
   - ATA A134  Principles of Aviation Administration 3
   - ATA A335  Airport Operations             3
   - ATA A336  Air Service Operations         3
   - ATA A337  Airline Operations             3
   - ATA A431  Aircraft Accident Investigation 3
   - *BA A151  Introduction to Business       3
   - BA A343  Principles of Marketing         3
   - BA A447  International Marketing         3
   - CIS A305  Managerial Presentations        3
   - CIS A376  Management Information Systems 3
   - *ECON A202  Principles of Microeconomics  3
   - PARL A101  Introduction to Law           3
   - Advisor Approved Elective                3

   *Courses may be used to fulfill the Bachelor of Applied Science, General Education Requirements.

2. Choose a minimum of 12 credits of advisor-approved electives, 3 of which must be upper division. The following are Recommended Elective support Courses (refer to current UAA Catalog for prerequisites):
   - ATA A490  Advanced Topics in Aviation Technology (3)
   - ATC A325  Tools for Weather Briefing          (3)
   - ATC A440  Facility Operations               (3)
   - BA A381  Consumer Behavior                  (3)
   - BA A447  International Marketing            (3)
   - BA A460  Marketing Management               (3)
   - CIS A280  Managerial Communications         (3)
   - CIS A326  Information Age Literacy          (3)
   - CIS A376  Management Information Systems    (3)
   - ENGL A312  Advanced Technical Writing       (3)
   - ENGL A313  Professional Writing             (3)
   - PER A 100  Fitness for Life                 (2)
   - PER Elective  See Catalog for Listing (1-2)

   (Maximum of two PER elective credits allowed)
A minimum of 124 credits is required for the Aviation Management emphasis, of which a minimum of 48 credits must be upper division.

**Air Traffic Control (ATC) Emphasis**

**Emphasis Description and Outcomes**

ATC professionals utilize knowledge of aircraft operating limitations and performance, weather and atmospheric processes, radar theory and radar systems, federal regulations, the US air traffic control system, as well as navigation methods within the National Airspace System. The BSAT prepares students not only for the technical requirements of air traffic control, but also for the organizational, human relations, and managerial demands. The Federal Aviation Administration Recommendation for Employment and Special Considerations contained in the Associate degree of Applied Science, Air Traffic Control degree apply to this emphasis. At the completion of this program, students will be able to:

1. Demonstrate knowledge of the theory of aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System.
2. Demonstrate knowledge of weather and atmospheric processes, and how each affect the air traffic control system.
3. Demonstrate knowledge of Federal Regulations and the U.S. air traffic control system interactions, including FAA publications.
4. Demonstrate knowledge of fundamentals of aircraft separation in radar, non-radar, and terminal environments, as well as operating techniques of ATC facilities in visual and instrument conditions.
5. Demonstrate awareness of ATC industry trends, future developments, global implications, and current management practices and techniques.
6. Demonstrate broad knowledge of the aviation industry.

**Required Emphasis Courses**

1. Complete the following required emphasis courses (36 credits):
   
   - **ATA A132** History of Aviation 3
   - **ATC A143** ATC Regulations 3
   - **ATC A144** ATC Flight Procedures 3
   - **ATC A147** Pilot/Controller Techniques 3
   - **ATC A241** Control Tower Operations 3
   - **ATC A241L** Control Tower Operations Lab 1
   - **ATC A242** ATC Terminal Radar Procedures 3
   - **ATC A242L** ATC Terminal Radar Procedures Lab 1
   - **ATC A243** ATC Enroute Procedures 3
   - **ATC A243L** ATC Enroute Procedures Lab 1
   - **ATC A250** Comprehensive Air Traffic Control Overview 2
   - **ATC A325** Tools for Weather Briefing 3
   - **ATC A340** Terminal Instrument Procedures 3
   - **ATC A355** Integrated Radar Procedures 3
   - **ATC A440** Facility Operation and Administration 3
   - **CIS A305** Managerial Presentations 3
2. Choose a minimum of 12 credits of advisor approved electives, 9 of which must be upper division. The following are Recommended Elective support courses (refer to current UAA Catalog for prerequisites):

- ATA A490 Advanced Topics in Aviation Technology (3)
- ATC A325 Tools for Weather Briefing (3)
- ATC A440 Facility Operations (3)
- BA A381 Consumer Behavior (3)
- BA A447 International Marketing (3)
- BA A460 Marketing Management (3)
- CIS A280 Managerial Communications (3)
- CIS A326 Information Age Literacy (3)
- CIS A376 Management Information Systems (3)
- ENGL A312 Advanced Technical Writing (3)
- ENGL A313 Professional Writing (3)
- PER A 100 Fitness for Life (2)
- PER Elective See Catalog for Listing (1-2)
  (Maximum of two PER elective credits allowed)
- PSY A380 Psychology of Stress and Coping (3)

3. A minimum of 121 credits is required for the Air Traffic Control emphasis, of which a minimum of 42 credits must be upper division.
A need has been identified by Air Traffic Control (ATC) faculty, and the Aviation Technology Director to create a minor in Air Traffic Control. The creation of this minor is facilitated by several factors, detailed below. However, first a brief analysis and background of the situation is provided. During the past six years, the ATC program has experienced unprecedented growth, as the Federal Aviation Administration (FAA) announced the need to hire over 11,000 controllers in the ten year period beginning in 2004. The FAA is the primary employer of our graduates. At the time, only 14 programs existed from which to hire College Training Initiative (CTI) graduates, and the FAA had limited their hiring to that source and only one other. As a result, existing programs were flooded with applicants. Indeed, UAA was forced to limit the number of students it could accept during 2006 and 2007 academic years. In 2006, the FAA opened up their hiring to Public Notices (PUBNAT) or general public applications. Additionally, the FAA increased the number of certified CTI schools from 14 to the current number of 36. As a result, hiring of our students has slowed in the past two years, and we anticipate a great drop in students as the FAA decreases their hiring to approximately 950 for the next five years, and then approximately 150 per year for the foreseeable future. We anticipate a further decrease in student numbers as 2015 approaches. Creating an ATC minor thus serve the needs of both the university and its students in several ways, detailed below.

- **Students:** The creation of an ATC minor will serve students in many ways. First, it will provide a portal to an entry-level with the FAA as an air traffic controller, as students with the ATC minor will qualify for hire under the CTI program, as long as they have a Bachelor's Degree in an Aviation-related field, such as Aviation Management or Professional Piloting. In future years, the FAA again anticipates hiring only CTI graduates, or former military controllers, so students with our credential will have an opportunity for a select, lucrative career. Additionally, the creation of a minor will ensure these students are prepared for jobs outside of the FAA, which our current AAS degree does not do as effectively. Finally, students with degrees in computer programming, management, or various others, while they cannot be recommended for hire by the FAA in the air traffic control field, will have an attractive and unique skill set to offer future employers, especially those in other aviation jobs (including those with the FAA), defense contractor jobs, and the legal professions.
• Program: The factors detailed above have created a situation that requires the ATC faculty and program to reevaluate their goals and needs. Creating an ATC minor will guarantee a reasonable amount of students during the ten years that the FAA will be hiring a limited amount of air traffic controllers by making the program more attractive to a wider audience, who may view it as enhancing their job skills in other categories, such as computer programming, piloting, aviation management, public policy, government, and justice. Indeed, completion of the ATC minor will offer students a unique credential, not currently widely available.

• Division: The ATC minor will benefit the Aviation Technology Division through providing a convenient transition to existing students in the Management or Professional Piloting Options who may wish to pursue an air traffic control option, which will both make them more attractive candidates to potential employers, and allow them to pursue employment with the FAA, should the opportunity arise.

• University: The ATC minor will allow benefit UAA by allowing the continuation of a nationally recognized, highly ranked program during a time of limited hiring. UAA has enjoyed a reputation for excellence in the industry, and our graduates have generally been well received throughout the FAA. The creation of the ATC minor will allow the program to continue during the time of decreased hiring. Additionally, creating an ATC minor will allow students from across the university the potential to add a unique credential to their resume. Again, this option should be particularly attractive to those students pursuing degrees in computing, technology, justice, and government.

Detailed information regarding the required courses and other specifics of the minor are included in the following course catalog copy.
1. School or College
   CT CTC

2. Division
   AAVI Division of Aviation

3. Department
   ATC

2. Complete Program Title/Prefix
   Minor, Air Traffic Control

3. Type of Program
   Undergraduate: or Graduate: CHOOSE ONE

4. Type of Action:
   PROGRAM
      ☒ Add
      ☐ Change
      ☐ Delete

   PREFIX
      ☐ Add
      ☐ Change
      ☐ Inactivate

5. Implementation Date (semester/year)
   From: Fall/2011 To: 9999

6a. Coordination with Affected Units
    Department, School, or College: ATD
    Initiator Name (typed): Sharon LaRue
    Initiator Signed Initials: _______
    Date: ________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
    Date: 11/10/10

6c. Coordination with Library Liaison
    Date: 11/10/10

7. Title and Program Description
   Please attach the following:
      ☒ Cover Memo
      ☒ Catalog Copy in Word using the track changes function

8. Justification for Action
   A need for a minor in Air Traffic Control has been identified. The attached cover memo documents the
   reasons for creating this minor.

Initiator (faculty only)
Sharon LaRue
Initiator (TYPE NAME)

[Approval/Disapproval and Date]

Dean/Director of School/College
[Approval/Disapproval and Date]

Undergraduate/Graduate Academic Board Chairperson
[Approval/Disapproval and Date]

Provost or Designee
[Approval/Disapproval and Date]
Minor, Air Traffic Control
Students majoring in another discipline or pursuing an Aviation degree, who wish to minor in Air Traffic Control (ATC), must complete the following requirements. A total of 22 credits is required for the minor, 6 credits must be upper division. Students completing the ATC minor will be eligible for recommendation for hire as air traffic controllers under the Federal Aviation Administration (FAA) College Training Initiative (CTI) program. Completion of the ATC minor does not guarantee hire by the FAA.

Special considerations:
UAA has no restrictions on age or physical condition of students. However, students desiring employment with the FAA should be aware of employment requirements:
1. Medical Certificate is required as depicted in FAR 65.49 and 67 Subpart C.
2. Thirty-year-old maximum age restriction for students anticipating employment in terminal or en route options.
3. For employment considerations with the FAA, students must receive a PASS score on the Air Traffic-Selection and Training (ATSAT) examination administered by the FAA. The examination provides a systematic process for continued enhancement of air traffic selection and training by testing candidates for recognition and cognitive skills required in the air traffic specialty and to identify the “composite controller.”

Advising
All students must meet with an academic advisor in the ATD prior to beginning any program of study and are encouraged to meet 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. Degree check sheets are available in the ATD office.

Federal Aviation Administration (FAA) Recommendation for Employment
1. To be eligible for FAA employment, student must achieve a C or better in the following Air Traffic Control-specific courses: ATC A143, ATC A144, ATC A147, ATC A241/L, ATC A242/L, ATC A243/L.

Program requirements for academic progression
1. In order to advance to 200 level ATC classes (ATC 241/L, ATC A242/L, ATC A243/L) students must have a C or better in ATC A143, ATC A144, ATC A147.
2. Students may repeat ATC A143, ATC A144, and ATC A147 only once due to performance.
Students must complete the following courses.

Complete the following courses (18 credits):

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>ATC A143</td>
<td>ATC Regulations</td>
<td>3</td>
</tr>
<tr>
<td>ATC A144</td>
<td>ATC Flight Procedures</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ATP A116 Instrument Ground School</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ATC A147 Pilot/Controller Techniques</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ATC A325 Tools for Weather Briefing</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ATP A235 Elements of Weather</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ATC A440 Facility Operations and Admin</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ATP A492 Air Transportation System Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following course pairs (4 credits):

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATC A241</td>
<td>Control Tower Operations</td>
<td>3</td>
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<tr>
<td>ATC A241L</td>
<td>Control Tower Operations Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATC A242</td>
<td>ATC Terminal Radar Procedures</td>
<td>3</td>
</tr>
<tr>
<td>ATC A242L</td>
<td>ATC Terminal Radar Procedures Lab</td>
<td>1</td>
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</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATC A243</td>
<td>ATC Enroute Procedures</td>
<td>3</td>
</tr>
<tr>
<td>ATC A243L</td>
<td>ATC Enroute Procedures Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
1a. School or College  
CT CTC  

1b. Division  
AAVI Division of Aviation  

1c. Department  
ATC  

2. Complete Program Title/Prefix  
Associate Applied Science, Air Traffic Control  

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate: Associate of Applied Science  
Graduate:  
CHOOSE ONE  

4. Type of Action:  
PROGRAM  
☐ Add  
☒ Change  
☐ Delete  

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate  

5. Implementation Date (semester/year)  
From: Fall/2011  
To: 9999  

6a. Coordination with Affected Units  
Initiator Name (typed): Sharon LaRue  
Initiator Signed Initials: _________  
Date:________________  

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 11/10/10  

6c. Coordination with Library Liaison  
Date: 11/10/10  

7. Title and Program Description - Please attach the following:  
☐ Cover Memo  
☒ Catalog Copy in Word using the track changes function  

8. Justification for Action  
Faculty and industry identified need to combine knowledge from all previous ATC courses, concentrating on areas where the courses overlap and discussing the reasons for such overlap, as well as applying capstone knowledge.  

Initiator (faculty only)  
☐ Approved  
☐ Disapproved  
Date  
Dean/Director of School/College  
Date  

Initiator (TYPE NAME)  
☐ Approved  
☐ Disapproved  
Department Chairperson  
Date  
Undergraduate/Graduate Academic Board Chairperson  
Date  

☐ Approved  
☐ Disapproved  
Curriculum Committee Chairperson  
Date  
Provost or Designee  
Date
Associate of Applied Science,
Air Traffic Control
Program Description and Outcomes
ATC professionals utilize knowledge of aircraft operating limitations and performance, weather and atmospheric processes, radar theory and radar systems, federal regulations, the US air traffic control system, as well as navigation methods within the National Airspace System. The AAS degree prepares students for the technical requirements of the air traffic control profession, and for entry into the FAA Academy. At the completion of this program, students will be able to demonstrate knowledge of the following:

1. Aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System.
2. Weather and atmospheric processes and how weather phenomenon affects aviation operations.
3. Relationship between federal regulations, FAA publications, and the U.S. air traffic control system.
4. Fundamentals of aircraft separation in radar, non-radar, and terminal environments, as well as operating techniques of ATC facilities in visual and instrument conditions.

Admission Requirements
Satisfy Associate Degree Admission Requirements in Chapter 7, Academic Standards and Regulations.

Special Considerations
UAA has no restrictions on age or physical condition of students. However, students desiring employment with the FAA should be aware of employment requirements:

1. Medical Certificate is required as depicted in FAR 65.49 and 67 Subpart C.
2. Thirty-year-old maximum age restriction for students anticipating employment in terminal or en route options.
3. For employment considerations with the FAA, students must receive a PASS score on the Air Traffic-Selection and Training (ATSAT) examination administered by the FAA. The examination provides a systematic process for continued enhancement of air traffic selection and training by testing candidates for recognition and cognitive skills required in the air traffic specialty and to identify the “composite controller.”

Advising
All students must meet with an academic advisor in the ATD prior to beginning any program of study and are encouraged to meet 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. Degree check
sheets are available in the Aviation Technology Division office.

**Federal Aviation Administration**

**(FAA) Recommendation for Employment**

1. To be eligible for FAA employment, student must achieve a C or better in all Air Traffic Control-specific courses: ATC A143, ATC A144, ATC A147, ATC A241/L, ATC A242/L, ATC A243/L.

**Program requirements for academic progression**

1. In order to advance to 200 level ATC classes (ATC 241/L, ATC A242/L, ATC A243/L) students must have a C or better in ATC A143, ATC A144, ATC A147.
2. Students may repeat ATC A143, ATC A144, and ATC A147 only once due to performance.

**General University Requirements**

Complete the General University Requirements for Associate of Applied Science Degrees located at the beginning of this chapter.

**General Course Requirements**

Complete the Associate of Applied Science General Course Requirements located at the beginning of this chapter. ENGL A212 is recommended.

**Major Requirements**

1. Complete the following required courses:
   - ATA A102 Introduction to Aviation Technology 3
   - ATA A132 History of Aviation 3
   - ATC A143 ATC Regulations 3
   - ATC A144 ATC Flight Procedures 3
   - ATC A147 Pilot/Controller Techniques 3
   - ATC A241 Control Tower Operations 3
   - ATC A241L Control Tower Operations Lab 1
   - ATC A242 ATC Terminal Radar Procedures 3
   - ATC A242L ATC Terminal Radar Procedures Lab 1
   - ATC A243 ATC En Route Procedures 3
   - ATC A243L ATC En Route Procedures Lab 1
   - ATA A250 Comprehensive ATC Overview 2
   - ATC A325 Tools for Weather Briefing 3
   - ATP A100 Private Pilot Ground School 3
   - ATP A235 Elements of Weather 3
   - **One of the following:**
     - ATA A133 Aviation Law and Regulations (3)
     - ATA A134 Principles of Aviation Administration (3)

   **One of the following**
   - ATA A233 Aviation Safety (3)
   - ATP A231 Search, Survival, and Rescue (3)
   - ATP A232 A Advanced Aviation Navigation (3)

   **One of the following**
   - One of the following 3
     - ATA A233 Aviation Safety (3)
     - ATP A231 Search, Survival, and Rescue (3)
     - ATP A232 A Advanced Aviation Navigation (3)

   **One of the following**
   - One of the following 3-4
     - ATA A233 Aviation Safety (3)
     - ATP A231 Search, Survival, and Rescue (3)
     - ATP A232 A Advanced Aviation Navigation (3)
MATH A105 Intermediate Algebra (3)
MATH A107 College Algebra (4)
MATH A108 Trigonometry (3)
MATH A172 Applied Finite Mathematics (3)
MATH A200 Calculus I (4)
MATH A272 Applied Calculus (3)

One of the following not already taken: 3
ATA A133, ATA A134, ATA A233, ATA A331, ATA A335, ATA A336,
ATA A37, ATA A425, ATA A431, ATA A490, ATC A440, ATP A116, ATP 200, ATP A231, ATP A232

*Courses may be used to fulfill the Associate of Applied Science General Degree Requirements.

2. A total of 62-63 credits are required for the degree.

3. See the Aviation Technology Division advisor for appropriate sequence of courses.
Associate of Applied Science,
Air Traffic Control

Program Description and Outcomes
ATC professionals utilize knowledge of aircraft operating limitations and performance, weather and atmospheric processes, radar theory and radar systems, federal regulations, the US air traffic control system, as well as navigation methods within the National Airspace System. The AAS degree prepares students for the technical requirements of the air traffic control profession, and for entry into the FAA Academy. At the completion of this program, students will be able to demonstrate knowledge of the following:

1. Aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System.
2. Weather and atmospheric processes and how weather phenomenon affects aviation operations.
3. Relationship between federal regulations, FAA publications, and the U.S. air traffic control system.
4. Fundamentals of aircraft separation in radar, non-radar, and terminal environments, as well as operating techniques of ATC facilities in visual and instrument conditions.

Admission Requirements
Satisfy Associate Degree Admission Requirements in Chapter 7, Academic Standards and Regulations.

Special Considerations
UAA has no restrictions on age or physical condition of students. However, students desiring employment with the FAA should be aware of employment requirements:

1. Medical Certificate is required as depicted in FAR 65.49 and 67 Subpart C.
2. Thirty-year-old maximum age restriction for students anticipating employment in terminal or en route options.
3. For employment considerations with the FAA, students must receive a PASS score on the Air Traffic-Selection and Training (ATSAT) examination administered by the FAA. The examination provides a systematic process for continued enhancement of air traffic selection and training by testing candidates for recognition and cognitive skills required in the air traffic specialty and to identify the “composite controller.”

Advising
All students must meet with an academic advisor in the ATD prior to beginning any program of study and are encouraged to meet 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. Degree check
sheets are available in the Aviation Technology Division office.

**Federal Aviation Administration (FAA) Recommendation for Employment**

1. To be eligible for FAA employment, student must achieve a C or better in all Air Traffic Control-specific courses: ATC A143, ATC A144, ATC A147, ATC A241/L, ATC A242/L, ATC A243/L.

**Program requirements for academic progression**

1. In order to advance to 200 level ATC classes (ATC 241/L, ATC A242/L, ATC A243/L) students must have a C or better in ATC A143, ATC A144, ATC A147.
2. Students may repeat ATC A143, ATC A144, and ATC A147 only once due to performance.

**General University Requirements**

Complete the General University Requirements for Associate of Applied Science Degrees located at the beginning of this chapter.

**General Course Requirements**

Complete the Associate of Applied Science General Course Requirements located at the beginning of this chapter. ENGL A212 is recommended.

**Major Requirements**

1. Complete the following required courses:
   - ATA A102 Introduction to Aviation Technology 3
   - ATA A132 History of Aviation 3
   - ATC A143 ATC Regulations 3
   - ATC A144 ATC Flight Procedures 3
   - ATC A147 Pilot/Controller Techniques 3
   - ATC A241 Control Tower Operations 3
   - ATC A241L Control Tower Operations Lab 1
   - ATC A242 ATC Terminal Radar Procedures 3
   - ATC A242L ATC Terminal Radar Procedures Lab 1
   - ATC A243 ATC En Route Procedures 3
   - ATC A243L ATC En Route Procedures Lab 1
   - **ATC A250 Comprehensive ATC Overview** 2
   - ATC A325 Tools for Weather Briefing 3
   - ATP A100 Private Pilot Ground School 3
   - ATP A235 Elements of Weather 3

   *One of the following:
   - ATA A133 Aviation Law and Regulations (3)
   - ATA A134 Principles of Aviation Administration (3)

   *One of the following
   - ATA A233 Aviation Safety (3)
   - ATP A231 Search, Survival, and Rescue (3)
   - ATP A232 A Advanced Aviation Navigation (3)

*One of the following* 3-4
MATH A105  Intermediate Algebra (3)
MATH A107  College Algebra (4)
MATH A108  Trigonometry (3)
MATH A172  Applied Finite Mathematics (3)
MATH A200  Calculus I (4)
MATH A272  Applied Calculus (3)

One of the following not already taken: 3
ATA A133, ATA A134, ATA A233, ATA A331, ATA A335, ATA A336,
ATA A37, ATA A425, ATA A431, ATA A490, ATC A440, ATP A116,
ATP 200, ATP A231, ATP A232

*Courses may be used to fulfill the Associate of Applied Science General Degree Requirements.

2. A total of 60–61-62-63 credits are required for the degree.

3. See the Aviation Technology Division advisor for appropriate sequence of courses.
MEMORANDUM

DATE: February 4, 2011
TO: PICR and UAB
FROM: Louis Nagy, Professor, Aviation Maintenance Technology (AMT)
SUBJ: PAR Certificates in Aviation Maintenance Technology
Certificate of Aviation Maintenance Technology, Airframe
Certificate of Aviation Maintenance Technology, Powerplant
Catalog Copy Clarification

PURPOSE:
The purpose of the attached Program Action Requests is to clarify the Aviation Maintenance Technology (AMT) certificate programs. Due to unauthorized changes made in the catalog copy since receiving Board of Regents approval in 2004, graduation problems have been occurring.

Note: None of the changes to the catalog copy were initiated or approved by AMT faculty.

The unauthorized catalog changes have resulted in converting two approved certificate programs into a single certificate program with two emphasis areas. AMT graduates are being impacted as, under the unauthorized catalog, a student cannot be awarded two of the same certificates regardless of emphasis. Additionally, the two UAA AMT certificates are correlated with the Federal Aviation Administration (FAA) Mechanic-Airframe certificate (license) and FAA Mechanic-Powerplant certificate (license).

BACKGROUND:
A brief summary of the approval of the two original AMT Certificate programs, from the record, follows:

- Concept approval from the FAA for creating two certificates, one for the Mechanic-Airframe license and one for the Mechanic-Powerplant license, was obtained in July 2003.

- The two certificate program CAR forms and curriculum were presented to the CTC Program Improvement and Curriculum Review committee (PICR) in September 2003. Additions, deletions and corrections to the curriculum of each program were approved in the December 2003 meeting.

- Final approval by the FAA for the two certificate programs was granted in January of 2004. The FAA also approved a transition plan that included summer 2005 classes for students needing to meet the requirements of the two new certificates.

- After FAA approval the two certificate programs were presented to UAB. After some minor corrections, the two certificate programs were approved in early March of 2004.
• Faculty Senate approved the two (2) certificates in its April 2004 meeting.

• In May 2004, the UA System-wide Academic Council approved the two (2) certificates as presented by Provost Jim Chapman.

• During the June 2004 Board of Regents meeting, the addition of the two (2) separate certificate programs at UAA was approved (Agenda item X. A. 3. Pg. 11).

• On July 23, 2004 The Northwest Commission on Colleges and Universities approved the inclusion of the two (2) separate certificates in UAA’s accreditation.

• The first catalog copy for the two (2) certificates was printed for the 2005-2006 academic year.

• The AMT program has, since that time, annually reported its assessment plans and reports for each certificate separately (airframe and powerplant) as well as its AAS degree program.

As best the AMT Program can ascertain, the following unauthorized changes were made to the catalog copy in the time frames indicated:

• In the AY 2006-2007 catalog:
  o The program descriptions were changed to "Undergraduate Certificate" in place of “Certificate”.
  o A change of “Certificate” in place of “Certificates” in the Outcomes section.
  o The addition of "emphasis area skills: airframe or powerplant" in place of “airframe and powerplant”.
  o Rewriting of the Admission Requirements section.

  **Note:** None of the above changes were initiated or approved by the AMT faculty, nor were the faculty consulted about the changes.

• Further changes were made in the AY2008-2009 catalog:
  o A rewording of the outcomes to separate and reinforce the emphasis areas under a single certificate in place of “certificates”.

  **Note:** None of the above changes were initiated or approved by the AMT faculty, nor were the faculty consulted about the changes.
RESULT OF UNAUTHORIZED CHANGES:
The effect of the unauthorized changes did not become evident until the Spring 2010 semester when the Program was performing graduation checks as required by the FAA. It was discovered that students were not being admitted into a second certificate program once they were awarded one UAA certificate and licensed by the FAA. A number of students were forced to delay graduation until the Fall 2010 semester, and some, having been denied admission to the second certificate, were forced to sign up for the AAS degree to continue receiving financial aid.

During the Fall 2010 graduation check for the FAA, it became obvious to the Program that something was wrong with the certificate programs as students were receiving mixed messages from the Program and Enrollment Services. The AMT faculty and Division student advisor were operating and advising under the two original approved certificates. Enrollment Services was operating under the unauthorized catalog changes. Students were being dropped from the second certificate program, which had the effect of making them ineligible for financial aid. When the AMT Program investigated the issue, it was discovered that only one degree code was created when the two certificates were approved in 2004. The Program moved to correct the problem by requesting that the original two (2) degree codes be generated, as approved by the Board of Regents, and that the unauthorized changes to the catalog be corrected.

After numerous emails and meetings, the Program presented the issue to Administrative Services Vice Chancellor Spindle. He stated that the current catalog cannot be changed and the AMT program must seek approval for any changes from PICR and UAB. It has not been indicated to the AMT Program that Faculty Senate approval is necessary to make the requested changes to the catalog. Administrative Services has offered to grant an exemption so that the affected AMT students graduating in the 2010 spring and summer semesters may earn a second certificate before the catalog is corrected. This exemption for AMT graduates will prevent the Program from being in violation of CFR 14 Part 147.35 as required by our FAA approved curriculum. The Vice Chancellor has also agreed that once the catalog is corrected and the two certificate codes restored, all former AMT graduates from fall 2005 to spring 2011 will be issued a certificate for each of the certificate programs they have successfully completed.

PROPOSED CATALOG CLARIFICATION:
To preclude future unauthorized changes to AMT programs and to clarify the original intent of the approved programs, the AMT Program proposes that the attached changes be incorporated in the University Catalog immediately. These changes are:

- Separate the program descriptions of the AMT Airframe Undergraduate Certificate and the AMT Powerplant Undergraduate Certificate in the catalog.
- Correct the unauthorized wording relating to a single certificate and two "emphasis areas" of study back to the original, approved two (2) certificates.
- Ensure that the catalog copy meets the original intent of the two (2) certificate programs approved by PICR, FAA, UAB, Faculty Senate, Board of Regents, and UA System-wide Academic Council.
The AMT program would like to have the attached catalog copy for the two certificate programs corrected for the printing of the AY2011-2012 Catalog. Doing so will prevent the necessity of additional exemptions for AMT graduates and will ease the associated student anxiety while eliminating the risk of violating Federal regulations.

Thank you for your attention to this matter and the AMT Program welcomes all suggestions to expedite this process.
### Program/PREFIX Action Request

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

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<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CT CTC</td>
<td>AAVI Division of Aviation</td>
<td>Aviation Maintenance Technology</td>
</tr>
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</table>

#### 2. Complete Program Title/Prefix
Certificate of Aviation Maintenance Technology, Airframe

#### 3. Type of Program
Choose one from the appropriate drop down menu:
- Undergraduate: or  
  - Undergraduate Certificate
- Graduate: or  
  - CHOOSE ONE

#### 4. Type of Action:
- PROGRAM
- PREFIX
  - Add
  - Change
  - Delete

#### 5. Implementation Date (semester/year)
- From: Fall/2011  
- To: 9999

#### 6a. Coordination with Affected Units
Department, School, or College: CTC-ATD, LISTSERV

**Initiator Name (typed):** Louis Nagy

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

#### 6b. Coordination Email submitted to Faculty Listserv  
(uaa-faculty@lists.uaa.alaska.edu) **Date:** 2/2/2011

#### 6c. Coordination with Library Liaison  
**Date:** 11/19/2003

#### 7. Title and Program Description - Please attach the following:
- ☒ Cover Memo
- ☒ Catalog Copy in Word using the track changes function

#### 8. Justification for Action
The Undergraduate Certificate of Aviation Maintenance Technology, Airframe has already been approved by CTC PICR, the FAA, UAB, Faculty Senate, UA System-wide Academic Council, UA Board of Regents, and the Northwest Commission on Colleges and Universities. See the attached memorandum for details.

---

**Initiator (faculty only)**

**Louis Nagy**  
Initiator (TYPE NAME)

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<td>Date</td>
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**Department Chairperson**

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**Curriculum Committee Chairperson**

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</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>AAVI Division of Aviation</td>
<td>Aviation Maintenance Technology</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix
Certificate of Aviation Maintenance Technology, Powerplant

3. Type of Program
Choose one from the appropriate drop down menu: Undergraduate Certificate or Graduate: CHOOSE ONE

4. Type of Action:
- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

5. Implementation Date (semester/year)
From: Fall 2011 To: 9999

6a. Coordination with Affected Units
Department, School, or College: CTC-ATD, LISTSERV
Initiator Name (typed): Louis Nagy
Initiator Signed Initials: _________ Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 2/2/2011

6c. Coordination with Library Liaison Date: 11/19/2003

7. Title and Program Description - Please attach the following:
- Cover Memo
- Catalog Copy in Word using the track changes function

8. Justification for Action
The Undergraduate Certificate of Aviation Maintenance Technology, Powerplant has already been approved by CTC PICR, the FAA, UAB, Faculty Senate, UA System-wide Academic Council, UA Board of Regents, and the Northwest Commission on Colleges and Universities. See the attached memorandum for details.

Initiator (faculty only) Date
Louis Nagy
Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Department Chairperson Date

Approved Disapproved
Curriculum Committee Chairperson Date

Approved Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

Approved Disapproved
Provost or Designee Date
Undergraduate Certificate
Aviation Maintenance Technology (AMT), Powerplant

Airframe Certificate Description and Outcomes
The Aviation Maintenance Powerplant Undergraduate Certificate is designed to prepare graduates for employment as maintenance technicians in general aviation, corporate aviation, airlines, or aerospace manufacturers. In addition to traditional aircraft maintenance courses, the curriculum emphasizes modern aircraft systems.

At the completion of this program, graduates will be able to:
1. Demonstrate proficiency in entry-level aviation maintenance skills.
2. Demonstrate proficiency in the required powerplant maintenance skills.
3. Demonstrate knowledge of aircraft powerplants, systems, and appropriate FAA regulations.
4. Demonstrate knowledge of industry information: current status, trends, segments and opportunities.

Admission Requirements
1. Satisfy the Certificate Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Apply for admission to UAA and to the AMT Powerplant program by contacting the UAA Aviation Technology Division, Aviation Maintenance Technology program at 2811 Merrill Field Drive, Anchorage, Alaska 99501. Telephone: (907) 786-7200, Fax: (907) 786-7202 or at http://uaa.alaska.edu/aviation.
3. Present evidence of proficiency in mathematics at or exceeding the MATH A055 level. An appropriate score on a Math Placement Test may be used.
4. Demonstrate English language proficiency through placement into PRPE A108 or a higher level with an appropriate level on ACT English scores, SAT Verbal scores, or an English placement Exam. Generally, applicants eligible for entry into PRPE A108 or ENGL A109 level have sufficient proficiency for entry into the AMT programs.

Advising
All students must meet with an academic advisor in the Aviation Technology Division prior to beginning any program of study and are encouraged to meet each semester for the purpose of reviewing their academic progress and planning future courses and schedules. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Degree check sheets are available in the ATD office. See the ATD advisor for appropriate sequence of courses.

Successful progress through the AMT program requires that all students have algebra proficiency and English proficiency. Preparatory mathematics and English courses should be taken prior to entry into the AMT program. Under certain circumstances, preparatory courses may be taken during the first semester with some AMT courses. The AMT program courses are sequential and the student is cautioned that taking courses out of sequence will extend the
program beyond its normal length. Typically, AMT courses have prerequisites, and advisor approval is required prior to registration for all AMT courses.

**General University Requirements**
Complete the General University Requirements for Undergraduate Certificates at the beginning of this chapter.

**Major Requirements**
1. Complete the following required courses:

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AMT A170</td>
<td>Aircraft Ground Operations and Safety</td>
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<td>AMT A171</td>
<td>Basic Aerodynamics</td>
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<td>AMT A172</td>
<td>Aircraft Publications, Regulations and Records</td>
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<td>AMT A174</td>
<td>Fundamentals of Aircraft Electronics</td>
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<td>AMT A175</td>
<td>Drawing and Precision Measurement</td>
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<td>AMT A176</td>
<td>Aircraft Materials and Processes I</td>
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<td>AMT A177</td>
<td>Reciprocating Engine Theory</td>
<td>2</td>
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<td>AMT A178</td>
<td>Turbine Engine Theory</td>
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<td>AMT A181</td>
<td>Aircraft Fuel Systems</td>
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<td>AMT A186</td>
<td>Aircraft Non-Destructive Inspection Methods</td>
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<td>AMT A187</td>
<td>Aircraft Reciprocating Engine Overhaul</td>
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<td>AMT A272</td>
<td>Aircraft Electrical Hardware &amp; Systems</td>
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<td>AMT A279</td>
<td>Aircraft Turbine Engine Repair and Overhaul</td>
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<td>AMT A282</td>
<td>Aircraft Propeller Systems</td>
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<td>AMT A284</td>
<td>Aircraft Electrical Machinery</td>
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<td>Aircraft Electrical Machinery Lab</td>
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<td>AMT A287</td>
<td>Reciprocating Engine Installation &amp; Operations</td>
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<tr>
<td>AMT A289L</td>
<td>Turbine Engine Installation &amp; Operations Lab</td>
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Note: The courses listed above are scheduled in established blocks to meet course prerequisites. Mixing courses from a different semester series may result in significantly extending the completion of the Certificate, as most courses are offered once a year.

2. A total of 60 credits is required for the AMT Powerplant Undergraduate Certificate.
Aviation Maintenance Technology (AMT), Airframe

Airframe Certificate Description and Outcomes
Aviation Maintenance Airframe Undergraduate Certificates are designed to prepare graduates for employment as maintenance technicians in general aviation, corporate aviation, airlines, or aerospace manufacturers. In addition to traditional aircraft maintenance courses, the curriculum emphasizes modern aircraft systems.

At the completion of this program, students will be able to:

Airframe Certificate
1. Demonstrate proficient, entry-level aviation maintenance skills.
2. Demonstrate proficiency in emphasis area: Airframe maintenance skills.
3. Demonstrate knowledge of aircraft structures and systems, as well as appropriate FAA regulations.
4. Demonstrate knowledge of industry information: current status, segments and opportunities.

Powerplant Certificate
1. Demonstrate proficient, entry-level aviation maintenance skills.
2. Demonstrate proficiency in emphasis area: Powerplant skills.
3. Demonstrate knowledge of aircraft engines and systems, as well as appropriate FAA regulations.
4. Demonstrate knowledge of industry information: current status, segments and opportunities.

Admission Requirements
1. Satisfy Undergraduate Certificate and Associate’s Degree Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Apply for admission to UAA and to the AMT program by contacting the UAA Aviation Technology Division, Aviation Maintenance Technology program at 2811 Merrill Field Drive, Anchorage, Alaska 99501. Telephone: (907) 786-7200, Fax: (907) 786-7202 or at http://uaa.alaska.edu/aviation.
3. Present evidence of a proficiency in mathematics at or exceeding the MATH A055 level. An appropriate score on a math placement test administered by Advising and Testing may also be used.
4. Demonstrate English language proficiency through placement into PRPE A108 (or higher), ACT English scores, SAT Critical Reading scores, or an appropriate score on the UAA-approved English placement examination. Generally, applicants eligible for entry into PRPE A108 or ENGL A109 have sufficient proficiency for entry into the AMT program.

Advising
All students must meet with an academic advisor in the Aviation Technology Division prior to beginning any program of study and are encouraged to meet 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. Degree check sheets
are available in the Aviation Technology Division office. See the Aviation Technology Division advisor for appropriate sequence of courses.

Successful progress through the AMT program requires that all students have algebra proficiency at the MATH A055 level (MATH A105 is highly recommended) and English proficiency at the PRPE A108 or ENGL A109 level. Preparatory mathematics and English courses should be taken prior to entry into the AMT program. Under certain circumstances mathematics and English courses may be taken during the first semester with some AMT courses; see an advisor before registering. The AMT program courses are sequential and the student is cautioned that taking courses out of sequence will extend the program beyond its normal length. Typically, AMT courses have prerequisites, and advisor approval is required prior to registration for all AMT courses.

**General University Requirements**

Complete the General University Requirements for Undergraduate Certificates located at the beginning of this chapter.

**Major Requirements**

1. Core courses apply to both certificates: complete the following required courses:

   1. Complete the following required courses:

   **General Subject Areas:**
   - AMT A170 Aircraft Ground Operations and Safety 1
   - AMT A171 Basic Aerodynamics 3
   - AMT A172 Aircraft Publications, Regulations and Records 3
   - AMT A174 Fundamentals of Aircraft Electronics 3
   - AMT A174L Fundamentals of Aircraft Electronics Lab 2
   - AMT A175 Drawing and Precision Measurement 2
   - AMT A176 Aircraft Materials and Processes I 2
   - AMT A186 Aircraft Non-Destructive Inspection Methods 3

   **Combined General, Airframe & Powerplant Subject Areas:**
   - AMT A181 Aircraft Fuel Systems 3
   - AMT A181L Aircraft Fuel Systems Lab 1
   - AMT A185 Aircraft Sheetmetal Structures 3
   - AMT A185L Aircraft Sheetmetal Structures Lab 2
   - AMT A186 Aircraft Non-Destructive Inspection Methods 3
   - AMT A272 Aircraft Electrical Hardware and Systems 3
   - AMT A273 Aircraft Fluid Power Systems 2
   - AMT A273L Aircraft Fluid Power Systems Lab 2
   - AMT A274 Aircraft Electronic Systems 5
   - AMT A274L Aircraft Electronic Systems Lab 1
2. For the AMT Powerplant Certificate, complete the above core courses plus the following powerplant courses:

- AMT A177 Reciprocating Engine Theory 2
- AMT A178 Turbine Engine Theory 2
- AMT A187 Aircraft Reciprocating Engine Overhaul 3
- AMT A187L Aircraft Reciprocating Engine Overhaul Lab 2
- AMT A279 Aircraft Turbine Engine Repair and Overhaul 3
- AMT A279L Aircraft Turbine Engine Repair and Overhaul Lab 1
- AMT A282 Aircraft Propeller Systems 1
- AMT A284 Aircraft Electrical Machinery 2
- AMT A284L Aircraft Electrical Machinery Lab 2
- AMT A287 Reciprocating Engine Installation and Operations 3
- AMT A287L Reciprocating Engine Installation and Operations Lab 2
- AMT A289 Turbine Engine Installation and Operations 3
- AMT A289L Turbine Engine Installation and Operations Lab 2

3. For the AMT Airframe Certificate, complete the above core courses plus the following airframe courses:

- AMT A185 Aircraft Sheetmetal Structures 3
- AMT A185L Aircraft Sheetmetal Structures Lab 2
- AMT A273 Aircraft Fluid Power Systems 2
- AMT A273L Aircraft Fluid Power Systems Lab 2
- AMT A283 Aircraft Auxiliary Systems 3
- AMT A283L Aircraft Auxiliary Systems Lab 1
- AMT A285 Aircraft Bonded Structures 4
- AMT A285L Aircraft Bonded Structures Lab 1
- AMT A286 Aircraft Materials and Processes II 2
- AMT A364 Aircraft Avionics Systems 3
- AMT A366 Airframe Assembly and Inspections 3
- AMT A369L Airframe Assembly and Inspections Lab 2

Note: The courses listed above are scheduled in established blocks to meet course prerequisites. Mixing courses from a different semester series may result in significantly extending the completion of the Certificate, as most courses are offered once a year.

