

# Undergraduate Academic Board Agenda

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	<u>Ex-Officio Members:</u>
( ) Suzanne Forster	( ) Utpal Dutta	( ) Advis./Couns. vacancy	( ) Bart Quimby
( ) Susan Fallon	( ) Kevin Keating	( ) David Edgecombe- Jill Crosby	( ) Lora Volden
( ) Dave Fitzgerald	( ) Marion Yapuncich	( ) Kathryn 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 2<sup>nd</sup> 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	Athabaskan 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)
Chg	ASL A101	Elementary American Sign Language I (4 cr) (4+0) ( <b>GERC</b> )
Chg	ASL A102	Elementary American Sign Language II (4 cr) (4+0) ( <b>GERC</b> )
Chg	ASL A201	Intermediate American Sign Language I (4 cr) (4+0) ( <b>GERC</b> )
Chg	ASL A202	Intermediate American Sign Language II (4 cr) (4+0) ( <b>GERC</b> )
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 2<sup>nd</sup> 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 Health, 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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Chg	PEP A284	Leadership in Fitness Activities (2 cr) (1+2) (pg. 149-153)
Chg	PEP A285	Leadership in Team Activities (2 cr) (1+2) (pg. 154-158)
Chg	PEP A286	Leadership in Individual and Dual Activities (2 cr) (1+2) (pg. 159-163)
Chg	PEP A287	Leadership in Outdoor Recreation Activities (2 cr) (1+2) (pg. 164-168)
Chg	PEP A288	Leadership in Rhythmic Activities (2 cr) (1+2) (pg. 169-174)
Chg	PEP A363	Natural History Interpretation and Environmental Education (3 cr) (2+2) (pg. 175-179)
Del	PEP A452	Challenges in Health and Fitness Leadership (1 cr) (1+0) (pg. 180)
Chg	PEP A453	Health Promotion (3 cr) (3+0) (pg. 181-185)
Chg	PEP A454	Exercise Testing and Prescription (4 cr) (3+2) (pg. 186-191)
Chg	PEP A455	Cardiac Rehabilitation and Special Populations (4 cr) (3+2) (pg. 192-198)
Chg	PEPA464	Outdoor Recreation Administration (3 cr) (3+0.5) (pg. 199-205)
Chg	PEP A467C	Land-Based Outdoor Leadership (2 cr) (0.5+3) (pg. 206-210)
Chg	PEP A467D	Water-Based Outdoor Leadership (2 cr) (0.5+3) (pg. 211-215)
Chg	PER A146	Beginning Rock Climbing (1 cr) (0.5+1) (pg. 216-219)
Chg	PER A147	Beginning Ice Climbing (1 cr) (0.5+1) (pg. 220-223)
Add	PER A150	Water Safety and Rescue (1 cr) (0.5+1) (pg. 224-227)
Chg	PER A151	Beginning Canoeing (1 cr) (0+.5+1) (pg. 228-223)
Chg	PER A152	Beginning River Rafting (1 cr) (0.5+1) (pg. 224-240)
Chg	PER A153	Beginning Sea Kayaking (1 cr) (0.5+1) (pg. 241-247)
Chg	PER A164	Skiing Alaska's Backcountry (2 cr) (1+2) (pg. 248-252)
Add	PER A165	Avalanche Hazard Recognition and Evaluation (1 cr) (0.5+1) (pg. 253-256)
Chg	PER A169	Four-Season Backpacking (3 cr) (1+4.5) (pg. 257-263)
Chg	PER A181	Crevasse Rescue Techniques (1 cr) (0.5+1) (pg. 264-268)
Chg	PER A246	Intermediate Rock Climbing (2 cr) (1+2.5) (pg. 269-273)
Chg	PER A252	Intermediate River Rafting (2 cr) (1+2) (pg. 274-279)
Chg	PER A253	Intermediate Sea Kayaking (2 cr) (1+2) (pg. 280-285)
Chg		Bachelor of Science, Physical Education (pg. 286-287)
Chg		Minor, Physical Education (pg. 288)
Chg		Minor, Outdoor Leadership (pg. 289)
Chg		Minor, Health & Fitness Leadership (pg. 290)
Add		Occupational Endorsement Certificate, Outdoor Leadership (pg. 291-306)

**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](#)

# Undergraduate Academic Board Summary

February 18, 2011

2:00-5:00

ADM 204

## I. Roll

(x) Hilary Davies	(x) Susan Wilson	(x) Deborah Fox	( ) Adjunct vacancy
(x) Paola Banchemo	(x) Hilary Seitz	(x) Wayne Edwards	( ) USUAA vacancy
(x) David Meyers	(x) Cheryl Smith- Gloria Tomich	( ) FS at large vacancy	<u>Ex-Officio Members:</u>
(e) Suzanne Forster	(x) Utpal Dutta	( ) Advis./Couns. vacancy	(x) Bart Quimby
(x) Susan Fallon	(x) Kevin Keating	(x) David Edgecombe- Jill Crosby	(x) Lora Volden
(x) Dave Fitzgerald	(x) Marion Yapuncich	(x) Kathryn 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 1<sup>st</sup> at 5 p.m.