4. A total of 60 credits is required for the AMT Powerplant and the AMT Airframe Undergraduate Certificate.
Undergraduate Certificate
Aviation Maintenance Technology (AMT), Powerplant

Airframe Certificate Description and Outcomes
The Aviation Maintenance Powerplant Undergraduate Certificate is designed to prepare graduates for employment as maintenance technicians in general aviation, corporate aviation, airlines, or aerospace manufacturers. In addition to traditional aircraft maintenance courses, the curriculum emphasizes modern aircraft systems.

At the completion of this program, graduates will be able to:
1. Demonstrate proficiency in entry-level aviation maintenance skills.
2. Demonstrate proficiency in the required powerplant maintenance skills.
3. Demonstrate knowledge of aircraft powerplants, systems, and appropriate FAA regulations.
4. Demonstrate knowledge of industry information: current status, trends, segments and opportunities.

Admission Requirements
1. Satisfy the Certificate Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Apply for admission to UAA and to the AMT Powerplant program by contacting the UAA Aviation Technology Division, Aviation Maintenance Technology program at 2811 Merrill Field Drive, Anchorage, Alaska 99501. Telephone: (907) 786-7200, Fax: (907) 786-7202 or at http://uaa.alaska.edu/aviation.
3. Present evidence of proficiency in mathematics at or exceeding the MATH A055 level. An appropriate score on a Math Placement Test may be used.
4. Demonstrate English language proficiency through placement into PRPE A108 or a higher level with an appropriate level on ACT English scores, SAT Verbal scores, or an English placement Exam. Generally, applicants eligible for entry into PRPE A108 or ENGL A109 level have sufficient proficiency for entry into the AMT programs.

Advising
All students must meet with an academic advisor in the Aviation Technology Division prior to beginning any program of study and are encouraged to meet each semester for the purpose of reviewing their academic progress and planning future courses and schedules. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Degree check sheets are available in the ATD office. See the ATD advisor for appropriate sequence of courses.

Successful progress through the AMT program requires that all students have algebra proficiency and English proficiency. Preparatory mathematics and English courses should be taken prior to entry into the AMT program. Under certain circumstances preparatory courses
may be taken during the first semester with some AMT courses. The AMT program courses are sequential and the student is cautioned that taking courses out of sequence will extend the program beyond its normal length. Typically, AMT courses have prerequisites, and advisor approval is required prior to registration for all AMT courses.

General University Requirements
Complete the General University Requirements for Undergraduate Certificates at the beginning of this chapter.

Major Requirements

1. Complete the following required courses: 

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMT A170</td>
<td>Aircraft Ground Operations and Safety</td>
<td>1</td>
</tr>
<tr>
<td>AMT A171</td>
<td>Basic Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>AMT A172</td>
<td>Aircraft Publications, Regulations and Records</td>
<td>3</td>
</tr>
<tr>
<td>AMT A174</td>
<td>Fundamentals of Aircraft Electronics</td>
<td>3</td>
</tr>
<tr>
<td>AMT A174L</td>
<td>Fundamentals of Aircraft Electronics Lab</td>
<td>2</td>
</tr>
<tr>
<td>AMT A175</td>
<td>Drawing and Precision Measurement</td>
<td>2</td>
</tr>
<tr>
<td>AMT A176</td>
<td>Aircraft Materials and Processes I</td>
<td>2</td>
</tr>
<tr>
<td>AMT A177</td>
<td>Reciprocating Engine Theory</td>
<td>2</td>
</tr>
<tr>
<td>AMT A178</td>
<td>Turbine Engine Theory</td>
<td>2</td>
</tr>
<tr>
<td>AMT A181</td>
<td>Aircraft Fuel Systems</td>
<td>3</td>
</tr>
<tr>
<td>AMT A181L</td>
<td>Aircraft Fuel Systems Lab</td>
<td>1</td>
</tr>
<tr>
<td>AMT A186</td>
<td>Aircraft Non-Destructive Inspection Methods</td>
<td>3</td>
</tr>
<tr>
<td>AMT A187</td>
<td>Aircraft Reciprocating Engine Overhaul</td>
<td>3</td>
</tr>
<tr>
<td>AMT A187L</td>
<td>Aircraft Reciprocating Engine Overhaul Lab</td>
<td>2</td>
</tr>
<tr>
<td>AMT A272</td>
<td>Aircraft Electrical Hardware &amp; Systems</td>
<td>3</td>
</tr>
<tr>
<td>AMT A274</td>
<td>Aircraft Electronic Systems</td>
<td>5</td>
</tr>
<tr>
<td>AMT A274L</td>
<td>Aircraft Electronic Systems Lab</td>
<td>1</td>
</tr>
<tr>
<td>AMT A279</td>
<td>Aircraft Turbine Engine Repair and Overhaul</td>
<td>3</td>
</tr>
<tr>
<td>AMT A279L</td>
<td>Aircraft Turbine Engine Repair &amp; Overhaul Lab</td>
<td>1</td>
</tr>
<tr>
<td>AMT A282</td>
<td>Aircraft Propeller Systems</td>
<td>1</td>
</tr>
<tr>
<td>AMT A284</td>
<td>Aircraft Electrical Machinery</td>
<td>2</td>
</tr>
<tr>
<td>AMT A284L</td>
<td>Aircraft Electrical Machinery Lab</td>
<td>2</td>
</tr>
<tr>
<td>AMT A287</td>
<td>Reciprocating Engine Installation &amp; Operations</td>
<td>3</td>
</tr>
<tr>
<td>AMT A287L</td>
<td>Reciprocating Engine Installation &amp; Ops Lab</td>
<td>2</td>
</tr>
<tr>
<td>AMT A289</td>
<td>Turbine Engine Installation &amp; Operations</td>
<td>3</td>
</tr>
<tr>
<td>AMT A289L</td>
<td>Turbine Engine Installation &amp; Operations Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: The courses listed above are scheduled in established blocks to meet course prerequisites. Mixing courses from a different semester series may result in significantly extending the completion of the Certificate, as most courses are offered once a year.
2. A total of 60 credits is required for the AMT Powerplant Undergraduate Certificate.
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>HW CHSW</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

## 2. Course Prefix

JUST

## 3. Course Number

A344

## 4. Previous Course Prefix & Number

N/A

## 5a. Credits/CEUs

3

## 5b. Contact Hours

(Lecture + Lab) (3+0)

## 6. Complete Course Title

Courts and Civil Liberties

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

## 7. Type of Course

- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

## 8. Type of Action:

- Add
- Change
- Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Other Restrictions
- College
- Major
- Other Update CCG (please specify)

## 9. Repeat Status No

# of Repeats

Max Credits

## 10. Grading Basis

- A-F
- P/NP
- NG

## 11. Implementation Date

From: Fall/2011
To: /9999

## 12. Cross Listed with

N/A

Stacked with N/A

Cross-Listed Coordination Signature

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

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

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

Initiator Name (typed): Jason Brandeis

Initiator Signed Initials: ________________

Date: ________________

## 13b. Coordination Email

Date: 8/30/10

submitted to Faculty Listserv: [ufa-faculty@lists.uaa.alaska.edu](mailto:ufa-faculty@lists.uaa.alaska.edu)

## 13c. Coordination with Library Liaison

Date: 8/28/10

## 14. General Education Requirement

Mark appropriate box:

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

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

Intensive study of the development of civil liberties in the United States with emphasis on freedom of speech, free exercise of religion, separation of church and state, due process, equal protection of the law, and the right of privacy. Focuses on Supreme Court cases and literature and considers various influences on judicial decision-making.

## 16a. Course Prerequisite(s) (list prefix and number)

JUST A250 or JUST/PS A343

## 16b. Test Score(s)

N/A

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

N/A

## 16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

N/A

## 17. Mark if course has fees

No

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

No

## 19. Justification for Action

Updating course content guide and prerequisites

Initiator (faculty only)

Jason Brandeis

Initiator (TYPE NAME)

Approved

Disapproved

Date

Dean/Director of School/College

Date

Approved

Disapproved

Department Chairperson

Date

Undergraduate/Graduate Academic

Date

Approved

Disapproved

Board Chairperson

Approved

Disapproved

Provost or Designee

Date

Approved

Disapproved

Curriculum Committee Chairperson

Date

59
University of Alaska Anchorage  
College of Health and Social Welfare  
Course Content Guide

I. Date of Initiation: January 2011

II. Curriculum Action Request

A. School: College of Health and Social Welfare  
B. Course Subject: JUST  
C. Course Number: A344  
D. Number of Credits: 3  
E. Contact Hours: 3+0  
F. Course Program: Bachelor of Arts, Justice  
G. Course Title: Courts and Civil Liberties  
H. Grading Basis: A-F  
I. Implementation Date: Fall/2011  
J. Cross-listed: N/A  
K. Course Description: Intensive study of the development of civil liberties in the United States with emphasis on freedom of speech, free exercise of religion, separation of church and state, due process, equal protection of the law, and the right of privacy. Focuses on Supreme Court cases and literature and considers various influences on judicial decision-making.  
L. Course Prerequisites: JUST A250 or JUST/PS A343  
M. Course Co-requisites: N/A  
N. Other Restrictions: N/A  
O. Registration Restrictions: N/A  
P. Course Fees: No  
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes

A. The instructor will:  
   1. Review landmark Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.  
   2. Discuss the methods of analysis, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.  
   3. Examine contemporary civil liberties issues currently or recently before the Supreme Court.  
   4. Describe techniques for analyzing judicial opinions and synthesizing and applying legal authorities.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>1. Identify examples of landmark historic Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.</td>
</tr>
<tr>
<td>2. Explain the methods of analysis, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.</td>
</tr>
<tr>
<td>3. Analyze contemporary civil liberties issues currently before the Supreme Court.</td>
</tr>
<tr>
<td>4. Utilize techniques for analyzing judicial opinions and synthesizing and applying legal authorities.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

Course requires students to have familiarity with the process for reviewing judicial opinions and other legal authorities, to understand the structure of the American legal system, and to comprehend fundamental principles of constitutional law. Students will build on and advance knowledge developed in the program’s 100, 200, and 300 level courses.

V. Topical Course Outline

1. Understanding Supreme Court Opinions  
   a. Supreme Court Terminology  
   b. Structure of the Supreme Court  
   c. Reading and Briefing a Case  
2. Supreme Court Decision-Making  
   a. Processing Supreme Court Cases  
   b. Methods of Legal Analysis  
   c. Political Influence on Supreme Court Decisions  
   d. Judicial Review  
3. Freedom of Speech and Expression  
   a. Protected, Less Protected, and Unprotected Speech  
   b. Regulation of Speech Based on Content  
   c. Regulation of Speech Based on Location  
   d. Freedom of Association  
   e. Freedom of the Press
4. Religion
   a. Free Exercise of Religion
   b. The Establishment Clause
5. Equal Protection of the Law
   a. Constitutional Framework and Tests for Equal Protection Analysis
   b. Discrimination based on Race, National Origin, Gender, Alienage, Sexual Orientation, and Economic Status
   c. Remedies for Past Discrimination
6. Due Process of Law
   a. Protection of Fundamental Rights
   b. Procedural Due Process
   c. Substantive Due Process
7. The Right to Privacy
   a. Reproductive Freedom
   b. Private Activities
   c. Informational Privacy
8. Rights of the Accused and Restrictions on Police Power
   a. Searches and Seizures
   b. The Exclusionary Rule
   c. Self-Incrimination
9. Trials and Punishment
   a. Right to Counsel
   b. Trial Proceedings
   c. Cruel and Unusual Punishment
   d. Prisoners’ Rights
10. Voting and Elections
    a. Voting Rights
    b. Regulation of Campaigns
    c. Political Representation
11. The Impact of National Security Concerns on Civil Liberties
    a. Civil Liberties During Times of War or National Crisis
    b. The Patriot Act
    c. The War on Terrorism
12. The Right to Keep and Bear Arms
13. Application and Analysis of Civil Liberties Principles Under Alaska Law

VI. Suggested Texts


VII. Bibliography


1. School or College: HW CHSW  
2. Course Prefix: JUST  
3. Course Number: A350  
4. Previous Course Prefix & Number: N/A  
5a. Credits/CEUs: 3  
5b. Contact Hours (Lecture + Lab) (3+0)  
6. Complete Course Title: Contemporary Correctional Issues  
   Abbreviated Title for Transcript (30 character): Contemp Correctional Issues  
7. Type of Course: Academic  
8. Type of Action: Add or Change or Delete  
   If a change, mark appropriate boxes: Prefix, Credits, Title, Grading Basis, Course Description, Test Score Prerequisites, Other Restrictions, Class, Level, College, Major  
9. Repeat Status No  
   # of Repeats Max Credits  
10. Grading Basis: A-F, P/NP, NG  
11. Implementation Date: semester/year From: Fall/2011 To: /9999  
12. Cross Listed with: N/A  
   Stacked with: N/A  
   Cross-Listed Coordination Signature  
13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
   Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.  
   Initiator Name (typed): Ronald Everett  
   Initiator Signed Initials: _________ Date:____________  
   Coordinator Email Date: 8/30/10 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  
   13b. Coordination with Library Liaison Date: 8/28/10  
14. General Education Requirement Mark appropriate box: Oral Communication, Written Communication, Quantitative Skills, Humanities, Fine Arts, Social Sciences, Natural Sciences, Integrative Capstone  
15. Course Description (suggested length 20 to 50 words)  
   This course reviews contemporary theory and research in the field of corrections and evaluates the operation of current correctional policies using evidence-based standards of effectiveness. Selected issues from contemporary explanations of American punishment policies to the treatment of mentally ill offenders.  
16a. Course Prerequisite(s) (list prefix and number) JUST A110  
16b. Test Score(s) N/A  
16c. Co-requisite(s) (concurrent enrollment required) N/A  
16d. Other Restriction(s) College, Major, Class, Level  
16e. Registration Restriction(s) (non-codable) N/A  
17. Mark if course has fees No  
18. Mark if course is a selected topic course  
19. Justification for Action Updating course content guide  
   Initiator (faculty only) Date  
   Ronald Everett Initiator (TYPE NAME)  
   Dean/Director of School/College Date  
   Undergraduate/Graduate Academic Date  
   Board Chairperson Date  
   Provost or Designee Date
I. Date of Initiation: January 2011

II. Curriculum Action Request
A. School: College of Health and Social Welfare
B. Course Subject: JUST
C. Course Number: A350
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Contemporary Correctional Issues
H. Grading Basis: A-F
I. Implementation Date: Fall/2011
J. Cross-listed: N/A
K. Course Description: This course reviews contemporary theory and research in the field of corrections and evaluates the operation of current correctional policies using evidence-based standards of effectiveness. Selected issues from contemporary explanations of American punishment policies to the treatment of mentally ill offenders.

L. Course Prerequisites: JUST A110
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Review the explanations for changes in American penal policies over the past 50 years.
   2. Integrate current research on prison and inmate culture with prison operation.
   3. Summarize and assess research on the effectiveness of treatment and rehabilitation programs.
   4. Explain and evaluate the current policies of reentry and reintegration.

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

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
</tr>
<tr>
<td>1. Analyze competing explanations for changes in American Penal Policy over the past 50 years.</td>
</tr>
<tr>
<td>Outcomes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Organize and interpret research on inmate behavior and contemporary prison operation.</td>
</tr>
<tr>
<td>3. Interpret research on treatment and rehabilitation programs.</td>
</tr>
<tr>
<td>4. Analyze research on current reentry and reintegration policies and programs.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course builds on the foundation concepts and knowledge acquired by the students in the prerequisite course JUST A110. The course lectures and readings assume that students have a basic understanding of justice system structure and operation. Students are expected to analyze contemporary correctional polices and research.

V. Topical Course Outline
A. Explanations of Contemporary American Punishment Policies
   1. Paranoid Style in American Politics
   2. Protestant Fundamentalism and Intolerance
   3. Constitutional Structure
   4. History of Race Relations

B. Research on Prison Operation
   1. Classification and Inmate Adjustment
   2. Inmate-Staff Relations
   3. Supermax Prisons
   4. Privatization

C. History and Research on the Inmate Subculture
   1. Total Institutions and Prisonization
   2. Importation and the Pains of Imprisonment
   3. Gangs
   4. Race and Ethnicity

D. Treatment Programming and Rehabilitation Research
   1. The Rise and Fall of Rehabilitation
   2. Theoretical Models of Rehabilitation
   3. Different Offender Populations
   4. Treatment Approaches
E. Reentry and Reintegration
1. Parole
2. Community-Based Correctional Programs
3. Barriers to Reentry and Reintegration
4. Families, Neighborhoods and Communities

VI. Suggested Texts


VII. Bibliography


## Course Action Request

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

### 1. School or College

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>HW CHSW</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

### 2. Course Prefix

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST</td>
</tr>
</tbody>
</table>

### 3. Course Number

<table>
<thead>
<tr>
<th>3. Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A398</td>
</tr>
</tbody>
</table>

### 4. Previous Course Prefix & Number

<table>
<thead>
<tr>
<th>4. Previous Course Prefix &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

### 5. Credits/CEUs

<table>
<thead>
<tr>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

### 6. Course Title

**Individual Research**

### 7. Type of Course

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

### 8. Type of Action

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

### 9. Repeat Status

- Yes
- # of Repeats: 1
- Max Credits: 6

### 10. Grading Basis

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

### 11. Implementation Date

- From: Fall/2011
- To: /9999

### 12. Cross Listed with

- [ ] N/A

### 13. Coordination with Library Liaison

- Date: 8/28/10

### 14. General Education Requirement

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

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

Under the direction of a supervising faculty member students apply substantive and methodological training to a selected justice topic. Research activities may include, but are not limited to conduct literature reviews; compile bibliographies; formulate research hypotheses; develop research designs; collect, enter, analyze data; and interpret findings. Special Note: May be repeated for maximum of 6 credits.

### 16. Course Prerequisite(s) (list prefix and number)

- JUST A200 and JUST A201

### 17. Mark if course has fees

- No

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

- No

### 19. Justification for Action

- Updating course content guide

### Initiation and Approval

- Initiator Name (typed): Marny Rivera
- Initiator Signed Initials: _________
- Date: __________________

- Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)
- Date: 8/30/10

- Coordinator Email Date: 8/28/10
- Date: 8/30/10

- Dean/Director of School/College Date: 8/30/10
- Approval Status: Approved

- Undergraduate/Graduate Academic Board Chairperson Date: 8/30/10
- Approval Status: Approved

- Provost or Designee Date: 8/30/10
- Approval Status: Approved
I. Date of Initiation: January 2011

II. Curriculum Action Request

A. School: College of Health and Social Welfare
B. Course Subject: JUST
C. Course Number: A398
D. Number of Credits: 1-6
E. Contact Hours: 1-6+3-18
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Individual Research
H. Grading Basis: A-F
I. Implementation Date: Fall/2011
J. Cross-listed: N/A
K. Course Description: Under the direction of a supervising faculty member students apply substantive and methodological training to a selected justice topic. Research activities may include, but are not limited to conduct literature reviews; compile bibliographies; formulate research hypotheses; develop research designs; collect, enter, analyze data; and interpret findings. Special Note: May be repeated for maximum of 6 credits.

L. Course Prerequisites: JUST A200 and JUST A201
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: Faculty permission
P. Course Fees: No
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes

A. The actions of the instructor are project specific, but may include:
   1. Assisting with topic selection.
   2. Familiarizing students with library databases.
   3. Guiding students through the process of summarizing and synthesizing existing literature in the formulation of research questions and/or hypotheses.
   4. Demonstrating data collection and handling processes and techniques.
   5. Collaborating with students to interpret findings and disseminate results.

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

<p>| Outcomes and Assessment Measures: The outcomes and assessment measures will be project specific |
|---|---|
| Outcomes | Measures |
| 1. Locate and retrieve research literature on a designated topic. | Delivery of research resources (e.g., research articles, statutes, legal decisions and opinions) |</p>
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Compile research literature on a designated topic.</td>
<td>Reference list</td>
</tr>
<tr>
<td></td>
<td>Annotated bibliography</td>
</tr>
<tr>
<td>3. Develop a research plan.</td>
<td>Research proposal or equivalent</td>
</tr>
<tr>
<td>4. Analyze data and interpret findings.</td>
<td>Research presentation or paper</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
The intent of JUST A398 is for students to apply methodological training gained in JUST A200 Introduction to Research Methods and JUST A201 Data Analysis with foundational knowledge from other Justice courses to an approved research topic.

V. Topical Course Outline
Each student will work with their faculty supervisor to develop course outline, performance measures, and a timeline of project deliverables specific to the project.

VI. Suggested Texts
Course readings will be project specific.

VII. Bibliography


## Course Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST</td>
<td>A451</td>
<td>N/A</td>
<td>4</td>
<td>(3+3)</td>
</tr>
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</table>

### Complete Course Title

Research and Policymaking

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

### Type of Course

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

### Type of Action

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

#### If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Course Prerequisites
- Other Restrictions (including Level, Subject, College, Major, Class, Level, Other)
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Co-requisites
- Registration Restrictions

### Credits/CEUs

- 4

### Contact Hours

- (3+3)

### Type of Course

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

### Type of Action

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

#### If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Course Prerequisites
- Other Restrictions (including Level, Subject, College, Major, Class, Level, Other)
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Co-requisites
- Registration Restrictions

### Credits/CEUs

- 4

### Contact Hours

- (3+3)

### Grading Basis

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

### Implementation Date

- From: Fall/2011
- To: /999

### Cross Listed with

- [ ] N/A

### Stacked with

- [ ] N/A

### Cross-Listed Coordination Signature

---

### Impacted Courses or Programs

List any programs or college requirements that require this course.

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

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<thead>
<tr>
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</table>

Initiator Name (typed): Marny Rivera

Initiator Signed Initials: [ ]  
Date: [ ]

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

An overview of social research methods and procedures as related to justice policy development, implementation and assessment. Students are exposed to the policymaking process, qualitative and quantitative information producing tools, research utilization strategies and research proposal writing. Special note: Laboratory is required.

### Course Prerequisite(s)

- JUST A110 and STAT A252

### Test Score(s)

- N/A

### Co-requisite(s)

- N/A

### Other Restriction(s)

- Upper-class standing

### Registration Restriction(s)

- Non-codable

### General Education Requirement

Mark appropriate box:

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

### Course Prerequisite(s) (list prefix and number)

- JUST A110 and STAT A252

### Test Score(s)

- N/A

### Co-requisite(s) (concurrent enrollment required)

- N/A

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

- Upper-class standing

### Mark if course has fees

- [ ] Yes

### Mark if course is a selected topic course

- [ ] Yes

### Justification for Action

Deleting course

Initiator (faculty only)

[ ] Approved

[ ] Disapproved

Marny Rivera

Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

[ ] Approved

[ ] Disapproved

[ ] Approved

[ ] Disapproved

[ ] Approved

[ ] Disapproved

[ ] Approved

[ ] Disapproved

Dean/Director of School/College

Date

Undergraduate/Graduate Academic

Date

Board Chairperson

Date

Provost or Designee

Date
1a. School or College  
HW CHSW  

1b. Division  
AJUS Division of Justice

1c. Department  
Justice Center

2. Course Prefix  
JUST

3. Course Number  
A495

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
1-6

5b. Contact Hours  
(Lecture + Lab)  
(0-5-30)

6. Complete Course Title  
Internship

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
semester/year  
From: Fall/2011  
To: /999

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

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

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Initiator Name (typed): Deborah Periman  
Initiator Signed Initials:  
Date: 

13b. Coordination Email  
Date: 8/30/10  
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 8/28/10

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

15. Course Description (suggested length 20 to 50 words)
Specially arranged field experiences for advanced Justice majors and Paralegal Certificate students. Designed to expand knowledge and skills through supervised placements in justice, law, and governmental settings. Special Note: May be repeated for maximum of 6 credits.

16a. Course Prerequisite(s) (list prefix and number)  
N/A

16b. Test Score(s)  
N/A

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

16d. Other Restriction(s)  
College  ☐ Major  ☐ Class  ☐ Level  

16e. Registration Restriction(s) (non-codable)  
Approval by internship coordinator

17. ☐ Mark if course has fees No  

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Updating course content guide

Initiator (faculty only)  
Deborah Periman
Initiator (TYPE NAME)

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

☑ Approved  ☐ Disapproved  Undergraduate/Graduate Academic  Date

☑ Approved  ☐ Disapproved  Board Chairperson  Date

☑ Approved  ☐ Disapproved  Provost or Designee  Date
University of Alaska Anchorage
College of Health and Social Welfare
Course Content Guide

I. Date of Initiation: January 2011

II. Curriculum Action Request
A. School: College of Health and Social Welfare
B. Course Subject: JUST
C. Course Number: A495
D. Number of Credits: 1-6
E. Contact Hours: 0+5-30
F. Course Program: Bachelor of Arts, Justice
G. Course Title: Internship
H. Grading Basis: P/NP
I. Implementation Date: Fall/2011
J. Cross-listed: N/A
K. Course Description: Specially arranged field experiences for advanced Justice majors and Paralegal Certificate students. Designed to expand knowledge and skills through supervised placements in justice, law, and governmental settings. Special Note: May be repeated for maximum of 6 credits.
L. Course Prerequisites: N/A
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: Approval by internship coordinator
P. Course Fees: No
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Coordinate student placement at approved sites.
   2. Mentor students in the development of a learning agreement with the site supervisor.
   3. Facilitate student development and demonstration of professional skills.
   4. Review and evaluate student artifacts.

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for and successfully complete a professional placement interview.</td>
<td>Placement acceptance</td>
</tr>
<tr>
<td></td>
<td>Professional portfolio</td>
</tr>
<tr>
<td>2. Identify existing professional skills and identify areas for improvement.</td>
<td>Student self- evaluation</td>
</tr>
<tr>
<td></td>
<td>Internship learning agreement with site supervisor</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Measures</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>3. Implement professional time management and recordation, oral</td>
<td>Bi-weekly journals</td>
</tr>
<tr>
<td>communication, and writing skills.</td>
<td>Student self-evaluation</td>
</tr>
<tr>
<td></td>
<td>Site supervisor evaluation</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>4. Integrate academic concepts with internship experience.</td>
<td>Writing assignment</td>
</tr>
<tr>
<td></td>
<td>Site supervisor evaluation</td>
</tr>
</tbody>
</table>

**IV. Course Level Justification**

This course integrates and provides an opportunity for students to apply substantive paralegal and/or justice course content to a professional working environment.

**V. Topical Course Outline**

Course topics will be student and site specific.

- A. Review career services literature on resumes, cover letters, and interviewing skills
- B. Identify list of desired placement sites
- C. Draft cover letter, resume, and writing sample
- D. Submit application packet to potential placements
- E. Arrange for and participate in placement interview
- F. In conjunction with site supervisor, draft internship learning agreement identifying skills to be developed
- G. Perform professional duties on site as specified in learning agreement
- H. Submit biweekly journals to instructor
- I. Attend mid-placement evaluation conference
- J. Complete end of placement self-evaluation
- K. Complete professional portfolio of placement artifacts, redacted as appropriate
- L. Obtain supervisor’s evaluation

**VI. Suggested Texts**


**VII. Bibliography**


<table>
<thead>
<tr>
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<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>PARL</td>
<td>A215</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Paralegal Studies

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Level
☐ College
☐ Major
☒ Other Update CCG (please specify)

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

11. Implementation Date
semester/year
From: Fall/2011 To: 9999

12. Cross Listed with
N/A

Stacked with
N/A
Cross-Listed Coordination Signature

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

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

Initiator Name (typed): Deborah Periman
Initiator Signed Initials: _________
Date:________________

13b. Coordination Email
Date: 8/30/10

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

13c. Coordination with Library Liaison
Date: 8/28/10

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

15. Course Description (suggested length 20 to 50 words)
Foundation course for study of the paralegal’s role in the legal profession. Explores nature, scope and ethics of paralegal activities and the relationship of paralegals to lawyers and the public. Paralegal practice in Alaska and the use of law office technology is emphasized.

16a. Course Prerequisite(s) (list prefix and number)
N/A

16b. Test Score(s)
N/A

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

16d. Other Restriction(s)
☐ College
☐ Major
☐ Class
☐ Level

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

17. ☐ Mark if course has fees No

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Updating course content guide

Initiator (faculty only)

Deborah Periman

Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College
Date

Approved
Disapproved

Undergraduate/Graduate Academic
Board Chairperson
Date

Approved
Disapproved

Provost or Designee
Date
University of Alaska Anchorage  
College of Health and Social Welfare  
Course Content Guide

I. Date of Initiation: January 2011

II. Curriculum Action Request
A. School: College of Health and Social Welfare  
B. Course Subject: PARL  
C. Course Number: A215  
D. Number of Credits: 3  
E. Contact Hours: 3+0  
F. Course Program: Undergraduate Certificate, Paralegal Studies  
G. Course Title: Paralegal Studies  
H. Grading Basis: A-F  
I. Implementation Date: Fall/2011  
J. Cross-listed: N/A  
K. Course Description: Foundation course for study of the paralegal’s role in the legal profession. Explores nature, scope and ethics of paralegal activities and the relationship of paralegals to lawyers and the public. Paralegal practice in Alaska and the use of law office technology is emphasized.

L. Course Prerequisites: N/A  
M. Course Co-requisites: N/A  
N. Other Restrictions: N/A  
O. Registration Restrictions: N/A  
P. Course Fees: No  
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Provide historical overview of development of paralegal profession in the United States.
   2. Present key concepts of legal ethics governing paralegal practice in Alaska.
   3. Explain the relationship between paralegals and lawyers, clients, tribunals, and third parties.
   4. Introduce legal terminology and foundational concepts of substantive and procedural law.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the genesis of the paralegal profession and the key factors shaping its development.</td>
<td>Examinations, structured discussion, writing assignments.</td>
</tr>
<tr>
<td>2. Relate the rules of legal ethics in Alaska to specific categories of paralegal activity.</td>
<td>Examinations, structured discussions, writing assignments.</td>
</tr>
<tr>
<td>3. Recognize the allocation of professional responsibility between paralegals and lawyers, and the duties of paralegals to the client, legal tribunals and third parties.</td>
<td>Examinations and structured discussions.</td>
</tr>
<tr>
<td>4. Interpret legal terminology and explain foundational concepts of substantive and procedural law.</td>
<td>Examinations, structured discussion, and writing assignments.</td>
</tr>
</tbody>
</table>

IV. **Course Level Justification**
Course connects the concepts and vocabulary acquired by students in the 100 level legal survey course to development of professional practice skills; requires more advanced analysis of legal concepts.

V. **Topical Course Outline**
1. Paralegal Careers and Employment
   1.1. Overview and Evolution of the Paralegal Profession
   1.2. Paralegal Employers and Paralegal Specialties
   1.3. Characteristics and Skills of Successful Paralegals
   1.4. Organizing a Professional Development System
2. Paralegal Regulation
   2.1. Paralegal Professional Associations
   2.2. Bar Associations
   2.3. Current Licensing and Certification Issues
   2.4. Unauthorized Practice of Law
3. Ethics in the Legal Profession
   3.1. State and Model Rules of Professional Conduct
   3.2. Paralegal Association Codes of Ethics
   3.3. ABA Guidelines for the Utilization of Paralegals
4. Ethics Topics of Special Concern to Paralegals
   4.1. Confidentiality
4.2. Conflicts of Interest
4.3. Misrepresentation
4.4. Diligence
4.5. Solicitation
4.6. Duty of Supervision
4.7. Reporting Unethical Behavior
4.8. Consequences of Unethical Paralegal Behavior
5. Legal Practice and Procedure
   5.1. Law Office Systems
   5.2. Timekeeping and Billing: Ethics and Systems
   5.3. Trust Account Ethics and Management
   5.4. Docket Control: Ethics and Systems
   5.5. Case Management and Litigation Support
6. The American Legal System
   6.1. Institutions of the American Legal System
   6.2. Sources of American Law
   6.3. Federalism
   6.4. Separation of Powers
   6.5. Alternative Dispute Resolution
7. Legal Research Resources and Techniques
   7.1. Primary and Secondary Legal Authorities
   7.2. Case Law and Court Reporters
   7.3. Statutes and Codes
   7.4. Legal Encyclopedias, Treatises, and Law Journals
   7.5. Legal Finding Aids and Electronic Databases
   7.6. Updating Legal Research
8. Litigation and Civil Procedure
9. Foundational Principles of Agency Law
   9.1. Creation of the Agency Relationship
   9.2. Rights and Duties of the Parties
   9.3. Imputed and Direct Liability
10. Role of the Paralegal in Corporate / Business Practice
    10.1. Paralegal Tasks in Corporate Practice
    10.2. Sources of Governing Law
    10.3. Sole Proprietorships
    10.4. Partnerships
    10.5. Corporations
    10.6. Legislative Trends in Business Organizations
    10.7. Creating a Business Organizations System Binder
    10.8. Drafting and Filing Articles of Incorporation in Alaska
11. Role of the Paralegal in Real Estate Practice
    11.1. Sources of Governing Law
    11.2. Estates in Real Property
    11.3. Forms of Joint Ownership
    11.4. Recording Real Estate Documents
    11.5. Mortgages, Deeds of Trust and Fixtures
11.6. Deed Forms
11.7. Conveyancing and Closing Documents

12. Role of the Estate Planning and Probate Paralegal
   12.1. Sources of Governing Law
   12.2. Probate and Non Probate Property
   12.3. Intestate Succession
   12.4. Components and Structure of a Model will
   12.5. Trusts and Estate Planning Tools
   12.6. Probate Procedures

13. Insurance Issues in the Practice of Law
   13.1. Categories of Insurance
   13.2. Sources of Governing Law
   13.3. Rights and Duties of Parties to the Contract
   13.4. Insurance Agents and Brokers
   13.5. Standard Insurance Clauses
   13.6. Insurance Research and Policy Interpretation

VI. Suggested Texts


VII. Bibliography


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

<table>
<thead>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<th>Initiator Name (typed): Deborah Periman</th>
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<tbody>
<tr>
<td>Initiator Signed Initials: _________</td>
</tr>
<tr>
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<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
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<th>13c. Coordination with Library Liaison</th>
<th>Date: 8/28/10</th>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
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<tbody>
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<td>Mark appropriate box:</td>
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<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>Intensive coverage of legal research tools and techniques, including: judicial, statutory, and regulatory authority; secondary legal authority; legal citation; electronic databases; and legal memoranda.</td>
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<tr>
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<tbody>
<tr>
<td>PARL A101 and PARL A215 and ([ENGL A111 with a minimum grade of B) and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A313 or ENGL A314 or ENGL A414 or ENGL A447) with minimum grade of B]</td>
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<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Mandate appropriate course sequencing; match course number to level of instruction</td>
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<table>
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<tbody>
<tr>
<td>Deborah Periman</td>
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<table>
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<tr>
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82
University of Alaska Anchorage
College of Health and Social Welfare
Course Content Guide

I. Date of Initiation: January 2011

II. Curriculum Action Request
A. School: College of Health and Social Welfare
B. Course Subject: PARL
C. Course Number: A356
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Undergraduate Certificate, Paralegal Studies
G. Course Title: Legal Research
H. Grading Basis: A-F
I. Implementation Date: Fall/2011
J. Cross-listed: N/A
K. Course Description: Intensive coverage of legal research tools and techniques, including: judicial, statutory, and regulatory authority; secondary legal authority; legal citation; electronic databases; and legal memoranda.
L. Course Prerequisites: PARL A101 and PARL A215 and [(ENGL A111 with a minimum grade of B) and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with minimum grade of B]
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: Yes
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Outline the scope and hierarchy of legal authority in the United States, and the relationship among authorities.
   2. Discuss the conventions of legal citation and writing, and the duties of legal writers to the court, client, and third parties.
   3. Illustrate the role of federalism and separation of powers in legal research and analysis.
   4. Demonstrate techniques for finding, synthesizing legal authorities and applying legal authority to specific questions of law.

B. Upon completion of this course, the student will be able to:
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast the origins and uses of legal authorities in the United States.</td>
<td>Exams, structured class discussion</td>
</tr>
<tr>
<td>2. Apply standard techniques of legal research.</td>
<td>Exams, writing assignments</td>
</tr>
<tr>
<td>3. Analyze the relationship between local, state, and federal authorities, and the relationship between judicial, executive, and legislative authorities.</td>
<td>Exams, structured class discussion, writing assignments</td>
</tr>
<tr>
<td>4. Synthesize legal authorities in the context of specific legal issues.</td>
<td>Exams, writing assignments</td>
</tr>
<tr>
<td>5. Apply the conventions of legal citation and writing.</td>
<td>Exams, structured class discussion, writing assignments</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification
Course builds on vocabulary and legal research information presented in program’s 100 and 200 level courses. Students work with advanced concepts in legal research and analysis, integrating their research and analysis with conventions of legal writing.

### V. Topical Course Outline
1. Overview of the research process
   1.1. Ethics of legal research and writing
   1.2. Sources of law in the United States
   1.3. Legal systems of other countries
   1.4. Legal citation
2. Federal and state court systems
   2.1. Jurisdiction
   2.2. Federal court structure
   2.3. State court structure
3. Statutory Law
   3.1. Federal legislation
   3.2. State legislation
   3.3. Research strategies
   3.4. Slip laws
   3.5. Session laws
   3.6. Codes
   3.7. Statutory analysis
4. Case law and judicial opinions
   4.1. Standards for publication
   4.2. Addressing unpublished opinions
   4.3. Official and unofficial publication
   4.4. Elements of an opinion
   4.5. Digests and descriptive word indexes
   4.6. State and regional reporters
4.7. Federal reporters
4.8. Parallel citations
4.9. Star paging
4.10. Case law analysis
5. Procedural law
  5.1. Civil rules
  5.2. Criminal rules
  5.3. Rules of evidence
  5.4. Analyzing procedural rules
6. Administrative law
  6.1. Federal rules and regulations
  6.2. State rules and regulations
  6.3. Agency decisional materials
  6.4. Analyzing administrative law
7. Secondary authorities
  7.1. American Law Reports
  7.2. Working with West’s Words and Phrases
  7.3. Legal encyclopedias
  7.4. Legal periodicals
  7.5. Texts and treatises
  7.6. Restatements of the law
  7.7. Attorneys general opinions
  7.8. Legal dictionaries and thesauri
  7.9. Form books
  7.10. Uniform laws
  7.11. Treatises
  7.12. Looseleaf reporters
  7.13. Strategies for working with secondary authorities
8. Researching and using legislative history
  8.1. Components of legislative history
  8.2. Finding legislative history
  8.3. Analyzing legislative history
9. Updating legal research
  9.1. Shepards
  9.2. KeyCite
10. Synthesizing legal authorities
11. Legal writing conventions
12. Legal memoranda

VI. Suggested Texts


VII. **Bibliography**


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>HW CHSW</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
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<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<td>A456</td>
<td>N/A</td>
<td>4</td>
<td>(Lecture + Lab) (3+3)</td>
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#### 6. Complete Course Title
Advanced Legal Analysis and Writing
Adv Legal Analysis & Writing
Abbreviated Title for Transcript (30 character)

<table>
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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<td>semester/year</td>
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<td>From: Fall/2011</td>
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<td>To: /999</td>
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| 12. | ☑ Cross Listed with N/A |
|     | ☑ Stacked with N/A |

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>Paralegal Studies Undergraduate Certificate</td>
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**Initiator Name (typed): Deborah Periman**
**Initiator Signed Initials:** ______
**Date:**

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<th>Date: 8/30/10</th>
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<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 8/28/10</th>
</tr>
</thead>
</table>

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

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

Extensive research and written work applying legal principles to assigned fact patterns. Develops students' ability to perform objective written evaluation of legal issues in legal memoranda as well as persuasive advocacy in formal briefs.

**16a. Course Prerequisite(s) (list prefix and number)**
PARL A101 and PARL A356 and (ENGL A111 with a minimum grade of B) and [(ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with minimum grade of B]  

**16b. Test Score(s)**
N/A

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

**16d. Other Restriction(s)**
- ☑ College  
- ☑ Major  
- ☑ Class  
- ☑ Level

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

**17. Mark if course has fees**
- ☑

**18. Mark if course is a selected topic course**
- ☑

**19. Justification for Action**
Updating course content guide

---

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

**Deborah Periman**
**Initiator (TYPE NAME)**

**Approved**
**Disapproved**

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

**Approved**
**Disapproved**

**Undergraduate/Graduate Academic**
**Date**

**Approved**
**Disapproved**

**Board Chairperson**

**Approved**
**Disapproved**

**Provost or Designee**
**Date**

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87
I. Date of Initiation: January 2011

II. Curriculum Action Request
A. School: College of Health and Social Welfare
B. Course Subject: PARL
C. Course Number: A456
D. Number of Credits: 4
E. Contact Hours: 3+3
F. Course Program: Undergraduate Certificate, Paralegal Studies
G. Course Title: Advanced Legal Analysis and Writing
H. Grading Basis: A-F
I. Implementation Date: Fall/2011
J. Cross-listed: N/A
K. Course Description: Extensive research and written work applying legal principles to assigned fact patterns. Develops students’ ability to perform objective written evaluation of legal issues in legal memoranda as well as persuasive advocacy in formal briefs.
L. Course Prerequisites: PARL A101 and PARL A356 and (ENGL A111 with a minimum grade of B) and [(ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with minimum grade of B]
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: Yes
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Describe the interplay between the rules of legal ethics and legal drafting.
   2. Discuss standards for and styles of contemporary legal writing.
   3. Discuss techniques for analyzing fact problems and synthesizing and applying legal authorities.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
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<tr>
<td>1. Analyze the relationship between the rules of legal ethics and legal drafting.</td>
<td>Structured class discussions, examinations</td>
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<tr>
<td>2. Incorporate standards and styles of contemporary legal writing.</td>
<td>Writing assignments</td>
</tr>
<tr>
<td>3. Apply standard techniques of legal analysis for evaluating fact problems and synthesizing legal authorities.</td>
<td>Research and writing assignments, structured class discussion, examinations</td>
</tr>
<tr>
<td>4. Apply standard techniques of legal analysis for evaluating fact problems and applying legal authorities.</td>
<td>Research and writing assignments, structured class discussion, examinations</td>
</tr>
<tr>
<td>5. Apply advanced strategies for electronic legal research.</td>
<td>Research and writing assignments, structured class discussion, examinations</td>
</tr>
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</table>

IV. Course Level Justification

Course requires students to synthesize and apply vocabulary, substantive and procedural legal concepts, and research techniques developed in the program’s 100, 200, and 300 level courses. Students analyze fact patterns and legal authorities; apply research and technical writing strategies, and develop complex legal opinions synthesizing fact, law, and procedural requirements.

V. Topical Course Outline

1. Advanced Case Analysis and Briefing
   1.1. Identifying parties, objectives and legal theories
   1.2. Understanding procedural posture
   1.3. Recognizing material facts
   1.4. Identifying legal issues and case holdings
   1.5. Understanding judicial reasoning and case disposition
   1.6. Drafting the comprehensive case brief
2. Identifying and Analyzing a Legal Problem
   2.1. Using legal authorities: fact comparison and rule of law comparison
   2.2. Using primary authorities
   2.3. Using secondary authorities
   2.4. Components of comprehensive legal analysis
3. Advanced Computer-Assisted Legal Research
   3.1. Advanced Boolean searching
   3.2. Evaluating electronic sources
   3.3. Electronic research notebooks
4. Drafting the Objective Memorandum of Law
   4.1. Ethical issues
   4.2. Technical requirements
   4.3. Citation issues
   4.4. Components
   4.5. Synthesizing legal authorities
   4.6. The IRAC method
   4.7. Argument and Counter-Argument
   4.8. Documenting research
5. Drafting Complex Letters of Opinion
   5.1. Ethical considerations
   5.2. Evaluating the audience
   5.3. Writing for the lay reader
6. Motions and Memoranda of Points and Authorities
   6.1. Ethical issues
   6.2. Technical requirements
   6.3. Adopting the persuasive voice
   6.4. Using signposts in legal writing
   6.5. Strategies of persuasive writing
7. The Appellate Process
   7.1. Points and issues on appeal
   7.2. Rules of appellate procedure
   7.3. Drafting the appellant’s brief
   7.4. Drafting the appellee’s brief
   7.5. Drafting the reply brief
   7.6. Role of oral argument
   7.7. Creating the oral argument notebook
8. Drafting the Complaint and Answer
   8.1. Fact analysis
   8.2. Research the prima facie case and affirmative defenses
   8.3. Technical requirements
   8.4. Drafting the complaint
   8.5. Drafting the Answer
   8.6. Counterclaims
   8.7. Crossclaims
   8.8. Thirdparty claims
9. Drafting Effective Discovery Requests
10. Reviewing and editing legal documents
   10.1. Strategies for proofreading
   10.2. Verifying authorities

VI. Suggested Texts


VII. **Bibliography**


### Course Action Request
**University of Alaska Anchorage**

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

<table>
<thead>
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<th>1a. School or College</th>
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<td>AJUS Division of Justice</td>
<td>Justice Center</td>
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Abbreviated Title for Transcript (30 character):

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If a change, mark appropriate boxes:

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

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From: Fall/2011 To: /999

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Stacked with N/A

Cross-Listed Coordination Signature

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<td>List any programs or college requirements that require this course.</td>
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<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>3.</td>
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Initiator Name (typed): Deborah Periman

Initiator Signed Initials: __________

Date: __________

13b. Coordination Email Date: 8/30/10

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

13c. Coordination with Library Liaison Date: 8/28/10

14. General Education Requirement

Mark appropriate box:

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

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

Administrative law and procedure in the context of federal, state and local agencies operating in Alaska.

16a. Course Prerequisite(s) (list prefix and number)

PARL A101

16b. Test Score(s)

N/A

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

N/A

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

N/A

17. Mark if course has fees No

18. Mark if course is a selected topic course

<table>
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<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating course content guide</td>
</tr>
</tbody>
</table>

Initiator (faculty only) Date

Deborah Periman

Initiator (TYPE NAME)

Approved
disapproved
disapproved
disapproved
disapproved

Approved

Disapproved

Disapproved

Disapproved

Approved

Disapproved

Disapproved

Disapproved
I. Date of Initiation: January 2011

II. Curriculum Action Request
A. School: College of Health and Social Welfare
B. Course Subject: PARL
C. Course Number: A470
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Undergraduate Certificate, Paralegal Studies
G. Course Title: Law of Government Regulation
H. Grading Basis: A-F
I. Implementation Date: Fall/2011
J. Cross-listed: N/A
K. Course Description: Administrative law and procedure in the context of federal, state and local agencies operating in Alaska.
L. Course Prerequisites: PARL A101
M. Course Co-requisites: N/A
N. Other Restrictions: N/A
O. Registration Restrictions: N/A
P. Course Fees: No
Q. Course Attribute: N/A

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Present a historical overview of the development of administrative agencies in the United States, including delegation and the constitutional challenges to administrative authority.
   2. Describe the relationship between state and federal administrative agencies and the executive, legislative, and judicial branches of government.
   3. Discuss the process of agency rulemaking and the legal constraints on agency discretion.
   4. Discuss agency enforcement powers and procedures, legal constraints on enforcement power and review of agency action.

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

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>1. Compare and contrast the genesis and development of administrative agencies in the United States with that of the executive, legislative, and judicial branches.</td>
</tr>
<tr>
<td>Outcomes</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>2. Analyze the relationship between state and federal administrative agencies and the executive, legislative, and judicial branches of government.</td>
</tr>
<tr>
<td>3. Relate the process of agency rulemaking to the legal constraints on agency discretion.</td>
</tr>
<tr>
<td>4. Synthesize agency enforcement powers and procedures, legal constraints on enforcement power and judicial review of agency action.</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

Course builds on the legal research and analysis skills, and substantive legal knowledge developed in the PARL A101 course. Students research and analyze individual agency processes, synthesize substantive and procedural law, and apply course principles to complex legal programs, ultimately developing a written model of legal problem solving through the administrative process.

### V. Topical Course Outline

1. Overview of Administrative Law and Government Regulation
   1.1. Sources of Administrative Law
   1.2. Alaska Administrative Procedure Act
   1.3. Alaska Administrative Code
   1.4. Alaska Online Public Notice System
   1.5. Administrative Agencies
2. Constitutional Issues Associated with Administrative Law
   2.1. Federalism
   2.2. Separation of Power
   2.3. Executive Control
   2.4. Legislative Control
   2.5. Judicial Control
3. Agency Discretion
   3.1. Benefits and Detriments of Discretion
   3.2. Limits on Discretion
4. Fairness and Due Process
   4.1. Due Process Overview
   4.2. Protected Interests
   4.3. Cost-Benefit Analysis
   4.4. Notice
   4.5. Hearing
   4.6. Equal Protection
5. Delegation
   5.1. Delegating Legislative Authority
   5.2. The Nondelegation Doctrine
   5.3. Delegating Judicial Authority
   5.4. Delegating to Private Agencies
   5.5. Delegation and Criminal Law
   5.6. Arrest and Detention

6. Agency Rulemaking
   6.1. Rulemaking and Adjudication Defined
   6.2. Types of Rules
   6.3. Rulemaking Procedure
   6.4. Ratemaking
   6.5. Taxation and Revenues
   6.6. Controlling Rulemaking Authority

7. Agency Investigations and Information Collection
   7.1. Acquiring Information
   7.2. Recordkeeping and Reporting
   7.3. Inspections, Tests, and Searches
   7.4. Subpoenas
   7.5. Parallel Proceedings
   7.6. Paperwork Reduction Act

8. Formal Adjudications
   8.1. Notice
   8.2. Parties and Participation
   8.3. Discovery
   8.4. Prehearing Conference
   8.5. Prehearing Settlement and Alternative Dispute Resolution
   8.6. The Hearing
   8.7. License Cases

9. Accountability and Reviewability
   9.1. Sources of Review Authority
   9.2. Agency Discretion
   9.3. Standing
   9.4. Timing of Review
   9.5. Scope and Standards of Review
   9.6. Review of Rules
   9.7. Common Law Doctrines

10. Agency Accessibility
    10.1. Freedom of Information Act
    10.2. Privacy Act
    10.3. Government in the Sunshine Act
    10.4. Federal advisory Committee Act
    10.5. Trade Secrets Act
    10.6. Privatization and the Public's Right to Know

11. Agency Liability
    11.1. Sovereign Immunity
    11.2. Federal Tort Claims Act and Its Exceptions
11.3. Federal Employee Reform and Tort Compensation Act
11.4. Section 1983 Actions
11.5. Constitutional Claims
11.6. Common Law Torts and Official Immunity
11.7. Tucker Act
11.8. Ethical Expectations and Liability
11.9. Private Parties as Government Actors

VI. Suggested Texts


VII. Bibliography


The accompanying Program Action Request (PAR) Form and revised catalog copy reflect the change in course level for Legal Research I from the 200 level to the 300 level. The catalog copy also clarifies the English prerequisites for admission to the program. The course documents are submitted at this time only because the Legal Research CCG was due to be updated. The change is part of a much larger program revision that will be submitted in the fall of 2011. At that time the program will seek approval for changing the certificate to an associate’s degree, and adding a post-bacc certificate and a minor. These documents are essentially place-holders to keep everything current until we complete the document packages for the bigger program changes.
1a. School or College
   HW CHSW

1b. Division
   AJUS Division of Justice

1c. Department
   Justice/Paralegal

2. Complete Program Title/Prefix
   Paralegal Studies Certificate Program

3. Type of Program
   Choose one from the appropriate drop down menu:
   Undergraduate: or Graduate: CHOOSE ONE

4. Type of Action:
   PROGRAM
   - Add
   - Change
   - Delete

   PREFIX
   - Add
   - Change
   - Inactivate

5. Implementation Date (semester/year)
   From: Fall/2011 To: 9999

6a. Coordination with Affected Units
   Department, School, or College:
   Initiator Name (typed): Deborah Periman
   Initiator Signed Initials: _________
   Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 8/30/10

6c. Coordination with Library Liaison
   Date: 8/28/2010

7. Title and Program Description - Please attach the following:
   - Cover Memo
   - Catalog Copy in Word using the track changes function

8. Justification for Action
   Change in course numbering for required Legal Research course from PARL A256 to PARL A356 is necessary to reflect the level of subject matter mastery required of students.

Initiator (faculty only)
   Deborah Periman
   Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College
Date

Approved Disapproved
Undergraduate/Graduate Academic
Date

Approved Disapproved
Board Chairperson
Date

Approved Disapproved
Provost or Designee
Date
Undergraduate Certificate, Paralegal Studies

The Paralegal Studies Certificate Program is approved by the American Bar Association.

Program Goals

1. Broad-based knowledge achieved through general college education.
2. Exceptionally strong competency in critical thinking and in written and oral communication skills.
3. Comprehensive understanding of ethical responsibilities as assistants to attorneys, governed by the rules of professional responsibility.
4. Legal vocabulary and understanding of procedure required to perform paralegal duties in a civil practice.
5. Operational knowledge of the interviewing and investigatory techniques required for paralegal performance.
6. Command of skills required for both law library and computerized legal research, and for memoranda of legal analysis.
7. Knowledge of the variety of legal specialties performed by paralegals.
8. Practical experience in a law office or agency that allows students to apply classroom skills.

Admission Requirements

1. Students must have completed ENGL A111 with a minimum grade of B and [(ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with minimum grade of B].
2. Students must have a 2.00 overall GPA to be admitted to the Paralegal Studies Certificate program.
3. Students must apply and be admitted to the program at the Anchorage campus before completing 12 credits of the paralegal core curriculum.

Note: Special admission requirements for this certificate are enforced and certificates cannot be completed at extended campuses. Certain courses required for the certificate must be taken only at the Anchorage campus.

Students are encouraged to complete a BA or Associate of Arts in conjunction with the Paralegal Certificate. Paralegal courses fulfill the Justice elective requirements for the Justice BA and the General Elective requirements for the Associate of Arts. Students who have already completed a degree at an accredited institution whose composition courses meet UAA’s written communication and program admission requirements need only complete the Paralegal core courses. Transfer credit for some core courses may be determined at the departmental level.

Students interested in the Paralegal Studies Certificate program should consult a faculty advisor in the Justice Center before enrolling in paralegal courses.

Certificate Requirements

1. Complete 6 credits of written communications courses with a minimum grade of B
   ENGL A111   Methods of Written Communication   3
   and one of the following: 3
   ENGL A211   Academic Writing About Literature (3)
   ENGL A212   Technical Writing (3)
   ENGL A213   Writing in the Social and Natural Sciences (3)
   ENGL A214   Persuasive Writing (3)
   ENGL A311   Advanced Composition (3)
   ENGL A312   Advanced Technical Writing (3)
   ENGL A313   Professional Writing (3)
   ENGL A414   Research Writing (3)
   ENGL A487   Standard Written English (3)
2. Complete the following required core courses (28 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARL A101</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>PARL A215</td>
<td>Paralegal Studies</td>
<td>3</td>
</tr>
<tr>
<td>PARL A235</td>
<td>Factual Investigation and Interviewing</td>
<td>2</td>
</tr>
<tr>
<td>PARL A236</td>
<td>Ethics and Paralegals</td>
<td>1</td>
</tr>
<tr>
<td>PARL A238</td>
<td>Civil Procedure</td>
<td>3</td>
</tr>
<tr>
<td>PARL A356</td>
<td>Legal Research I</td>
<td>3</td>
</tr>
<tr>
<td>PARL A375</td>
<td>Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PARL A456</td>
<td>Advanced Legal Analysis and Writing</td>
<td>4</td>
</tr>
<tr>
<td>PARL A470</td>
<td>Law of Government Regulation</td>
<td>3</td>
</tr>
<tr>
<td>JUST A495</td>
<td>Internship (1-6)</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Complete one of the following elective courses (3 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARL*/JUST A340</td>
<td>Family Law</td>
<td>3</td>
</tr>
<tr>
<td>PARL*/JUST A352</td>
<td>Substantive Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>PARL*/JUST A354</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>PARL A362</td>
<td>Commercial Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Other upper division law course from Justice or Paralegal curriculum with paralegal coordinator approval (3)

4. Complete at least 20 credits, in addition to the preceding core courses, from the General Education Requirements for Baccalaureate Degrees list. 20

5. Complete 3 credits of any elective at the 100-level or above. 3

6. Students must achieve a minimum grade of C in each paralegal core course to receive the certificate. Courses may be repeated to improve grades according to university or program policy.

7. A total of 60 credits is required for the certificate.

Note: Graduates are not authorized to provide direct legal services to the public. The Paralegal Studies Certificate program is a training program for paralegals who are authorized to perform substantive legal work under the supervision of an attorney. The program does not train lawyers or legal administrators.

**FACULTY**

John Angell, Professor Emeritus, AHAJE@uaa.alaska.edu
Allan Barnes, Professor, AFARB@uaa.alaska.edu
Jason Brandeis, Assistant Professor, AFJB3@uaa.alaska.edu
Sharon Chamard, Associate Professor, AFSEC@uaa.alaska.edu
Robert Congdon, Professor Emeritus, AFREC@uaa.alaska.edu
Ronald Everett, Associate Professor, AFRSE@uaa.alaska.edu
Bradley Myrstol, Assistant Professor, AFBAM1@uaa.alaska.edu
Deborah Periman, Program Coordinator/Associate Professor, AFDKP@uaa.alaska.edu
Marry Rivera, Assistant Professor, AFMSR1@uaa.alaska.edu
Andre Rosay, Director/Associate Professor, AFABR@uaa.alaska.edu
Nancy Schaefer, Professor Emeritus, AHNES@uaa.alaska.edu
Undergraduate Certificate, Paralegal Studies

The Paralegal Studies Certificate Program is approved by the American Bar Association.

Program Goals

1. Broad-based knowledge achieved through general college education.
2. Exceptionally strong competency in critical thinking and in written and oral communication skills.
3. Comprehensive understanding of ethical responsibilities as assistants to attorneys, governed by the rules of professional responsibility.
4. Legal vocabulary and understanding of procedure required to perform paralegal duties in a civil practice.
5. Operational knowledge of the interviewing and investigatory techniques required for paralegal performance.
6. Command of skills required for both law library and computerized legal research, and for memoranda of legal analysis.
7. Knowledge of the variety of legal specialties performed by paralegals.
8. Practical experience in a law office or agency that allows students to apply classroom skills.

Admission Requirements

1. Students must have completed a total of 6 credits in ENGL A111 with a minimum grade of B and ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A314 or ENGL A413 with a minimum grade of B and ENGL A111 with a minimum grade of B and (or equivalents). ENGL A111, ENGL A211, ENGL A212, ENGL A213, ENGL A311, ENGL A312, and ENGL A313, each with a minimum grade of B in each class.
2. Students must have a 2.00 overall GPA to be admitted to the Paralegal Studies Certificate program.
3. Students must apply and be admitted to the program at the Anchorage campus before completing 12 credits of the paralegal core curriculum.

Note: Special admission requirements for this certificate are enforced and certificates cannot be completed at extended campuses. Certain courses required for the certificate must be taken only at the Anchorage campus.

Students are encouraged to complete a BA or Associate of Arts in conjunction with the Paralegal Certificate. Paralegal courses fulfill the Justice elective requirements for the Justice BA and the General Elective requirements for the Associate of Arts. Students who have already completed a degree at an accredited institution whose composition courses meet UAA’s written communication and critical thinking requirements need only complete the Paralegal core courses. Transfer credit for some core courses may be applied to the Justice elective requirements for the Justice BA and the General Elective requirements for the Associate of Arts. Students who have already completed a degree at an accredited institution whose composition courses meet UAA’s written communication and critical thinking requirements need only complete the Paralegal core courses. Transfer credit for some core courses may be applied to the Justice elective requirements for the Justice BA and the General Elective requirements for the Associate of Arts.

Certificate Requirements

Students interested in the Paralegal Studies Certificate program should consult a faculty advisor in the Justice Center before enrolling in paralegal courses.

1. Complete 6 credits in written communications comprising courses

- ENGL A111 with a minimum grade of B
- ENGL A211 with a minimum grade of B
- ENGL A212 with a minimum grade of B and (or equivalents) English 111, 211, 212, 213, 214, 311, 312, 313, 314, 413
- ENGL A311, ENGL A312, or ENGL A313 with a minimum grade of B in each class

Students must have a 2.00 overall GPA to be admitted to the Paralegal Studies Certificate program.
1. Complete the following required core courses (28 credits):

- ENGL A111
- ENGL A211
- ENGL A212
- ENGL A213
- ENGL A214
- ENGL A311
- ENGL A312
- or ENGL A414

with a minimum grade of B in each class.

2. Complete the following required core courses (28 credits):

- PARL A101  Introduction to Law  3
- PARL A215  Paralegal Studies  3
- PARL A236  Factual Investigation and Interviewing  2
- PARL A238  Ethics and Paralegals  1
- PARL A375  Litigation  3
- PARL A436, A356  Legal Research I  3
- PARL A456  Advanced Legal Analysis and Writing  4
- PARL A470  Law of Government Regulation  3
- JUST A495  Internship (1-6)  3

3. Complete one of the following elective courses (3 credits):

- PARL A340  Family Law (3)
- JUST A352  Substantive Criminal Law (3)
- PARL A362  Commercial Law (3)
- Other upper division law course from Justice or Paralegal curriculum with paralegal coordinator approval (3)

4. Complete 3 credits of any elective at the 100-level or above.

5. Students must achieve a minimum grade of C in each paralegal core course to receive the certificate. Courses may be repeated to improve grades according to university or program policy.

6. A total of 60 credits is required for the certificate.

Note: Graduates are not authorized to provide direct legal services to the public. The Paralegal Studies Certificate program is a training program for paralegals who are authorized to perform substantive legal work under the supervision of an attorney. The program does not train lawyers or legal administrators.

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Marny Rivera, Assistant Professor, AFMSR1@uaa.alaska.edu
Andre Rosay, Director/Associate Professor, AFABR@uaa.alaska.edu
Nancy Schaefer, Professor Emeritus, AHNES@uaa.alaska.edu
# Proposal to Initiate, Add, Change, or Delete a Course

**University of Alaska Anchorage**

## 1. School or College
- CT CTC

## 2. Course Prefix
- APER Division of Physical Ed Rec

## 3. Course Number
- A182

## 4. Previous Course Prefix & Number
- Technology in Health, Physical Education & Recreation

## 5a. Credits/CEUs
- 1 credit

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

## 6. Complete Course Title
- Technology in Health, Physical Education & Recreation
- Technology in HPER

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

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

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

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

## 11. Implementation Date
- semester/year
- From: Fall 2011
- To: /9999

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

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

## 15. Course Description
- Suggested length 20 to 50 words

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

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

## 19. Justification for Action
- Course is being added to strengthen the program and to better meet student needs.
I. **Course Description:**
Demonstrates use of current technology while learning trends in various settings related to health, physical education and recreation. Develops knowledge, skills and abilities to use discipline-specific technology.

II. **Course Design:**
A. Designed for individuals interested in learning about the influence and use of technology within the disciplines of health, physical education and recreation and related fields.
B. 1 credit
C. Total time of student involvement: 45 hours
D. Required for the Bachelor of Science, Physical Education and Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than one week.
G. This is a new course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon knowledge and skills acquired in PEP A181.

III. **Course Activities:**
Includes lecture, discussion, presentations, demonstration, written assignment, portfolio assignments, and research.

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

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

VI. **Course Curriculum:**
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Internet
2.0 Overview of use of technology in HPER
   2.1 History
   2.2 Legal and Ethical Issues
      2.2.1 Copyright
      2.2.2 Confidentiality
      2.2.3 Ethics & Etiquette
      2.2.4 Personal Protection
   2.3 Trends and Norms
   2.4 Categories
      2.4.1 Communication
      2.4.2 Instruction
      2.4.3 Assessment

3.0 Common Tools
   3.1 Identifying Needs
   3.2 Value and Quality Assurance
   3.3 Longevity and Return on Investment (ROI)
   3.4 HPER Related Disciplines
   3.5 Availability and Procurement

4.0 Utilization of Tools and Technologies

5.0 Common Programming Concerns
   5.1 Scheduling Issues
   5.2 Facilities and Equipment
   5.3 Utilization
   5.4 Expenses – Maintenance
   5.5 Identifying Funding Opportunities and Resources
   5.6 Training and Practical Skills
   5.7 Technique Trends

6.0 Other Issues of Concern

VII. Suggested Textbook:

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

**Instructional Goal:**
Provide basic knowledge, skills and abilities in the use of current tools of technology within the various disciplines the degree encompasses.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate use of technology tools within industry, employing standard industry criteria, real need, and perceived value.</td>
<td>Research Project Portofolio Project Dartfish</td>
</tr>
<tr>
<td>Select appropriate tools and strategies for use with potential clients.</td>
<td>Discussion Role Playing Demonstration</td>
</tr>
<tr>
<td>Propose a plan for addressing common programming concerns including scheduling, facilities, equipment, technique trends, and marketing.</td>
<td>Discussion Research Project Written assignment</td>
</tr>
<tr>
<td>Evaluate potential funding opportunities for resource development.</td>
<td>Discussion Research Project Oral presentation</td>
</tr>
</tbody>
</table>
## Course Action Request
### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

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

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

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

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

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
</tr>
</thead>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions

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

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year From: Fall /2011 To: /9999</td>
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</table>

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

Cross-Listed Coordination Signature

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor, Physical Education</td>
<td>199-200</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

3. 

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 11/30/2010</th>
</tr>
</thead>
</table>

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

13c. Coordination with Library Liaison Date: 11/30/2010

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

15. Course Description (suggested length 20 to 50 words)
Examines key concepts associated with the dimensions of personal wellness. Presents topics and activities for evaluation of wellness and strategies for making behavior change.

16a. Course Prerequisite(s) (list prefix and number) none
16b. Test Score(s) n/a
16c. Co-requisite(s) (concurrent enrollment required) n/a

16d. Other Restriction(s) (concurrent enrollment required)
- College
- Major
- Class
- Level

16e. Registration Restriction(s) (non-codable)
- Departmental approval

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

19. Justification for Action
Course added to strengthen the program and to better meet student needs.

Initiator (faculty only) Date
T.J. Miller

Initiator (TYPE NAME) Date

Approved

Disapproved

Dean/Director of School/College Date

Approved

Undergraduate/Graduate Academic Board Chairperson Date

Approved

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

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

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

IV. Course Prerequisites:
Prerequisite: None
Registration Restriction: Departmental approval

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

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

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

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

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

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

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

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

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

VIII. Bibliography:

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

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

**University of Alaska Anchorage**

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

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

1b. **Division**
   APER Division of Physical Ed Rec

1c. **Department**
   HPER

2. **Course Prefix**
   PEP

3. **Course Number**
   A184

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

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

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

### 6. Complete Course Title

**Fundamental Motor Skills**

### Abbreviated Title for Transcript (30 characters)

### 7. Type of Course

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action:

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

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

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] College
  - [x] Level
  - [ ] Major
  - [ ] Other

### 9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- [ ] semester/year
  - From: Fall 2011
  - To: 9999

### 12. Cross Listed with

- [ ] N/A

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

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

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<td>199-200</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

### 13b. Coordination Email

- [ ] Date: 11/30/2010
  - submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

- [ ] Date: 11/30/2010

### 14. General Education Requirement

Mark appropriate box:

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

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

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

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

### 16a. Course Prerequisite(s) (list prefix and number)

- [ ] N/A

### 16b. Test Score(s)

- [ ] n/a

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

- [ ] n/a

### 16d. Other Restriction(s)

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

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

- [ ] Departmental approval

### 17. Mark if course has fees

- [ ]

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

- [ ]

### 19. Justification for Action

Course is being added to strengthen the program and to better meet student needs.

**Initiator Name (typed): T.J. Miller**

**Initiator Signed Initials: _________**

**Date:______________**

**Department Chairperson**

**Date:______________**

**Provost or Designee**

**Date:______________**

---

112
I. Course Description:
Introduces basic patterns used in mature motor patterns of fundamental movement. Present phrases leading to mature patterns. Applies basic observation techniques to analysis of performance.

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

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

IV. Course Prerequisites:
Prerequisites: None
Registration Restriction: Departmental approval

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

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

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

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

4.0 Developmental Stages
4.1 Minimal
4.2 Developmental
4.3 Mature

5.0 Sport Extensions

6.0 Assessment of Motor Skills
6.1 Visual
6.2 Technology

VII. Suggested Textbook:

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

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

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

**University of Alaska Anchorage**

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

---

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>PEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>A262</td>
</tr>
</tbody>
</table>

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

**Complete Course Title**

Foundations of Outdoor Recreation

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

**Type of Course**

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>[ ] Add</th>
<th>[X] Change</th>
<th>[ ] Delete</th>
</tr>
</thead>
</table>

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [X] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG (please specify)

**Repeat Status No**

<table>
<thead>
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</table>

**Grading Basis**

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

**Implementation Date**

<table>
<thead>
<tr>
<th>semester/year</th>
<th>From: Fall/2011 To: 9999</th>
</tr>
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</table>

**Cross Listed with**

- [ ] n/a

**Stacked with**

- [ ] n/a

**Cross-Listed Coordination Signature**

---

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

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<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
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<table>
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<tr>
<th>Initiator Name (typed):</th>
<th>T.J. Miller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials:</td>
<td>[______________]</td>
</tr>
<tr>
<td>Date:</td>
<td>[______________]</td>
</tr>
</tbody>
</table>

**Coordination Email:**

Date: 11/30/2010

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

**Coordination with Library Liaison:**

Date: 11/30/2010

**Course Description (suggested length 20 to 50 words)**

Introduces to the field and profession of outdoor recreation and leadership including implications for individuals and groups in changing society. Examines philosophical, historical, theoretical, legal, and ethical foundations of the field. Explores career opportunities and options. Examines leisure and recreation as an expression of culture, society and wellness.

**Course Prerequisite(s) (list prefix and number)**

- None

**Test Score(s)**

- n/a

**Co-requisite(s) (concurrent enrollment required)**

- n/a

**Other Restriction(s)**

- College
- Major
- Class
- Level

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

- n/a

**Mark if course has fees**

| [ ] Mark if course is a selected topic course |

**Justification for Action**

Changed course title and course description to reflect degree revisions and industry standards. Changed contact hours to accurately reflect the design of the course. Changes are being made to strengthen the program and to better meet student needs.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>T.J. Miller</td>
<td></td>
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</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Dean/Director of School/College

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<tr>
<td></td>
<td></td>
</tr>
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</table>

Department Chairperson

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

Undergraduate/Graduate Academic Board Chairperson

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

Curriculum Committee Chairperson

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

Provost or Designee

<table>
<thead>
<tr>
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<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COMMUNITY AND TECHNICAL COLLEGE  

Department: HPER  
Course Number: PEP A262  
Course Title: Foundations of Outdoor Recreation  
Credits: 3  

I. Course Description:  
Introduces to the field and profession of outdoor recreation and leadership including  
implications for individuals and groups in changing society. Examines philosophical,  
historical, theoretical, legal, and ethical foundations of the field. Explores career  
opportunities and options. Examines leisure and recreation as an expression of culture, society  
and wellness.

II. Course Design:  
A. Designed for individuals interested in the field or profession of outdoor recreation and  
leadership.  
B. 3 credits  
C. Total time of student involvement: 135 hours  
D. Required for Bachelor degree, Physical Education, Outdoor Leadership and  
   Administration emphasis and Minor, Outdoor Leadership.  
E. Fees: A fee will be assessed.  
F. May be scheduled in any timeframe but not less than three weeks  
G. This is a revised course  
H. Course coordinated with: UAA List Serv.  
   I. Course level justification: This course is an introductory level course.

III. Course Activities:  
Includes lectures, discussion, group exercises, written assignments and examinations,  
initiatives, field activities, and hands-on skill development.

IV. Course Prerequisites:  
None

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

VI. Course Curriculum  
1.0 Course Introduction  
   1.1 Classroom, Campus, and Field Safety  
   1.2 Equipment Safety  
   1.3 Associated Terminology  

2.0 Definitions of Major Concepts
2.1 Adventure
2.2 Experiential Learning
2.3 Associated Terminology
2.4 Outdoor Recreation
2.5 Risk
2.6 Leisure

3.0 Historical Foundations
  3.1 Industrial Revolution and Victorian England
  3.2 Scouting and Youth Programs
  3.3 Outward Bound
  3.4 Environmental Movement
  3.5 Parks and Recreation
  3.7 Camping Movement

4.0 Philosophical Foundations
  4.1 Greek
  4.2 Enlightenment
  4.3 Victorian
  4.4 Progressivists
  4.5 Existentialists

5.0 Theoretical Foundations
  5.1 Arousal
  5.2 Flow
  5.3 Experiential Learning
  5.4 Self-efficacy

6.0 Outdoor Recreation Programming and Experiential Education
  6.1 Program Types
  6.2 Populations Served
  6.3 Major Organizations
  6.4 Research and Challenges

7.0 Profession of Outdoor Leadership
  7.1 Career Tracks
  7.2 Core Competencies
  7.3 Getting Started and Thriving
  7.4 Ethical Issues in Outdoor Recreation & Leadership
  7.5 Legal Issues in Outdoor Recreation & Leadership

8.0 Benefits of Recreation and Leisure
  8.1 Individuals
  8.2 Groups
  8.3 Society
  8.4 Physical
8.5 Cognitive
8.6 Social
8.7 Emotional

9.0 Trends
9.1 Demographics
9.2 Geographic
9.3 Economic
9.4 Technology
9.5 Motorized Recreation

10.0 Federal, State and Local Government
10.1 Agencies
10.2 Public Policy
10.3 Regulations
10.4 Roles and Responsibilities

11.0 Natural Resources
11.1 Human Interaction with the Environment
11.2 Resource Management Concepts
11.3 Quality

VII. Suggested Textbook:

VIII. Bibliography:


XI. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goals:**
Present concepts, terminology, historical, theoretical and philosophical foundations, core competencies, current research, and career and employment opportunities in the field of outdoor recreation and leadership.

**Student Outcomes**
After successful completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the field’s major concepts, terminology, core competencies and professional organizations.</td>
<td>Written examination Classroom discussion</td>
</tr>
<tr>
<td>Identify and explore the field’s philosophical, historical, and theoretical foundations.</td>
<td>Written examination Classroom discussion</td>
</tr>
<tr>
<td>Describe the various client groups including their needs and appropriate methodologies.</td>
<td>Written examination Classroom discussion Oral report</td>
</tr>
<tr>
<td>Evaluate an outdoor recreation experience.</td>
<td>Participation Rubric Oral and written reflection</td>
</tr>
<tr>
<td>Summarize the research done on the efficacy of outdoor recreation and adventure programming.</td>
<td>Written examination Classroom discussion</td>
</tr>
<tr>
<td>Describe the challenges facing the field of outdoor recreation and leadership.</td>
<td>Written examination Classroom discussion</td>
</tr>
<tr>
<td>Describe the needed skills for employment in the field.</td>
<td>Written examination Classroom discussion</td>
</tr>
<tr>
<td>Write a developmental resume and explore career options.</td>
<td>Written examination Classroom discussion Web search</td>
</tr>
<tr>
<td>Describe a code of ethics and its importance.</td>
<td>Written examination Classroom discussion</td>
</tr>
<tr>
<td>Course Prefix</td>
<td>Course Number</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PEP</td>
<td>A264</td>
</tr>
</tbody>
</table>

**Complete Course Title**
Recreation Program Planning and Evaluation
Rec Program Planning & Eval

**Abbreviated Title for Transcript (30 character)**
Rec Program Plan & Eval

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

**Type of Action:**
- [x] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [ ] Course Number
- [x] Contact Hours
- [ ] Title
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Co-requisites
- [ ] Test Score Prerequisites
- [ ] Registration Restrictions
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other

**Repeat Status No**

- [ ] # of Repeats
- [ ] Max Credits

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

**Implementation Date**
- From: Fall/2011
- To: /9999

**Cross Listed with**
- [ ] n/a

**Stacked with**
- [ ] Cross-Listed Coordination Signature

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

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

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<th>Catalog Page(s)</th>
<th>Impacted Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>minor, Outdoor Leadership</td>
<td>199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** T.J. Miller

**Initiator Signed Initials:**

Mark appropriate box:
- [x] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

**Course Description**
(suggested length 20 to 50 words)
Examines the fundamental conceptual and operational aspects of recreational program planning, delivery, and evaluation. Examines techniques and applications for a variety of leisure and recreational programming experiences to individuals or groups. Introduces assessing needs, budgeting, marketing, implementation, and evaluation of a wide range of leisure and recreational programs. Evaluates the socio-cultural, ecological, economic, entrepreneurial, and managerial dimensions of providing recreation opportunities.

**Course Prerequisite(s)**
PEP A181 and PEP A262 and PEP A280 (or concurrent enrollment)

**Test Score(s)**
- [ ] n/a

**Co-requisite(s)**
- [ ] (concurrent enrollment required) n/a

**Other Restriction(s)**
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

**Registration Restriction(s)**
- [ ] (non-codable) n/a

**Mark if course has fees**
- [x] Mark if course is a selected topic course

**Justification for Action**
Course is being added to strengthen the program and to better meet student needs.
<table>
<thead>
<tr>
<th>Position</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
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<td></td>
<td></td>
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<tr>
<td>T.J. Miller</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
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</tbody>
</table>
I. Course Description:
Examines the fundamental conceptual and operational aspects of recreational program planning, delivery, and evaluation. Examines techniques and applications for a variety of leisure and recreational programming experiences to individuals or groups. Introduces assessing needs, budgeting, marketing, implementation, and evaluation of a wide range of leisure and recreational programs. Evaluates the socio-cultural, ecological, economic, entrepreneurial, and managerial dimensions of providing recreation opportunities.

II. Course Design:
A. Designed for individuals interested in providing and evaluating recreation programming for diverse populations within a wide range of contexts.
B. 3 credits
C. Total time of student involvement: 135 hours
D. Required for Bachelor degree, Physical Education, Outdoor Leadership and Administration emphasis and Minor, Outdoor Leadership.
E. Fees: A fee will be assessed
F. May be scheduled in any time frame, but not less than 3 weeks.
G. This is a new course.
H. Course coordinated with: UAA List Serv.
I. Course level justification: Course outcomes build upon the knowledge, skills and abilities acquired in PEP A262.

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

IV. Course Prerequisites:
PEP A181 and PEP A262 and PEP A280 (or concurrent enrollment)
V. Course Evaluation:
Grades will be A-F. Specific grading criteria will be discussed in class.

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel & Footwear

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

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

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

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

6.0 Evaluation Types
   6.1 Formative
   6.2 Summative
   6.3 By goals and Objectives
   6.4 Standards Based
   6.5 Qualitative
   6.6 Quantitative
   6.7 Audits
7.0 Program Planning Process
   7.1 Needs Assessment
   7.2 Feasibility Study
   7.3 Purpose
   7.4 Activity Areas
   7.5 Program Format
   7.6 Budgets
   7.7 Resources Allocation and Coordination
   7.8 Risk and Safety Management

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

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

VII. Suggested Textbook:

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

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

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

University of Alaska Anchorage

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

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

| 2. Course Prefix | PEP | 3. Course Number | A280 | 4. Previous Course Prefix & Number | | 5a. Credits/CEUs | 3 credits | 5b. Contact Hours (Lecture + Lab) | (3+0) |

| 6. Complete Course Title | Leadership in Health, Physical Education & Recreation | Leadership in HPER | Abbreviated Title for Transcript (30 character) | | | |

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

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

<table>
<thead>
<tr>
<th>If a change, mark appropriate boxes:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>☐ Prefix</td>
<td>☐ Credits</td>
<td>☐ Title</td>
<td>☐ Grading Basis</td>
<td>☐ Course Description</td>
<td>☐ Test Score Prerequisites</td>
</tr>
<tr>
<td>☐ Contact Hours</td>
<td>☐ Repeat Status</td>
<td>☐ Cross-Listed/Stacked</td>
<td>☐ Co-requisites</td>
<td>☐ Registration Restrictions</td>
<td></td>
</tr>
</tbody>
</table>

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

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

| 11. Implementation Date | semester/year | From: Fall 2011 | To: 9999 |

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

| Cross-Listed Coordination Signature |

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
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<td></td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>2. Minor, Physical Education</td>
<td>199-200</td>
<td></td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

| 13b. Coordination Email | Date: 11/30/2010 | 13c. Coordination with Library Liaison | Date: 11/30/2010 |

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

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

| 15. Course Description (suggested length 20 to 50 words) | Examines key concepts related to leadership in the HPER fields. Introduces preparation, short and long-term planning, observation skills, and evaluation skills. Surveys leadership techniques commonly used in the HPER fields. |

| Special Note: Community service and/or professional development required. |

| 16a. Course Prerequisite(s) (list prefix and number) | PEP A181 | 16b. Test Score(s) | n/a | 16c. Co-requisite(s) (concurrent enrollment required) | n/a |
| | | | | | |
| 16d. Other Restriction(s) | | | | | |
| ☐ College | ☒ Major | ☐ Class | ☐ Level | 16e. Registration Restriction(s) (non-codable) | Departmental approval |
| | | | | | |
| 17. ☐ Mark if course has fees | | | | | |
| 18. ☐ Mark if course is a selected topic course | | | | | |

| 19. Justification for Action | Course is being added to strengthen the program and to better meet student needs |

| Initiator (faculty only) | Date | |Dean/Director of School/College | Date |
| T.J. Miller | | | |

| Initiator (TYPE NAME) | | | |
| | | | |

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

| | | | |
| ☐ Approved | Disapproved | Undergraduate/Graduate Academic | Date |
| | | | |
| ☐ Approved | Disapproved | Board Chairperson | Date |
| | | | |
| ☐ Approved | Disapproved | Provost or Designee | Date |
I. Course Description:
Examine key concepts related to leadership in the HPER fields. Introduces preparation, short and long-term planning, observation skills, and evaluation skills. Surveys leadership techniques commonly used in the HPER fields.
Special Note: Community service and/or professional development required.

II. Course Design:
A. Designed for individuals interested in learning about leadership in health, physical education, and recreation.
B. 3 credits
C. Total time of student involvement: 135 hours
D. Required for the Bachelor of Science, Physical Education and Minor, Physical Education.
E. Fees: None
F. May be taught in any timeframe but not less than 3 weeks.
G. This is a new course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon knowledge and skills acquired in PEP A181.

III. Course Activities:
Includes lecture, discussion, group activities, oral presentations, written and/or oral examinations, and outside observation with service experiences.