Students may submit a late application from March 2- April 15<sup>th</sup> 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 29<sup>th</sup> 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**)

		(pg. 64)
Del	GEOG A211L	Earth Systems: The Science and Geography of the Natural Environment Laboratory (1 cr) (0+3) <b>(GERC)</b> (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 2<sup>nd</sup> 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	Athabaskan 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) <b>(GERC)</b>
Chg	ASL A102	Elementary American Sign Language II (4 cr) (4+0) <b>(GERC)</b>
Chg	ASL A201	Intermediate American Sign Language I (4 cr) (4+0) <b>(GERC)</b>
Chg	ASL A202	Intermediate American Sign Language II (4 cr) (4+0) <b>(GERC)</b>

**Tabled at 2<sup>nd</sup> 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)
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**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](#)



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

1a. School or College: CT CTC; 1b. Division: AAVI Division of Aviation; 1c. Department: Air Traffic Control; 2. Course Prefix: ATC; 3. Course Number: A250; 4. Previous Course Prefix & Number: N/A; 5a. Credits/CEUs: 2 credits; 5b. Contact Hours: (2+0); 6. Complete Course Title: Comprehensive Air Traffic Control Overview; 7. Type of Course: Academic; 8. Type of Action: Add; 9. Repeat Status: No; 10. Grading Basis: A-F; 11. Implementation Date: From: Fall/2011 To: /9999; 13a. Impacted Courses table; 13b. Coordination Email; 14. General Education Requirement; 15. Course Description: Integrates concepts from all previous air traffic control classes...; 16a. Course Prerequisite(s); 16b. Test Score(s); 16c. Co-requisite(s); 16d. Other Restriction(s); 16e. Registration Restriction(s); 17. Mark if course has fees; 18. Mark if course is a selected topic course; 19. Justification for Action: Faculty and industry identified need to combine knowledge from all previous ATC courses...



Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>Sharon LaRue</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

# Course Content Guide

## University of Alaska Anchorage Community and Technical College

**Department:** AAVI **Date:** Fall 2011  
**Course Title:** Comprehensive Air Traffic Control **Credits:** 2 cr  
Overview  
**Course number:** ATC A250

### 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:**

Federal Aviation Administration. (2010). *FAA Order 7110.65 Air Traffic Control*. Washington, DC: GPO.

Nolan, M. (2010). *The Fundamentals of Air Traffic Control*. (5th edition). Belmont, CA: Brooks/Cole.

**VIII. Bibliography:**

Federal Aviation Administration. (2009). *A Plan for the Future: Ten-year strategy for the air traffic control workforce 2009-2018*. Washington, D.C: Federal Aviation Administration. Retrieved from [http://www.faa.gov/air\\_traffic/publications/controller\\_staffing/media/CWP\\_2009.pdf](http://www.faa.gov/air_traffic/publications/controller_staffing/media/CWP_2009.pdf)

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

Provide opportunity to apply existing knowledge to new material, as well as examine cohesion between specialties.

Student Outcomes	Assessment Procedures
After successful completion of this course, the student will be able to perform the following:	
Demonstrate mastery of FAR's and airspace	End of unit test, final exam
Identify airport signals and	End of unit test, final exam

lightings	
Recognize weather processes and their effect of ATC system	End of unit test, final exam
Identify offices within FAA	End of unit test, final exam
Demonstrate phraseology and stripmarking techniques	End of unit test, final exam
Demonstrate correct technique for handling aircraft emergencies	End of unit test, final exam
Identify various separation standards	End of unit test, final exam