IV. Course Prerequisites:
Pre-requisite: PEP A181
Registration Restriction: Major and Departmental approval

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

VI. Course Curriculum:
1.0 Course introduction
   1.1 Classroom and Campus Safety
   1.2 Behavior
   1.3 Risk Management
2.0 Leadership Models and Theories
   2.1 Defining Leadership
      2.1.1 Time management
      2.1.2 Goal setting
      2.1.3 Planning
      2.1.4 Motivation
      2.1.5 Sound judgment
      2.1.6 Communication
      2.1.7 Safety
   2.2 Historical Leadership Perspectives
   2.3 Common Health and Fitness Leadership Models
   2.4 Common Recreation Leadership Models
   2.5 Common Teaching Leadership Models
   2.6 Multiple Intelligences
   2.7 Social Responsibility Models
   2.8 Instructional Styles

3.0 Standards in Health, Physical Education & Recreation
   3.1 Local, State, and National Standards
   3.2 Relationship of Standards to Lesson Planning
   3.3 Development and Utilization of Standards
   3.4 International Standards
   3.5 Professional Organizations

4.0 Group Development Theory and Group Dynamics
   4.1 Tuckman’s Group Development Theory
   4.2 Addressing Special Populations
   4.3 Understanding the Audience

5.0 Planning and Implementation
   5.1 Writing Goals and Objectives
   5.2 Presentation Strategies
   5.3 Long Range Planning
   5.4 Short Term Planning
   5.5 Selection of Activities
   5.6 Venue Selection and Suitability
   5.7 Equipment Needs and Selection
   5.8 Modification of Activities for Ability Level
   5.9 Safety and Risk management
   5.10 Budgeting

6.0 Ethics
   6.1 Power: Use and Abuse
   6.2 Code of Conduct

7.0 Reading and Interpreting Research
   7.1 Research Styles
7.2 Research Design
7.3 Validity & Reliability

8.0 Observation Skills/Critique/Reflection
8.1 Emotional Intelligence
8.2 Critical Reflection Strategies

9.0 Decision Making, Problem Solving, and Judgment
9.1 Ladder of Inference
9.2 Y Model

VII. Suggested Textbooks:

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

**Instructional Goal:**
Introduce leadership techniques and strategies as related to the health, physical education, and recreation fields of study. Provide opportunities for professional development.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Apply appropriate leadership models and theories to a variety of audiences.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Utilize group management strategies.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td>Analyze and assess current research relevant to health, physical education, and</td>
<td>Written assignment</td>
</tr>
<tr>
<td>recreation.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate intentional planning to varying audiences.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td>Employ presentation strategies.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Apply critical reflection skills to observation of presentations/lesson planning.</td>
<td>Written assignment</td>
</tr>
<tr>
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<td>Demonstration</td>
</tr>
<tr>
<td>Reflect on skills and insights gained through volunteer service.</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
</tbody>
</table>
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed

1c. Department
HPER

2. Course Prefix
PEP

3. Course Number
A281

4. Previous Course Prefix & Number

5a. Credits/CEUs
2 credits

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

6. Complete Course Title
Leadership in Activities for Diverse Populations
Ldsrhp Actv for Diverse Pops

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

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2011 To: /9999

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

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

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

13b. Coordination Email
Date: 11/30/2010

13c. Coordination with Library Liaison
Date: 11/30/2010

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

15. Course Description (suggested length 20 to 50 words)
Examines key concepts and presents a variety of activities adapted to meet the needs of diverse populations. Presents information and current research related to various disabilities. Examines and applies strategies for promoting physical activity experiences for individuals with special needs.

16a. Course Prerequisite(s) (list prefix and number)
PEP A280

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)
Departmental approval

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Changes are being made to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.

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

Initiator (faculty only) ☐ Approved ☐ Disapproved

T.J. Miller
Initiator (TYPE NAME)

Initiator (faculty only) ☐ Approved ☐ Disapproved

Department Chairperson Date

Initiator (faculty only) ☐ Approved ☐ Disapproved

Undergraduate/Graduate Academic Date

Initiator (faculty only) ☐ Approved ☐ Disapproved

Board Chairperson Date

Initiator (faculty only) ☐ Approved ☐ Disapproved

Provost or Designee Date
I. Course Description:
Examines key concepts and presents a variety of activities adapted to meet the needs of diverse populations. Presents information and current research related to various disabilities. Examines and applies strategies for promoting physical activity experiences for individuals with special needs.

II. Course Design:
A. Designed for individuals interested in learning about leadership in activities for diverse populations.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Required for the Bachelor of Science, Physical Education, Minor, Physical Education, and Minor, Coaching.
E. Fees: A fee will be assessed.
F. May be taught in any timeframe but not less than 2 weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon the knowledge, skills and abilities acquired in PEP A280.

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

IV. Course Prerequisites:
Pre-requisite: PEP A280
Registration Restriction: Departmental approval

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

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

2.0 Standards in Health, Physical Education & Recreation
   2.1 Local, State And National Standards
   2.2 Relationship of Standards to Activities for Diverse Populations

3.0 Planning and Preparation
   3.1 Selection of Activities
   3.2 Design of Activities
   3.3 Sequential Progression of Activities
   3.4 Modification for Disabilities and Ability Levels

4.0 Foundations of Adapted Activities
   4.1 Definitions
   4.2 Purpose, Goals and Objectives
   4.4 Laws Important to Adapted Physical Education and Sport

5.0 Measurement and Assessment
   5.1 Types of Measurement and Assessment
   5.2 Application of Measurement and Assessment

6.0 Activities for Diverse Populations
   6.1 Aquatic Activities
   6.2 Rhythmical and Dance Activities
   6.3 Team Activities
   6.4 Individual and Dual Activities
   6.5 Adventure Activities
   6.6 Fitness Activities
   6.7 Recreation and Outdoor Activities
   6.8 Other Appropriate Activities Promoting Lifetime Participation

7.0 Instructional Strategies for Meeting the Needs of Diverse Populations
   7.1 Motor Learning
   7.2 Facilitating Skill Development
   7.3 Teaching Styles
   7.4 Organizational Techniques
   7.5 Exercise and Activity Prescription For Individuals
   7.6 Behavioral Management

8.0 Current Research, Background, and Appropriate Terminology for a Variety of Individuals with Unique Needs
   8.1 Mental Retardation
   8.2 Visual Impairments and Deafness
   8.3 Neuromuscular Disorders
   8.4 Orthopedic Diseases and Disabilities
   8.5 Cardiovascular Diseases
8.6 Pulmonary Diseases
8.7 Metabolic Diseases
8.8 Immunological and Hematological Disorders
8.9 Cognitive, Psychological and Sensory Disorders
8.10 Learning Disabilities and Attention Deficit
8.11 Behavioral Disorders

9.0 Leadership Methods for Teaching Activities for Diverse Populations
  9.1 Whole Group Activities
  9.2 Partner Activities
  9.3 Self-Directed Activities
  9.4 Peer/Tutor Teaching
  9.5 Individualized Activities with Prescriptive Planning
  9.6 Behavior Modification and Reinforcement
  9.7 Strategies for Inclusion

10.0 Levels of Activities
  10.1 Explore a Variety of Movement Activities
  10.2 Skill Progression
  10.3 Combining Fitness Skills and Activities
  10.4 Creativity through Student Choreography

11.0 Evaluation of Activities
  11.1 Setting Requirements and Goals
  11.2 Fitness and Exercise Assessments
  11.3 Performance

12.0 Evaluation Techniques In Activities
  12.1 Self-Evaluation
  12.2 Peer-Evaluation
  12.3 Group Evaluation
  12.4 Goal Setting Techniques
  12.5 Coach/Leader/Teacher Evaluation

VII. Suggested Textbook:

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

Instructional Goal:
Provide leadership strategies and evaluation techniques related to special needs individuals.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>List the factors that influence human motor development in individuals with disabilities.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Describe unique attributes of individuals with specific disabilities.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Apply measurement, assessment and evaluation concepts to individuals with disabilities.</td>
<td>Written examination Lab assignment</td>
</tr>
<tr>
<td>Apply movement concepts and principles to the development of adapted activities for a variety of ability levels.</td>
<td>Written assignments Discussion Demonstration Portfolio</td>
</tr>
<tr>
<td>Prepare a sequential progression of activities for a variety of adapted situations.</td>
<td>Demonstration Written examination Portfolio</td>
</tr>
<tr>
<td>Employ a variety of instructional strategies that facilitates learning in diverse populations.</td>
<td>Demonstration Discussion Written examination</td>
</tr>
<tr>
<td>Identify various types of lifetime fitness activities and their feasibility.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Give examples of evaluating and assessing a variety of modified activities.</td>
<td>Lab assignments Written examination</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A282</td>
<td></td>
<td>2 credits</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Initiative Activities</td>
</tr>
<tr>
<td>Ldrshp in Initiative Act.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Preparatory/Development</td>
</tr>
<tr>
<td>Non-credit</td>
</tr>
<tr>
<td>CEU</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year From: Fall 2011 To: 9999</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 11/30/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 11/30/010</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines key concepts and activities for facilitating experiential leadership, team-building, and personal growth initiatives.</td>
</tr>
<tr>
<td>Presents a variety of game types including those designed as icebreakers, de-inhibitors, team-builders, for cognitive development and for character development.</td>
</tr>
<tr>
<td>Introduces planning, preparation, props, techniques, leadership, and safety, with an emphasis on facilitation and de-briefing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP A280</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
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</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
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<tbody>
<tr>
<td>College</td>
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<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
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<tr>
<td>Level</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>Departmental approval</td>
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</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
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<tbody>
<tr>
<td>Title change to reflect course content more accurately. Changes are being made to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.</td>
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</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.J. Miller</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
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</thead>
<tbody>
<tr>
<td>Disapproved</td>
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<tr>
<td>Undergraduate/Graduate Academic</td>
</tr>
<tr>
<td>Disapproved</td>
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<tr>
<td>Board Chairperson</td>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Date</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>
I. Course Description:
Examines key concepts and activities for facilitating experiential leadership, team-building, and personal growth initiatives. Presents a variety of game types including those designed as icebreakers, de-inhibitizers, team-builders, for cognitive development and for character development. Introduces planning, preparation, props, techniques, leadership, and safety, with an emphasis on facilitation and de-briefing.

II. Course Design:
A. Designed for individuals interested in learning about experiential initiative activities and leadership.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Required for the Bachelor degree, Physical Education Selective for the Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be taught in any timeframe but not less than 2 weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes builds upon leadership knowledge, skills, and abilities developed in PEP A280.

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

IV. Course Prerequisites:
Prerequisite: PEP A280
Registration Restriction: Departmental approval

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

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Psychological Safety and Comfort Zone
1.3 Behavior
1.4 Activity Selection
1.5 Setting and Props
1.6 Risk Management

2.0 Standards in Health, Physical Education & Recreation
   2.1 Local, State, and National Standards
   2.2 Relationship of Standards to Experiential Initiatives

3.0 Identifying Maturity, Group Development, and Risk Propensity Levels
   3.1 Maturity
   3.2 Group Development
   3.3 Risk Propensity

4.0 Planning and Preparation
   4.1 Needs Assessment in Terms of Goals and Developmental Level
   4.2 Selection of Initiatives
   4.3 Initiative Modification and Customization
   4.4 Sequencing
   4.5 Setting and Props

5.0 Facilitation and Leadership
   5.1 Safety and Risk Management
   5.2 Group Development and Dynamics
   5.3 Leadership Style and Ethics
   5.4 Role of Competition
   5.5 Experiential Learning Cycle
   5.6 Front Loading
   5.7 Debriefing and Reflection
   5.8 Transference
   5.9 Dealing with Challenging Individuals, Groups, or Situations
   5.10 Dealing with Resistance

6.0 Initiatives
   6.1 Icebreakers
   6.2 Deinhibitizers
   6.3 Teambuilders and Communication
   6.4 Personal Growth
   6.5 Leadership Development
   6.6 Cognitive Development
   6.7 Character Development
   6.8 Others

7.0 Evaluation Techniques
   7.1 Full Value Contract
   7.2 Self Reflection
   7.3 Peer-Evaluation And Feedback
   7.4 Goal Setting Techniques
8.0 Adapting Activities For Special Needs

9.0 Portfolio Assignment

VII. Suggested Textbook:


VIII. Bibliography


IX. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goals:
Provide leadership and evaluation techniques related to initiative activity leadership.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Apply group development, leadership, and character development concepts and principles to the leadership of experiential initiatives.</td>
<td>Written assignments Discussion Written examination</td>
</tr>
<tr>
<td>Describe and demonstrate safety concepts as they relate to initiatives.</td>
<td>Demonstration Written examination</td>
</tr>
<tr>
<td>Design an appropriately sequenced progression of initiatives to match appropriate developmental level, learning goals, individual characteristics, and group development stages.</td>
<td>Demonstration Written examination Demonstration Portfolio</td>
</tr>
<tr>
<td>Demonstrate appropriate leadership style.</td>
<td>Lab assignments Demonstration</td>
</tr>
<tr>
<td>Describe and practice techniques for dealing with challenging individuals or groups and with resistance.</td>
<td>Discussion, written examination, and field application</td>
</tr>
<tr>
<td>Demonstrate a variety of reflection techniques as they relate to transference.</td>
<td>Performance skill assessments Written examination</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed Rec

1c. Department
HPER

2. Course Prefix
PEP

3. Course Number
A283

4. Previous Course Prefix & Number

5a. Credits/CEUs
2 credits

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

6. Complete Course Title
Leadership in Aquatic Activities

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

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

If a change, mark appropriate boxes:

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

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2011 To: 9/999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>Yes</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor, Physical Education</td>
<td>199-200</td>
<td>Yes</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
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</table>

13b. Coordination Email
Date: 11/30/2010

13c. Coordination with Library Liaison
Date: 11/30/2010

14. General Education Requirement
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)
Examines key concepts associated with aquatic activities. Presents a variety of motor skill themes and movement concepts in a progression from the precontrol level to the proficiency level. Presents a variety of water activities.

16a. Course Prerequisite(s) (list prefix and number)
PEP A280

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Changes are being made to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.

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

Approved
Disapproved
Dean/Director of School/College

Approved
Disapproved
Undergraduate/Graduate Academic

Approved
Disapproved
Board Chairperson

Approved
Disapproved
Provost or Designee

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

Approved
Disapproved
Department Chairperson Date

Approved
Disapproved
Curriculum Committee Chairperson Date

Approved
Disapproved
Board Chairperson Date

Approved
Disapproved
Provost or Designee Date
Department: HPER
Course Number: PEP A283
Course Title: Leadership in Aquatic Activities
Credits: 2

I. **Course Description:**
Examines key concepts associated with aquatic activities. Presents a variety of motor skill themes and movement concepts in a progression from the precontrol level to the proficiency level. Presents a variety of water activities.

II. **Course Design:**
A. Designed for individuals interested in learning about leadership in aquatic activities.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for the Bachelor of Science, Physical Education and Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be taught in any timeframe but not less than 2 weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon knowledge, skills, and abilities acquired in PEP A280.

III. **Course Activities:**
Includes hands-on skill development, leadership development, lecture, discussions, group exercises, and evaluation techniques.

IV. **Course Prerequisites:**
Prerequisite: PEP A280
Registration Restriction: Departmental approval

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

VI. **Course Curriculum:**
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel and Footwear
   1.3 Water and Equipment Safety
2.0 Standards in Health, Physical Education and Recreation
   2.1 Local, State and National Standards
   2.2 Relationship of Standards to Individual and Dual Activities

3.0 Identification of Levels of Skill Proficiency
   3.1 Precontrol Level
   3.2 Control Level
   3.3 Utilization Level
   3.4 Proficiency Level

4.0 Planning and Preparation
   4.1 Selection of Activities
   4.2 Design of Activities
   4.3 Sequential Progression of Activities
   4.4 Modification of Activities to Match a Variety of Ability Levels

5.0 Aquatic Activities Promoting Lifetime Activities
   5.1 Swimming
   5.2 Diving
   5.3 Basic Mask and Snorkel Techniques and Progressions
   5.4 Water Fitness
   5.5 Recreational Water Games
   5.6 Lifesaving Basic Techniques
   5.7 Other

6.0 Relationship of Physical Fitness Components to the Individual and Dual Activities.
   6.1 Cardiorespiratory
   6.2 Body Composition
   6.3 Muscular Strength
   6.4 Muscular Endurance
   6.5 Flexibility

7.0 Levels of Aquatic Activities
   7.1 Fundamental Aquatic Movements
   7.2 Skill Progression
   7.3 Developmental Games
   7.4 Recreational Games
   7.5 Creativity of Aquatic Activities

8.0 Water Individual and Game Strategies
   8.1 Individual Strategies
   8.2 Training Strategies
   8.3 Game Strategies

9.0 Officiating or Administration of Water Activities
9.1 Etiquette
9.2 Rules

10.0 Administration of Tournaments
   10.1 Types of Events
   10.2 Organization of Events

11.0 Evaluation Techniques in Aquatic Activities
   11.1 Self-Evaluation
   11.2 Peer-Evaluation
   11.3 Group Evaluation
   11.4 Goal Setting Techniques
   11.5 Coach/Leader/Teacher Evaluation

VII. Suggested Textbook:

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

**Instructional Goal:**
Provide leadership strategies and evaluation techniques related to aquatic activities.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply movement concepts and principles to the learning and development of aquatic activities.</td>
<td>Written assignments</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Lab assignments</td>
</tr>
<tr>
<td></td>
<td>Oral examination</td>
</tr>
<tr>
<td>Describe how physical fitness concepts relate to aquatic activities.</td>
<td>Lab assignments</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Prepare a sequential progression of activities.</td>
<td>Demonstration and application</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>Modify activities and game play to match a variety of ability levels.</td>
<td>Demonstration and application</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>Describe and demonstrate appropriate individual and game strategies as they relate to a variety of aquatic activities.</td>
<td>Lab assignments</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Examine a variety of evaluation and goal setting techniques as they relate to aquatic activities.</td>
<td>Performance skill assessments</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Improve leadership skills through partner and group work.</td>
<td>Demonstration</td>
</tr>
</tbody>
</table>
Proposal to Initiate, Add, Change, or Delete a Course

1. School or College: CT CTC
2. Course Prefix: PEP
3. Course Number: A284
4. Previous Course Prefix & Number: 
5. Credits/CEUs: 2 credits
6. Complete Course Title:
   Leadership in Fitness Activities
   Ldrshp in Fitness Activities
   Abbreviated Title for Transcript: Leadership in Fitness Activities
7. Type of Course: ☑ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development
8. Type of Action: ☑ Add ☐ Change ☐ Delete
9. Repeat Status No: # of Repeats: Max Credits: A-F
10. Grading Basis: ☑ A-F ☐ P/NP ☐ NG
11. Implementation Date: semester/year: From: Fall/2011 To: /9999
12. ☑ Cross Listed with: N/A ☑ Stacked with N/A Cross-Listed Coordination Signature
13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
13b. Coordination Email: Date: 11/30/2010
13c. Coordination with Library Liaison: Date: 11/30/2010
14. General Education Requirement:
   Mark appropriate box: ☑ Oral Communication ☑ Written Communication ☑ Quantitative Skills ☑ Humanities
   ☑ Fine Arts ☑ Social Sciences ☑ Natural Sciences ☑ Integrative Capstone
15. Course Description (suggested length 20 to 50 words)
   Examine key concepts associated with fitness activities. Presents a variety of topics and activities designed to promote lifetime physical fitness. Evaluates and applies strategies for promoting positive behavior changes for personal health and wellness.
16a. Course Prerequisite(s) (list prefix and number) PEP A280
16b. Test Score(s): n/a
16c. Co-requisite(s) (concurrent enrollment required): n/a
16d. Other Restriction(s) ☑ College ☑ Major ☑ Class ☑ Level
16e. Registration Restriction(s) (non-codable): Departmental Approval
17. ☑ Mark if course has fees
18. ☑ Mark if course is a selected topic course
19. Justification for Action:
   Changes are being made to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.

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

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

Approved ☑ Disapproved ☑
Initiator (faculty only) Date
T.J. Miller
Initiator (TYPE NAME)

Approved ☑ Disapproved ☑
Disapproved Dean/Director of School/College Date
Approved ☑ Disapproved Undergraduate/Graduate Academic Date
Approved ☑ Disapproved Board Chairperson Date
Approved ☑ Disapproved Provost or Designee Date
I. Course Description:
Examine key concepts associated with fitness activities. Presents a variety of topics and activities designed to promote lifetime physical fitness. Evaluates and applies strategies for promoting positive behavior changes for personal health and wellness.

II. Course Design:
A. Designed for individuals interested in learning about leadership in fitness activities.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Required for the Bachelor of Science, Physical Education and Selective for the Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be taught in any timeframe but not less than 2 weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon knowledge, skills, and abilities acquired in PEP A280.

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

IV. Course Prerequisites:
Prerequisite: PEP A280
Registration Restriction: Departmental approval

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

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

2.0 Standards in Health, Physical Education & Recreation Fields
2.1 Local, State and National Standards  
2.2 Relationship of Standards to Individual and Dual Activities  

3.0 Planning and Preparation  
3.1 Selection of Activities  
3.2 Design of Activities  
3.3 Sequential Progression of Activities  
3.4 Modification of Activities to Match a Variety of Ability Levels  

4.0 Physical Fitness  
4.1 Health-Related Fitness  
   4.1.1 Cardiorespiratory Endurance  
   4.1.2 Body Composition  
   4.1.3 Muscular Strength  
   4.1.4 Muscular Endurance  
   4.1.5 Flexibility  
4.2 Skill-Related Fitness  
   4.2.1 Agility  
   4.2.2 Balance  
   4.2.3 Coordination  
   4.2.4 Power  
   4.2.5 Reaction Time  
   4.2.6 Speed  
4.3 Training Principles  
   4.3.1 Warm-up and Cool-down  
   4.3.2 Frequency, Intensity, Time, Type  
   4.3.3 Specificity  
   4.3.4 Overload and Progression  
   4.3.5 Reversibility  
   4.3.6 Speed  
4.4 Fitness Assessments  

5.0 Fitness Activities that Promote Lifetime Fitness Concepts  
5.1 Warm-Up and Cool-Down Activities  
5.2 Fitness Walking  
5.3 Jogging  
5.4 Aerobic Dance  
5.5 Aerobic Step  
5.6 Kickboxing  
5.7 Sports Aerobics  
5.8 Resistance Training  
5.9 Weight Training  
5.10 Relaxation Activities  
5.11 Flexibility Exercises  
5.12 Jump Rope  
5.13 Exercise Balls
5.14 Fitness Games
5.15 Training Principles for Fitness Activities
5.16 Fitness Activities to Demonstrate Specific Training Principles
5.17 Aerobic Machines Promoting Lifetime Participation
5.18 Other

8.0 Leadership Methods for Teaching Fitness Activities
  8.1 Whole Class Activities
  8.2 Partner Activities
  8.3 Self-Directed Activities
  8.4 Circuit Training
  8.5 Use of Music During Fitness Activities
  8.6 Creative Methods for Designing Movement Activities and Spatial Patterns

9.0 Levels of Fitness Activities
  9.1 Explore a Variety of Fitness Concepts through Movement Activities
  9.2 Skill Progression
  9.3 Combining Fitness Skills and Activities
  9.4 Creativity through Student Choreography

10.0 Evaluation of Fitness Activities
  10.1 Setting Requirements and Goals
  10.2 Fitness Assessments
  10.3 Performances

11.0 Evaluation Techniques in Fitness Activities
  11.1 Self-Evaluation
  11.2 Peer-Evaluation
  11.3 Group Evaluation
  11.4 Goal Setting Techniques
  11.5 Coach/Leader/Teacher Evaluation

VII. Suggested Textbook:

VIII. Bibliography:


VIII. **Instructional Goals, Student Outcomes, and Assessment Procedures**

**Instructional Goal:**
Provide leadership strategies and evaluation techniques related to fitness activities.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Describe and demonstrate appropriate methods to evaluate fitness levels and activities.</td>
<td>Lab assignment</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Apply movement concepts and principles to the learning and development of fitness activities.</td>
<td>Written assignments</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Lab assignments</td>
</tr>
<tr>
<td></td>
<td>Oral examination</td>
</tr>
<tr>
<td>Prepare a sequential progression of a fitness workout which includes proper exercise precautions.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>Identify various types of lifetime fitness activities and ways to modify activities to match a variety of ability levels.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>Identify strategies for behavior change and motivation techniques including goal setting techniques.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
</tbody>
</table>
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed Rec

1c. Department
HPER

2. Course Prefix
PEP

3. Course Number
A285

4. Previous Course Prefix & Number

5a. Credits/CEUs
2 credits

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

6. Complete Course Title
Leadership in Team Activities

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

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

If a change, mark appropriate boxes:
☐ Prefix ☐ Credits ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Co-requisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions

9. Repeat Status No

10. Grading Basis
☑ A-F ☐ P/NP ☐ NG

11. Implementation Date
semester/year
From: Fall/2011 To: 9/999

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

13. Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>2. Minor, Physical Education</td>
<td>199-200</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

3.

13b. Coordination Email
Date: 11/30/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/30/2010

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

15. Course Description (suggested length 20 to 50 words)
Examines key concepts and activities associated with team activities. Presents a variety of motor skill themes and movement concepts in a progression from the precontrol to the proficiency level. Examines preparation for game play through combining of skills, using skills in more complex ways, and utilizing offensive and defensive strategies.

16a. Course Prerequisite(s) (list prefix and number)
PEP A280

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)
☑ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)
Departmental approval

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action
Changes are being made to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.

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

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

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

☑ Approved ☐ Disapproved
Undergraduate/Graduate Academic
Board Chairperson Date

☑ Approved ☐ Disapproved
Provost or Designee Date
I. **Course Description:**
Examines key concepts and activities associated with team activities. Presents a variety of motor skill themes and movement concepts in a progression from the precontrol to the proficiency level. Examines preparation for game play through combining of skills, using skills in more complex ways, and utilizing offensive and defensive strategies.

II. **Course Design:**
A. Designed for individuals interested in learning about leadership in team activities.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for the Bachelor of Science, Physical Education and Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than two weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon knowledge, skills and abilities acquired in PEP A280.

III. **Course Activities:**
Includes hands-on skill development, leadership development, lecture, discussions, group exercises, and evaluation techniques.

IV. **Course Prerequisites:**
Prerequisite: PEP A280
Registration Restriction: Departmental approval

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

VI. **Course Curriculum:**
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel & Footwear
   1.3 Equipment Safety
2.0 Standards in Health, Physical Education & Recreation
   2.1 Local, State, and National Standards
   2.2 Relationship of Standards to Team Activities
   2.3 Adhering to Governing Organizations Rules and Regulations

3.0 Identification of Levels of Skill Proficiency
   3.1 Precontrol Level
   3.2 Control Level
   3.3 Utilization Level
   3.4 Proficiency Level

4.0 Planning and preparation
   4.1 Selection of Activities
   4.2 Design of Activities
   4.3 Sequential progression of Activities
   4.4 Modification of Activities to Match Ability Levels

5.0 Team Activities Promoting Lifetime participation
   5.1 Basketball
   5.2 Field hockey
   5.3 Football-Touch/Flag
   5.4 Floor/Ice Hockey
   5.5 Lacrosse
   5.6 Soccer
   5.7 Softball
   5.8 Team Handball
   5.9 Ultimate Frisbee

6.0 Relationship of Physical Fitness Components to Team Activities
   6.1 Cardio-respiratory Endurance
   6.2 Body Composition
   6.3 Muscular Strength
   6.4 Muscular Endurance
   6.5 Flexibility

7.0 Levels of Game Play in Team Activities
   7.1 Developmental games
   7.2 Lead-up Games
   7.3 Game Play
   7.4 Creativity of Games

8.0 Game strategies
   8.1 Team Strategies
   8.2 Offensive Strategies
   8.3 Defensive Strategies
9.0 Officiating Team Activities
   9.1 Etiquette
   9.2 Game Rules

10.0 Administration of Tournaments
   10.1 Types of Tournaments
   10.2 Organization of Tournaments

11.0 Evaluation techniques in team activities
   11.1 Self-evaluation
   11.2 Peer-evaluation
   11.3 Group Evaluation
   11.4 Goal Setting Techniques
   11.5 Coach/Leader/Teacher Evaluation

VII. Suggested Textbook:

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

**Instructional Goal:**
Provide leadership strategies and evaluation techniques related to team activities.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Apply movement concepts and principles to the learning and development of team activities.</td>
<td>Written Assignments, Discussion, Lab Assignments, Oral Examination</td>
</tr>
<tr>
<td>Describe how physical fitness concepts relate to team activities.</td>
<td>Lab Assignments, Discussion, Written examination</td>
</tr>
<tr>
<td>Prepare sequential progression of activities.</td>
<td>Demonstration, Written Examination, Portfolio</td>
</tr>
<tr>
<td>Modify activities and game play to match a variety of ability levels.</td>
<td>Demonstration, Discussion, Written Examination, Portfolio</td>
</tr>
<tr>
<td>Describe and demonstrate appropriate game strategies as they relate to a variety of team activities.</td>
<td>Lab Assignments, Demonstration, Written Examination</td>
</tr>
<tr>
<td>List examples of officiating skills from a variety of team activities.</td>
<td>Lab Assignments, Written Examinations</td>
</tr>
<tr>
<td>Illustrate tournament plans for a variety of team activities.</td>
<td>Written Examinations</td>
</tr>
<tr>
<td>Examine a variety of evaluation and goal setting techniques as they relate to team activities.</td>
<td>Performance Skill Assessments, Demonstration, Written Examination</td>
</tr>
<tr>
<td>Improve leadership skills through partner and group work</td>
<td>Demonstration</td>
</tr>
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</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<tbody>
<tr>
<td>2. Course Prefix</td>
<td>PEP</td>
<td>3. Course Number</td>
<td>A286</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>5a. Credits/CEUs</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
<td>(1+2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Leadership in Individual and Dual Activities  
Ldrshp in Ind & Dual Activ  
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
- Prefix  
- Credits  
- Title  
- Grading Basis  
- Course Description  
- Test Score Prerequisites  
- Other Restrictions  
- Class  
- Level  
- College  
- Major  
- Other CCG (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  Semester/year  
From: Fall/2011  To: 11/30/2010

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

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

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<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

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

13b. Coordination Email  
Date: 11/30/2010  
submitted to Faculty Listserv: (uaf-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 11/30/2010

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

15. Course Description (suggested length 20 to 50 words)  
Examines key concepts associated with individual and dual activities. Presents a variety of motor skill themes and movement concepts in a progression from the precontrol to the proficiency level. Examines preparation for game play through the combining of skills, using skills in more complex ways, and utilizing offensive and defensive strategies.

16a. Course Prerequisite(s) (list prefix and number)  
Pep A280

16b. Test Score(s)  
n/a

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

16d. Other Restriction(s)  
- ☑ College  
- ☐ Major  
- ☐ Class  
- ☐ Level

16e. Registration Restriction(s) (non-codable)  
Departmental approval

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

19. Justification for Action  
Changes are being made to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.

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

☐ Approved  
☐ Disapproved

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

Department Chairperson  
Date: ______________

Undergraduate/Graduate Academic  
Board Chairperson  
Date: ______________

Curriculum Committee Chairperson  
Date: ______________  
Provost or Designee  
Date: ______________
I. Course Description:
Examine key concepts associated with individual and dual activities. Presents a variety of motor skill themes and movement concepts in a progression from the precontrol to the proficiency level. Examines preparation for game play through the combining of skills, using skills in more complex ways, and utilizing offensive and defensive strategies.

II. Course Design:
A. Designed for individuals interested in learning about leadership in individual and dual activities.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for the Bachelor of Science, Physical Education and Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be taught in any timeframe but not less than 2 weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon knowledge and skills acquired in PEP A280.

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

IV. Course Prerequisites:
Pre-requisite: PEP A280
Registration Restriction: Departmental approval

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

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

2.0 Standards in Health, Physical Education & Recreation
   2.1 Local, State and National Standards
   2.2 Relationship of Standards to Individual and Dual Activities
   2.3 Adhering to Governing Organizations’ Rules and Regulations.

3.0 Identification of Levels of Skill Proficiency
   3.1 Precontrol Level
   3.2 Control Level
   3.3 Utilization Level
   3.4 Proficiency Level

4.0 Planning and Preparation
   4.1 Selection of Activities
   4.2 Design of Activities
   4.3 Sequential Progression of Activities
   4.4 Modification of Activities to Match a Variety of Ability Levels

5.0 Individual and Dual Activities That Promote Lifetime Participation
   5.1 Badminton
   5.2 Bowling
   5.3 Cycling
   5.4 Frisbee Activities
   5.5 Golf
   5.6 Handball and/or Racquetball
   5.7 Inline Skating
   5.8 Orienteering
   5.9 Pickle Ball
   5.10 Self Defense
   5.11 Table Tennis
   5.12 Tennis
   5.13 Track and Field Activities
   5.14 Wrestling
   5.15 Recreational Games

6.0 Relationship of Physical Fitness Components to the Individual and Dual Activities.
   6.1 Cardiorespiratory
   6.2 Body Composition
   6.3 Muscular Strength
   6.4 Muscular Endurance
   6.5 Flexibility

7.0 Levels of Game Play In Individual and Dual Activities
   7.1 Developmental Games
   7.2 Lead-Up Games
7.3 Game Play
7.4 Creativity of Games

8.0 Game Strategies
  8.1 Individual Strategies
  8.2 Offensive Strategy
  8.3 Defensive Strategy

9.0 Officiating Individual and Dual Activities
  9.1 Etiquette
  9.2 Game Rules

10.0 Administration of Tournaments
  10.1 Types of Tournaments
  10.2 Organization of Tournaments

11.0 Evaluation Techniques in Individual and Dual Activities
  11.1 Self-Evaluation
  11.2 Peer-Evaluation
  11.3 Group Evaluation
  11.4 Goal Setting Techniques
  11.5 Coach/Leader/Teacher Evaluation

VII. Suggested Textbook:

VIII. Bibliography
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**Instructional Goal:**
Provide leadership strategies and evaluation techniques related to individual and dual activities.

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<tr>
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<tr>
<td>After successful completion of the course, the student will be able to:</td>
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<td>Apply movement concepts and principles to the learning and development of individual and dual activities.</td>
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</tr>
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<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Lab assignments</td>
</tr>
<tr>
<td></td>
<td>Oral examination</td>
</tr>
<tr>
<td>Describe how physical fitness concepts relate to individual and dual activities.</td>
<td>Lab assignments</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Prepare a sequential progression of activities.</td>
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<td></td>
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<tr>
<td>Modify activities and game play to match a variety of ability levels.</td>
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<td>Written examination</td>
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<td></td>
<td>Portfolio</td>
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<tr>
<td>Describe and demonstrate appropriate game strategies as they relate to a variety of individual and dual activities.</td>
<td>Lab assignments</td>
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<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>List examples of officiating a variety of individual and dual activities.</td>
<td>Lab assignments</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Develop examples of tournaments in individual and dual activities.</td>
<td>Written examination</td>
</tr>
<tr>
<td>Examine a variety of evaluation and goal setting techniques as they relate to individual and dual activities.</td>
<td>Performance skill assessments</td>
</tr>
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<td></td>
<td>Demonstration</td>
</tr>
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<tr>
<td>Improve leadership skills through partner and group work.</td>
<td>Demonstration</td>
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</tbody>
</table>
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
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<td>APER Division of Physical Ed Rec</td>
<td>HPER</td>
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</tbody>
</table>

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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A287</td>
<td></td>
<td>2 credits</td>
<td>(Lecture + Lab)</td>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Leadership in Outdoor Recreation Activities Ldrshp Outdoor Rec Activities</td>
<td>☑ Academic</td>
<td>☐ Add or ☑ Change</td>
<td># of Repeats</td>
<td>☑ A-F</td>
<td>semester/year</td>
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<table>
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<tr>
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<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
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<td>List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td>Date: 11/30/2010</td>
</tr>
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</table>

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<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description</th>
</tr>
</thead>
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<td>Mark appropriate box:</td>
<td>Examines key concepts and activities associated with outdoor recreation. Presents a variety of activities such as hiking, camping, canoeing, orienteering, snowshoeing, and cross country skiing. Introduces planning, preparation, equipment, techniques, leadership, environmental ethics, and safety.</td>
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<td>(suggested length 20 to 50 words)</td>
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<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
<th>17. ☑ Mark if course has fees</th>
<th>18. ☑ Mark if course is a selected topic course</th>
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<td>Changes are being made to strengthen the program and better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.</td>
<td>1a. School or College: T.J. Miller</td>
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| Approved | Disapproved | Date |
I. **Course Description:**
Examines key concepts and activities associated with outdoor recreation. Presents a variety of activities such as hiking, camping, canoeing, orienteering, snowshoeing, and cross country skiing. Introduces planning, preparation, equipment, techniques, leadership, environmental ethics, and safety.

II. **Course Design:**
A. Designed for individuals interested in learning about outdoor recreation leadership.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for a Bachelor of Science, Physical Education and Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be taught in any timeframe but not less than 2 weeks.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA Faculty List Serv.
I. Course level Justification: Course outcomes build upon leadership knowledge, skills, and abilities developed in PEP A280.

III. **Course Activities:**
Includes hands-on skill development, leadership development, lecture, discussions, group exercises, and evaluation techniques.

IV. **Course Prerequisites:**
Prerequisite: PEP A280
Registration Restriction: Departmental approval

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

VI. **Course Curriculum:**
1.0 Course Introduction
1.1 Class and Campus Safety
1.2 Behavior
1.3 Equipment and Clothing
1.4 Environment
1.5 Psychological
1.6 Risk Management

2.0 Standards in Health, Physical Education & Recreation
   2.1 Local, State, and National Standards
   2.2 Relationship of Standards to Outdoor Recreation Activities

3.0 Identification of Levels of Skill, Experience, and Risk Propensity
   3.1 Skill Levels
   3.2 Experience
   3.3 Risk Propensity

4.0 Planning and Preparation
   4.1 Selection of Activities
   4.2 Venue and Route Selection
   4.3 Equipment and Clothing Needs and Selection
   4.4 Food and Supplies
   4.5 Modification of Activities to Match a Variety of Ability Levels

5.0 Leadership
   5.1 Safety and Risk Management
   5.2 Group Dynamics
   5.3 Leadership Style and Ethics
   5.4 Decision Making, Problem Solving, and Judgment
   5.5 Environmental Ethics

6.0 Activities and Skills
   6.1 Hiking
   6.2 Camping
   6.3 Backpacking
   6.4 Canoeing
   6.5 Orienteering
   6.6 Snowshoeing
   6.7 Cross-country Skiing
   6.8 Mountain Biking

7.0 Evaluation Techniques in Outdoor Recreation
   7.1 Full Value Contract
   7.2 Self Reflection
   7.3 Peer-Evaluation and Feedback
   7.4 Goal Setting Techniques

8.0 Adapting Activities for Special Needs

9.0 Portfolio Assignments
VII. Suggested Textbook:


VIII. Bibliography


IX. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goals:**
Provide leadership strategies and evaluation techniques related to outdoor recreation activities.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate basic competency in many and proficiency in leading a few outdoor recreation activities.</td>
<td>Performance skill assessments</td>
</tr>
<tr>
<td>Describe and demonstrate safety concepts as they relate to outdoor recreation activities.</td>
<td>Lab assignments Discussion Written examination</td>
</tr>
<tr>
<td>Demonstrate appropriate planning, preparation, progression of skills, and modification of outdoor activities to match a variety of skill, experience and risk propensity levels.</td>
<td>Demonstration and application Discussion Written examination</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed

1c. Department
HPER

2. Course Prefix
PEP

3. Course Number
A288

4. Previous Course Prefix & Number

5a. Credits/CEUs
2 credits

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

6. Complete Course Title
Leadership in Rhythmic Activities
Ldrshp in Rhythmic Activities

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis
☒ A-F  ☐ P/NC  ☐ NG

11. Implementation Date
From:  Fall/2011  To:  9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>Minor, Physical Education</td>
<td>199-200</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email
Date: 11/30/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/30/2010

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

15. Course Description (suggested length 20 to 50 words)
Examines key concepts associated with rhythmic activities. Presents a variety of fundamental, rhythmic patterns and movement concepts in a progression from the precontrol to the proficiency level. Demonstrates rhythmic experiences; folk, ethnic or square dances; creative dance; and educational gymnastics. Combines the mastery of movement skills with the artistry of expression

16a. Course Prerequisite(s) (list prefix and number)
PEP A280

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)
☒ College  ☐ Major  ☐ Class  ☐ Level

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Changes are being made to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.

Initiator (faculty only)  Date
T.J. Miller  Date

Initiator (TYPE NAME)  Date

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

☑ Approved  ☐ Disapproved
Undergraduate/Graduate Academic  Date
Board Chairperson

☑ Approved  ☐ Disapproved
Provost or Designee  Date
Department: HPER
Course Number: PEP A288
Course Title: Leadership in Rhythmic Activities
Credits: 2

I. Course Description:
Examines key concepts associated with rhythmic activities. Presents a variety of fundamental, rhythmical patterns and movement concepts in a progression from the precontrol to the proficiency level. Demonstrates rhythmical experiences; folk, ethnic or square dances; creative dance; and educational gymnastics. Combines the mastery of movement skills with the artistry of expression.

II. Course Design:
A. Designed for individuals interested in learning about leadership in rhythmic activities.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for the Bachelor of Science, Physical Education, and Minor, Physical Education.
E. Fees: A fee will be assessed.
F. May be taught in any timeframe but not less than 2 weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build upon knowledge, skills and abilities acquired in PEP A280.