# Course Action Request

## University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division AAVI Division of Aviation			1c. Department Air Traffic Control	
2. Course Prefix ATC	3. Course Number A340	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3 credits	5b. Contact Hours (Lecture + Lab) (3+ )		
6. Complete Course Title Terminal Instrument Procedures <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input checked="" type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other            (please specify)				9. Repeat Status choose one    # of Repeats                                  Max Credits		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date    semester/year From: Fall/2011                                  To:                                  /9999		
				12. <input type="checkbox"/> Cross Listed with _____  <input type="checkbox"/> Stacked                                  with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1. BSAT/ Air Traffic Control		176,177,178, 326	1/11/11	Sharon LaRue		
2.						
3.						
Initiator Name (typed): <u>Sharon LaRue</u> Initiator Signed Initials: _____                                  Date: _____						
13b. Coordination Email                                  Date: <u>11/10/10</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                                  Date: <u>11/10/10</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Examines 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) ( <i>list prefix and number</i> )		16b. Test Score(s)		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> )		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> )				
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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) <u>Sharon LaRue</u> Initiator (TYPE NAME)				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____		
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____		



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

Form containing sections 1a-1c, 2-5, 6, 7, 8, 9-12, 13a-13c, 14, 15, 16a-16e, 17, 18, 19, and signature blocks for various roles including Initiator, Dean/Director, Department Chairperson, Undergraduate/Graduate Academic Board Chairperson, Curriculum Committee Chairperson, and Provost or Designee.

# Course Content Guide

## University of Alaska Anchorage Community and Technical College

<b>Department:</b>	AAVI	<b>Date:</b>	Fall 2011
<b>Course Title:</b>	Integrated Radar Techniques	<b>Credits:</b>	3 cr
<b>Course Number:</b>	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:**

Federal Aviation Administration. (2010). *FAA Order 7110.65 Air Traffic Control*. Washington, DC: GPO.

Nolan, M. (2010). *The Fundamentals of Air Traffic Control*. (5th ed.). Belmont, CA: Brooks/Cole.

**VIII. Bibliography:**

Federal Aviation Administration. (2009). *A Plan for the Future: Ten-year strategy for the air traffic control workforce 2009-2018*. Washington, DC:

Federal Aviation Administration. Retrieved from [http://www.faa.gov/air\\_traffic/publications/controller\\_staffing/media/CWP\\_2009.pdf](http://www.faa.gov/air_traffic/publications/controller_staffing/media/CWP_2009.pdf)

Oster, C. V. & Strong, J. S. (2007). *Managing the Skies: Public policy, organization, and financing of air traffic management*. VT: Ashgate.

**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:

Student Outcome	Assessment Procedures
After successful completion of the course, students will be able to perform the following:	
Demonstrate understanding of approach control separation standards	Unit test, graded lab evaluation
Demonstrate understanding of center separation standards	Unit test, graded lab evaluation
Demonstrate vectoring and speed control techniques	Graded lab evaluation
Facilitate communication and negotiation techniques	Draft Letter of Agreement

## 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



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

1a. School or College <b>CT CTC</b>	1b. Division <b>AAVI Division of Aviation</b>	1c. Department <b>N/A</b>																																				
2. Complete Program Title/Prefix <b>Bachelor of Science in Aviation Technology</b>																																						
3. Type of Program Choose one from the appropriate drop down menu: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;">Undergraduate:</td> <td style="text-align: center; width: 33%;">or</td> <td style="text-align: center; width: 33%;">Graduate:</td> </tr> <tr> <td style="text-align: center;">Bachelor of Science</td> <td></td> <td style="text-align: center;">CHOOSE ONE</td> </tr> </table>			Undergraduate:	or	Graduate:	Bachelor of Science		CHOOSE ONE																														
Undergraduate:	or	Graduate:																																				
Bachelor of Science		CHOOSE ONE																																				
4. Type of Action: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>PROGRAM</b>  <input type="checkbox"/> Add  <input checked="" type="checkbox"/> Change  <input type="checkbox"/> Delete         </td> <td style="width: 50%; vertical-align: top;"> <b>PREFIX</b>  <input type="checkbox"/> Add  <input type="checkbox"/> Change  <input type="checkbox"/> Inactivate         </td> </tr> </table>			<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate																																		
<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate																																					
5. Implementation Date (semester/year) From: <b>Fall/2011</b> To: <b>/9999</b>																																						
6a. Coordination with Affected Units      Department, School, or College: <b>CBPP, ENGL, HUM, LISTSERV</b>  Initiator Name (typed): <b>Sharon LaRue</b> Initiator Signed Initials: _____ Date: _____																																						
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )      Date: <b>11/10/10</b>																																						
6c. Coordination with Library Liaison      Date: <b>11/10/10</b>																																						
7. Title and Program Description - Please attach the following:  <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function																																						
8. Justification for Action <b>See attached memorandum.</b>																																						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-top: 1px solid black;">Initiator (faculty only)</td> <td style="width: 10%; border-top: 1px solid black;">Date</td> <td style="width: 10%; border-top: 1px solid black;"><input type="checkbox"/> Approved</td> <td style="width: 10%; border-top: 1px solid black;"><input type="checkbox"/> Disapproved</td> <td style="width: 20%; border-top: 1px solid black;">Dean/Director of School/College</td> <td style="width: 10%; border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;">Initiator (TYPE NAME)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Approved</td> <td>_____</td> <td><input type="checkbox"/> Approved</td> <td></td> <td>Undergraduate/Graduate Academic</td> <td>Date</td> </tr> <tr> <td><input type="checkbox"/> Disapproved</td> <td>Department Chairperson</td> <td><input type="checkbox"/> Disapproved</td> <td></td> <td>Board Chairperson</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Approved</td> <td>_____</td> <td><input type="checkbox"/> Approved</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Disapproved</td> <td>Curriculum Committee Chairperson</td> <td><input type="checkbox"/> Disapproved</td> <td></td> <td>Provost or Designee</td> <td>Date</td> </tr> </table>			Initiator (faculty only)	Date	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date	Initiator (TYPE NAME)						<input type="checkbox"/> Approved	_____	<input type="checkbox"/> Approved		Undergraduate/Graduate Academic	Date	<input type="checkbox"/> Disapproved	Department Chairperson	<input type="checkbox"/> Disapproved		Board Chairperson		<input type="checkbox"/> Approved	_____	<input type="checkbox"/> Approved				<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	<input type="checkbox"/> Disapproved		Provost or Designee	Date
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# **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.
3. 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 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
	<i>Or</i>	
*MATH A200	Calculus I (4)	
*PHIL A101	Introduction to Logic (3)	3
	<i>Or</i>	
*PHIL A201	Introduction to Philosophy (3)	
	<i>Or</i>	
*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 by 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 listed at the beginning of this chapter.