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

IV. Course Prerequisites:
Pre-requisite: PEP A280
Registration Restriction: Departmental approval

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

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel and Footwear
   1.3 Equipment Safety
2.0 Standards in Health, Physical Education & Recreation
   2.1 Local, State and National Standards
   2.2 Relationship of Standards to Rhythmic Activities

3.0 Identification of Levels of Skill Proficiency
   3.1 Precontrol Level
   3.2 Control Level
   3.3 Utilization Level
   3.4 Proficiency Level

4.0 Planning and Preparation
   4.1 Selection of Activities
   4.2 Design of Activities
   4.3 Sequential Progression of Activities
   4.4 Modification of Activities to Match Ability Levels

5.0 Variety of Rhythmic Activities Promoting Lifetime Participation
   5.1 Fundamental Rhythms
      5.1.1 Locomotor skills
      5.1.2 Nonlocomotor skills
      5.1.3 Manipulative skills
      5.1.4 Combining Rhythmic skills
      5.1.5 Creativity with Rhythmic skills
      5.1.6 Musical games
   5.2 International Folk Dance
      5.2.1 Historical influence of dances
      5.2.2 Cultural influence of dances
      5.2.3 Folk dances from a variety of countries and cultures
      5.2.4 Folk dance for a variety of skill levels
      5.2.5 Student-created multi-cultural folk dances
   5.3 Square Dance
      5.3.1 Fundamental Techniques
      5.3.2 Calling square dances
      5.3.3 Parts of a square dance
      5.3.4 Mixers for square dance
      5.3.5 Types variety of square dances
      5.3.6 Square dances for a variety of skill levels
      5.3.7 Student-created square dances
   5.4 Social Dance
      5.4.1 History of social dance
      5.4.2 Footwork
      5.4.3 Dance positions
      5.4.4 Techniques of leading and following
      5.4.5 Line dances
      5.4.6 Swing
5.4.7 Country western
5.4.8 Ballroom dances
5.4.9 Selection of other appropriate dances that are currently popular
5.4.10 Social dances for variety of skill levels
5.4.11 Student-created social dances

5.5 Creative Dance
5.5.1 Warm up exercises and activities
5.5.2 Dance technique
5.5.3 Concept of space
5.5.4 Concept of time
5.5.5 Concept of force
5.5.6 Concept of body
5.5.7 Concept of movement
5.5.8 Concept of form
5.5.9 Explore a variety of concepts through movement activities
5.5.10 Sequential progression of skills
5.5.11 Combining dance skills
5.5.12 Creativity through student choreography and improvisation

5.6 Educational Gymnastics
5.6.1 Basic movement skill themes
5.6.2 Animal movements
5.6.3 Balance stunts
5.6.4 Rolling
5.6.5 Inverted skills
5.6.6 Sequential progression of tumbling skills
5.6.7 Partner and group skills
5.6.8 Apparatus skills
5.6.9 Basic rhythmic gymnastics skills
5.6.10 Outdoor play equipment
5.6.11 Combining gymnastics skills
5.6.12 Explore a variety of concepts through gymnastics activities
5.6.13 Sequential Progression of Skills
5.6.14 Creativity through student choreography

6.0 Relationship of Physical Fitness Components to the Rhythmical Activities.
6.1 Cardiorespiratory
6.2 Body Composition
6.3 Muscular Strength
6.4 Muscular Endurance
6.5 Flexibility
6.6 Stress Management

7.0 Levels of Rhythmical Activities
7.1 Fundamental Rhythmical Movements
7.2 Skill Progression
7.3 Combining Skills and Activities
7.4 Creativity of Rhythmical Activities

8.0 Evaluation of Rhythmical Activities
  8.1 Setting Requirements and Goals
  8.3 Performances

9.0 Evaluation Techniques in Rhythmical Activities
  9.1 Self-Evaluation
  9.2 Peer-Evaluation
  9.3 Group Evaluation
  9.4 Goal Setting Techniques
  9.5 Coach/Leader/Teacher Evaluation

VII. Suggested Textbook:

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

**Instructional Goal:**
Expand leadership strategies and evaluation techniques related to rhythmic activities.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Apply movement concepts and principles to the learning and development of rhythmical activities.</td>
<td>Written assignments Discussion Lab assignments Oral examination</td>
</tr>
<tr>
<td>Describe how physical fitness concepts relate to rhythmical activities.</td>
<td>Lab assignments Discussion Written examination</td>
</tr>
<tr>
<td>Prepare a sequential progression of activities.</td>
<td>Demonstration Written assignment Portfolio</td>
</tr>
<tr>
<td>Modify activities to match a variety of ability levels.</td>
<td>Demonstration Discussion Written assignment Portfolio</td>
</tr>
<tr>
<td>Examine dance histories and cultures of the world’s peoples.</td>
<td>Lab assignments Demonstration Written examination</td>
</tr>
<tr>
<td>List examples of evaluating a variety of rhythmical activities.</td>
<td>Lab assignments Written examination</td>
</tr>
<tr>
<td>Expand creative skills through choreography and improvisation.</td>
<td>Lab assignments Demonstration</td>
</tr>
<tr>
<td>Examine a variety of evaluation and goal setting techniques as they relate to rhythmical activities.</td>
<td>Performance skill assessments Demonstration Written examination</td>
</tr>
<tr>
<td>Demonstrate poise before a group through informal showings or formal performances.</td>
<td>Performances</td>
</tr>
<tr>
<td>Improve leadership skills through partner and group work.</td>
<td>Demonstration</td>
</tr>
</tbody>
</table>
**Course Action Request**

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PEP</td>
<td>A363</td>
<td></td>
<td>3 credits</td>
<td>(2+2)</td>
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6. Complete Course Title

Natural History Interpretation and Environmental Education

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>semester/year</td>
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<td>Add / Change / Delete</td>
<td># of Repeats</td>
<td>A-F</td>
<td>From: Fall/</td>
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<td></td>
<td></td>
<td>Max Credits</td>
<td>P/NP</td>
<td>2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NG</td>
<td>To: /999</td>
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</table>

10. Grading Basis

11. Implementation Date

12. Cross Listed with

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
<td>Date: 9/25/2010</td>
<td>Date: 9/25/2010</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
</tr>
</tbody>
</table>

14. General Education Requirement

Mark appropriate box:

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

15a. Course Description

(suggested length 20 to 50 words)

Introduces skills for reading and interpreting the natural environment. Illustrates geological, biological, and cultural factors to participants or clients. Also covers environmental education strategies and techniques.

16a. Course Prerequisite(s) (list prefix and number)

ENVI A303

16b. Test Score(s)

n/a

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

n/a

16d. Other Restriction(s)

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

n/a

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Changes are being made to strengthen the program and to better meet student needs.

Initiator Name (typed): T.J. Miller

Initiator Signed Initials: ___________ Date: ___________

13b. Coordination Email Date: 9/25/2010

13c. Coordination with Library Liaison Date: 9/25/2010

14. General Education Requirement

Mark appropriate box:

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

15a. Course Description

Introduces skills for reading and interpreting the natural environment. Illustrates geological, biological, and cultural factors to participants or clients. Also covers environmental education strategies and techniques.

16a. Course Prerequisite(s) (list prefix and number)

ENVI A303

16b. Test Score(s)

n/a

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

n/a

16d. Other Restriction(s)

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

n/a

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Changes are being made to strengthen the program and to better meet student needs.

Initiator (faculty only)

Initiator (TYPE NAME)

T.J. Miller

Initiator (faculty only) Date

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Undergraduate/Graduate Academic Board Chairperson Date

Approved

Disapproved

Provost or Designee Date

Disapproved

Department Chairperson Date
I. Course Description:
Introduces skills for reading and interpreting the natural environment. Illustrates geological, biological, and cultural factors to participants or clients. Also covers environmental education strategies and techniques.

II. Course Design:
A. Designed for individuals interested in the field or profession of adventure and experiential education.
B. 3 credits
C. Total time of student involvement: 135 hours
D. Required for a Bachelor of Science, Physical Education with emphasis in outdoor leadership and administration. Required for Minor, outdoor leadership.
E. Fees: A fee will be assessed.
F. May be scheduled in any time frame, but not less than three weeks.
G. This is a revised course.
H. Coordinated with: UAA List Serv.
   I. Course level justification: Develops interpretation and education skills of material learned in ENVI 303.

III. Course Activities:
Includes lectures, discussions, group exercises, written assignments and examinations, and field work.

IV. Course Prerequisites:
ENVI A303 Environmental Ethics

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

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

2.0 Definitions and Core Concepts
   2.1 Natural History
2.2 Interpretation
2.3 Environmental Education
2.4 Ecology, Environmental Sciences, and Environmental Studies
2.5 Minimum Impact and Leave No Trace

3.0 Goals of Natural History Interpretation and Environmental Education
3.1 Understanding
3.2 Appreciation
3.3 Action

4.0 Strategies
4.1 Lighting a Spark and Passion
4.2 Importance of the Story
4.3 Acclimatization
4.4 Sense of Place
4.5 Aesthetics

5.0 Curriculum Development
5.1 Planning
5.2 Examples
5.3 Design

6.0 Teaching and Delivery
6.1 Outdoor Teaching Tips
6.2 Teachable Moment
6.3 Activities
6.4 Flow Learning
6.5 Journaling
6.6 Story Telling
6.7 Targeting the Message to the Audience
6.8 Avoiding Bias and Advocacy

7.0 Interpreting Specific Systems
7.1 Geology and Soils
7.2 Weather and Climate
7.3 Marine and Water Systems
7.4 Flora
7.5 Fauna
7.6 History
7.7 Culture

8.0 Big Picture
8.1 Ecological Concepts
8.2 Land Management Issues
8.3 Environmental Ethics
8.4 Risk Management
9.0 Transference
   9.1 As Individual
   9.2 As Community Member

10.0 Criticisms of Environmental Education and Natural History Interpretation
   10.1 Academic
   10.2 Industry
   10.3 Earth Education

11.0 Portfolio Assignment

VII. Suggested Textbook:


VIII. Bibliography:


XI. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goals:**
Present key definitions, core concepts, natural history content, and various strategies for interpreting specific systems including geology, weather/climate, water systems, flora, fauna, history, culture, and the natural world.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the key concepts of natural history and environmental education and define key terminology.</td>
<td>Classroom discussion</td>
</tr>
<tr>
<td>Design curriculum and lesson plans to achieve different levels of natural history interpretation and environmental education.</td>
<td>Written project Teaching demonstration</td>
</tr>
<tr>
<td>Design and deliver lesson plans using at least two strategies of natural history interpretation and environmental education.</td>
<td>Written project Teaching demonstration</td>
</tr>
<tr>
<td>Critique examples of environmental education curricula in terms of goal level, strategies, techniques, big picture concepts, and transference.</td>
<td>Classroom discussion</td>
</tr>
<tr>
<td>Design and deliver lesson plans using original or modified activities, storytelling, or written assignments for a specific natural system.</td>
<td>Written project Teaching demonstration</td>
</tr>
<tr>
<td>Integrate ecological concepts, land management issues, risk management, and environmental ethics.</td>
<td>Written project Teaching demonstration</td>
</tr>
<tr>
<td>Analyze the criticisms of environmental education and natural history interpretation and devise modifications to mitigate weaknesses.</td>
<td>Classroom discussion Written assignment</td>
</tr>
<tr>
<td>Evaluate the role of advocacy and bias in education materials and presentations.</td>
<td>Written paper</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed Rec

1c. Department
HPER

2. Course Prefix
PEP

3. Course Number
A452

4. Previous Course Prefix & Number

5a. Credits/CEUs
1 credit

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

6. Complete Course Title
Challenges in Health and Fitness Leadership

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
semester/year
From: Fall/2011 To: /9999

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

Cross-Listed Coordination Signature

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

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

13b. Coordination Email
Date: 11/30/2010

13c. Coordination with Library Liaison
Date: 11/30/2010

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

14. General Education Requirement
Mark appropriate box:

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

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

Presents topics of particular interest to health and fitness leaders. Focuses on subjects such as legal issues, staff concerns, common programming problems, funding opportunities, resources, and other areas of interest.

16a. Course Prerequisite(s) (list prefix and number)

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)
n/a

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Course content covered through combination with other degree coursework.

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

Initiator (faculty only) Date: __________

T.J. Miller
Initiator (TYPE NAME)

Disapproved

Approved

Dean/Director of School/College

Date

Disapproved

Approved

Undergraduate/Graduate Academic

Board Chairperson

Date

Disapproved

Approved

Provost or Designee

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

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed Rec

1c. Department
HPER

2. Course Prefix
PEP

3. Course Number
A453

4. Previous Course Prefix & Number

5a. Credits/CEUs
3 credits

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

6. Complete Course Title
Health Promotion

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F ☐ P/NC ☐ NG

11. Implementation Date
From: Fall/2011 To: /9999

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

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>2. Minor, Health &amp; Fitness Leadership</td>
<td>199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Date: __________

13b. Coordination Email
Date: 1 December 2010

13c. Coordination with Library Liaison
Date: 1 December 2010

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

15. Course Description (suggested length 20 to 50 words)
Focuses on understanding health behaviors and the development of intervention strategies to modify health risk behaviors.
Provides a look at various health promotion settings and the role of the health/fitness professional.

16a. Course Prerequisite(s) (list prefix and number)
PEP A181 and BA A151

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)
☒ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) (non-codable)
Junior or Senior status

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Credit hour increase to sufficiently match course requirements and student outcomes. Addition of course prerequisites. Course is being changed to strengthen the program and to better meet student needs. Prerequisite and registration changes to have students better prepared for application of course material.

Initiator (faculty only)
Date

T.J. Miller

Initiator (TYPE NAME)
Date

Approved
Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Board Chairperson

Provost or Designee
Date

Disapproved

Approved
I. Course Description:
Focuses on understanding health behaviors and the development of intervention strategies to modify health risk behaviors. Provides a look at various health promotion settings and the role of the health/fitness professional.

II. Course Design:
A. Designed for individuals interested in health promotion.
B. 3 credits
C. Total time of student involvement: 135 hours
D. Required for the Bachelor of Science, Physical Education, Health and Fitness Leadership emphasis and Minor, Health and Fitness Leadership.
E. Fees: None
F. May be scheduled in any time frame, but not less than three weeks.
G. This is a revised course.
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build and develop theoretical, analytical, and evaluative knowledge, skills and abilities acquired in PEP A382, PEP A383, PEP A384, and PEP A385.

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

IV. Course Prerequisites:
Prerequisites: BA A151 and PEP A181
Registration Restriction: Junior or Senior Status

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

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

3.0 History of Health Education and Health Promotion
   3.1 Pre-Modern Era
   3.2 First Half of the Nineteenth Century
   3.3 Modern Era of Health
      3.3.1 Miasma phase
      3.3.2 Bacteriology phase
      3.3.3 Health resources phase
      3.3.4 Social engineering phase
      3.3.5 Health promotion phase

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

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

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

7.0 Settings for Health Promotion
   7.1 Community Health Agencies
   7.2 Worksite Programs
   7.3 Fitness Centers
   7.4 School Programs
   7.5 College and University Programs
   7.6 Medical and Clinical Settings
8.0 Needs Assessment, Planning, and Program Implementation
   8.1 Planning Models
   8.2 Needs Assessment
   8.3 Development of a Program Plan
   8.4 Implementation
   8.5 Evaluation

9.0 Overview of Successful Programs

10.0 Professionalism
   10.1 Credentialing
   10.2 Competencies

VII. Suggested Textbook:
   evaluating health promotion programs: A primer (5th ed.) Boston, MA: Pearson
   Benson Cummings.

VIII. Bibliography:
   Wadsworth.
   Columbus, OH: McGraw-Hill.
   Glanz, K., & Rimer, B.K. (2002) Health behavior and health education: Theory,
   New York, NY: Springer.
   John Wiley & Sons.
   Bailliere Tindall.
   behaviour: From health beliefs to self-regulation. Newark, NJ: Gordon &
   Breach.
   Publishers.
   Columbus, OH: Open University Press.
XI. Instructional Goals, Student Outcomes, and Assessment Procedures

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Define basic health terms, the dimensions of health, and factors influencing health.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Personal assessment</td>
</tr>
<tr>
<td>Organize historical perspectives of health education and health promotion and apply them to current health issues.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Determine the importance of federal health initiatives, state and local roles and personal health connections.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Critique theories of behavior and behavior change.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Determine the role of learning principles in health behaviors.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written examination</td>
</tr>
<tr>
<td>Assess the role of the health/fitness professional in health promotion and disease prevention.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td>Prescribe an appropriate level of prevention for individuals/situations.</td>
<td>Case studies</td>
</tr>
<tr>
<td>Examine various settings for health promotion programs.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>Develop and implement a health intervention program from needs assessment through evaluation using one of the planning models.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>Assess examples of successful programs for use as models for program development.</td>
<td>Research Project</td>
</tr>
</tbody>
</table>
# Course Action Request

**University of Alaska Anchorage**

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

## 1. School or College
CT CTC

## 2. Course Prefix
PEP

## 3. Course Number
A454

## 4. Previous Course Prefix & Number

## 5. Credits/CEUs
4 credits

## 6. Complete Course Title
**Exercise Testing and Prescription**

**Exercise Test & Prescription**

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

## 9. Repeat Status

<table>
<thead>
<tr>
<th>No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

## 11. Implementation Date

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>/9999</td>
</tr>
</tbody>
</table>

## 12. Cross Listed
- [ ] with n/a
- [ ] Stacked with n/a

Cross-Listed Coordination Signature

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

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

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<td>197-198</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

## 13b. Coordination Email
Date: 12/1/2010

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

## 13c. Coordination with Library Liaison
Date: 12/1/2010

## 14. General Education Requirement
Mark appropriate box:

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

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

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

## 16a. Course Prerequisite(s)
(list prefix and number)

PEP A385

## 16b. Test Score(s)

<table>
<thead>
<tr>
<th>n/a</th>
</tr>
</thead>
</table>

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

n/a

## 16d. Other Restriction(s)

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

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

Junior or Senior status

## 17. Mark if course has fees

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

## 19. Justification for Action
Credit and contact hour increase to sufficiently match course content, lab requirements and student outcomes. Registration changes to have students better prepared for application of course material.

Initiator (faculty only) Date

Initiator (TYPE NAME) Date

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Undergraduate/Graduate Academic

Date

Approved

Board Chairperson

Date

Approved

Provost or Designee

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

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

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

IV. **Course Prerequisites:**
Prerequisite: PEP A385
Registration Restriction: Junior or Senior status

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

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

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

3.0 Health Screening and Risk Stratification
   3.1 Pre-participation Health Screening
   3.2 ACSM Risk Stratification

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

5.0 Physical Fitness Testing
   5.1 Introduction
      5.1.1 Purposes of fitness testing
      5.1.2 Basic principles and guidelines
   5.2 Body Composition Assessment
      5.2.1 Anthropometric methods
      5.2.2 Densitometry
      5.2.3 Other techniques
      5.2.4 Laboratory: measuring body composition
   5.3 Cardiovascular Assessment
      5.3.1 Submaximal testing methods
         5.3.1.1 Bicycle ergometer tests
         5.3.1.2 Step tests
         5.3.1.3 Treadmill tests
         5.3.1.4 Other tests
      5.3.2 Maximal testing methods
         5.3.2.1 Bicycle Ergometer tests
         5.3.2.2 Step tests
         5.3.2.3 Treadmill tests
         5.3.2.4 Other tests
      5.3.3 Laboratory: measuring cardiovascular fitness
   5.4 Muscular Fitness and Flexibility Assessment
      5.4.1 Muscular strength
      5.4.2 Muscular endurance
      5.4.3 Flexibility
      5.4.4 Laboratories: assessing muscular fitness and flexibility
6.0 Clinical Exercise Testing
6.1 Exercise Test Modalities and Protocols
6.2 Measurements
6.3 Indications for Exercise Test Termination
6.4 Supervision of Exercise Stress Testing

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

8.0 General Principles of Exercise Prescription
8.1 Introduction
8.2 Components of the Training Session
8.3 Cardiorespiratory Endurance
  8.3.1 Mode of exercise
  8.3.2 Exercise intensity
  8.3.3 Exercise duration
  8.3.4 Exercise frequency
  8.3.5 Rate of progression
8.4 Musculoskeletal Flexibility
8.5 Muscular Fitness
8.6 Maintenance of the Training Effect

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

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

11.0 Methods for Changing Exercising Behaviors
11.1 Exercise Compliance
11.2 Psychological Components of Successful Behavior Change
11.3 Strategies to Improve Behavioral Change Outcomes
11.4 Other Areas for Health Behavior Change
  11.4.1 Smoking cessation
  11.4.2 Weight management
  11.4.3 Dietary modification
  11.4.4 Stress management
12.0 Legal Issues
   12.1 Contracts, Informed Consent, and Torts
   12.2 Negligence and/or Malpractice
   12.3 Standards of Care

VII. Suggested Textbook:

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

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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique the risks and benefits associated with physical activity and exercise testing.</td>
<td>Research&lt;br&gt;Discussion&lt;br&gt;Written examination</td>
</tr>
<tr>
<td>Elaborate on the different types of health screening, risk stratification, pre-test evaluations and their clinical significance.</td>
<td>Discussion&lt;br&gt;Written examination</td>
</tr>
<tr>
<td>Prepare, conduct, and evaluate physical fitness testing in the areas of cardiovascular, muscular strength, muscular endurance, flexibility, and body composition.</td>
<td>Group activity&lt;br&gt;Laboratory activity&lt;br&gt;Discussion&lt;br&gt;Written examination</td>
</tr>
<tr>
<td>Integrate the information from physical fitness testing and develop and/or prescribe an appropriate exercise regimen from the data provided.</td>
<td>Group activity&lt;br&gt;Laboratory activity&lt;br&gt;Discussion&lt;br&gt;Written examination&lt;br&gt;Portfolio assignment</td>
</tr>
<tr>
<td>Identify the needs in developing an exercise prescription for special populations (e.g., elderly, children, pregnant women, cardiac or pulmonary patients, etc.) and those with special conditions (e.g., hypertension, obesity, diabetes mellitus, etc.).</td>
<td>Research&lt;br&gt;Discussion&lt;br&gt;Written assignment&lt;br&gt;Written examination</td>
</tr>
<tr>
<td>Identify methods of improving exercise compliance and positively influencing other health behaviors.</td>
<td>Research&lt;br&gt;Discussion&lt;br&gt;Written examination</td>
</tr>
<tr>
<td>Explain the importance of selected legal issues and guidelines for minimizing risk to human subjects or participants in exercise settings.</td>
<td>Discussion&lt;br&gt;Written examination</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP</td>
<td>A455</td>
<td>PEP A45</td>
<td>4 credits</td>
<td>(Lecture + Lab) (3+2)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Cardiac Rehabilitation and Special Populations  
Cardiac Rehab & Special Pops

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

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

If a change, mark appropriate boxes:
- [ ] Prefix  
- [X] Course Number  
- [X] Credits  
- [X] Title  
- [X] Grading Basis  
- [X] Contact Hours  
- [X] Repeat Status  
- [X] Cross-Listed/Stacked  
- [ ] Course Prerequisites  
- [ ] Co-requisites  
- [X] Registration Restrictions  
- [X] Other Restrictions

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

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

11. Implementation Date  
- Semester/year  
- From: Spring/2012  
- To: /9999

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

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

13b. Coordination Email  
Date: 12/1/2010  
submitted to Faculty Listserv:  
[uaa-faculty@lists.uaa.alaska.edu]

13c. Coordination with Library Liaison  
Date: 12/1/2010

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

15. Course Description (suggested length 20 to 50 words)
Focuses on how exercise has become an integral part of medicine by assisting in the diagnosis of cardiovascular disease and by serving as an adjunct to traditional medical practice in the treatment of persons with cardiovascular and other chronic diseases and disabilities. Focuses on the pathophysiology of diseases, their detection, program design, medical management, and exercise therapy.

16a. Course Prerequisite(s) (list prefix and number)  
PEP A385 and PEP A454

16b. Test Score(s)  
- [ ] n/a

16c. Co-requisite(s) (concurrent enrollment required)  
- [ ] n/a

16d. Other Restriction(s)  
- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level

16e. Registration Restriction(s) (non-codable)  
- Junior or Senior status

17. [X] Mark if course has fees

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

19. Justification for Action  
Credit hour increase to sufficiently match course content, lab requirements and student outcomes. Title change to reflect course content. Registration restriction set to better prepare students for application of course material.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Initiator (TYPE NAME)</th>
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<tbody>
<tr>
<td>T.J. Miller</td>
<td></td>
</tr>
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<tr>
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<td>[ ] Disapproved</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Approved</td>
<td>[ ] Disapproved</td>
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<tr>
<td>Date</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Board Chairperson</th>
<th>Provost or Designee</th>
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<tbody>
<tr>
<td>[ ] Approved</td>
<td>[ ] Disapproved</td>
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<tr>
<td>Date</td>
<td>Date</td>
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</tbody>
</table>

192
I. **Course Description:**
Focuses on how exercise has become an integral part of medicine by assisting in the diagnosis of cardiovascular disease and by serving as an adjunct to traditional medical practice in the treatment of persons with cardiovascular and other chronic diseases and disabilities. Focuses on the pathophysiology of diseases, their detection, program design, medical management, and exercise therapy.

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

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

IV. **Course Prerequisites and Registration Restrictions:**
Prerequisites: PEP A385 and PEP A454
Registration Restrictions: Junior or Senior standing

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

1.0 Safety
   1.1 Class Campus and Field Safety
   1.2 Appropriate Apparel and Footwear
   1.3 Equipment Safety

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

3.0 Risk Factor Modification
   3.1 Family History
   3.2 Cigarette Smoking
   3.3 Hypertension
   3.4 Plasma Cholesterol, Lipoproteins, and Triglycerides
   3.5 Impaired Fasting Glucose
   3.6 Physical Inactivity
   3.7 Obesity
   3.8 Evaluation of Patient Risk-Factor Modification
      3.8.1 Dietary intervention
      3.8.2 Dietary recommendation
      3.8.3 Pharmacologic therapy
      3.8.4 Measurement of lipid outcomes

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

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

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

7.1 Pharmacologic Management
7.1.1 Nitrates
7.1.2 Beta-blocking agents
7.1.3 Calcium channel blockers
7.1.4 Cardiac glycosides
7.1.5 Antiarrhythmics

7.2 Surgical Intervention
7.2.1 Precutaneous transluminal coronary angioplasty
7.2.2 Coronary stents
7.2.3 Coronary artery bypass grafting

8.0 Electrocardiography
8.1 Cardiac Cycle and Impulse Generation
8.2 Waves, Complexes, and Intervals
8.2.1 P wave
8.2.2 PR interval
8.2.3 QRS complex
8.2.4 ST segment
8.2.5 T wave
8.2.6 QT interval
8.2.7 Standard electrocardiogram paper
8.2.8 Standardization
8.2.9 Electrocardiogram leads
8.2.10 Lead placement
8.2.11 The 12-lead electrocardiogram (ECG)

8.3 Interpreting the Electrocardiogram
8.3.1 Calculating the rate
8.3.2 Determining the rhythm
8.3.3 Characteristics of rhythms
8.3.3.1 Atrial arrhythmias
8.3.3.2 AV nodal/junctional arrhythmias
8.3.3.3 Ventricular arrhythmias

8.4 Heart Blocks
8.4.1 AV blocks
8.4.2 Bundle branch blocks

8.5 Electrocardiogram Changes
8.5.1 Effects of exercise
8.5.2 Laboratory: Assess ECG responses under:
8.5.2.1 Resting conditions
8.5.2.2 Exercise conditions
8.5.3 Effects of drugs

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

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

11.0 Exercise Prescription
11.1 Risk Stratification
11.2 Cardiorespiratory Endurance
  11.2.1 Intensity of exercise
  11.2.2 Duration of exercise
  11.2.3 Frequency of exercise
  11.2.4 Exercise prescription progression
  11.2.5 Mode of aerobic exercise
11.3 Muscular Strength and Endurance
11.4 Flexibility
11.5 Body Composition

12.0 Exercise Session
12.1 Review of Candidates for Cardiac Rehabilitation
12.2 Components of the Exercise Session
  12.2.1 Warm-up
  12.2.2 Cardiorespiratory endurance training
  12.2.3 Cool-down
  12.2.4 Resistive exercises
12.3 Patients Requiring Special Consideration
  12.3.1 Angina pectoris
  12.3.2 Diabetes mellitus
  12.3.3 Peripheral vascular disease
  12.3.4 Chronic heart failure
  12.3.5 Osteoarthritis and orthopedic limitations
  12.3.6 Obesity

VII. Suggested Textbook:

VIII. **Bibliography:**


IX. Instructional Goals, Student Outcomes, and Assessment Procedures

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

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| Critique the different types of cardiac and special population rehabilitation programs. | Research  
Discussion  
Written examination                                               |
| Identify elements in heart anatomy and explain the mechanisms of physiological control. | Discussion  
Written examination                                         |
| Evaluate the different types of cardiovascular and chronic disease and pathophysiology. | Discussion  
Written examination                                         |
| Differentiate pharmacologic and surgical management methods used in improving a patient’s quality of life. | Discussion  
Research  
Written examination                                               |
| Identify basic electrocardiograms and interpret their clinical relevance.           | Discussion  
Research  
Written examination                                               |
| Prepare and measure a basic electrocardiogram in a normal individual.               | Group activity  
Laboratory activity                                               |
| Assess and/or evaluate cardiac and special population patients’ case history.       | Research  
Discussion                                                   |
| Develop and prescribe appropriate exercise programs for cardiac and special population rehabilitation patients/clients. | Written assignment                                              |
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
CT CTC

1b. Division  
APER Division of Physical Ed Rec

1c. Department  
HPER

2. Course Prefix  
PER

3. Course Number  
A464

4. Previous Course Prefix & Number

5a. Credits/CEUs  
3 credits

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

6. Complete Course Title  
Outdoor Recreation Administration

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

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
semester/year

From: Fall/2011  To: 9999

12. ☐ Cross Listed with  n/a  

☐ Stacked with  n/a

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>1 December 2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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</tr>
</tbody>
</table>

Initiator Name (typed): T.J. Miller

Initiator Signed Initials:  
Date:

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

Date: 11/30/2010

13c. Coordination with Library Liaison  
Date: 11/30/2010

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

15. Course Description (suggested length 20 to 50 words)  
Detailed analysis of the administration, operation, policies, practices, and procedures of recreation programming and provider organizations. Course includes logistics, public policy, land use/management and permits, personnel recruitment, assignment, training, and evaluation, resource allocation, risk management, insurance, and scheduling. Examines development of organizational mission, values, strategic planning, funding sources, and facilities.

16a. Course Prerequisite(s) (list prefix and number)  
PEP A181 and PEP A262 and PEP A264 and PEP A280

16b. Test Score(s)  
n/a

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

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Restriction(s) (non-codable)  
n/a

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Course is being added to strengthen the program and to better meet student needs.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
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<tr>
<td>T.J. Miller</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
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<tr>
<td>Dean/Director of School/College</td>
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<td>Department Chairperson</td>
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<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<td>Curriculum Committee Chairperson</td>
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<tr>
<td>Provost or Designee</td>
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</table>
Department: HPER                      Date: 1 December 2010

Course Number: PEP A464
Course Title: Outdoor Recreation Administration
Credits: 3

I. Course Description:
Detailed analysis of the administration, operation, policies, practices, and procedures of recreation programming and provider organizations. Includes logistics, public policy, land use/management and permits, personnel recruitment, assignment, training and evaluation, resource allocation, risk management, insurance, and scheduling. Examines development of organizational mission, values, strategic planning, funding sources, and facilities.

II. Course Design:
A. Designed for individuals interested in the complex and dynamic issues involved in administering recreational programs to diverse audiences with an emphasis on outdoor recreational opportunities.
B. 3 credits
C. Total time of student involvement: 135 hours
D. Required for Bachelor degree, Physical Education, Outdoor Leadership and Administration emphasis.
E. Fees: No fee will be assessed
F. May be scheduled in any time frame, but not less than 3 weeks.
G. This is a new course
H. Coordinated with UAA Faculty List Serv.
I. Course level justification: Course outcomes build and develop theoretical, analytical, and evaluative knowledge, skills and abilities acquired in PEP A262, PEP A264, and PEP A280 and from experience gained during in-field application

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

IV. Course Prerequisites:
PEP A181 and PEP A262 and PEP A264 and PEP A280

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

VI. Course Curriculum:
1.0 Course Introduction
1.1 Classroom and Campus Safety
1.2 Appropriate Apparel & Footwear

2.0 Outdoor Recreation Foundations
  2.1 Definitions
  2.2 Benefits
  2.3 Program Types
  2.4 Understanding Human Needs
     2.4.1 Psychological needs
     2.4.2 Physiological needs
  2.5 Educational Models

3.0 Organizational Development
  3.1 Mission
  3.2 Values
  3.3 Strategic Planning
  3.4 Effective Communication
  3.5 Ethics
  3.6 Policies Procedures
  3.7 Facilities Design

4.0 Public Policy
  4.1 Statewide Comprehensive Outdoor Recreation Plans (SCORP)
  4.2 National, State, and Local Initiatives
  4.3 Accessibility
  4.5 National, State and Local Standards
  4.6 American’s with Disabilities Act

5.0 Land Use and Regulations
  5.1 Permits and Permitted Use
  5.2 Regulations
  5.3 Reporting
  5.4 Service Projects
  5.5 Boards
  5.6 Land Ownership
     5.6.1 Alaska Native Land Claims and Settlement Act
     5.6.2 Federal
     5.6.3 State
     5.6.4 Private
     5.6.5 Public
  5.7 Land Management Agencies

6.0 Personnel
  6.1 Recruitment
  6.2 Training
  6.3 Assignment
  6.4 Evaluation
7.0 Logistics
   7.1 Equipment
   7.2 Transportation
   7.3 Venues
   7.4 Ration Planning
   7.5 Clientele

8.0 Risk Management
   8.1 Physical
   8.2 Emotional
   8.3 Hazards
      8.3.1 Human
      8.3.2 Environmental
      8.3.3 Equipment
   8.4 Negligence and Liability
   8.5 Policies and Procedures Manual
   8.6 As a Culture
   8.7 Industry Standards of Practice

9.0 Safety Curriculum
   9.1 Accident Rates
   9.2 Arousal
   9.3 Models
      9.3.1 Apparent risk
      9.3.2 Hale’s accident equation
      9.3.3 Subjective and objective hazards
      9.3.4 Williams & Meyer’s model
      9.3.5 Severity & frequency
      9.3.6 Risk homeostasis
      9.3.7 Psychological
      9.3.8 Risk propensity/arousal
   9.4 Factors Increasing Risk
      9.4.1 New or unexpected situations
      9.4.2 Pleasing others
      9.4.3 Relaxed concentration
      9.4.4 Risky shift
      9.4.5 Group think
      9.4.6 Risk shift

10.0 Accident Prevention Strategies
   10.1 Organizational Versus Personal Risk Management
   10.2 Components of Risk Management Plan
   10.3 Policies versus Instructor Judgment
   10.4 Risk Management Committees
11.0 Funding Sources
   11.1 Grants
   11.2 Corporate Sponsorship
   11.3 Donations
   11.4 National, State, and Local

12.0 Non-Profit and Commercial Recreation
   10.1 Business Structure
   10.2 Fiscal Management
   10.3 Populations Served
   10.4 Resources
   10.5 Marketing

13.0 Career Opportunities

VII. Suggested Textbook:

VIII. Bibliography:

   Champaign, IL: Human Kinetics
   State College, PA: Venture.
   Champaign, IL: Human Kinetics.
   Champaign, IL: Human Kinetics.
   College, PA: Venture.
   Champaign, IL: Human Kinetics.
   Champaign, IL: Human Kinetics.
   Essentials for the professional. Champaign, IL: Human Kinetics.
Pfister, R., & Tierney, P. (2009). Recreation, event, and tourism businesses: Start-up and
   sustainable operations. Champaign, IL: Human Kinetics.
   NY: Routledge.
   Champaign, IL: Human Kinetics.
   Kinetics.


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

**Instructional Goal:** Provide instruction for developing strategies for safe, intentional administration of recreational programs to diverse audiences with an emphasis on outdoor recreational opportunities.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
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</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
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<tr>
<td>Interpret philosophical and foundational practices of outdoor recreation providers.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
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<tr>
<td>Compare and contrast land use, regulatory, and planning methods of management agencies.</td>
<td>Oral Report</td>
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<td></td>
<td>Discussion/debate</td>
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<tr>
<td></td>
<td>Written assignment</td>
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<tr>
<td>Develop a comprehensive organizational development plan.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
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<tr>
<td>Create a personnel recruitment, training, assignment, and evaluation program.</td>
<td>Written assignment</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Distinguish the role of a recreation service provider to the community and the public policy governing such practices.</td>
<td>Provider evaluation</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
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<tr>
<td></td>
<td>Planning meeting</td>
</tr>
<tr>
<td>Construct a logistics management plan.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Analyze the organizational structure of for profit and non-profit outdoor recreation service providers.</td>
<td>Written assignment</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td>Defend organizational purpose, mission, and values.</td>
<td>Oral assignment</td>
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<tr>
<td></td>
<td>Written assignment</td>
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</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
APER Division of Physical Ed

1c. Department
HPER

2. Course Prefix
PEP

3. Course Number
A467C

4. Previous Course Prefix & Number

5a. Credits/CEUs
2 credits

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

6. Complete Course Title
Land-Based Outdoor Leadership

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

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

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

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date

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

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

13b. Coordination Email
Date: 9/10/2010
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 9/10/2010

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

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

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

16a. Course Prerequisite(s) (list prefix and number)
PEP A262 and PEP A264 and PER A165 and PER A169 and (PER A146 or PER A147).

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)

16e. Registration Restriction(s) (non-codable)
Instructor Permission

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Changes are being made to strengthen the program and to better meet student needs. Course contact hours change to reflect course delivery more appropriately. Course prerequisite changes to reflect need for knowledge and comprehension before application.

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

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

Initiator (faculty only)

T.J. Miller

Initiator (TYPE NAME)

Approved ☐ Disapproved ☐

Date

Dean/Director of School/College

Undergraduate/Graduate Academic

Board Chairperson

Provost or Designee

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

II. Course Design:
   A. Designed for individuals interested in the field or profession of outdoor adventure recreation/education.
   B. 2 credits
   C. Total time of student involvement: 135 hours
   D. Required for Bachelor degree, Physical Education, Outdoor Leadership and Administration emphasis and Minor, Outdoor Leadership.
   E. A fee will be assessed.
   F. May be scheduled in any time frame, but not less than two weeks.
   G. This is a revised course.
   H. Coordinated with: Prince William Sound Community College and UAA List Serv.
   I. Course level justification: Course outcomes build and develop theoretical, analytical, and evaluative knowledge, skills and abilities acquired in PEP A262, PEP A264, and PEP A280 and from experience gained during in-field application

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

IV. Course Prerequisites:
   Prerequisites: PEP A262 and PEP A264 and PER A165 and PER A169 and (PER A146 or PER A147).
   Registration Restriction: Instructor Permission

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

VI. Course Curriculum
   1.0 Course Introduction
      1.1 Classroom, Campus, and Field Safety
      1.2 Equipment Safety
1.3 Appropriate Clothing and Footwear

2.0 Planning
2.1 Matching Objective with Clients
2.2 Route Selection and Alternatives
2.3 Permitting
2.4 Budgeting
2.5 Menus and Supplies
2.6 Trip Plan

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

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

5.0 Campcraft
5.1 Site selection
5.2 Shelter
5.3 Fires and Stoves
5.4 Cooking
5.5 Winter and Snow Considerations

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

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

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

9.0 Safety and Risk Management
9.1 Risk Management Plan
9.2 Environmental Safety
9.2.1 Avalanche hazard evaluation
9.2.2 Weather considerations
9.3 Technical Safety
9.4 Psychological Safety

VII. Suggested Textbook:

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

**Instructional Goals**
Provide instruction for planning and leadership of terrestrial backcountry outings, ranging from part-day to multi-day and/or expeditions.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Organize and lead an extended terrestrial trip including matching objectives with</td>
<td>Demonstrated organization</td>
</tr>
<tr>
<td>clients, route selection and alternatives, permitting, budgeting, menus, equipment</td>
<td>Write-up</td>
</tr>
<tr>
<td>selection, food buying and preparation, packing, transportation, risk mitigation and</td>
<td>Rubric</td>
</tr>
<tr>
<td>communication.</td>
<td></td>
</tr>
<tr>
<td>Choose and implement an appropriate communication strategy and leadership style.</td>
<td>Journal reflection</td>
</tr>
<tr>
<td></td>
<td>Lead instructor review</td>
</tr>
<tr>
<td></td>
<td>Classroom discussion</td>
</tr>
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<td>Journal reflection</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Compose a risk management plan for an extended terrestrial trip.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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<tr>
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<th>5a. Credits/CEUs</th>
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<td>PEP</td>
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<td>2 credits</td>
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<td>Water-Based Outdoor Leadership</td>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
<tr>
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<td>Semester/year</td>
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<td>8/25/2010</td>
<td>Sandra Carroll-Cobb</td>
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<th>13c. Coordination with Library Liaison</th>
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</thead>
</table>

14. General Education Requirement

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

16. Course Prerequisite(s) (list prefix and number)

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Changes are being made to strengthen the program and to better meet student needs. Course contact hours change to reflect course delivery more appropriately. Course prerequisite changes to reflect need for knowledge and comprehension before application.

<table>
<thead>
<tr>
<th>20. Action for Initiation</th>
</tr>
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<tbody>
<tr>
<td>T.J. Miller</td>
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<thead>
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<th>21. Date of Action</th>
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<td>Approved (Curriculum Committee Chairperson)</td>
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<td>Approved (Faculty Chairperson)</td>
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<tbody>
<tr>
<td>Approved (Other CCG)</td>
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211
I. Course Description:
   Presents techniques and strategies of water-based outdoor leadership. Emphasizes application of leadership skills in field-based experiences. Covers planning and organization, logistics, lead paddling considerations, environmental considerations, decision making, judgment, and safety.