#### **General Course Requirements**

2. Complete the General Education Requirements (GER) for Baccalaureate

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Degrees listed at the beginning of this chapter.

3. Complete Required Emphasis Courses and Major Degree Requirements.

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### Major Requirements

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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 <del>(Note: prerequisite)</del>	3
*MATH A272	Applied Calculus <del>(Note: prerequisite)</del> (3)	3-4
	<u>or</u>	
*MATH A200	Calculus (4)	
*PHIL A101	Introduction to Logic (3)	
	<u>or</u>	
*PHIL A 201	Introduction to Philosophy (3)	
	<u>or</u>	
*PHIL A301	Ethics (3)	
*PHYS A123	Basic Physics I (3) <del>(Note: prerequisite)</del>	4
and		
*PHYS A123L	Basic Physics I Laboratory (1)	
<del>(Note: prerequisite)</del>		
or		
*CHEM A105	General Chemistry I (3) <del>(Note: prerequisite)</del>	
and		
*CHEM A105/L	General Chemistry I Laboratory (1)	
<del>(Note: prerequisite)</del>		

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

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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 ~~prepares-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
<del>BA A447</del>	<del>International Marketing</del>	<del>3</del>
<del>CIS A305</del>	<del>Managerial Presentations</del>	<del>3</del>
<del>CIS A376</del>	<del>Management Information Systems</del>	<del>3</del>
*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):

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

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A minimum of ~~124~~ 121 credits is required for the Aviation Management emphasis, of which a minimum of ~~48,42~~ credits must be upper division.

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### 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
<del>ATC A250</del>	<del>Comprehensive Air Traffic Control</del>	<del>2</del>
	<del>Overview</del>	
ATC A325	Tools for Weather Briefing	3
<del>ATC A340</del>	<del>Terminal Instrument Procedures</del>	<del>3</del>
<del>ATC A355</del>	<del>Integrated Radar Procedures</del>	<del>3</del>
ATC A440	Facility Operation and Administration	3
<del>GIS A305</del>	<del>Managerial Presentations</del>	<del>3</del>

CIS A376	Management Information Systems	3
PSY A380	Psychology of Stress and Coping	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.

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RE: Air Traffic Control (ATC) minor

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.



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

1a. School or College CT CTC	1b. Division AAVI Division of Aviation	1c. Department ATC																				
2. Complete Program Title/Prefix <b>Minor, Air Traffic Control</b>																						
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: _____ or Graduate: _____ Other: specify type in box 2 <span style="float: right;">CHOOSE ONE</span>																						
4. Type of Action: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>PROGRAM</b>  <input checked="" type="checkbox"/> Add  <input type="checkbox"/> Change  <input type="checkbox"/> Delete         </td> <td style="width: 50%; vertical-align: top;"> <b>PREFIX</b>  <input type="checkbox"/> Add  <input type="checkbox"/> Change  <input type="checkbox"/> Inactivate         </td> </tr> </table>			<b>PROGRAM</b> <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate																		
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5. Implementation Date (semester/year) From: <b>Fall/2011</b> To: <b>/9999</b>																						
6a. Coordination with Affected Units <span style="float: right;">Department, School, or College: <b>ATD</b></span> Initiator Name (typed): <b>Sharon LaRue</b> <span style="float: right;">Initiator Signed Initials: _____</span> Date: _____																						
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> ) <span style="float: right;">Date: <b>11/10/10</b></span>																						
6c. Coordination with Library Liaison <span style="float: right;">Date: <b>11/10/10</b></span>																						
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function																						
8. Justification for Action <b>A need for a minor in Air Traffic Control has been identified. The attached cover memo documents the reasons for creating this minor.</b>																						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-top: 1px solid black;">Initiator (faculty only) <b>Sharon LaRue</b></td> <td style="width: 50%; border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;">Initiator (TYPE NAME)</td> <td style="border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;"><input type="checkbox"/> Approved</td> <td style="border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;"><input type="checkbox"/> Disapproved</td> <td style="border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;"><input type="checkbox"/> Approved</td> <td style="border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;"><input type="checkbox"/> Disapproved</td> <td style="border-top: 1px solid black;">Date</td> </tr> </table> <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%; border-top: 1px solid black;"><input type="checkbox"/> Approved</td> <td style="width: 50%; border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;"><input type="checkbox"/> Disapproved</td> <td style="border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;"><input type="checkbox"/> Approved</td> <td style="border-top: 1px solid black;">Date</td> </tr> <tr> <td style="border-top: 1px solid black;"><input type="checkbox"/> Disapproved</td> <td style="border-top: 1px solid black;">Date</td> </tr> </table>			Initiator (faculty only) <b>Sharon LaRue</b>	Date	Initiator (TYPE NAME)	Date	<input type="checkbox"/> Approved	Date	<input type="checkbox"/> Disapproved	Date	<input type="checkbox"/> Approved	Date	<input type="checkbox"/> Disapproved	Date	<input type="checkbox"/> Approved	Date	<input type="checkbox"/> Disapproved	Date	<input type="checkbox"/> Approved	Date	<input type="checkbox"/> Disapproved	Date
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### **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):

ATC A143	ATC Regulations	3
ATC A144	ATC Flight Procedures	3
	or	
ATP A116	Instrument Ground School (3)	
ATC A147	Pilot/Controller Techniques	3
ATC A325	Tools for Weather Briefing	3
ATP A235	Elements of Weather	3
ATC A440	Facility Operations and Administration	3
	or	
ATP A492	Air Transportation System Seminar (3)	

One of the following course pairs (4 credits):

ATC A241	Control Tower Operations	3
ATC A241L	Control Tower Operations Lab	1

or

ATC A242	ATC Terminal Radar Procedures (3)	
ATC A 242L	ATC Terminal Radar Procedures Lab (1)	

or

ATC A243	ATC Enroute Procedures (3)	
ATC A243L	ATC Enroute Procedures Lab (1)	



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

1a. School or College <b>CT CTC</b>	1b. Division <b>AAVI Division of Aviation</b>	1c. Department <b>ATC</b>						
2. Complete Program Title/Prefix <b>Associate Applied Science, Air Traffic Control</b>								
3. Type of Program Choose one from the appropriate drop down menu:      Undergraduate:      or      Graduate: <b>CHOOSE ONE</b> Associate of Applied Science								
4. Type of Action: <b>PROGRAM</b> <b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate								
5. Implementation Date (semester/year) From: <b>Fall/2011</b> To: <b>/9999</b>								
6a. Coordination with Affected Units      Department, School, or College: Initiator Name (typed): <b>Sharon LaRue</b> Initiator Signed Initials: _____ Date: _____								
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )      Date: <b>11/10/10</b>								
6c. Coordination with Library Liaison      Date: <b>11/10/10</b>								
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function								
8. Justification for Action  <b>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.</b>								
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<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      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
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
<i>One of the following:</i>		3
ATA A133	Aviation Law and Regulations (3)	
ATA A134	Principles of Aviation Administration (3)	
 <i>One of the following</i>		3
ATA A233	Aviation Safety (3)	
ATP A231	Search, Survival, and Rescue (3)	
ATP A232 A	Advanced Aviation Navigation (3)	
 <i>*One of the following</i>		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 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
<u>ATC A250</u>	<u>Comprehensive ATC Overview</u>	2
ATC A325	Tools for Weather Briefing	3
ATP A100	Private Pilot Ground School	3
ATP A235	Elements of Weather	3
<i>One of the following:</i>		3
ATA A133	Aviation Law and Regulations (3)	
ATA A134	Principles of Aviation Administration (3)	
<i>One of the following</i>		3
ATA A233	Aviation Safety (3)	
ATP A231	Search, Survival, and Rescue (3)	
ATP A232 A	Advanced Aviation Navigation (3)	
<i>*One of the following</i>		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(2)* original AMT Certificate programs, from the record, follows:

- Concept approval from the FAA for creating *two (2)* certificates, one for the Mechanic-Airframe license and one for the Mechanic-Powerplant license, was obtained in July 2003.
- The *two (2)* 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 (2)* 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 (2)* new certificates.
- After FAA approval the *two (2)* certificate programs were presented to UAB. After some minor corrections, the *two (2)* 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:
  - The program descriptions were changed to "Undergraduate Certificate" in place of "Certificate".
  - A change of "Certificate" in place of "Certificates" in the Outcomes section.
  - The addition of "emphasis area skills: airframe or powerplant" in place of "airframe *and* powerplant".
  - 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:
  - 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 of 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**

1a. School or College <b>CT CTC</b>	1b. Division <b>AAVI Division of Aviation</b>	1c. Department <b>Aviation Maintenance Technology</b>									
2. Complete Program Title/Prefix <b>Certificate of Aviation Maintenance Technology, Airframe</b>											
3. Type of Program Choose one from the appropriate drop down menu:      Undergraduate:      or      Graduate: <b>CHOOSE ONE</b> Undergraduate Certificate											
4. Type of Action: <b>PROGRAM</b> <b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate											
5. Implementation Date (semester/year) From: <b>Fall/2011</b> To: <b>/9999</b>											
6a. Coordination with Affected Units      Department, School, or College: <b>CTC-ATD, LISTSERV</b> Initiator Name (typed): <b>Louis Nagy</b> Initiator Signed Initials: _____ Date: _____											
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )      Date: <b>2/2/2011</b>											
6c. Coordination with Library Liaison      Date: <b>11/19/2003</b>											
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function											
8. Justification for Action <b>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.</b>											
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;">           Initiator (faculty only) _____ Date _____  <b>Louis Nagy</b>            Initiator (TYPE NAME)         </td> <td style="width: 5%; border: none; text-align: center;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved         </td> <td style="width: 50%; border: none;">           _____ Date _____            Dean/Director of School/College         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved      Department Chairperson      _____ Date _____         </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved         </td> <td style="border: none;">           _____ Date _____            Undergraduate/Graduate Academic Board Chairperson         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved      Curriculum Committee Chairperson      _____ Date _____         </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved         </td> <td style="border: none;">           _____ Date _____            Provost or Designee         </td> </tr> </table>			Initiator (faculty only) _____ Date _____ <b>Louis Nagy</b> Initiator (TYPE NAME)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date _____ Dean/Director of School/College	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      Department Chairperson      _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date _____ Undergraduate/Graduate Academic Board Chairperson	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      Curriculum Committee Chairperson      _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Date _____ Provost or Designee
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**Program/Prefix Action Request**  
**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix**

1a. School or College <b>CT CTC</b>	1b. Division <b>AAVI Division of Aviation</b>	1c. Department <b>Aviation Maintenance Technology</b>						
2. Complete Program Title/Prefix <b>Certificate of Aviation Maintenance Technology, Powerplant</b>								
3. Type of Program Choose one from the appropriate drop down menu:      Undergraduate:      or      Graduate: <b>CHOOSE ONE</b> Undergraduate Certificate								
4. Type of Action: <b>PROGRAM</b> <b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate								
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6a. Coordination with Affected Units      Department, School, or College: <b>CTC-ATD, LISTSERV</b> Initiator Name (typed): <b>Louis Nagy</b> Initiator Signed Initials: _____ Date: _____								
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7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function								
8. Justification for Action <p style="text-align: center;">           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.         </p>								
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## **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: credits

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 A177	Reciprocating Engine Theory	2
AMT A178	Turbine Engine Theory	2
AMT A181	Aircraft Fuel Systems	3
AMT A181L	Aircraft Fuel Systems Lab	1
AMT A186	Aircraft Non-Destructive Inspection Methods	3
AMT A187	Aircraft Reciprocating Engine Overhaul	3
AMT A187L	Aircraft Reciprocating Engine Overhaul Lab	2
AMT A272	Aircraft Electrical Hardware & Systems	3
AMT A274	Aircraft Electronic Systems	5
AMT A274L	Aircraft Electronic Systems Lab	1
AMT A279	Aircraft Turbine Engine Repair and Overhaul	3
AMT A279L	Aircraft Turbine Engine Repair & 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 & Operations	3
AMT A287L	Reciprocating Engine Installation & Ops Lab	2
AMT A289	Turbine Engine Installation & Operations	3
AMT A289L	Turbine Engine Installation & Operations 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.