II. Course Design:
   A. This course is designed for individuals interested in the outdoor, adventure, and experiential education/recreation field.
   B. 2 credits
   C. Total time of student involvement: 90 hours
   D. Selective for a baccalaureate degree in physical education with emphasis in adventure leadership. Required for Outdoor Leadership OEC.
   E. A fee will be assessed.
   F. May be scheduled in any time frame, but not less than two weeks.
   G. This is a revised course.
   H. Coordinated with: Prince William Sound Community College and UAA List Serv.
   I. Course level justification: Course outcomes build and develop theoretical, analytical, and evaluative knowledge, skills and abilities acquired in PEP A262, PEP A264, and PEP A280 and from experience gained during in-field application

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

IV. Course Prerequisites & Registration Restrictions:
   Prerequisites: PEP A150 and PEP A264 and PER A169 and (PER A151 or PER A152 or PER A153)
   Registration Restriction: Instructor permission

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

VI. Course Curriculum
   1.0 Course Safety
      1.1 Classroom, Campus, Field Safety
      1.2 Equipment/Gear Safety
1.3 Appropriate Clothing and Footwear

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

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

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

5.0 Lead Paddling Considerations
  5.1 Reading Water
  5.2 Coaching and Captaining
  5.3 Positioning and Instructing

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

7.0 Decision Making and Judgment
  7.1 Decision-making
  7.2 Problem Solving
  7.3 Judgment

8.0 Safety and Risk Management
  8.1 Risk management Plan
  8.2 Environmental Safety
  8.3 Technical Safety
  8.4 Psychological Safety
VII. Suggested Textbook:


VIII. Bibliography:


XI. Instructional Goals, Student Outcomes, and Assessment Procedures

Provide instruction for planning and leadership of water-based backcountry outings, ranging from part-day to multi-day and/or expeditions.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Organize and lead an extended water-based trip including matching objectives with clients, route selection and alternatives, permitting, budgeting, menus, equipment selection, food buying and preparation, packing, transportation, risk mitigation and communication.</td>
<td>Demonstrated organization Write-up Rubric</td>
</tr>
<tr>
<td>Choose and implement an appropriate communication strategy and leadership style.</td>
<td>Journal reflection Lead instructor review Classroom discussion</td>
</tr>
<tr>
<td>Demonstrate and analyze ethical decision-making and judgment.</td>
<td>Journal reflection Lead instructor review Classroom discussion</td>
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<td>Journal reflection Lead instructor review Classroom discussion Rubric</td>
</tr>
<tr>
<td>Compose a risk management plan for an extended water-based program.</td>
<td>Written assignment</td>
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</tbody>
</table>
**Course Action Request**

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

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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tr>
<td>PER</td>
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<th>6. Complete Course Title</th>
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<tr>
<td><strong>Beginning Rock Climbing</strong></td>
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Abbreviated Title for Transcript (30 character)

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<th>7. Type of Course</th>
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*If a change, mark appropriate boxes:*

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<th>Prefix</th>
<th>Credits</th>
<th>Title</th>
<th>Grading Basis</th>
<th>Course Description</th>
<th>Test Score Prerequisites</th>
<th>Other Restrictions</th>
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<table>
<thead>
<tr>
<th>Class</th>
<th>Level</th>
<th>College</th>
<th>Major</th>
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<table>
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<th>Other CCG (please specify)</th>
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<th>10. Grading Basis</th>
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<th>11. Implementation Date</th>
<th>semester/year</th>
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<tbody>
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*Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).*

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<thead>
<tr>
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<th>Chair/Coordinator Contacted</th>
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<tr>
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<tr>
<td>Minor, Adventure Leadership</td>
<td>199</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
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<table>
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<th>13b. Coordinated Email Date: 9/25/2010</th>
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*submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)*

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<th>14. General Education Requirement</th>
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<th>Oral Communication</th>
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<th>Quantitative Skills</th>
<th>Humanities</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Integrative Capstone</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
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<tr>
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<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tr>
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<tr>
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<tr>
<td>Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership &amp; Administration emphasis, and selective for Outdoor leadership Minor.</td>
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<table>
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<tr>
<th>Initiator Name (typed): T.J. Miller</th>
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| Initiator Signed Initials: _________ | Date: | |
|---------------------------------------|-------| |

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| Date: | |
|-------| |

| T.J. Miller | |
|-------------| |

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<th>Initiator (TYPE NAME)</th>
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| Undergraduate/Graduate Academic | |

| Date: | |
|-------| |

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</table>
I. Course Description:
Introduces the fundamentals of rock climbing in Alaska. Covers hazard evaluation and risk assessment, selection of personal gear, technical needs, and safety equipment. Provides opportunity to practice knots, rope handling, belay, basic descending techniques, and top-rope rock climbing.
Special Note: Requires ability to function comfortably in inclement weather.

II. Course Design:
A. Designed for individuals interested in obtaining an introduction to rock climbing, emphasizing the techniques and safety features needed to participate in single-pitch, top-roped climbs.
B. 1 credit
C. Total time of student involvement: 52.5 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis. Required for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than one week.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA Faculty List Serv.
I. Course level justification: This course is an introductory course.

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
None

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

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Class and Campus Safety
   1.2 Appropriate Apparel & Footwear
   1.3 Travel and Transportation
2.0 Risk Assessment and Hazard Evaluation
2.1 Assess Anchors
   2.1.1 Understanding fall lines, forces and physics
   2.1.2 Recognizing an unsafe anchor
   2.1.3 Effect of time on an anchor
2.2 Environmental and Objective Hazards
   2.2.1 Cold weather effects on physiology and psychology
   2.2.2 Falling objects
   2.2.3 Route selection
   2.2.4 Ice conditions
2.3 Common Injuries
2.4 Human Hazards
   2.4.1 Critical thinking
   2.4.2 Knowing your limits
   2.4.3 Thermoregulation difficulty

3.0 Personal and Safety Equipment
3.1 Personal Clothing
3.2 Personal Safety Equipment
3.3 Personal Survival Equipment
3.4 Software (ropes, webbing, and perlon)
3.5 Hardware

4.0 Knots and Hitches
4.1 Introduction to Basic Knots
4.2 Recognizing Strengths, Weaknesses, and Security Features of Each Knot
4.3 Skill Development and Practice

5.0 Belay Techniques
5.1 Features of a Good Belay
5.2 Communication
5.3 Skill Development and Practice

6.0 Climbing Techniques
6.1 Hand Position
6.2 Foot Position
6.3 Moving in Balance

7.0 Descent Techniques
7.1 Down Climbing
7.2 Walking Off
7.3 Lowering
7.4 Rappelling

VII. Suggested Textbook:
VIII. Bibliography:

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goals:
Present the concepts, skills and safety elements associated with introductory rock climbing.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.</td>
<td>Discussion Demonstration</td>
</tr>
<tr>
<td>Identify potential rock climbing hazards and apply the appropriate risk management techniques.</td>
<td>Demonstration Written Exam</td>
</tr>
<tr>
<td>Demonstrate proper selection, use, care, and maintenance of rock climbing equipment.</td>
<td>Demonstration Written Exam</td>
</tr>
<tr>
<td>Tie selected knots and hitches and identify pros and cons of each.</td>
<td>Demonstration Written Exam</td>
</tr>
<tr>
<td>Demonstrate the features of a good belay.</td>
<td>Demonstration Written Exam</td>
</tr>
<tr>
<td>Demonstrate basic ascent and descent techniques.</td>
<td>Demonstration Written Exam</td>
</tr>
</tbody>
</table>
**Proposal to Initiate, Add, Change, or Delete a Course**

### 1a. School or College
CT CTC

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

### 1c. Department
HPER

### 2. Course Prefix
PER

### 3. Course Number
A147

### 4. Previous Course Prefix & Number

### 5a. Credits/CEUs
1 credit

### 5b. Contact Hours
(0.5+1)

### 6. Complete Course Title
**Beginning Ice Climbing**

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

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

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions

**All fields apply to course:**
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG (please specify)

### 9. Repeat Status
- [x] Yes
- [ ] No

**# of Repeats**
2

**Max Credits**
3

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

### 11. Implementation Date
From: Fall/2011
To: /9999

### 12. Cross Listed with
- [ ] n/a

### 13. Cross Listed Coordination Signature

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

**Proposal by date:**
- [ ] 9/25/2010

### 13b. Coordination Email
Date: 9/25/2010

**To:** Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

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

### 15. Course Description (suggested length 20 to 50 words)
Introduces the fundamentals of ice climbing in Alaska. Covers hazard evaluation and risk assessment, selection of personal gear, technical needs, and safety equipment. Introduces knots, rope handling, belay, basic descending techniques and top-rope ice climbing.

**Special Note:** Requires ability to function comfortably in extremely cold temperatures and inclement weather.

### 16. Course Prerequisite(s) (list prefix and number)
n/a

### 16b. Test Score(s)
n/a

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

### 16d. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16e. Registration Restriction(s) (non-codable)
n/a

### 17. Mark if course has fees
- [x] Yes
- [ ] No

### 18. Mark if course is a selected topic course
- [ ] Yes
- [ ] No

### 19. Justification for Action
Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.

---

**Initiator Name (typed): T.J. Miller**

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

**Faculty Chairperson:**
- [ ] Approved
- [ ] Disapproved

**Dean/Director of School/College:**
- [ ] Approved
- [ ] Disapproved

**Department Chairperson:**
- [ ] Approved
- [ ] Disapproved

**Curriculum Committee Chairperson:**
- [ ] Approved
- [ ] Disapproved

**Board Chairperson:**
- [ ] Approved
- [ ] Disapproved

**Provost or Designee:**
- [ ] Approved
- [ ] Disapproved

---

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

---

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

---

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

---

**Proposal to Initiate, Add, Change, or Delete a Course**
I. Course Description:
Introduces the fundamentals of ice climbing in Alaska. Covers hazard evaluation and risk assessment, selection of personal gear, technical needs, and safety equipment. Introduces knots, rope handling, belay, basic descending techniques and top-rope ice climbing.
Special Note: Requires ability to function comfortably in extremely cold temperatures and inclement weather.

II. Course Design:
A. Designed for individuals interested in obtaining instruction in proper techniques and skills for ice climbing; primarily in the Alaska region.
B. 1 credit
C. Total time of student involvement: 52.5 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis. Required for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than one week.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA Faculty List Serv.
I. Course level justification: This is an introductory course.

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
There are no prerequisites for this course.

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

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel & Footwear
   1.3 Travel and Transportation
2.0 Introduction to Risk Assessment and Hazard Evaluation
   2.1 Assess Anchors
      2.1.1 Understanding fall lines, forces and physics
      2.1.2 Recognizing an unsafe anchor
      2.1.3 Effect of time on an anchor
   2.2 Environmental and Objective Hazards
      2.2.1 Cold weather effects on physiology and psychology
      2.2.2 Falling objects
      2.2.3 Route selection
      2.2.4 Ice conditions
   2.3 Common Injuries
   2.4 Human Hazards
      2.4.1 Critical thinking
      2.4.2 Knowing your limits
      2.4.3 Thermoregulation difficulty

3.0 Clothing and Equipment
   3.1 Personal Clothing
   3.2 Personal Survival Equipment
   3.3 Personal Safety Equipment
   3.4 Software (ropes, webbing and perlon)
   3.5 Ice-climbing Hardware

4.0 Knots
   4.1 Basic Climbing Knots
   4.2 Recognizing Strength, Weaknesses, and Security Features of Each Knot
   4.3 Skill Acquisition and Practice

5.0 Belay Techniques
   5.1 Features of a Good Belay
   5.2 Communication
   5.3 Skill Development and Practice

6.0 Climbing Techniques
   6.1 Crampon Use
   6.2 Hand Position
   6.3 Foot Position
   6.4 Moving in Balance

7.0 Descent Techniques
   7.1 Down Climbing
   7.2 Walking Off
   7.3 Lowering
   7.4 Rappel Techniques

VII. Suggested Textbook:
VIII. Bibliography:

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goal:**
Present the concepts, skills and safety elements associated with introductory ice climbing.

**Student Outcomes**
After successful completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify ice climbing hazards and implement appropriate risk management techniques for each.</td>
<td>Written assignment Demonstration</td>
</tr>
<tr>
<td>Demonstrate proper selection, use, care and maintenance of ice climbing equipment.</td>
<td>Demonstration Discussion</td>
</tr>
<tr>
<td>Tie selected knots and hitches and identify pros and cons of each.</td>
<td>Demonstration Written exam</td>
</tr>
<tr>
<td>Perform basic belay techniques.</td>
<td>Demonstration Written exam</td>
</tr>
<tr>
<td>Demonstrate proper techniques of foot/crampon placement for walking and climbing on ice.</td>
<td>Demonstration Written exam</td>
</tr>
</tbody>
</table>
## Course Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER</td>
<td>A150</td>
<td></td>
<td>1 credit</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Safety and Rescue</td>
<td>Academic</td>
<td>Add</td>
<td></td>
<td>A-F</td>
<td>Fall/2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List any programs or college requirements that require this course.</td>
<td>Date: 9/25/2010</td>
<td>Date: 9/25/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>15. Course Description</th>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(suggested length 20 to 50 words)</td>
<td>PER A151 or PER A152 or PER A153</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td></td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.J. Miller</td>
<td></td>
</tr>
</tbody>
</table>

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

Message to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

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

Course: Water Safety and Rescue

**Course Description**

Water Safety and Rescue introduces course participants to hazards and mitigation techniques for safe travel on rivers, lakes, and oceans. Covers basic safety and rescue theories, procedures, and techniques that are effective in contributing to safe and enjoyable water travel.

Special note: Must be able to swim. Must have good level of physical fitness. May require purchase or rental of additional equipment. Must be able to function comfortably in inclement weather.

**Course Action Request**

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

Approved  
Disapproved  

Dean/Director of School/College  
Date  

Approved  
Disapproved  

Undergraduate/Graduate Academic  
Date  

Approved  
Disapproved  

Board Chairperson  
Date  

Approved  
Disapproved  

Provost or Designee  
Date  

224
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER
Course Number: PER A150
Course Title: Water Safety and Rescue
Credits: 1

I. Course Description:
Introduces course participants to hazards and mitigation techniques for safe travel on rivers, lakes, and oceans. Covers basic safety and rescue theories, procedures, and techniques that are effective in contributing to safe and enjoyable water travel.
Special note: Must be able to swim. Must have good level of physical fitness. May require purchase or rental of additional equipment. Must be able to function comfortably in inclement weather.

II. Course Design:
A. Designed for individuals interested in learning basic water safety and rescue for rivers, lakes, and oceans.
B. 1 credit
C. Total time of student involvement: 45 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis, Minor, Physical Education, Outdoor Leadership Emphasis, and selective for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than 1 week.
G. This is a new course.
H. Coordinated with Prince William Sound Community College and UAA Faculty List Serv.
I. Course level justification: This is an introductory course

III. Course Activities:
Includes lecture, discussion, group exercises, skill development, and field application.

IV. Course Prerequisites:
PER A151 or PER A152 or PER A153

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

VI. Course Curriculum:
1.0 Course Introduction
1.1 Classroom and Campus Safety
1.2 Appropriate Apparel & Footwear
1.3 Water Safety
1.4 Rescue Equipment
   1.4.1 Personal
   1.4.2 Group
   1.4.3 Care of Equipment

2.0 Reading Water
   2.1 River Terminology
   2.2 Rapids Classification
   2.3 Hydrology
   2.4 Hazard Recognition
   2.5 Tides
   2.6 Ocean Currents

3.0 Water Rescue Basics
   3.1 Scene Assessment
   3.2 Cardinal Rules
   3.3 Communication
      3.2.1 Signals
      3.2.2 Electronics
   3.4 Self Rescue
      3.4.1 Defensive Swimming
      3.4.2 Offensive Swimming
   3.5 Assisted Rescue
      3.5.1 In-water Rescues
      3.5.2 Boat-based Rescues
   3.6 Entrapments and Extrications
      3.6.1 Extremities
      3.6.2 Foot Entrapment
      3.6.3 Broach
      3.6.4 Pins
   3.7 Towing

4.0 Rope Rescue Systems
   4.1 Knots
   4.2 Anchors
   4.3 Mechanical Advantage Systems

5.0 Rescue Organization
   5.1 Incident Management
   5.2 Role & Duty Designation
   5.3 Site Control
   5.4 Patient Care
   5.5 Evacuation

6.0 Applicable Documentation
VII. Suggested Textbook:

VIII. Bibliography:

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goal:**
Provide knowledge and skills required for basic ocean and river rescue skills.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify and utilize water rescue equipment.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Develop water reading and hazard recognition skills.</td>
<td>Skill demonstration</td>
</tr>
<tr>
<td>Demonstrate basic water rescue skills: knots used, mechanical advantage systems, &amp; in-water rescues.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Identify and employ rope rescue systems.</td>
<td>Skill demonstration</td>
</tr>
<tr>
<td>Demonstrate rescue team coordination utilizing individuals’ strengths.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Properly document water rescue situations.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>
## Course Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER</td>
<td>A151</td>
<td></td>
<td>1 credit</td>
<td>(0.5+1)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Beginning Canoeing

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG (please specify)

9. Repeat Status
- [ ] Yes
- [ ] No

# of Repeats

Max Credits

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

11. Implementation Date
- [ ] From: Fall/2011
- [ ] To: /999

12. [ ] Cross Listed with

[ ] Stacked with

Cross-Listed Coordination Signature

13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
</tr>
<tr>
<td>Minor, Adventure Leadership</td>
<td>199</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email
- [ ] Date: 9/25/2010

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

13c. Coordination with Library Liaison
- [ ] Date: 9/25/2010

14. General Education Requirement

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

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

Introduces the most commonly used equipment, techniques, challenges, and risks found in the sport of canoeing. Includes instruction on equipment selection, trip planning, canoeing strokes and re-entry techniques with an emphasis on risk assessment and risk management.

Special Note: Requires good backcountry camping skills and the ability to function comfortably in inclement weather. An overnight field outing may be included in the course. Students may need to rent or purchase additional gear.

16a. Course Prerequisite(s) (list prefix and number)

n/a

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

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

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

N/A

17. [ ] Mark if course has fees

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

19. Justification for Action

Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.J. Miller</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Course Description:
Introduces the most commonly used equipment, techniques, challenges, and risks found in the sport of canoeing. Includes instruction on equipment selection, trip planning, canoeing strokes and re-entry techniques with an emphasis on risk assessment and risk management.
Special Note: Requires good backcountry camping skills and the ability to function comfortably in inclement weather. An overnight field outing may be included in the course. Students may need to rent or purchase additional gear.

II. Course Design:
A. Designed for individuals interested in obtaining a basic introduction to flat-water canoeing.
B. 1 credit
C. Total time of student involvement: 52.5 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis. Required for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than one week.
G. This is a revised course.
H. Coordinated with: Prince William Sound Community College and UAA List Serv.
I. Course level justification: This is an introductory skills course

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
There are no prerequisites for this course.

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

VI. Course Curriculum:
1.0 Course Introduction
  1.1 Classroom and Campus Safety
1.2 Appropriate Apparel & Footwear
1.3 Travel and Transportation

2.0 Introduction to Risk Assessment and Hazard Evaluation
2.1 Environmental Risks
   2.1.1 Weather
   2.1.2 Obstacles
   2.1.3 Animal encounters
   2.1.4 Cold water considerations
2.2 Human Factors
   2.2.1 Developing critical thinking
   2.2.2 Experience and judgment
   2.2.3 Understanding and communicating your personal limits
   2.2.4 Understanding and communicating the group’s limits
2.3 Thermoregulation Problems
   2.3.1 Acute and sub-acute hypothermia
   2.3.2 Heat exhaustion and heat stroke

3.0 Equipment
3.1 Canoe Equipment
3.2 Safety Equipment
3.3 Clothing for Canoeing
3.4 Personal Survival Equipment
3.5 Repair Kit for Canoes
3.6 Personal vs. Group First-aid Kits (and waterproofing the kits)

4.0 Trip Planning
4.1 Setting Goals
4.2 Identifying Routes and Contingencies
4.3 Estimating Travel Times
4.4 Assessing Hazards Using Maps, Photos, Literature, etc.
4.5 Float Plans

5.0 Transporting Your Canoe
5.1 Cars/Trucks, Trailers, and Planes
5.2 Using Tie-Downs
5.3 Portaging Your Canoe

6.0 Preparing to Paddle
6.1 Loading Your Canoe
6.2 Securing Your Gear
6.3 Flotation Considerations
6.4 Entry/Exit
   6.4.1 From land to canoe
   6.4.2 From pier to canoe
   6.4.3 From canoe to canoe
   6.4.4 Moving within the canoe
7.0 Basic Strokes
   7.1 Forward and Reverse Strokes
   7.2 Pry
   7.3 Draw
   7.4 J-Stroke
   7.5 Steering Stroke
   7.6 Rudder Stroke

8.0 Safety Skills
   8.1 Communication and Signals
   8.2 Re-Entry
      8.2.1 One person
      8.2.2 Two person
      8.2.3 Two or more canoes
   8.3 Post Re-Entry-Basic Shore Survival Considerations and Skills
      8.3.1 Hypothermia prevention, assessment, and treatment
      8.3.2 Creating a safe and warm environment
      8.3.3 Introduction to signaling devices
   8.4 Knowing Your Limitations

9.0 Environmental Ethics
   9.1 Sanitation and Waste Disposal
   9.2 Minimum Impact
   9.3 Wildlife Viewing

VII. Suggested Textbook:

VIII. Bibliography:


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

**Instructional Goal:**
Present the concepts, skills and safety elements associated with introductory flat-water canoeing.

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<thead>
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<th>Student Outcomes</th>
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<td>After successful completion of the course, the student will be able to:</td>
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<tr>
<td>Identify hazards and implement appropriate risk management techniques.</td>
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<tr>
<td>Demonstrate selection and use of clothing and equipment, including safety and personal.</td>
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</tr>
<tr>
<td>Develop a comprehensive trip plan.</td>
<td>Written assignment</td>
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<tr>
<td>Demonstrate procedures and considerations for getting a canoe ready for use including loading and securing gear while properly distributing weight and proper entry/exit and movement within the canoe.</td>
<td>Demonstration</td>
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<tr>
<td>Demonstrate the types of basic strokes used in canoeing and describe when each would or would not be used.</td>
<td>Demonstration</td>
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<tr>
<td>Identify minimum impact techniques, ethical wildlife viewing practices, and sanitation and waste disposal methods appropriate to the activity and environment.</td>
<td>Demonstration</td>
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**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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<th>1c. Department</th>
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<th>Course Description</th>
<th>Test Score Prerequisites</th>
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<th>To: /999</th>
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<table>
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Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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<tr>
<th>Impacted Program/Course</th>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
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<tr>
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Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _______  
Date:________________

13b. Coordination Email: Date: 9/25/2010  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison: Date: 9/25/2010

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

15. Course Description (suggested length 20 to 50 words)  
Introduces the most commonly used equipment, techniques, challenges, and risks found in the sport of river rafting. Includes instruction on equipment selection, trip planning, preparing to paddle/row and minimum impact practices with an emphasis on risk assessment and risk management.  
Special Note: Requires good backcountry camping skills and the ability to function comfortably in inclement weather. An overnight field outing may be included in the course. Students may need to rent or purchase additional gear.

16a. Course Prerequisite(s) (list prefix and number) | 16b. Test Score(s) | 16c. Co-requisite(s) (concurrent enrollment required) |
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16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
16e. Registration Restriction(s) (non-codable) | n/a |

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor. Changed course description special note to reflect the need for "good" instead of "excellent" backcountry camping skills.
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<th>Role</th>
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<th>Disapproved</th>
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<td></td>
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<tr>
<td>T.J. Miller</td>
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<td></td>
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</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
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<tr>
<td>Dean/Director of School/College</td>
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</table>
I. Course Description:
Introduces the most commonly used equipment, techniques, challenges, and risks found in the sport of river rafting. Includes instruction on equipment selection, trip planning, preparing to paddle/row and minimum impact practices with an emphasis on risk assessment and risk management.
Special Note: Requires good backcountry camping skills and the ability to function comfortably in inclement weather. An overnight field outing may be included in the course. Students may need to rent or purchase additional gear.

II. Course Design:
A. Designed for individuals interested in obtaining a basic introduction to Class I, II, and III rafting.
B. 1 credit.
C. Total time of student involvement: 52.5 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis. Required for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than one week.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA List Serv.
I. Course level justification: This is an introductory skills course.

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
There are no prerequisites for this course.

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

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

2.0 Introduction to Risk Assessment and Hazard Evaluation
2.1 Environmental Risks
  2.1.1 Weather
  2.1.2 Rising water
  2.1.3 Moving water
  2.1.4 Obstacles
  2.1.5 Animal encounters
2.2 Human Factors
  2.2.1 Developing critical thinking
  2.2.2 Experience and judgment
  2.2.3 Understanding and communicating your personal limits
  2.2.4 Understanding and communicating the group’s limits
2.3 Thermoregulation Problems
  2.3.1 Acute and sub-acute hypothermia
  2.3.2 Heat exhaustion and heat stroke

3.0 Equipment Selection and Suitability
3.1 Types of Rafts and Raft Equipment
  3.1.1 Self-bailers vs. catamarans vs. bucket rafts
  3.1.2 Paddles, oars, pumps, and frames
3.2 Clothing Specific to Rafting
3.3 Personal Survival Equipment
3.4 Repair Kit for Rafts
3.5 First-aid Kit
3.6 Water Safety Equipment
  3.6.1 Personal flotation devices
  3.6.2 Bow and stern lines
  3.6.3 Spare paddles/oars
  3.6.4 Helmets
  3.6.5 Miscellaneous equipment
    3.6.5.1 Signaling devices
    3.6.5.2 Flip lines and grab lines
    3.6.5.3 Safety knives
    3.6.5.4 Bailers and buckets
    3.6.5.5 Hypothermia kit
  3.6.6 State requirements for safety equipment
3.7 Communication Devices
  3.7.1 Radios
  3.7.2 Cell phones

4.0 Trip Planning
4.1 Setting Realistic Goals
4.2 Obtaining Maps and Resource Materials
4.3 Selecting Primary Trip Plans and Alternatives
4.4 Estimating Trip and Travel Times
4.5 Campsite Options and Considerations
4.6 Put-Ins, Take-Outs and Contingencies
4.7 Logistics
4.8 Checking Water Levels and Flow Information
4.9 Float Plans

5.0 Transporting Your Raft
5.1 Proper Storage and Transport
5.2 Tie Downs

6.0 Preparing To Paddle/Row
6.1 Inflating and Deflating Your Boat
6.2 Rigging Your Boat
6.3 Loading Your Boat and Securing Gear
6.4 Dispersal of Group Equipment
6.5 Safety Gear Accessibility
6.6 Proper Entry/Exit Techniques
6.7 Moving Within the Boat
6.8 Pre-Launch Check and Safety Talk

7.0 River Rafting Skills
7.1 Introduction to Reading Moving Water
  7.1.1 Rapids classification system
  7.1.2 Flow levels and hydraulics
  7.1.3 Most common hazards
  7.1.4 Scouting
  7.1.5 Identifying primary and contingency river routes
7.2 Launching and Landing Techniques
7.3 Paddling & Rowing Strokes
7.4 Maneuvering
  7.4.1 High siding
  7.4.2 Ferrying
  7.4.3 Eddying

8.0 Safety Skills
8.1 Communication and Signals
8.2 Recovery From Flipping and Wrapping
8.3 Staying in the Boat
8.4 Re-entry Techniques
8.5 River Swimming
8.6 Basic Survival Considerations and Skills
  8.6.1 Hypothermia prevention, assessment and treatment
  8.6.2 Introduction to emergency signaling devices and methods
8.7 Knowing Your Limitations
9.0 Environmental Ethics
  9.1 Sanitation and Waste Disposal
  9.2 Minimum Impact
  9.3 Wildlife Viewing

VII. Suggested Textbook:

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

**Instructional Goal:**
Present the concepts, skills and safety elements associated with introductory river rafting.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
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<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify the potential risks associated with river rafting.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Identify required rafting equipment, and safety gear.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Demonstrate proper use and care of equipment.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Develop a comprehensive trip plan.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td>Demonstrate adequate tie down and transport of a raft as well as potential hazards associated with transport and risk management techniques.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td>Identify considerations in boat rigging, loading, and securing gear.</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>Written exam</td>
</tr>
<tr>
<td>Demonstrate the proper way to get into and out of a raft and move around within it.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Describe the water classification system and identify basic hydraulics of a river.</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
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<tr>
<td>Demonstrate on-river communication with group.</td>
<td>Demonstration</td>
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<tr>
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<td>Discussion</td>
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<tr>
<td>Identify minimum impact techniques, ethical wildlife viewing practices, and sanitation and waste disposal methods appropriate to the activity and environment.</td>
<td>Demonstration</td>
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## Course Action Request

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

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If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other CCG (please specify)

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List any programs or college requirements that require this course.

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<td>8/25/2010</td>
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13b. Initiation Name (typed): TJ Miller  
Initiator Signed Initials: _________  Date:________________

13b. Coordination Email | Date: 9/25/2010 |
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13c. Coordination with Library Liaison | Date: 9/25/2010 |
|----------------------------------------|-----------------|

14. General Education Requirement  
Mark appropriate box:

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

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

Introduces the fundamentals of sea kayaking in Alaska. Includes the most commonly used equipment, techniques, challenges, and risks found in the sport. Provides instruction in selecting equipment, trip planning, transporting boats, preparing to paddle, boat handling, re-entry techniques, and sea kayaking strokes. Emphasizes risk assessment and safety skills.

Special note: Requires good backcountry camping skills and the ability to function comfortably in inclement weather. An overnight field outing may be included in the course. Students may need to rent or purchase additional gear for this course.

16. Course Prerequisite(s) (list prefix and number)  
none

16. Other Restriction(s) (list prefix and number)  
none

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action  
Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.
I. Course Description:
Introduces the fundamentals of sea kayaking in Alaska. Includes the most commonly used equipment, techniques, challenges, and risks found in the sport. Provides instruction in selecting equipment, trip planning, transporting boats, preparing to paddle, boat handling, re-entry techniques, and sea kayaking strokes. Emphasizes risk assessment and safety skills.
Special note: Requires good backcountry camping skills and the ability to function comfortably in inclement weather. An overnight field outing may be included in the course. Students may need to rent or purchase additional gear for this course.

II. Course Design:
A. Designed for individuals interested in obtaining basic sea kayaking skills.
B. 1 credit
C. Total time of student involvement: 52.5 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis. Required for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than one week.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA List Serv.
I. Course level justification: This is an introductory skills course.

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
There are no prerequisites for this course.

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

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

2.0 Introduction to Risk Assessment and Hazard Evaluation  
2.1 Environmental Risks and Sea Conditions  
  2.1.1 Wind  
  2.1.2 Waves  
  2.1.3 Currents and tides  
  2.1.4 Daylight and darkness  
  2.1.5 Obstacles  
    2.1.5.1 Sub-surface obstacles  
    2.1.5.2 Encountering motorized craft  
  2.1.6 Beaches  
2.2 Human Factors  
  2.2.1 Understanding your limits  
  2.2.2 Developing critical thinking  
2.3 Learning to Minimize Risk  
  2.3.1 Active participation and developing judgment  
  2.3.2 Learning to assess your environment  

3.0 Equipment Selection and Suitability  
3.1 Types of Kayaks and Kayak Equipment  
  3.1.1 Types and parts of a boat  
  3.1.2 Paddles  
  3.1.3 Spray skirt  
3.2 Clothing Specific to Kayaking  
3.3 Personal Survival Equipment  
3.4 Repair Kit for Kayaks  
3.5 Group First-aid Kits  
3.6 Water Safety Equipment  
  3.6.1 Personal safety equipment  
    3.6.1.1 Personal flotation devices  
    3.6.1.2 Pumps and bailers  
    3.6.1.3 Paddle floats  
    3.6.1.4 Paddle tethers  
  3.6.2 Group safety equipment  
    3.6.2.1 Spare paddles  
    3.6.2.2 Throw ropes  
    3.6.2.3 Sea anchors and towing rigs  
    3.6.2.4 Emergency signaling devices  
3.7 Communication  
  3.7.1 Radios  
  3.7.2 Cell Phones  

4.0 Trip Planning  
4.1 Setting Realistic Goals  
4.2 Obtaining Maps, Charts, and Other Resources
4.3 Selecting Primary Routes and Alternatives
4.4 Assessing Hazards of Chosen Route
4.5 Estimating Trip and Travel Times
4.6 Campsite Options And Considerations
  4.6.1 Tides and safety
  4.6.2 Land managers
4.7 Alternate Destinations in the Event of Bad Weather
4.8 Float Plans

5.0 Transporting Your Kayak
  5.1 Tie-downs, Cars, Water-Taxi
  5.2 Hauling/Carrying Your Kayak

6.0 Preparing to Paddle
  6.1 Loading Your Boat (Trim)
  6.2 Entry/Exit
    6.2.1 From land to boat
    6.2.2 From boat to boat
    6.2.3 From dock or pier to boat
  6.3 Launch Considerations
    6.3.1 Surf
    6.3.2 Wakes
    6.3.3 Beach slope and surface

7.0 Boat Handling
  7.1 Rudder Use
  7.2 Primary and Secondary Stability
  7.3 Dealing with Wind
    7.3.1 Feathering paddles
    7.3.2 Kayak responses to wind
  7.4 Dealing With Waves
    7.4.1 Boat orientation
    7.4.2 Kayak responses to waves
  7.5 Rafting/Grouping Up

8.0 Basic Strokes
  8.1 Forward and Reverse Stroke
  8.2 Draw
  8.3 Low and High Brace
  8.4 Sweeping Brace
  8.5 Bow and Stern Rudder
  8.6 Sculling

9.0 Safety Skills
  9.1 Communication and Signals
  9.2 Recovery From Flipping or Tipping
    9.2.1 Unassisted
9.2.2 Assisted

9.3 Basic Shore Survival Considerations and Skills
  9.3.1 Hypothermia prevention, assessment, and treatment
  9.3.2 Creating a safe and warm environment
  9.3.3 Signaling devices

9.4 Knowing Your Limitations

10.0 Environmental Ethics
  10.1 Sanitation
    10.1.1 Fresh Water
    10.1.2 Salt water
  10.2 Minimum Impact
  10.3 Wildlife Viewing

VII. Suggested Textbook:

VIII. Bibliography:

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goal:**
Present the concepts, skills and safety elements associated with introductory sea kayaking.

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be</td>
<td></td>
</tr>
<tr>
<td>able to:</td>
<td></td>
</tr>
<tr>
<td>Identify the potential risks associated with kayaking and</td>
<td>Written assignment</td>
</tr>
<tr>
<td>demonstrate techniques to mitigate the risks.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Identify various types of necessary kayaking equipment.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Written exam</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proper care and use of the equipment.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Develop comprehensive trip plan.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Written exam</td>
<td></td>
</tr>
<tr>
<td>Demonstrate safe transport of kayaks and associated</td>
<td>Demonstration</td>
</tr>
<tr>
<td>equipment.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Identify important considerations in loading and rigging a</td>
<td>Demonstration</td>
</tr>
<tr>
<td>kayak.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Demonstrate safe launching, landing, and appropriate entry</td>
<td>Demonstration</td>
</tr>
<tr>
<td>and exit from a kayak.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Demonstrate proper and safe kayak strokes and maneuvering.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Written exam</td>
<td></td>
</tr>
<tr>
<td>Demonstrate use of proper communication signals and devices.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Identify accepted minimal-impact techniques used in a marine</td>
<td>Demonstration</td>
</tr>
<tr>
<td>environment.</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>

247
1a. School or College  
CT CTC

1b. Division  
APER Division of Physical Ed Rec

1c. Department  
HPER

---

2. Course Prefix  
PER

3. Course Number  
A164

4. Previous Course Prefix & Number  

5a. Credits/CEUs  
2 credits

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

---

6. Complete Course Title  
Skiing Alaska's Backcountry

Abbreviated Title for Transcript (30 character)

---

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

---

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
- ☐ College  ☐ Major
- ☒ Other CCG (please specify)

---

9. Repeat Status Yes  # of Repeats  2  Max Credits  6

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

11. Implementation Date  
semester/year

From:  Fall/2011  To:  /9999

12. ☐ Cross Listed with  

Stacked with  

Cross-Listed Coordination Signature

---

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSPE with an emphasis in adventure leadership.</td>
<td>197</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
</tr>
<tr>
<td>BSPE with an emphasis in adventure leadership.</td>
<td>199</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
</tr>
</tbody>
</table>

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

13b. Coordination Email  
Date: 9/25/2010

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

13c. Coordination with Library Liaison  
Date: 9/25/2010

---

14. General Education Requirement  
Mark appropriate box:

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

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

Introduces skills needed to ski off-trail. Covers techniques for traveling on rolling and inclined terrain, negotiating side hills, and skiing inclines and declines of up to 40 degrees. Covers selecting personal and group safety equipment, evaluating avalanche hazards and assessing risk.

Special Note: Requires ability to function comfortably in extremely cold or inclement weather. Good physical fitness required for all day outings. Ability to ski/snowboard at intermediate level to be determined in first field session. Students may need to rent or purchase additional equipment for this course.

16a. Course Prerequisite(s) (list prefix and number)  
n/a

16b. Test Score(s)  
n/a

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

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Restriction(s) (non-codable)  
n/a

---

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.J. Miller</td>
<td></td>
<td></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Department Chairperson</th>
<th>Date</th>
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<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Provost or Designee</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Course Description:
   Introduces skills needed to ski off-trail. Covers techniques for traveling on rolling and inclined terrain, negotiating side hills, and skiing inclines and declines of up to 40 degrees. Covers selecting personal and group safety equipment, evaluating avalanche hazards and assessing risk.
   Special Note: Requires ability to function comfortably in extremely cold or inclement weather. Good physical fitness required for all day outings. Ability to ski/snowboard at intermediate level to be determined in first field session. Students may need to rent or purchase additional equipment for this course.

II. Course Design:
   A. Designed for individuals interested in obtaining a basic introduction to backcountry skiing in Alaska.
   B. 2 credits
   C. Total time of student involvement: 90 hours
   D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis, Minor, Physical Education, Outdoor Leadership Emphasis, and required for the Outdoor Leadership OEC.
   E. Fees: A fee will be assessed.
   F. May be scheduled in any timeframe but not less than two weeks.
   G. This is a revised course.
   H. Coordinated with Prince William Sound Community College and UAA List Serv.
   I. Course level justification: This is an introductory skills course.

III. Course Activities:
   This course will include lecture, skill development and field application.

IV. Course Prerequisites:
   There are no prerequisites for this course.

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

VI. Course Curriculum:
   1.0 Course Introduction
1.1 Classroom and Campus Safety
1.2 Appropriate Apparel and Footwear
1.3 Travel and Transportation
1.4 Current Skill Determination

2.0 Risk Assessment and Hazard Evaluation
  2.1 Environmental Hazards
  2.2 Human Factors
  2.3 Thermoregulation Problems

3.0 Equipment Selection and Use
  3.1 Clothing
  3.2 Avalanche Rescue Equipment
  3.3 Skis
  3.4 Snowboards
  3.5 New Technology

4.0 Introduction to Avalanche Hazard Evaluation
  4.1 Weather
  4.2 Terrain Features
  4.3 Snow Pack Stability
  4.4 Basic Evaluation Considerations

5.0 Introduction to Avalanche Survival and Rescue Techniques
  5.1 Travel Techniques
  5.2 Techniques When Caught
  5.3 Companion Rescue
  5.4 Aiding a Victim

6.0 Preparing for a Day Trip
  6.1 Nutrition and Hydration Needs
  6.2 Physical Fitness and Training
  6.3 Venue Selection
  6.4 Individual Strengths and Limitations
  6.5 Trip Plan

7.0 Backcountry Navigation
  7.1 Map and Compass
  7.2 Pacing
  7.3 Maintaining a State of Awareness

8.0 Skiing And Snowboarding Skills
  8.1 Learning to Fall and Getting Up
  8.2 Uphill and Downhill Techniques
  8.3 Survival Skiing and Snowboarding

9.0 Environmental Ethics
9.1 Minimum Impact  
9.2 Sanitation and Waste Disposal  
9.3 Wildlife Viewing

VII. Suggested Textbooks:

VIII. Bibliography:

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goal:**
Present concepts, skills, and safety elements associated with off-trail backcountry skiing in Alaska and similar environments.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify potential objective and subjective hazards encountered during field outings.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Identify and demonstrate use of necessary backcountry skiing equipment.</td>
<td>Written assignment Field application</td>
</tr>
<tr>
<td>Demonstrate backcountry skiing and/or snowboarding travel techniques.</td>
<td>Demonstration Field application</td>
</tr>
<tr>
<td>Demonstrate avalanche evaluation and rescue techniques.</td>
<td>Field application Written exam</td>
</tr>
<tr>
<td>Prepare a trip plan for backcountry skiing.</td>
<td>Written assignment Field observation</td>
</tr>
</tbody>
</table>
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CT CTC</th>
<th>1b. Division</th>
<th>APER Division of Physical Ed Rec</th>
<th>1c. Department</th>
<th>HPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>PER</td>
<td>3. Course Number</td>
<td>A165</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5a. Credits/CEUs</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(0.5+1)</td>
<td></td>
</tr>
</tbody>
</table>

6. **Complete Course Title**  
Avalanche Hazard Recognition and Evaluation  
Avalanche Hazard Evaluation  
Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:  
- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [ ] Course Description  
- [ ] Test Score Prerequisites  
- [ ] Other Restrictions  
- [ ] Level  
- [ ] Class  
- [ ] College  
- [ ] Major  

9. **Repeat Status**  
- [ ] Yes  
- [ ] # of Repeats  
- [ ] Max Credits  

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

11. **Implementation Date**  
- [ ] semester/year  
- [ ] From: Fall/2011  
- [ ] To: 9/999  

12. **Cross Listed with**  
- [ ] n/a  
- [ ] Cross-Listed Coordination Signature  
- [ ] Stacked with  
- [ ] n/a  

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13b. **Coordination Email**  
- [ ] Date: 9/25/2010  
- [ ] submitted to Faculty Listserv: [.uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)  

13c. **Coordination with Library Liaison**  
- [ ] Date: 9/25/2010  

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

15. **Course Description**  
(suggested length 20 to 50 words)  
Introduces travel techniques in avalanche prone backcountry terrain. This is a field-oriented backcountry avalanche course covering rescue, terrain analysis, snow study, stability evaluation, route-finding, decision-making, and safe travel techniques.  
Special Note: Must have good level of physical fitness. May require purchase or rental of additional equipment. Will require travel in mountainous terrain. Must be able to function comfortably in inclement weather. This class includes 2 days of field time.  

16a. **Course Prerequisite(s)**  
- [ ] (list prefix and number) n/a  

16b. **Test Score(s)**  
- [ ] n/a  

16c. **Co-requisite(s)**  
- [ ] (concurrent enrollment required) n/a  

16d. **Other Restriction(s)**  
- [ ] College  
- [ ] Major  
- [ ] Class  
- [ ] Level  

16e. **Registration Restriction(s)**  
- [ ] (non-codable) n/a  

17. **Mark if course has fees**  
- [ ]  

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

19. **Justification for Action**  
Course is being added to strengthen the program and to better meet student needs. Course added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor Leadership Minor.
I. Course Description:
Introduces travel techniques in avalanche prone backcountry terrain. This is a field-oriented backcountry avalanche course covering rescue, terrain analysis, snow study, stability evaluation, route-finding, decision-making, and safe travel techniques. Special Note: Requires a good level of physical fitness. May require purchase or rental of additional equipment. Requires travel in mountainous terrain. Must be able to function comfortably in inclement weather.

II. Course Design:
A. Designed for individuals interested in traveling in avalanche prone backcountry terrain.
B. 1 credit
C. Total time of student involvement: 52.5 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Outdoor Leadership, and required for Outdoor leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than 1 week.
G. This is a new course.
H. Coordinated with UAA List Serv.
I. Course level justification: This is an introductory skills course.

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

IV. Course Prerequisites:
None

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

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel and Footwear
2.0 Avalanche Basics
   2.1 Snow types
   2.2 Climates
   2.3 Statistics
   2.4 Myths
   2.5 Forces
   2.6 Dynamics
   2.7 Terminology

3.0 Types of Avalanches
   3.1 Loose Snow
   3.2 Ice
   3.3 Cornice
   3.4 Wet
   3.5 Slab

4.0 Weather
   4.1 Precipitation
   4.2 Wind
   4.3 Temperature

5.0 Terrain
   5.1 Slope Angle
   5.2 Slope Aspect
   5.3 Features

6.0 Snowpack
   6.1 Stability
   6.2 Tests
   6.3 Ski Pole
   6.4 Snow Pit Tests
      6.4.1 Shovel shear
      6.4.2 Compression
      6.4.3 Block

7.0 Hazard Evaluation
   7.1 Decision Making
   7.2 Objective Data
   7.3 Terrain & Exposure

8.0 Travel Techniques
   8.1 Route Selection
   8.2 Ascending
   8.3 Descending
   8.4 Crossing
9.0 Human Factors
- 9.1 Attitude
- 9.2 Assumptions
- 9.3 Skill Level
- 9.4 Preparedness
- 9.5 Equipment

10.0 Rescue
- 10.1 Time Table
- 10.2 Rescue Strategies
- 10.3 Tools & Equipment
- 10.4 Single Burial
- 10.5 Multiple Burials
- 10.6 Probing

VII. Suggested Textbook:

VIII. Bibliography:

XI. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goals:**
Provide the knowledge and skills for recognizing, evaluating, and mitigating avalanche hazards while traveling safely in a backcountry setting.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td>Written assignment Field observation Written examination</td>
</tr>
<tr>
<td>Identify avalanche types, parts, and causation factors.</td>
<td></td>
</tr>
<tr>
<td>Explain variability and complexity of avalanche terrain.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Perform and interpret common stability tests.</td>
<td>Field observations</td>
</tr>
<tr>
<td>Apply objective decision making methods.</td>
<td>Written assignment Field observation</td>
</tr>
<tr>
<td>Demonstrate safe travel techniques in avalanche terrain.</td>
<td>Field observation</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
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<th>5a. Credits/CEUs</th>
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<td>PER</td>
<td>A169</td>
<td>n/a</td>
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<table>
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<th>6. Complete Course Title</th>
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<tr>
<td>Four-Season Backpacking</td>
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Abbreviated Title for Transcript (30 character)

<table>
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<tr>
<th>7. Type of Course</th>
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<tr>
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<tr>
<td>☐ Preparatory/Development</td>
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<td>☐ Non-credit</td>
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<tr>
<td>☐ CEU</td>
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<th>9. Repeat Status Yes</th>
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<td>☒ 6</td>
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<tr>
<td>☐ P/NP</td>
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<td>☐ NG</td>
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<td>From: Fall/2011 To: /9999</td>
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<th>13a. Impacted Courses or Programs:</th>
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<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
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<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
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<table>
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<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Bachelor of Science, Physical Education</td>
<td>197-199</td>
<td>8/25/2010</td>
<td>Sandra Caroll-Cobb</td>
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<td>3.</td>
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</table>

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

13b. Coordination Email Date: 9/25/2010
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 9/25/2010

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

15. Course Description (suggested length 20 to 50 words)
Introduces four-season backpacking in Alaska. Selection of personal and group safety equipment appropriate for a backpacking trip during any season. Presents trip planning, prevention and assessment of cold injuries, frontcountry and backcountry navigation, avalanche hazard evaluation and rescue techniques. Emphasizes risk assessment and risk management. Special note: Requires good backcountry camping skills, good physical condition and ability to perform comfortably in extremely cold and/or inclement weather. Students may need to rent or purchase additional equipment for this course.

16a. Course Prerequisite(s) (list prefix and number) n/a
16b. Test Score(s) n/a
16c. Co-requisite(s) (concurrent enrollment required) n/a
16d. Other Restriction(s)
| ☐ College |
| ☐ Major |
| ☐ Class |
| ☐ Level |

16e. Registration Restriction(s) (non-codable) n/a

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.
<table>
<thead>
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<th>Initiator (faculty only)</th>
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<tr>
<td>T.J. Miller</td>
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<table>
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<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>


I. Course Description:
Introduces four-season backpacking in Alaska. Selection of personal and group safety equipment appropriate for a backpacking trip during any season. Presents trip planning, prevention and assessment of cold injuries, frontcountry and backcountry navigation, avalanche hazard evaluation and rescue techniques. Emphasizes risk assessment and risk management.
Special note: Requires good backcountry camping skills, good physical condition and ability to perform comfortably in extremely cold and/or inclement weather. Students may need to rent or purchase additional equipment for this course.

II. Course Design:
A. Designed for individuals interested in obtaining an introduction to four season backpacking in Alaska.
B. 3 credits.
C. Total time of student involvement: 135 hours
D. Required for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis, Minor, Physical Education, Outdoor Leadership Emphasis and for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any time frame, but not less than three weeks.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA List Serv.
I. Course level justification: This is an introductory skills course.

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
There are no prerequisites for this course.

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

1.0 Course Introduction
   1.1 Class and Campus Safety
   1.2 Appropriate Apparel and Footwear
   1.3 Travel and Transportation

2.0 Introduction To Risk Assessment and Hazard Evaluation
   2.1 Environmental Risks
   2.2 Human Factors

3.0 Personal and Group Equipment
   3.1 Personal Clothing- Selection and Use
   3.2 Footwear
   3.3 Backpacks
   3.4 Stoves and Fuel
   3.5 Four-Season Tents
   3.6 Sleds and Sled Rigging
   3.7 Miscellaneous Gear and Gear Lists
   3.8 Less-Expensive Options
   3.9 Personal vs. Group Needs

4.0 Safety Equipment
   4.1 Personal Survival Gear
   4.2 First-aid Kits (Personal & Group)
   4.3 Repair Kit Items
   4.4 Communication Devices
   4.5 Signals and Signaling

5.0 Cold-Weather Injury-Prevention and Recognition
   5.1 Frostnip and Frostbite
   5.2 Hypothermia

6.0 Nutrition and Hydration
   6.1 Caloric Needs
   6.2 Food Selection and Packing
   6.3 Fluid Intake
   6.4 Dehydration
   6.5 Water Purification

7.0 Trip Preparation
   7.1 Physical Fitness and Training
   7.2 Mental Health and Being Prepared
   7.3 Trip Selection
   7.4 Knowing Your Strengths and Limitations
   7.5 Creating and Leaving a Basic Trip Plan

8.0 Navigation
8.1 Packing and Carrying Your Gear
8.2 Pacing
8.3 Maintaining a State of Awareness
8.4 Map and Compass
8.5 Route Finding and Selection
8.6 Exploring Various Travel Modes
8.7 Off-trail Considerations

9.0 Introduction to Avalanche Hazard Evaluation
  9.1 Basic Evaluation Considerations
  9.2 Field Evaluations
    9.2.1 Seeing the obvious signs
    9.2.2 Examining and understanding snow layers
    9.2.3 Estimating slope angles

10.0 Introduction to Avalanche Survival and Rescue Techniques
  10.1 Preparation and Safe Slope Crossing Techniques
  10.2 Techniques to Use When Caught
  10.3 Companion Rescue
  10.4 Aiding a Victim
    10.4.1 Search strategies
    10.4.2 Witnessing the event
    10.4.3 Interviewing the witness
    10.4.4 Hasty search
    10.4.5 Beacon search
    10.4.6 Probe lines
  10.5 Handling the Victim

11.0 Winter Camping Skills
  11.1 Site Selection and Preparation
  11.2 Stove Use
  11.3 Tips for Sleeping Warm
  11.4 Setting Up and Rigging Tent, Guy lines, Anchors, and Walls
  11.5 Securing Gear for the Night

12.0 Snow Shelters
  12.1 Safety
  12.2 Suitable Locations
  12.3 Excavation Techniques

13.0 Environmental Ethics
  13.1 Minimum Impact
  13.2 Sanitation and Waste Disposal
  13.3 Wildlife Viewing
VII. Suggested Textbook:


VIII. Bibliography:


IX. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goal:**
Present concepts, skills and safety elements associated with four-season backpacking in Alaska.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.</td>
<td>Discussion, Demonstration</td>
</tr>
<tr>
<td>Identify backcountry and seasonal hazards. Demonstrate mitigation of the hazards.</td>
<td>Discussion, Demonstration</td>
</tr>
<tr>
<td>Identify personal, group, and safety equipment for seasonal use.</td>
<td>Demonstration, Written exam</td>
</tr>
<tr>
<td>Identify the steps of prevention and early indicators of frostbite and hypothermia.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Identify the difference in seasonal caloric and hydration needs.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Develop a comprehensive trip plan.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Demonstrate trail and backcountry hiking and navigation techniques.</td>
<td>Demonstration, Written exam</td>
</tr>
<tr>
<td>Demonstrate avalanche evaluation techniques and proper use of rescue equipment.</td>
<td>Demonstration, Written exam</td>
</tr>
<tr>
<td>Demonstrate how to prepare a site, set up and rig a tent and build proper snow walls for winter camping.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Identify the equipment and hazards associated with backcountry cooking.</td>
<td>Demonstration, Written exam</td>
</tr>
<tr>
<td>Identify the various types of snow shelters, the features of each, and the pros and cons of each.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Identify minimum impact camping techniques, ethical wildlife viewing practices, and sanitation and waste disposal methods appropriate to the activity and the season.</td>
<td>Demonstration, Written exam</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

2. Course Prefix
PER
3. Course Number
A181
4. Previous Course Prefix & Number

5a. Credits/CEUs
1 credit
5b. Contact Hours
(Lecture + Lab)
(0.5+1)

6. Complete Course Title
Crevasse Rescue Techniques

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ College  ☐ Major  ☐ Class  ☐ Level
☐ Other CCG (please specify)

9. Repeat Status
☐ Yes  # of Repeats: 2  Max Credits: 3

10. Grading Basis
☐ A-F  ☐ P/NP  ☐ NG

11. Implementation Date
From: Fall/2011  To: /9999

12. Cross Listed with
☐ n/a

13. Coordination with Library Liaison
Date: 9/25/2010

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

15. Course Description
(suggested length 20 to 50 words)
Introduces the most commonly used equipment, techniques, and risk associated with crevasse rescue. Provides information for minimizing the chance of a crevasse fall and implementing a successful extrication. Emphasizes risk assessment and technical skill acquisition.

Special Note: Requires the ability to perform comfortably in extremely cold and/or inclement weather. Field sessions include all-day clinics and may include overnight outings.

16. Course Prerequisite(s) (list prefix and number)
n/a

16d. Other Restriction(s)
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Restriction(s) (non-codable)
n/a

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.

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

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

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

1. Bachelor of Science, Physical Education
   197-199
   8/25/2010
   Sandra Carroll-Cobb

2.

3.

13a. Impacted Program/Course
   Catalog Page(s) Impacted
   Date of Coordination
   Chair/Coordinator Contacted

13b. Coordination Email
   Date: 9/25/2010
   submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
   Date: 9/25/2010

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

15. Course Description
   (suggested length 20 to 50 words)
   Introduces the most commonly used equipment, techniques, and risk associated with crevasse rescue. Provides information for minimizing the chance of a crevasse fall and implementing a successful extrication. Emphasizes risk assessment and technical skill acquisition.
   Special Note: Requires the ability to perform comfortably in extremely cold and/or inclement weather. Field sessions include all-day clinics and may include overnight outings.

16a. Course Prerequisite(s) (list prefix and number)
n/a

16b. Test Score(s)
n/a

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

16d. Other Restriction(s)
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Restriction(s) (non-codable)
n/a

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
   Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.
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<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>T.J. Miller</td>
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<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
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<tr>
<th>Curriculum Committee Chairperson</th>
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<thead>
<tr>
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</thead>
</table>
I. Course Description:
Introduces the most commonly used equipment, techniques, and risk associated with crevasse rescue. Provides information for minimizing the chance of a crevasse fall and implementing a successful extrication. Emphasizes risk assessment and technical skill acquisition.
Special Note: Requires the ability to perform comfortably in extremely cold and/or inclement weather. Field sessions include all-day clinics and may include overnight outings.

II. Course Design:
A. Designed for individuals interested in obtaining an introduction to crevasse rescue techniques. Emphasis is on risk assessment and technical skills.
B. 1 credit.
C. Total time of student involvement: 52.5 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis. Required for Outdoor Leadership OEC.
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than one week.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA List Serv.
I. Course level justification: This is an introductory skills course.

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
None

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

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and campus safety
   1.2 Appropriate Apparel and Footwear
   1.3 Travel and Transportation
2.0 Hazard Evaluation-Assessing and Minimizing Risk
   2.1 Environmental and Objective Hazards Most Common to Glaciated Environments
      2.1.1 Introduction to glaciology (as it relates to hazard recognition and evaluation)
         2.1.1.1 Glacial formation
         2.1.1.2 Glacial features
         2.1.1.3 Crevasse formation
         2.1.1.4 Snow Bridge formation
         2.1.1.5 Geology of surrounding area
      2.1.2 Weather
   2.2 Human Hazards
      2.2.1 Improving critical thinking
      2.2.2 Judgment development
      2.2.3 Knowing your limits
      2.2.4 Risks of skis and sleds

3.0 Equipment Selection, Use, and Maintenance
   3.1 Personal Equipment
   3.2 Glacier Travel Equipment

4.0 Technical Skill Review and Development
   4.1 Knots, Belays, and Communication/Commands Review
   4.2 Ice Axe Use and Self-Arrest Review
   4.3 Introduction to Crampon Use and Travel Techniques

5.0 Anchor Systems
   5.1 Features of a Good Anchor System
   5.2 Industry Standards
   5.3 Understanding Forces, Physics, and Fall Lines
   5.4 Snow Anchors
   5.5 Ice Anchors
   5.6 Equalizing Anchors
   5.7 Incorporating Redundancy into a System

6.0 Crevasse Rescue
   6.1 Using Self-Arrest to Stop a Fallen Climber
   6.2 Techniques to Use Should a Fall Occur
      6.2.1 Belay Escape
      6.2.2 Belays to Use During a Rescue
   6.3 Protecting and Aiding a Fallen Climber
   6.4 Self-Ascent (Ascending a Fixed Line)
      6.4.1 Problem solving a difficult ascent (Overhang, Sled, Etc)
   6.5 Mechanical Advantage
      6.5.1 Use the simplest solution
      6.5.2 2:1 pulley systems
      6.5.3 3:1 pulley systems
      6.5.4 Identifying alternatives
VII. Suggested Textbook:

VIII. Bibliography:

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

**Instructional Goals:**
Present concepts and skills associated with crevasse rescue including prevention measures and extraction techniques.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.</td>
<td>Discussion Demonstration</td>
</tr>
<tr>
<td>Identify potential hazards most common to glacial environments.</td>
<td>Discussion Written Assignment Demonstration</td>
</tr>
<tr>
<td>Identify the minimal and preferred gear needs specific to glacier travel and demonstrate its use.</td>
<td>Demonstration Written assignment</td>
</tr>
<tr>
<td>Tie select knots and hitches and identify pros and cons of each as well as demonstrate a proper belay.</td>
<td>Demonstration Written assignment</td>
</tr>
<tr>
<td>Demonstrate proper techniques and foot/crampon placement for walking and climbing.</td>
<td>Demonstration Written assignment</td>
</tr>
<tr>
<td>Demonstrate proper building of snow and ice anchors.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Demonstrate techniques to aid a fallen climber, ascend a fixed line, and utilize mechanical-advantage systems.</td>
<td>Demonstration</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
CT CTC

1b. Division  
APER Division of Physical Ed Rec

1c. Department  
HPER

2. Course Prefix  
PER

3. Course Number  
A246

4. Previous Course Prefix & Number  

5a. Credits/CEUs  
2 credits

5b. Contact Hours  
(Lecture + Lab)  
(1+2.5)

6. Complete Course Title  
Intermediate Rock Climbing

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
Semester/year  
From: Fall/2011  To: 9/999

12. ☐ Cross Listed with  n/a

☐ Stacked with  n/a  
Cross-Listed Coordination Signature

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

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

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<td>Bachelor of Science, Physical Education</td>
<td>197</td>
<td>8/25/2010</td>
<td>Sandra Carroll-Cobb</td>
</tr>
</tbody>
</table>

13b. Coordination Email  
Date: 9/25/2010  
submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 9/25/2010

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

15. Course Description (suggested length 20 to 50 words)  
Builds on beginner rock climbing skills and knowledge. Emphasizes risk management skills, learning to build/use a variety of anchors, and ascending and descending techniques. Provides opportunity to practice protection placement and mock lead climbing. Introduces a risk/benefit analysis of lead climbing vs. following. Special Note: Requires ability to function comfortably in inclement weather.

16a. Course Prerequisite(s) (list prefix and number)  
PER A146

16b. Test Score(s)  
n/a

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

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Requirement(s) (non-codable)  
n/a

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Course is being updated on 5 year cycle, added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.
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Builds on beginner rock climbing skills and knowledge. Emphasizes risk management skills, learning to build/use a variety of anchors, and ascending and descending techniques. Provides opportunity to practice protection placement and mock lead climbing. Introduces a risk/benefit analysis of lead climbing vs. following.
Special Note: Requires ability to function comfortably in inclement weather.

II. Course Design:
A. Designed for individuals with desire to develop intermediate skills and techniques in rock climbing.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis, Minor, Outdoor Leadership, and selective for Outdoor Leadership OEC.
E. Fees: A fee will be assessed
F. May be scheduled in any timeframe but not less than two weeks.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA List Serv.
I. Course level justification: Course develops intermediate rock climbing skills and techniques. Builds upon skills developed in PER A146.

III. Course Activities:
Includes lecture, discussions, skill development and field application.

IV. Course Prerequisites:
PER A146

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

VI. Course Curriculum:
1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel and Footwear
   1.3 Travel and Transportation
2.0 Risk Assessment and Hazard Evaluation
  2.1 Environmental
  2.1.1 Falling objects
  2.1.2 Weather
  2.1.3 Animal encounters
  2.2 Human Factors
  2.2.1 Difference between leading and following
  2.2.2 Assessing personal strengths and weaknesses
  2.2.3 Gaining experience

3.0 Personal and Safety Equipment
  3.1 Clothing and Miscellaneous Needs
  3.2 Personal Survival Equipment
  3.3 Climbing Equipment
    3.3.1 Hardware
    3.3.2 Software
    3.3.3 Guidebooks

4.0 Anchors
  4.1 Building a Safe Anchor
    4.1.1 Understanding forces, physics, and fall lines
    4.1.2 Features of a good anchor system
  4.2 Belay Anchors
  4.3 Top-Rope Anchors
  4.4 Protection Placement
  4.5 Running Protection

5.0 Climbing Techniques
  5.1 Skill Development and Practice
  5.2 Stringing Moves Together
  5.3 Lead Climbing
  5.4 Following/Cleaning

6.0 Descent Techniques
  6.1 Decision-Making and Hazard Evaluation
  6.2 Assessing the Best Option
  6.3 Belay Techniques When Descending
  6.4 Skill Development and Practice

7.0 Ethics
  7.1 Environmental Ethics
  7.2 Current Trends in Climbing Ethics

VII. Suggested Textbook:
VIII. Bibliography:


IX. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal:
Present the concepts, skills and safety elements associated with intermediate rock climbing.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, the student will be able to:</td>
<td></td>
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<tr>
<td>Identify potential hazards they may face while rock climbing and implement proper mitigation techniques.</td>
<td>Discussion Written exam</td>
</tr>
<tr>
<td>Identify and demonstrate proper use of rock climbing equipment, clothing, and software/hardware.</td>
<td>Discussion Demonstration Written exam</td>
</tr>
<tr>
<td>Identify key features of a good anchor system. Demonstrate creation of proper anchor.</td>
<td>Discussion Demonstration</td>
</tr>
<tr>
<td>Demonstrate a variety of climbing techniques.</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Identify and demonstrate a variety of descent options and techniques.</td>
<td>Written exam</td>
</tr>
<tr>
<td>Identify ethical considerations associated with rock climbing.</td>
<td>Demonstration Written exam</td>
</tr>
</tbody>
</table>
## Course Action Request

**University of Alaska Anchorage**

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

### 1. School or College
- CT CTC

### 2. Course Prefix
- PER

### 3. Course Number
- A252

### 4. Previous Course Prefix & Number
- APER A152

### 5. Credits/CEUs
- 2 credits

### 6. Contact Hours
- (Lecture + Lab) (1+2)

### 7. Course Title
- Intermediate River Rafting

### 8. Abbreviated Title for Transcript
- Intermediate River Rafting

### 9. Type of Course
- Academic

### 10. Type of Action
- Add

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

### 12. Cross Listed with
- n/a

### 13. Impacted Courses or Programs

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### 14. General Education Requirement

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### 15. Course Description

Provides skill development for rafting up to class IV whitewater rivers for those who have basic whitewater rafting skills. Introduces advanced paddle/oar skills, expands on reading water, and teaches advanced boat maneuvering with an emphasis on risk assessment and management.

**Special Note:** Participants must be able to demonstrate basic whitewater rafting skills in class II whitewater at the beginning of the course. Requires ability to function comfortably in inclement weather. An overnight field outing will be included in the course. Participants may be required to rent or purchase additional gear. First aid and CPR training is highly recommended.

### 16. Course Prerequisite(s)
- PER A152

### 17. Mark if course has fees
- Yes

### 18. Mark if course is a selected topic course
- No

### 19. Justification for Action

Course is being changed to strengthen the program and to better meet student needs. Added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.
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II. Course Design:
A. Designed for individuals with experience on moving rivers up to class II interested in developing intermediate rafting skills for class IV whitewater rivers.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis, and required for Outdoor Leadership OEC.
E. Fees: a fee will be assessed
F. May be scheduled in any timeframe but not less than two weeks.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA List Serv.
I. Course level justification: Course expands and develops introductory knowledge, skills and abilities. Further develops skills learned in PER A152.

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
PER A152

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

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

2.0 Risk Assessment and Hazard Evaluation
   2.1 Environmental Risks
   2.2 Human Factors
   2.3 Thermoregulation Problems

3.0 Equipment Selection Review and Suitability
   3.1 Types of Rafts and Materials
   3.2 Other Rafting Equipment
   3.3 Rafting Specific Clothing
   3.4 Personal Equipment
   3.5 Safety Equipment
   3.6 Group Equipment
   3.7 Expedition Equipment
   3.8 Transporting Equipment Review

4.0 Trip Planning
   4.1 Group Considerations
   4.2 Permits
   4.3 Logistics
   4.4 Emergency Consideration
   4.5 Current Reports
   4.6 Nutrition and Ration Planning
   4.7 Routes and Contingencies

5.0 Preparing to Raft
   5.1 Raft Rigging
   5.2 Safety Briefing
   5.3 Paddle Briefing
   5.4 Group Travel Techniques

6.0 Rescue Procedures
   6.1 Flipping
   6.2 Wrapping
   6.3 Highsides/Lowsides
   6.4 Swimming in Rapids
   6.5 Throwbag Use
   6.6 Wet Entries and Exits
   6.7 Swimmer Recovery

7.0 Intermediate River Hydrology
   7.1 Characteristics of A River
   7.2 Dangers of Obstacles/Features
   7.3 Obstacle Effects
7.4 Advantage/Disadvantage of Obstacles/Feature
7.5 How to Use Feature for Maneuvering
7.6 Scouting Whitewater
7.7 Hazard Evaluation
7.8 Route Selection
7.9 Reading and Running

8.0 Intermediate Raft Maneuvers
  8.1 Ferry Angles
  8.2 Launching and Landing
  8.3 Advanced Oar Strokes
  8.4 Advanced Paddle Strokes
  8.5 Paddle Commands
  8.6 Paddle Guide Strokes

9.0 Communications
  9.1 Audible
  9.2 Visual
  9.3 Electronics

10.0 Environmental Ethics
  10.1 Leave No Trace
  10.2 Equipment/Supplies
  10.3 General Practices
  10.4 Specific Practices
  10.5 Private Land Considerations
  10.6 Permits

VI. Suggested Textbook:

VII. Bibliography:
XI. **Instructional Goal:**

Present concepts, skills and safety elements associated with intermediate (up to class IV) whitewater rafting.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>After successful completion of this course, the student should be able to:</td>
<td></td>
</tr>
<tr>
<td>Identify and mitigate objective and subjective hazards associated with river rafting.</td>
<td>Written assignment Field observation</td>
</tr>
<tr>
<td>Identify proper rafting, safety, personal, and group equipment</td>
<td>Field observation Written examination</td>
</tr>
<tr>
<td>Develop a float plan</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Demonstrate proper equipment care and transportation.</td>
<td>Field observation Instructor review Classroom Discussion</td>
</tr>
<tr>
<td>Demonstrate intermediate rafting skills.</td>
<td>Field observation</td>
</tr>
<tr>
<td>Demonstrate rescue techniques.</td>
<td>Field observation Demonstration</td>
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<tr>
<td>Identify and demonstrate minimum impact techniques</td>
<td>Field observation Written examination</td>
</tr>
</tbody>
</table>
1a. School or College  
CT CTC

1b. Division  
APER Division of Physical Ed Rec

1c. Department  
HPER

2. Course Prefix  
PER

3. Course Number  
A253

4. Previous Course Prefix & Number  
PER

5a. Credits/CEUs  
2 credits

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

6. Complete Course Title  
Intermediate Sea Kayaking

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- College
- Major
- Other CCG (please specify)

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date  
semester/year  
From: Fall/2011  
To: 9/999

12. ☐ Cross Listed with  n/a  ☐ Stacked with  n/a  Cross-Listed Coordination Signature

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

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Initiator Name (typed): TIm  
Initiator Signed Initials: _________  
Date: ____________

13b. Coordination Email  
Date: 9/25/2010  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 9/25/2010

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

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

Provides foundational open water sea kayaking skills for individuals with sheltered coastal kayaking skills. Introduces open water crossings, paddling around exposed headlands, and exposure to cliffed-out shore lines with limited beach landings. Emphasizes development of efficient strokes, practical self rescue techniques, understanding the marine environment, trip planning and risk assessment and management.

Special Note: Participants must demonstrate proficient sheltered coastal kayaking skills at course start. Requires excellent backcountry camping skills and the ability to function comfortably in inclement weather. Wilderness camping will be included in the course. Participants may be required to purchase or rent additional gear. CPR & First Aid training is highly recommended.

16a. Course Prerequisite(s) (list prefix and number)  
PER A153

16b. Test Score(s)  
n/a

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

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Restriction(s) (non-codable)  
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17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
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Special Note: Participants must demonstrate proficient sheltered coastal kayaking skills at course start. Requires excellent backcountry camping skills and the ability to function comfortably in inclement weather. Wilderness camping will be included in the course. Participants may be required to purchase or rent additional gear. CPR & First Aid training is highly recommended.

II. Course Design:
A. Designed for individuals with sheltered coastal kayaking skills to develop open water skills.
B. 2 credits
C. Total time of student involvement: 90 hours
D. Selective for the Bachelor of Science, Physical Education, Outdoor Leadership & Administration emphasis and Minor, Physical Education, Outdoor Leadership Emphasis, and required for Outdoor Leadership OEC
E. Fees: A fee will be assessed.
F. May be scheduled in any timeframe but not less than two weeks.
G. This is a revised course.
H. Coordinated with Prince William Sound Community College and UAA List Serv.
I. Course level justification: Course expands on introductory knowledge and skills

III. Course Activities:
This course will include lecture, skill development and field application.

IV. Course Prerequisites:
PER A153

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

1.0 Course Introduction
   1.1 Classroom and Campus Safety
   1.2 Appropriate Apparel and Footwear
   1.3 Travel and Transportation

2.0 Risk Assessment and Hazard Evaluation
   2.1 Environmental Risks
   2.2 Human Factors
   2.3 Maritime Water Theory
   2.4 Maritime Water Risks

3.0 Equipment
   3.1 Kayak Equipment
   3.2 Safety Equipment Review
   3.3 Clothing for Sea Kayaking
   3.4 Personal Survival Equipment
   3.5 Repair Kit for Kayaks
   3.6 Personal vs. Group First-aid Kits
   3.7 Vhf Radio Protocols

4.0 Trip Planning
   4.1 Settings Goals
   4.2 Collecting Information
   4.3 Identifying Routes and Contingencies
   4.4 Estimating Travel Times
   4.5 Assessing Hazards Using Maps, Charts, Photos, Literature, Etc.
   4.6 Float Plans

5.0 Kayak Transportation Review
   5.1 Cars/Trucks, Trailers, and Planes
   5.2 Using Tie-Downs
   5.3 Carrying the Kayak

6.0 Preparing to Paddle
   6.1 Loading the Kayak
   6.2 Packing the Gear
   6.3 Entry/Exit

7.0 Basic Strokes Review in Sheltered Water
   7.1 Forward and Reverse Strokes
   7.2 Sweep and Turning Strokes
   7.3 Draw Strokes
   7.4 Support Strokes

8.0 Intermediate Strokes and Maneuvers in Open and Moving Water
   8.1 Hanging Draw and Side Slip
   8.2 Stern Rudder – Surf and Following Sea
8.3 Brace Turns
8.4 Turns With Significant Edge Control
8.5 Adjusting Strokes to Suit Sea and Wind Conditions
8.6 Eddy In / Out, S-Turn and Ferries in Currents
8.7 Launching and Landing in Moving Water
8.8 Surf Landings

9.0 Safety Skills
9.1 Group Communication and Signals
9.2 Paddling Formations for Groups
9.3 Swimming in the Sea
9.4 Self Rescue
9.5 Group Rescue
9.6 Towing
9.7 Rolling a Kayak
9.8 Post Re-Entry-Basic Shore Survival Considerations and Skills Review
9.9 Knowing Personal Limitations

10.0 Environmental Ethics
10.1 Sanitation and Waste Disposal
10.2 Minimum Impact
10.3 Wildlife Viewing

VII. Suggested Textbook:

VIII. Bibliography:

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

**Instructional Goal:**
Presents concepts, skills and safety elements associated with coastal and open water sea kayaking.

**Student Outcomes:**
After successful completion of the course, the student will be able to:

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<th>Assessment Procedures</th>
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<tr>
<td>Identify the possible hazards that might occur during any field outing and appropriate risk management techniques for environmental and subjective hazards.</td>
<td>Written assignment</td>
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<td>Identify proper sea kayak safety equipment and demonstrate open water safety skills and techniques.</td>
<td>Demonstration Written exam</td>
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<td>Develop a float plan.</td>
<td>Written assignment</td>
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<td>Demonstrate safe transportation of kayak and equipment.</td>
<td>Demonstration Written exam</td>
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<td>Demonstrate the proper procedures and considerations for loading and securing equipment into a kayak.</td>
<td>Demonstration</td>
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<td>Demonstrate the types of strokes used in kayaking and describe when each would or would not be used.</td>
<td>Demonstration Written exam</td>
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<tr>
<td>Identify minimum impact techniques.</td>
<td>Demonstration Written Exam</td>
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</table>
Memo

To: PICR and UAB
From: T.J. Miller, Assistant Professor HPER Department
CC:
Date: 2/22/2011
Re: Bachelor of Science, Physical Education Degree Revisions

In accordance with a program review, advisory board input, and faculty input, the HPER department has made changes to the B.S. Physical Education degree program. Below is a summary of the changes:

- The Adventure Leadership Emphasis including the minor has undergone a revision and updating of course curriculum including course title changes that are more consistent with industry standards:
  - The new emphasis title: Outdoor Leadership & Administration
  - The new minor title: Outdoor Leadership
  - Proposal of a new Occupational Endorsement Certificate, Outdoor Leadership
  - Allowance of 3 elective credits

- The Health & Fitness Leadership emphasis underwent minor revisions:
  - Removal of required emphasis courses that are no longer pertinent to the emphasis
  - Updates to two classes to add a lab component to reflect course requirements
  - Allowance of 8 elective credits

- A few courses have had some minor revisions (credit hour changes, status relative to degrees, and deletions)

- The Physical Education and Health & Fitness Leadership Minor have changes that are reflected and consistent with the emphasis changes to the BSPE.
# Program/Prefix Action Request

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

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

## 2. Complete Program Title/Prefix
Bachelor of Science, Physical Education

## 3. Type of Program
Choose one from the appropriate drop down menu:
- Undergraduate:  
  - Bachelor of Science
- Graduate:  
  - CHOOSE ONE

## 4. Type of Action:
- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

## 5. Implementation Date (semester/year)
From: Fall/2011  
To: 9999

## 6a. Coordination with Affected Units
Department, School, or College: HPER  
Initiator Name (typed): TJ Miller  
Initiator Signed Initials: _________  
Date: __________________

## 6b. Coordination Email submitted to Faculty Listserv ([uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu))  
Date: 11/30/2010

## 6c. Coordination with Library Liaison  
Date: 11/30/2010

## 7. Title and Program Description - Please attach the following:
- Cover Memo
- Catalog Copy in Word using the track changes function

## 8. Justification for Action
Changes made in response to program review as well as faculty and advisory board recommendations.

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<th>Initiator (faculty only)</th>
<th>Date</th>
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<td>Timothy J. Miller</td>
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2. Complete Program Title/Prefix
Minor, Physical Education

3. Type of Program

Choose one from the appropriate drop down menu:
Undergraduate: or Graduate:
Other: specify type in box 2

4. Type of Action:

- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

5. Implementation Date (semester/year)
From: Fall/2011 To: 9999

6a. Coordination with Affected Units
Department, School, or College: HPER/CTC
Initiator Name (typed): TJ Miller
Initiator Signed Initials: _________ Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11/30/2010

6c. Coordination with Library Liaison Date: 11/30/2010

7. Title and Program Description - Please attach the following:
- Cover Memo
- Catalog Copy in Word using the track changes function

8. Justification for Action
Changes made to align with recommended changes to BSPE
**Program/Prefix Action Request**
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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2. Complete Program Title/Prefix
   Minor, Outdoor Leadership

3. Type of Program
   Choose one from the appropriate drop down menu:
   - Undergraduate: or Graduate:
   - Other: specify type in box 2
   
   **CHOOSE ONE**

4. Type of Action:
   - PROGRAM
     - Add
     - Change
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     - Change
     - Inactivate

5. Implementation Date (semester/year)
   From: Fall 2011
   To: 9999

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8. Justification for Action
   Changes made to align with recommended changes to BSPE

Initiator (faculty only)
Timothy J. Miller
Initiator (TYPE NAME)  

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289
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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2. Complete Program Title/Prefix
Minor, Health & Fitness Leadership

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: or Graduate:
Other: specify type in box 2

4. Type of Action:
- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

5. Implementation Date (semester/year)
From: Fall/2011  To: 9999

6a. Coordination with Affected Units
Department, School, or College: HPER/CTC
Initiator Name (typed): TJ Miller
Initiator Signed Initials: _________  Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11/30/2010

6c. Coordination with Library Liaison Date: 11/30/2010

7. Title and Program Description - Please attach the following:
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8. Justification for Action
Changes made to align with recommended changes to BSPE

Initiator (faculty only)
Timothy J. Miller
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Date

Approved
Disapproved
Board Chairperson
Date

Approved
Disapproved
Provost or Designee
Date
1a. School or College
   CT CTC

1b. Division
   APER Division of Physical Ed Rec

1c. Department
   HPER

2. Complete Program Title/Prefix
   Outdoor Leadership

3. Type of Program
   - OEC
   - Undergrad Certificate
   - AA/AAS
   - Baccalaureate
   - Minor
   - Post Baccalaureate Certificate
   - Graduate
   - Graduate Certificate
   - Doctoral
   - Specialty

4. Type of Action:
   - PROGRAM
     - Add
     - Change
     - Delete
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     - Add
     - Change
     - Inactivate

5. Implementation Date (semester/year)
   From: Fall/2011   To: /9999

6a. Coordination with Affected Units
    Department, School, or College: CTC/HPER
    Initiator Name (typed): TJM
    Initiator Signed Initials: _________  Date:________________

6b. Coordination Email submitted to Faculty Listserv (uua-faculty@lists.uaa.alaska.edu)
    Date: 9/9/10

6c. Coordination with Library Liaison
    Date: 9/9/10

7. Title and Program Description - Please attach the following:
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8. Justification for Action
   The HPER Department is creating a new Outdoor Leadership OEC in response to industry forums and a program review.

Initiator (faculty only)  Date  
T.J. Miller

Initiator (TYPE NAME) 

Approved  Date  
Disapproved  
Dean/Director of School/College  Date

Approved  
Disapproved  
Undergraduate/Graduate Academic Board Chairperson

Approved  
Disapproved  
Provost or Designee  Date

Approved  
Disapproved  
Department Chairperson  Date

Approved  
Disapproved  
Curriculum Committee Chairperson  Date

Approved  
Disapproved  

The Department of Health, Physical Education & Recreation is committed to excellence in offering courses within the discipline of physical education and related disciplines. The courses provide the foundation for an undergraduate major that prepares students for leadership roles in health and fitness or adventure education as well as minors and occupational endorsement certificates within the discipline. In addition, the department offers a variety of courses for students from other fields who wish to learn new physical skills and/or develop personal wellness.

II. PHYSICAL FITNESS LEVEL

Many 100-level courses have been designed for the student with an average level of fitness and health; e.g., a student would be expected to comfortably travel five miles over easy terrain. If a higher than average fitness level is required, a special note will identify the necessary level of fitness.

a. Good fitness is defined as above average fitness relative to a typical, healthy adult. Courses that required good fitness will involve a moderate degree of physical activity, may involve travel over challenging terrain, may involve carrying a pack weighing 50 pounds or more, or may involve multiple hours of exercise. A student who is physically or mentally unprepared to withstand a moderate amount of exercise should not enroll in the course.

b. Excellent fitness is defined as possessing health of outstanding quality or being in remarkably good physical condition. Excellent fitness is required for expedition courses.

III. VENUE AND TERRAIN DIFFICULTY

Students will hike and travel in a variety of environments in outdoor/adventure courses. The following breakdown provides an overview of terrain difficulty.

a. Easy terrain can be negotiated by novices. Traveling is usually done on well-maintained trail systems; can include hiking, skiing or snowshoeing; elevation gains/losses generally under 500 feet per mile; and stream crossings of calf deep or less. Off-trail touring includes traveling on firm ground over gentle terrain.

b. Moderate terrain requires good physical fitness. Traveling is usually done on rugged trails or off trail. The hiking often includes inclines/declines of 500 to 1500 feet per mile. Off-trail travel can include bushwhacking; uneven, wet or marshy ground; scrambling up, over or around small terrain features; and river crossing up to knee deep.

c. Difficult terrain requires excellent physical fitness. Traveling is usually done off trail and can include uneven, challenging ground; lack of firm footing; steep tundra, rock or scree; wet, snowy or icy slopes; thigh- to waist-deep river crossings. Specialized gear may be required for travel.

d. Extremely difficult requires excellent physical fitness. Traveling is done off trail and participants must be prepared to endure all of the features listed under “difficult terrain” for long hours and potentially multiple days. Specialized gear is usually required for travel.