2. A total of 60 credits is required for the AMT Powerplant Undergraduate Certificate.

## Undergraduate Certificate,

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### -Aviation Maintenance Technology (AMT), Airframe

#### Airframe Certificate Description and Outcomes

Aviation Maintenance Airframe Undergraduate Certificates are 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, students will be able to:

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#### Airframe Certificate

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

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#### Powerplant Certificate

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- ~~1. Demonstrate proficient, entry-level aviation maintenance skills.~~
- ~~2. Demonstrate proficiency in emphasis area skills: Powerplant~~
- ~~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.~~

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## Admission Requirements

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1. Satisfy Undergraduate the 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

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are available in the Aviation Technology Division office. See the Aviation Technology Division advisor for appropriate sequence of courses.

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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.

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**General University Requirements**

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

**Major Requirements**

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

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~~1. Complete the following required courses:~~

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~~**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
<del>AMT A186 Aircraft Non-Destructive Inspection Methods</del>	<del>3</del>

~~**Combined General, Airframe & Powerplant Subject Areas:**~~

AMT A181 Aircraft Fuel Systems	3
AMT A181L Aircraft Fuel Systems Lab	1
<del>AMT A185 Aircraft Sheetmetal Structures</del>	<del>3</del>
<del>AMT A185L Aircraft Sheetmetal Structures Lab</del>	<del>2</del>
<del>AMT A186 Aircraft Non-Destructive Inspection Methods</del>	<del>3</del>
AMT A272 Aircraft Electrical Hardware and Systems	3
<del>AMT A273 Aircraft Fluid Power Systems</del>	<del>2</del>
<del>AMT A273L Aircraft Fluid Power Systems Lab</del>	<del>2</del>
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 A369 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.

42. A total of 60 credits is required for the AMT Powerplant Airframe Undergraduate Certificate, ~~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: credits

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 A177	Reciprocating Engine Theory	2
AMT A178	Turbine Engine Theory	2
AMT A181	Aircraft Fuel Systems	3
AMT A181L	Aircraft Fuel Systems Lab	1
AMT A186	Aircraft Non-Destructive Inspection Methods	3
AMT A187	Aircraft Reciprocating Engine Overhaul	3
AMT A187L	Aircraft Reciprocating Engine Overhaul Lab	2
AMT A272	Aircraft Electrical Hardware & Systems	3
AMT A274	Aircraft Electronic Systems	5
AMT A274L	Aircraft Electronic Systems Lab	1
AMT A279	Aircraft Turbine Engine Repair and Overhaul	3
AMT A279L	Aircraft Turbine Engine Repair & 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 & Operations	3
AMT A287L	Reciprocating Engine Installation & Ops Lab	2
AMT A289	Turbine Engine Installation & Operations	3
AMT A289L	Turbine Engine Installation & Operations 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.

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2. A total of 60 credits is required for the AMT Powerplant Undergraduate Certificate.



**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:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Identify examples of landmark historic Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.	Case brief writing assignments, research projects, examinations
2. Explain the methods of analysis, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.	Case brief writing assignments, research projects, structured class discussion, examinations
3. Analyze contemporary civil liberties issues currently before the Supreme Court.	Case brief writing assignments, research projects, structured class discussion, examinations
4. Utilize techniques for analyzing judicial opinions and synthesizing and applying legal authorities.	Case brief writing assignments, research projects, structured class discussion, examinations

#### **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**

Epstein, L., & Walker, T. (2010). *Constitutional law for a changing America: Rights, liberties, and justice* (7<sup>th</sup> ed.). Washington, DC: CQ Press.

O'Brien, D. (2010). *The Lanahan readings in civil rights and civil liberties* (3<sup>rd</sup> ed.). Baltimore, MD: Lanahan.

## VII. Bibliography

- Baum, L. (2010). *The Supreme Court* (10<sup>th</sup> ed.). Washington, DC: CQ Press.
- Chemmerinsky, E. (2009). *Constitutional law: Principles and policies* (3<sup>rd</sup> ed.). New York, NY: Aspen.
- Dorf, M. (2009). *Constitutional law stories* (2<sup>nd</sup> ed.). New York, NY: Foundation Press.
- Harrison, G. (2003). *Alaska's constitution: A citizen's guide* (4<sup>th</sup> ed.). Juneau, AK: Alaska Legislative Affairs Agency.
- Hickey, T. (2010). *Taking sides: Clashing views in constitutional law*. New York, NY: McGraw-Hill.
- Ides, A., & May, C. (2010). *Constitutional law-individual rights: Examples & explanations* (5<sup>th</sup> ed.). New York, NY: Aspen.
- Walker, S. (2004). *Civil liberties in America: A reference handbook*. Santa Barbara, CA: ABC-CLIO.