IV. STUDENT HEALTH INSURANCE

Students enrolling in many outdoor/adventure activity courses are provided with basic health insurance coverage during the field sessions only. This policy is intended to supplement personal policies and does not include the cost of emergency evacuation.

IV. STUDENT HEALTH INSURANCE

Students enrolling in many outdoor/adventure activity courses are provided with basic health insurance coverage during the field sessions only. This policy is intended to supplement personal policies and does not include the cost of emergency evacuation.
Occupational Endorsement Certificate, Fitness Leadership

The Fitness Leadership Occupational Endorsement Certificate provides students the opportunity to acquire the knowledge and skills necessary to develop a career in the ever-changing fitness industry. An array of career possibilities is available to individuals who successfully complete this program in group fitness instruction or personal training.

This comprehensive program provides students with 90 hours of leadership training in exercise theory and practice and 60 hours of training in their chosen fitness specialty or emphasis area: Group Fitness Leader or Personal Trainer. All classes combine current fitness research and training techniques with practical, hands-on teaching experience. This program follows the guidelines established by the American Council on Exercise (ACE) and the American College of Sports Medicine (ACSM).

The Fitness Leadership Occupational Endorsement Certificate is designed to provide quality education and training to individuals interested in working in the fitness industry. Of the required 10 credits, 7 include lecture courses and 3 are laboratory sessions. The labs are enhanced by practicum experiences that reinforce skills, knowledge, and leadership qualities. Students receive training in basic applied kinesiology and exercise physiology, nutrition and healthy weight loss, injury prevention, fitness assessment, legal considerations, special populations, health screening, leadership, and motivation.

Admission Requirements
Satisfy the UAA Admissions Requirements for Occupational Endorsement Certificates found in Chapter 7, Academic Standards and Regulations.

Academic Progress
A minimum grade of B or better in each required course.

Occupational Endorsement Requirements

1. Complete the following required courses (7 credits):
   - PEP A112 First Aid and CPR for Professionals 1
   - PEP A115 Fitness Leadership/Group Fitness and Personal Training 3
   - DN A101 Principles of Nutrition (3) 3
   - or
   - DN A203 Nutrition for Health Sciences (3)

2. Complete the required courses within one of the following two emphasis areas (3 credits):
   - **Group Fitness Leader**
     - PEP A116 Techniques in Group Fitness Instruction 2
     - Choose PER activity course related to specialty 1
   - **Personal Trainer**
     - PEP A117 Techniques in Personal Training 2
     - PER A118 Beginning Weight Training 1

3. A total of 10 credits is required for this certificate.

Occupational Endorsement Certificate, Outdoor Leadership

The Outdoor Leadership Occupational Endorsement Certificate (OEC) is designed to provide quality education and training to individuals interested in working in the outdoor recreation industry. The O.L. OEC provides students the opportunity to acquire the foundational knowledge, skills, and abilities necessary for an entry level position in the ever changing recreation and tourism industry. An array of career possibilities is available to individuals who successfully complete this program. Students can enter into the field of outdoor/adventure education, guiding, activity/recreation therapy, or as a recreation specialist. There are positions in the government, non-profit, ecotourism, education, healthcare, and for profit sectors of industry.

This comprehensive program provides students with 19 credits of training in technical outdoor skills, judgment, decision making, leadership, and risk assessment and hazard evaluation. Nine credits comprise the core curriculum. The student can then choose an emphasis area in water-based or land-based outdoor leadership. Classes combine current recreation research and instructional techniques with practical, hands-on teaching experience with extended field application. The field-based courses allow for practical skill application that reinforces technical knowledge, skills, abilities, and refinement of leadership skills.

Admission Requirements
Satisfy the UAA Admissions Requirements for Occupational Endorsement Certificates found in Chapter 7, Academic Standards and Regulations.

Academic Progress
A minimum grade of B or better in each required course.

Occupational Endorsement Requirements

1. Complete the following required courses (9 credits):
   - PER A169 Four-season Backpacking 3
   - PEP A262 Foundations of Outdoor Recreation 3
   - PEP A365 Outdoor Leadership Theory & Practice 3
   - Total credit hours 9

2. Complete the required courses within one of the following two emphasis areas (10 credits):
   - **Water-Based Leadership Emphasis**:
     - PER A150 Water Rescue 1
     - PER A151 Beginning Canoeing 1
   - **Land-Based Leadership Emphasis**:
     - PER A152 Wilderness First Aid 1
     - PER A153 Beginning Hiking 1
     - PER A154 Beginning Backpacking 1
     - PER A155 Beginning Windsurfing 1
     - Total credit hours 10
PER A152  Beginning River Rafting   1
PER A153  Beginning Sea kayaking   1
PER A252  Intermediate River Rafting   2
PER A253  Intermediate Sea Kayaking   2
PEP A467D  Water-based Outdoor Leadership  2
Total credit hours      10

Land-based Leadership Emphasis:

PER A146  Beginning Rock Climbing   1
PER A147   Beginning Ice Climbing   1
PER A164   Skiing Alaska’s Backcountry   2
PER A165  Avalanche Hazard Recognition & Evaluation     1
PER A181  Crevasse Rescue Techniques    1
PEP A467C  Land-based Outdoor Leadership  2
Choose one (1) of the following
PER A287  Expedition Backpacking   2
PER A246  Intermediate Rock Climbing   2
Total credit hours      10

3. A total of 19 credits is required for this certificate.

Other requirements: Pass a swim test and possess Current Wilderness First Responder Certification from a recognized institution at time of completion.

Bachelor of Science, Physical Education

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

The Health and Fitness Leadership emphasis and the Adventure Leadership emphasis prepare students for professional positions in rapidly growing fields. Each emphasis focuses on developing leadership expertise as well as the knowledge, physical skills, and technical competencies to prepare graduates for the job market. The Health and Fitness Leadership emphasis readies students for employment in hospital-based health education and fitness programs, community or public health/fitness programs, private health clubs and fitness facilities, corporate fitness/wellness programs, military fitness centers, as personal trainers, or helps them prepare for further education in physical therapy. The Adventure Leadership emphasis readies graduates for employment with youth or recreational programs, adventure tourism, guide services, camps, schools, or a host of experiential education opportunities.

Program Outcomes

Graduates of the Bachelor of Science in Physical Education will have demonstrated:

- Knowledge of physical education concepts as well as concepts related to a specific area of emphasis.
- Competency in many activity forms and proficiency in a few.
- Ability to apply established national standards in the field(s).
- Proficiency in entry-level discipline specific administrative skills.
- Proficiency in general and discipline specific technologies.
- Effective leadership skills including the abilities to: 1) evaluate and direct/re-direct skillful movement, 2) lead a variety of activities, 3) use appropriate motivational strategies, 4) employ appropriate safety and prevention techniques, 5) exercise sound judgment and good decision-making skills, and 6) effective communication skills.

Admission Requirements

1. Complete the Baccalaureate Degree Programs Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Meet with a Health, Physical Education & Recreation advisor regarding application, program admission, and development of a program of study.
3. Submit a departmental application for admission to the Department of Health, Physical Education & Recreation.
4. The degree requires computer competency which may be demonstrated by:
   a. successful completion of an approved university computer course,
   b. work-related experience requiring computer competency as approved by faculty or major advisor,
   c. demonstrated computer competency as approved by faculty or major advisor.

Advising

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

Academic Progress

Maintain a 2.50 GPA or higher for the courses within the emphasis and a B or better in the Internship.

Degree Requirements

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
3. Complete the Support Courses and the Major Requirements listed below.

Required Support Courses

Complete the following support courses, some of which may be used to satisfy the General Education Requirements:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
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<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences (3)</td>
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<td>or</td>
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<td></td>
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<tr>
<td>DN A215</td>
<td>Sports Nutrition (3)</td>
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<tr>
<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
<td>3</td>
</tr>
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<td>PSY A111</td>
<td>General Psychology (3)</td>
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<td>or</td>
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<tr>
<td>PSY A150</td>
<td>Lifespan Development (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements**

1. Complete the following core courses (39 credits):
   - **PEP A181** Introduction to Health, Physical Education & Recreation 3
   - **PEP A182** Technology in Health, Physical Education & Recreation 1
   - **PEP A183** Wellness Principles 1
   - **PEP A184** Fundamental Motor Skills 1
   - **PEP A280** Leadership in Health, Physical Education & Recreation 3
   - **PEP A281** Leadership in Activities for Diverse Populations 2
   - **PEP A282** Leadership in Initiative Activities 2
   - **PEP A284** Leadership in Fitness Activities 2
   - **PEP A382** Kinesiology and Biomechanics 4
   - **PEP A383** Movement Theory and Motor Development 3
   - **PEP A384** Cultural and Psychological Aspects of Health and Physical Activity 3
   - **PEP A385** Physiology of Exercise 4
   - **PEP A486** Standards and Assessment in Health, Physical Education & Recreation 3
   - **PEP A487** Administration and Supervision in Health, Physical Education & Recreation 3

   Choose 2 from:
   - **PEP A283** Leadership in Aquatic Activities (2)
   - **PEP A285** Leadership in Team Activities (2)
   - **PEP A286** Leadership in Individual and Dual Activities (2)
   - **PEP A287** Leadership in Outdoor Recreation Activities (2)
   - **PEP A288** Leadership in Rhythmic Activities (2)

2. Complete one of the following emphasis areas:

**Health & Fitness Leadership (43 credits)**

- **BA A151** Introduction to Business 3
- **BA A231** Fundamentals of Supervision 3
- **BA A260** Marketing Practices 3
- **HS/NS A433** Health Education: Theory and Practice 3
- **PEP A251** Prevention and Care of Activity-Related Injuries 3
- **PEP A453** Health Promotion 3
- **PEP A454** Exercise Testing and Prescription 4
- **PEP A455** Cardiac Rehabilitation & Special Populations 4
- **PEP A456** Contemporary Personal Health Issues 3
- **PEP A495** Internship in Health and Fitness Leadership 6

**Outdoor Leadership & Administration (43 credits):**

- **BA A151** Introduction to Business 3
- **PER A169** Four-season Backpacking 3
- **PEP A262** Foundations of Outdoor Recreation 3
- **PEP A264** Recreation Program Planning and Evaluation 3
- **ENVI A303** Environmental Ethics 3
- **PEP A363** Natural History Interpretation and Environmental Education 3
- **PEP A365** Outdoor Leadership Theory and Practice 3
- **PEP A464** Outdoor Recreation Administration 3
- **PEP A467C** Land-based Adventure Leadership 2
- **PEP A467D** Water-based Adventure Leadership 2
- **PEP A496** Internship in Outdoor Recreation 6

**Electives** 8

Choose a minimum of six (6) credits from the following:

- **PER A146** Beginning Rock Climbing (1)
- **PER A147** Beginning Ice Climbing (1)
- **PER A148** Beginning Indoor Sport Climbing I (1)
- **PER A150** Water Rescue (1)
- **PER A151** Beginning Canoeing (1)
- **PER A152** Beginning River Rafting (1)
- **PER A153** Beginning Sea Kayaking (1)
A minimum of 120 credits is required for the degree of which 42 credits must be upper division.

**Other requirements:** Pass a swim test and possess Current Wilderness First Responder Certification from a recognized institution at time of completion

**Recommended Course Sequence**

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

**Minor, Athletic Training**

Students who wish to minor in Athletic Training must complete the following requirements. A minimum of 20 credits, including 14 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of C or better in PEP A346 and PEP A347.

1. Complete the following requirements (20 credits):
   - DN A203  Nutrition for Health Sciences (3)  
   - DN A215  Sports Nutrition (3)  
   - PEP A251  Prevention and Care of Activity Related Injuries (3)  
   - PEP A346  Lower Body Injury Assessment Skills (3)  
   - PEP A347  Upper Body Injury Assessment Skills (3)  
   - PEP A382  Kinesiology and Biomechanics (4)  
   - PEP A385  Physiology of Exercise (4)  

**Minor, Coaching**

Students who wish to minor in Coaching must complete the following requirements. A minimum of 22 credits, including 10 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of C or better in PEP A130 and sport specific coaching course.

1. Complete the following core courses (20 credits):
   - PEP A130  Introduction to Coaching  
   - PEP A230  Sport Ethics  
   - PEP A231  Drugs and Sport  
   - PEP A251  Prevention and Care of Activity Related Injuries (3)  
   - PEP A281  Leadership in Activities for Diverse Populations (2)  
   - PEP A383  Movement Theory and Motor Development (3)  
   - PEP A384  Cultural and Psychological Aspects of Health and Physical Activity (3)  
   - PEP A385  Physiology of Exercise (4)  

2. Choose one of the following:
   - PEP A233  Coaching Track & Field and Running (2)  
   - PEP A234  Coaching Wrestling (2)  
   - PEP A235  Coaching Swimming and Diving (2)  
   - PEP A236  Coaching Skiing (2)  
   - PEP A237  Coaching Figure Skating (2)  
   - PEP A238  Coaching Gymnastics (2)  
   - PEP A239  Coaching Baseball/Softball (2)  
   - PEP A240  Coaching Football (2)  
   - PEP A241  Coaching Basketball (2)  
   - PEP A242  Coaching Soccer (2)  
   - PEP A243  Coaching Hockey (2)  
   - PEP A244  Coaching Volleyball (2)  

**Minor, Health & Fitness Leadership * **

Students who wish to minor in Health & Fitness Leadership must complete the following requirements. A minimum of 27 credits, including 6 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. A minimum grade of C or better is required in the courses within the option.

1. Complete the following core courses (24 credits):
   - BIOL A111/L  Human Anatomy and Physiology I with Laboratory (4)  
   - BIOL A112/L  Human Anatomy and Physiology II with Laboratory (4)  
   - DN A203  Nutrition for Health Sciences (3)  
   - DN A215  Sports Nutrition (3)  
   - PEP A115  Fitness Leadership/Group Fitness and Personal Training (3)  
   - PEP A385  Physiology of Exercise (4)  
   - PEP A442  Exercise and Aging (3)  
   - PEP A453  Health Promotion (3)  

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PER A164  Skiing Alaska’s Backcountry (2)  
PER A165  Avalanche Hazard Recognition & Evaluation (1)  
PER A181  Crevasse Rescue Techniques (1)  
PER A246  Intermediate Rock Climbing (2)  
PER A252  Intermediate River Rafting (2)  
PER A253  Intermediate Sea Kayaking (2)
2. Choose one of the following options:  
   **Fitness Instruction Option (3 credits)**
   - PEP A116 Techniques in Group Fitness Instruction 2
   - PER activity course related to specialty 1
   **Personal Training Option (3 credits)**
   - PEP A117 Techniques in Personal Training 2
   - PEP A118 Basic Weight Training 1
   **Wellness Option (4 credits)**
   - PEP A116 Techniques in Group Fitness Instruction 2
   - PEP A117 Techniques in Personal Training 2

3. A minimum of 27 credits is required for this minor.

   *Not available to Physical Education majors with Health & Fitness Leadership emphasis.

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## Minor, Outdoor Leadership *

Students who wish to minor in Outdoor Leadership must complete the following requirements. A minimum of 22 credits, including 7 upper division credits are required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of B or better in PEP A467C or PEP A467D.

1. Complete the following core courses (16 credits)
   - PER A169 Four-season Backpacking 3
   - PEP A262 Foundations of Outdoor Recreation 3
   - PEP A264 Recreation Program Planning and Evaluation 3
   - PEP A365 Outdoor Leadership Theory and Practice 3
   - PEP A467C Land-based Adventure Leadership (2) 2
   - PEP A467D Water-based Adventure Leadership (2) 2

2. Choose a minimum of three (3) credits from the following:
   - PER A150 Water Rescue (1)
   - PER A151 Beginning Canoeing (1)
   - PER A152 Beginning River Rafting (1)
   - PER A153 Beginning Sea Kayaking (1)
   - PER A252 Intermediate River Rafting (2)
   - PER A253 Intermediate Sea Kayaking (2)

3. Choose a minimum of three (3) credits from the following:
   - PER A146 Beginning Rock Climbing (1)
   - PER A147 Beginning Ice Climbing (1)
   - PER A148 Beginning Indoor Sport Climbing I (1)
   - PER A164 Skiing Alaska’s Backcountry (2)
   - PER A181 Crevasse Rescue Techniques (1)
   - PER A246 Intermediate Rock Climbing (2)

4. A minimum of 22 credits is required for this minor.

   *Not available to Physical Education majors with Outdoor Leadership & Administration emphasis.

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## Minor, Physical Education *

Students who wish to minor in Physical Education must complete the following requirements. A total of 30 credits, including 7 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of C or better in the leadership courses.

1. Complete the following core courses (15 credits):
   - BIOL A112 Human Anatomy and Physiology II 4
   - PEP A181 Introduction to Health, Physical Education & Recreation 3
   - PEP A182 Technology in Health, Physical Education & Recreation 1
   - PEP A183 Wellness Principles 1
   - PEP A184 Fundamental Motor Skills 1
   - PEP A280 Leadership in Health, Physical Education & Recreation 3
   - PEP A281 Leadership in Activities for Diverse Populations 2
   - PEP A382 Kinesiology and Biomechanics 4
   - PEP A383 Movement Theory and Motor Development 3

2. Choose two of the following:
   - PEP A282 Leadership in Initiative Activities (2)
   - PEP A283 Leadership in Aquatic Activities (2)
   - PEP A284 Leadership in Fitness Activities (2)
   - PEP A285 Leadership in Team Activities (2)
   - PEP A286 Leadership in Individual and Dual Activities (2)
   - PEP A287 Leadership in Outdoor Recreation Activities (2)
   - PEP A288 Leadership in Rhythmic Activities (2)

   *Not available to Physical Education majors.

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**FACULTY**

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HEALTH, PHYSICAL EDUCATION & RECREATION

The Department of Health, Physical Education & Recreation is committed to excellence in offering courses within the discipline of physical education and related disciplines. The courses provide the foundation for an undergraduate major that prepares students for leadership roles in health and fitness or adventure education as well as minors and occupational endorsement certificates within the discipline. In addition, the department offers a variety of courses for students from other fields who wish to learn new physical skills and/or develop personal wellness.

Enrolling in Health, Physical Education & Recreation Courses

I. PHYSICAL FITNESS LEVEL

A. Good fitness is defined as above average fitness relative to a typical, healthy adult. Courses that required good fitness will involve a moderate degree of physical activity, may involve travel over challenging terrain, may involve carrying a pack weighing 30 pounds or more, or may involve multiple hours of exercise. A student who is physically or mentally unprepared to withstand a moderate amount of exercise should not enroll in the course.

B. Excellent fitness is defined as possessing health of outstanding quality or being in remarkably good physical condition. Excellent fitness is required for expedition courses.

II. VENUE AND TERRAIN DIFFICULTY

A. Easy terrain can be negotiated by novices. Traveling is usually done on well-maintained trail systems; can include hiking, skiing, or snowshoeing; elevation gains/losses generally under 500 feet per mile; and stream crossings of calf deep or less.

B. Moderate terrain requires good physical fitness. Traveling is usually done on rugged trails or off trail. The hiking often includes inclines/declines of 500 to 1500 feet per mile. Off-trail travel can include bushwhacking; uneven, wet or marshy ground; scrambling up, over or around small terrain features; and river crossing up to knee-deep.

C. Difficult terrain requires excellent physical fitness. Traveling is usually done off trail and can include uneven, challenging ground; lack of firm footing; steep tundra, rock or scree; wet, snowy or icy slopes; thigh- to waist-deep river crossings. Specialized gear may be required for travel.

D. Extremely difficult requires excellent physical fitness. Traveling is done off trail and participants must be prepared to endure all of the features listed under “difficult terrain” for long hours and potentially multiple days. Specialized gear is usually required for travel.

III. STUDENT HEALTH INSURANCE

Students enrolling in many outdoor/adventure activity courses are provided with basic health insurance coverage during the field sessions only. This policy is intended to supplement personal policies and does not include the cost of emergency evacuation.
Occupational Endorsement Certificate, Fitness Leadership

The Fitness Leadership Occupational Endorsement Certificate provides students the opportunity to acquire the knowledge and skills necessary to develop a career in the ever-changing fitness industry. An array of career possibilities is available to individuals who successfully complete this program in group fitness instruction or personal training.

This comprehensive program provides students with 90 hours of leadership training in exercise theory and practice and 60 hours of training in their chosen fitness specialty or emphasis area: Group Fitness Leader or Personal Trainer. All classes combine current fitness research and training techniques with practical, hands-on teaching experience. This program follows the guidelines established by the American Council on Exercise (ACE) and the American College of Sports Medicine (ACSM).

The Fitness Leadership Occupational Endorsement Certificate is designed to provide quality education and training to individuals interested in working in the fitness industry. Of the required 10 credits, 7 include lecture courses and 3 are laboratory sessions. The labs are enhanced by practical experiences that reinforce skills, knowledge, and leadership qualities. Students receive training in basic applied kinesiology and exercise physiology, nutrition and healthy weight loss, injury prevention, fitness assessment, legal considerations, special populations, health screening, leadership, and motivation.

Admission Requirements

Satisfy the UAA Admissions Requirements for Occupational Endorsement Certificates found in Chapter 7, Academic Standards and Regulations.

Academic Progress

A minimum grade of B or better in each required course.

Occupational Endorsement Requirements

1. Complete the following required courses (7 credits):
   PEP A112 First Aid and CPR for Professionals 1
   PEP A115 Fitness Leadership/Group Fitness and Personal Training 3
   DN A101 Principles of Nutrition (3) 3
   or DN A205 Nutrition for Health Sciences (3)

2. Complete the required courses within one of the following two emphasis areas (3 credits):
   Group Fitness Leader
   PEP A116 Techniques in Group Fitness Instruction 2
   Choose PER activity course related to specialty 1
   Personal Trainer
   PEP A117 Techniques in Personal Training 2
   PER A118 Beginning Weight Training 1

3. A total of 10 credits is required for this certificate.

Occupational Endorsement Certificate, Outdoor Leadership

The Outdoor Leadership Occupational Endorsement Certificate (OEC) is designed to provide quality education and training to individuals interested in working in the outdoor recreation industry. The OEC provides students the opportunity to acquire the foundational knowledge, skills, and abilities necessary for an entry-level position in the ever-changing recreation and tourism industry. An array of career possibilities is available to individuals who successfully complete this program. Students can enter into the field of outdoor/adventure education, guiding, activity/recreation therapy, or as a recreation specialist. There are positions in the government, non-profit, ecotourism, education, healthcare, and for-profit sectors of industry.

This comprehensive program provides students with 19 credits of training in technical outdoor skills, judgment, decision making, leadership, and risk assessment and hazard evaluation. Nine credits comprise the core curriculum. The student can then choose an emphasis area in water-based or land-based outdoor leadership. Classes combine current recreation research and instructional techniques with practical, hands-on teaching experience with extended field application. The field-based courses allow for practical skill application that reinforces technical knowledge, skills, abilities, and refinement of leadership skills.

Admission Requirements

Satisfy the UAA Admissions Requirements for Occupational Endorsement Certificates found in Chapter 7, Academic Standards and Regulations.

Academic Progress

A minimum grade of B or better in each required course.

Occupational Endorsement Requirements

1. Complete the following required courses (9 credits):
   PER A169 Four-season Backpacking 3
   PEP A262 Foundations of Outdoor Recreation 3
   PEP A365 Outdoor Leadership Theory & Practice 3
   Total credit hours 9

2. Complete the required courses within one of the following two emphasis areas (10 credits):
Water-Based Leadership Emphasis:
- PER A150  Water Rescue 1
- PER A151  Beginning Canoeing 1
- PER A152  Beginning River Rafting 1
- PER A153  Beginning Sea Kayaking 1
- PER A252  Intermediate River Rafting 2
- PER A253  Intermediate Sea Kayaking 2
- PEP A467D  Water-based Outdoor Leadership 2
Total credit hours 10

Land-based Leadership Emphasis:
- PER A146  Beginning Rock Climbing 1
- PER A147  Beginning Ice Climbing 1
- PER A164  Skiing Alaska's Backcountry 2
- PER A165  Avalanche Hazard Recognition & Evaluation 1
- PER A181  Crevasse Rescue Techniques 1
- PEP A467C  Land-based Outdoor Leadership 2
- Choose one (1) of the following
- PER A287  Expedition Backpacking 2
- PER A246  Intermediate Rock Climbing 2
Total credit hours 10

A total of 19 credits is required for this certificate.

Other requirements
Pass a swim test and possess Current Wilderness First Responder Certification from a recognized institution at time of completion.

Bachelor of Science, Physical Education

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

The Health and Fitness Leadership emphasis and the Adventure Leadership emphasis prepare students for professional positions in rapidly growing fields. Each emphasis focuses on developing leadership expertise as well as the knowledge, physical skills, and technical competencies to prepare graduates for the job market. The Health and Fitness Leadership emphasis readies students for employment in hospital-based health education and fitness programs, community or public health/fitness programs, private health clubs and fitness facilities, corporate fitness/wellness programs, military fitness centers, as personal trainers, or helps them prepare for further education in physical therapy. The Adventure Leadership emphasis readies graduates for employment with youth or recreational programs, adventure tourism, guide services, camps, schools, or a host of experiential education opportunities.

Program Outcomes
Graduates of the Bachelor of Science in Physical Education will have demonstrated:
- Knowledge of physical education concepts as well as concepts related to a specific area of emphasis.
- Competency in many activity forms and proficiency in a few.
- Ability to apply established national standards in the field(s).
- Proficiency in entry-level discipline specific administrative skills.
- Proficiency in general and discipline specific technologies.
- Effective leadership skills including the abilities to: 1) evaluate and direct (or direct-skilled) movement, 2) lead a variety of activities, 3) use appropriate motivational strategies, 4) employ appropriate safety and prevention techniques, 5) exercise sound judgment and good decision-making skills, and 6) effective communication skills.

Admission Requirements
1. Complete the Baccalaureate Degree Programs Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Meet with a Health, Physical Education & Recreation advisor regarding application, program admission, and development of a program of study.
3. Submit a departmental application for admission to the Department of Health, Physical Education & Recreation.
4. The degree requires computer competency which may be demonstrated by:
   a. successful completion of an approved university computer course,
   b. work-related experience requiring computer competency as approved by faculty or major advisor,
   c. demonstrated computer competency as approved by faculty or major advisor.

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

Academic Progress
Maintains a 2.00 GPA or higher for the courses within the emphasis and a B or better in the Internship.

Degree Requirements
1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
3. Complete the Support Courses and the Major Requirements listed below.
Required Support Courses

Complete the following support courses, some of which may be used to satisfy the General Education Requirements:

- **BIOL A111** Human Anatomy and Physiology I 4
- **BIOL A112** Human Anatomy and Physiology II 4
- **DN A203** Nutrition for Health Sciences (3) 3
- **DN A215** Sports Nutrition (3) 3
- **HS A220** Core Concepts in the Health Sciences 3
- **PSY A111** General Psychology (3) 3
- **PSY A150** Lifespan Development (3)

Major Requirements

1. Complete the following core courses (39 credits):
   - **PEP A181** Introduction to Health, Physical Education and Recreation 3
   - **PEP A182** Technology in Health, Physical Education & Recreation 3
   - **PEP A183** Wellness Principles 1
   - **PEP A184** Fundamental Motor Skills 1
   - **PEP A280** Leadership in Health, Physical Education & Recreation 3
   - **PEP A281** Leadership in Activities for Diverse Populations 2
   - **PEP A282** Leadership in Aquatic Activities 2
   - **PEP A283** Leadership in Fitness Activities 2
   - **PEP A284** Leadership in Individual and Dual Activities 2
   - **PEP A285** Leadership in Aquatic Activities 2
   - **PEP A286** Leadership in Team Activities 2
   - **PEP A287** Leadership in Outdoor Recreation Activities 2
   - **PEP A288** Leadership in Rhythmic Activities 2
   - **PEP A382** Kinesiology and Biomechanics 4
   - **PEP A383** Movement Theory and Motor Development 3
   - **PEP A384** Cultural and Psychological Aspects of Health and Physical Activity 3
   - **PEP A385** Physiology of Exercise 4
   - **PEP A486** Standards and Assessment in Health, Physical Education, and Recreation 3
   - **PEP A487** Administration and Supervision in Health, Physical Education, and Recreation 3

   Choose 2 from:
   - **PEP A283** Leadership in Aquatic Activities (2)
   - **PEP A285** Leadership in Team Activities (2)
   - **PEP A286** Leadership in Individual and Dual Activities (2)
   - **PEP A287** Leadership in Outdoor Recreation Activities (2)
   - **PEP A288** Leadership in Rhythmic Activities (2)

2. Complete one of the following emphasis areas:
   - **Health & Fitness Leadership (43 credits)**
     - **ACCT A201** Principles of Financial Accounting 3
     - **BA A151** Introduction to Business 3
     - **BA A201** Fundamentals of Supervision 3
     - **BA A260** Marketing Practices 3
     - **HSNS A403** Health Education: Theory and Practice 3
     - **PEP A251** Prevention and Care of Activity-Related Injuries 3
     - **PEP A452** Challenges in Health and Fitness Leadership 3
     - **PEP A453** Health Promotion 2
     - **PEP A454** Exercise Testing and Prescription 4
     - **PEP A455** Cardiac Rehabilitation & Special Populations 2
     - **PEP A466** Contemporary Personal Health Issues 3
     - **PEP A495** Internship in Health and Fitness Leadership 6
     - **DS A205** Introduction to Political Sciences 3
     - **DS A417** Public Administration 3

   - **Outdoor Leadership & Administration (43 credits)**
     - **BA A151** Introduction to Business 3
     - **PEP A169** Four-season Backpacking 3
     - **PEP A252** Foundations of Outdoor Recreation 3
     - **PEP A264** Recreation Program Planning and Evaluation 3

   *(Approved Electives)*
ENVI A303 Environmental Ethics 3
PEP A303 Outdoor Recreation Administration 3
PEP A363 Natural History Interpretation and Environmental Education 3
PEP A365 Outdoor Leadership Theory and Practice 3
PEP A464 Outdoor Recreation Administration 3
PEP A467C Land-based Adventure Leadership 2
PEP A467D Water-based Adventure Leadership 2
PEP A496 Internship in Outdoor Recreation 6

Electives 3
Choose a minimum of six (6) credits from the following: 6
PER A146 Beginning Rock Climbing 1
PER A147 Beginning Ice Climbing 1
PER A148 Beginning Indoor Sport Climbing I 1
PER A150 Water Rescue 1
PER A151 Beginning Canoeing 1
PER A152 Beginning River Rafting 1
PER A153 Beginning Sea Kayaking 1
PER A164 Skiing Alaska's Backcountry 2
PER A165 Avalanche Hazard Recognition & Evaluation 1
PER A181 Crevasse Rescue Techniques 1
PER A246 Intermediate Rock Climbing 2
PER A252 Intermediate River Rafting 2
PER A253 Intermediate Sea Kayaking 2

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

Other Requirements: Pass a swim test and possess Current Wilderness First Responder Certification from a recognized institution at time of completion.

Adventure Leadership, 42 credits

Required: 13 credits
ACCT A201 Principles of Financial Accounting 3
BA A151 Introduction to Business 3
BIOL/GEOL A104 Natural History of Alaska 3
PEP A161 Wilderness First Responder 4
PEP A262 Foundations of Adventure and Experiential Leadership 3
PEP A363 Natural History Interpretation and Environmental Education 3
PEP A364 Survival and Search and Rescue for Adventure Leaders 3
PEP A365 Adventure Leadership Theory and Practice 3
PEP A496 Internship in Adventure Leadership 6

Choose one of the following: 3
PER A169 Four-Season Backpacking (3)
PER A182 Alaska Winter Survival (3)

Choose two of the following: 2
PER A151 Beginning Canoeing (1)
PER A152 Beginning River Rafting (1)
PER A153 Beginning Sea Kayaking (1)
PER A146 Beginning Rock Climbing (1)
PER A147 Beginning Ice Climbing (1)
PER A148 Beginning Indoor Sport Climbing (1)
PER A181 Crevasse Rescue Techniques (1)
PER A246 Intermediate Rock Climbing (1)

Choose three of the following: 6
PEP A467A Challenge Course Adventure Leadership 2
PEP A467B Climbing-based Adventure Leadership 2
PEP A467C Land-based Adventure Leadership 2
PEP A467D Water-based Adventure Leadership 2

A total of 120-124 credits is required for the degree of which 42 credits must be upper division.

Recommended Course Sequence

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

Minor, Adventure Leadership

1. Students who wish to minor in Adventure Leadership must complete the following requirements: A total of 22 credits, including a minimum of 8 upper division credits is required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of C or better in PEP A467A and PEP A467D.

2. Complete the following core courses (13 credits):

3. Complete the following core courses (13 credits):

4. Complete the following core courses (13 credits):

5. Complete the following core courses (13 credits):

6. Complete the following core courses (13 credits):

7. A total of 120-124 credits is required for the degree of which 42 credits must be upper division.
Minor, Athletic Training

Students who wish to minor in Athletic Training must complete the following requirements. A minimum of 20 credits, including 14 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of C or better in PEP A346 and PEP A347.

1. Complete the following core courses (20 credits):
   - PEP A205 Nutrition for Health Sciences (3)
   - PEP A215 Sports Nutrition (3)
   - PEP A251 Prevention and Care of Activity Related Injuries (3)
   - PEP A346 Lower Body Injury Assessment Skills (3)
   - PEP A347 Upper Body Injury Assessment Skills (3)
   - PEP A362 Kinesiology and Biomechanics (4)
   - PEP A365 Physiology of Exercise (4)

Minor, Coaching

Students who wish to minor in Coaching must complete the following requirements. A minimum of 22 credits, including 10 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of C or better in PEP A130 and sport specific coaching course.

1. Complete the following core courses (20 credits):
   - PEP A130 Introduction to Coaching (3)
   - PEP A220 Sport Ethics (1)
   - PEP A230 Prevention and Care of Activity Related Injuries (3)
   - PEP A231 Leadership in Activities for Diverse Populations (2)
   - PEP A232 Movement Theory and Motor Development (3)
   - PEP A233 Cultural and Psychological Aspects of Health and Physical Activity (3)
   - PEP A234 Physiology of Exercise (4)

   2. Choose one of the following:
      - PEP A234 Coaching Track & Field and Running (2)
      - PEP A235 Coaching Wrestling (2)
      - PEP A236 Coaching Swimming and Diving (2)
      - PEP A237 Coaching Skiing (2)
      - PEP A238 Coaching Figure Skating (2)
      - PEP A239 Coaching Baseball/Softball (2)
      - PEP A240 Coaching Football (2)
      - PEP A241 Coaching Basketball (2)
      - PEP A242 Coaching Soccer (2)
      - PEP A243 Coaching Hockey (2)
      - PEP A244 Coaching Volleyball (2)

Minor, Health & Fitness Leadership*

Students who wish to minor in Health & Fitness Leadership must complete the following requirements. A minimum of 27 credits, including 6 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. A minimum grade of C or better is required in the courses within the option.

1. Complete the following core courses (24 credits):
   - BIOL A111/L Human Anatomy and Physiology I with Laboratory (4)
   - BIOL A112/L Human Anatomy and Physiology II with Laboratory (4)
DN A203  Nutrition for Health Sciences (3)  
DN A215  Sports Nutrition (3)  
PEP A113  Fitness Leadership/Group Fitness and Personal Training  
PEP A305  Physiology of Exercise  
PEP A442  Exercise and Aging  
PEP A450  Challenges in Health and Fitness Leadership  
PEP A453  Health Promotion  

2. Choose one of the following options:  
Fitness Instruction Option (3 credits)  
PAP A116  Techniques in Group Fitness Instruction  
PAP A261  Techniques in Personal Training  
Wellness Option (4 credits)  
PAP A116  Techniques in Group Fitness Instruction  
PAP A117  Techniques in Personal Training  

3. A minimum of 27 credits is required for this minor.

Minor, Outdoor Leadership *  
Students who wish to minor in Outdoor Leadership must complete the following requirements. A minimum of 22 credits, including 7 upper division credits are required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of B or better in PEP A467C or PEP A467D.  
1. Complete the following core courses (16 credits)  
PAP A169  Four-season Backpacking  
PAP A262  Foundations of Outdoor Recreation  
PAP A264  Recreation Program Planning and Evaluation  
PAP A365  Outdoor Leadership Theory and Practice  
PAP A467C  Land-based Adventure Leadership (2)  
PAP A467D  Water-based Adventure Leadership (2)  

2. Choose a minimum of three (3) credits from the following:  
PAP A150  Water Rescue (1)  
PAP A151  Beginning Canoeing (1)  
PAP A152  Beginning River Rafting (1)  
PAP A153  Beginning Sea Kayaking (1)  
PAP A252  Intermediate River Rafting (2)  
PAP A253  Intermediate Sea Kayaking (2)  

3. Choose a minimum of three (3) credits from the following:  
PAP A146  Beginning Rock Climbing (1)  
PAP A147  Beginning for Climbing (1)  
PAP A148  Beginning Indoor Sport Climbing (1)  
PAP A164  Skimo Alaska's Backcountry (2)  
PAP A181  Crevasse Rescue Techniques (1)  
PAP A246  Intermediate Rock Climbing (2)  

4. A minimum of 22 credits is required for this minor.

Other requirements: Pass a swimming test and possess current certification in First Aid and CPR  
* Not available to Physical Education majors with Health & Fitness Leadership emphasis.

Minor, Physical Education *  
Students who wish to minor in Physical Education must complete the following requirements. A total of 21-30 credits, including 7 upper division credits, is required for the minor. Prerequisites for these courses must also be satisfied. Requires a grade of C or better in the leadership courses.  
1. Complete the following core courses (15 credits)  
BEX A111  Human Anatomy and Physiology I  
BEX A112  Human Anatomy and Physiology II  
PAP A181  Introduction to Health, Physical Education and Recreation  
PAP A182  Technology in Health, Physical Education and Recreation  
PAP A183  Wellness Principles  
PAP A184  Fundamental Motor Skills  
PAP A280  Leadership in Health, Physical Education and Recreation  
PAP A281  Leadership in Activities for Diverse Populations  
PAP A302  Kinesiology and Biomechanics  
PAP A303  Movement Theory and Motor Development  

* Not available to Physical Education majors with Outdoor Leadership & Administration emphasis.
2. Choose three of the following:

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<th>Course Code</th>
<th>Course Title</th>
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<td>PEP A283</td>
<td>Leadership in Aquatic Activities (2)</td>
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<td>PEP A284</td>
<td>Leadership in Fitness Activities (2)</td>
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<td>PEP A286</td>
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<td>PEP A287</td>
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<tr>
<td>PEP A288</td>
<td>Leadership in Rhythmic Activities (2)</td>
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</tbody>
</table>

*Not available to Physical Education majors.

FACULTY

Sandra Carroll-Cobb, Chair/Associate Professor, AFSC@uaa.alaska.edu
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Wil Rickards, Assistant Professor, ANA@uaa.alaska.edu
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Box 13a. Impacted Courses or Programs

The intent of Box 13a is twofold:

1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance).

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, course, or college requirement that the revised course appears in.

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. More than three requires the creation of a separate coordination spreadsheet is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), current catalog page, type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a. spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

Courtesy Coordination

Sometimes coordination with a department or program must occur even though there is not impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term courtesy coordination can be used to document this type of situation. Simply type courtesy coordination in the table in the catalog page number field.

What Doesn’t Need to Go in Box 13a.

- You do not need to enter the page number for the revised course itself into the table (e.g., DLS A101 course details and description are listed on page 363. If you are changing DLS A101 you do not have to list this impact and page number).
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already filled out in Box 12.

* Coordination is the requirement that all initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their
proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** program selective - A credit course within a group of courses from which a student is required to select.
Page 43. Box 13a. Impacted Courses or Programs
See separate memo.

Page 45, Box 16a. Include more examples of wording for prerequisites and corequisites.
Here are some examples from recently approved courses:

- [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with a minimum grade of C
- Grades of C or higher in the following: (PSY A111, PSY A150, PSY A260, PSY A260L, PSY A261, and ENGL A111) and either (ENGL A211, ENGL A212, ENGL A213 or ENGL A214).
- [PSY A111 or PSY A150] and Grade of C or higher in ENGL A111
- Grades of C or higher in (ENGL A111), and either (PSY A111 or PSY A150), and either (BIOL A102; BIOL A111 or BIOL A115), and either (ENGL A211, ENGL A212, ENGL A213, or ENGL A214)
- Grades of C or higher in (PSY A111, PSY A150, PSY A260, PSY A260L, PSY A261, ENGL A111) and grade of C or higher in either (ENGL A211, ENGL A212, ENGL A213 or ENGL A214)

Samples of well written CCGs.
I recommend that we select some recent well written CCGs from various schools and colleges.

Course Action Request (CAR). Box 16a. See separate memo.

Catalog Issues
- Incomplete (I) grade (BOR question). At UAF, an I is changed to an F if course is not completed
- Offered at KPC only in course descriptions?
- Grading system: + and – grades (in the 2010-2011 catalogs, UAS has + and - grades, UAA and UAF do not)
- International course work (90 credits-no degree, 120 credits-degree) - Lora Volden
- Change UAA email information to reflect current practice (gmail)
- Transfer grades of C-. Clarification of policy needed
- Faculty listing in program catalog copy. Should these be faculty who teach on a regular basis?

Faculty Grading and Advising Issues
- Deadline for faculty to submit grades - do we need policy?
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<th>SUBJECT PREFIX</th>
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<th>BANNER COURSE NUMBER</th>
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<th>Was this course carried over by request from the 2010-11 purge list?</th>
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### Original GER Purge List for 2011-12 UAA Catalog

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