**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: 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:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Analyze competing explanations for changes in American Penal Policy over the past 50 years.	Objective and essay examinations; written assignments; class discussion

<b>Outcomes</b>	<b>Measures</b>
2. Organize and interpret research on inmate behavior and contemporary prison operation.	Objective and essay examinations; written assignments; class discussion
3. Interpret research on treatment and rehabilitation programs.	Objective and essay examinations; Written assignments; class discussion
4. Analyze research on current reentry and reintegration policies and programs.	Objective and essay examinations; written assignments; class discussion

#### **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**

Latessa, E. J., & Holsinger, E. J. (Eds.). (2006). *Correctional contexts: Contemporary and classical readings* (3<sup>rd</sup> ed.). Los Angeles, CA: Roxbury.

Stohr, M., Walsh, A., & Hemmerns, G. (Eds.). (2009). *Corrections*. Los Angeles, CA: Sage.

**VII. Bibliography**

Bosworth, M. (2010). *Explaining U.S. imprisonment*. Los Angeles, CA: Sage.

Carceral, K., & Bernard, T. J. (Eds.). (2006). *Prison, Inc.: A convict exposes life inside a private prison*. New York, NY: New York University Press.

Crawley, E. (2004). *Doing prison work: The public and private lives of prison officers*. Portland, OR: Willan.

Gottschalk, M. (2006). *The prison and the gallows: The politics of mass incarceration in America*. New York, NY: Cambridge University Press.

Irwin, J. (2005). *The warehouse prison: Disposal of the new dangerous class*. Los Angeles, CA: Roxbury.

MacKenzie, D. L. (2006). *What works in corrections*. New York, NY: Cambridge University Press.

Pratt, T. C. (2009). *Addicted to incarceration: Corrections policy and the politics of misinformation in the United States*. Los Angeles, CA: Sage.

Santos, M. G. (2006). *Inside: Life behind bars in America*. New York, NY: St. Martin's Griffin.

Tewksbury, R., & Dabney, D. (Eds.). (2009). *Prisons and jails*. Boston, MA: McGraw Hill Higher Education.

Tonry, M. (Ed.). (2004). *The future of imprisonment*. New York, NY: Oxford University Press.



**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: 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:

<b>Outcomes and Assessment Measures:</b>	
<b>The outcomes and assessment measures will be project specific</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Locate and retrieve research literature on a designated topic.	Delivery of research resources (e.g., research articles, statutes, legal decisions and opinions)

<b>Outcomes</b>	<b>Measures</b>
2. Compile research literature on a designated topic.	Reference list Annotated bibliography
3. Develop a research plan.	Research proposal or equivalent
4. Analyze data and interpret findings.	Research presentation or paper

#### **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**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Bazeley, P. (2007). *Qualitative data analysis with NVivo* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage.

Berg, B. (2007). *Qualitative research methods for the social sciences* (7<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Bouchoux, D. E. (2008). *Legal research explained*. New York, NY: Aspen.

Chambliss, D. F., & Schutt, R. K. (2010). *Making sense of the social world* (3<sup>rd</sup> ed.). Los Angeles, CA: Pine Forge Press.

Galvan, J. L. (2005). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3<sup>rd</sup> ed.). Los Angeles, CA: Pyczak.

George, D., & Mallery, P. (2009). *SPSS for windows step by step: A simple study guide and reference, 17.0 update* (10<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Holosko, M. (2006). *Primer for critiquing social research: A student guide*. Belmont, CA: Thomson Brooks Cole.

Johnson, W. A., Rettig, R. P., Scott, G. M., & Garrison, S. M. (2002). *The criminal justice student writer's manual*. Upper Saddle River, NJ: Prentice Hall.

- Putman, W. H. (2010). *Legal research, analysis, and writing* (2<sup>nd</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.
- Weisburd, D., & Britt, C. (2007). *Statistics in criminal justice* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth Cengage Learning.
- Writing and communicating for criminal justice*. (2007). Belmont, CA: Wadsworth Cengage Learning.







**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:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Prepare for and successfully complete a professional placement interview.	Placement acceptance Professional portfolio
2. Identify existing professional skills and identify areas for improvement.	Student self- evaluation Internship learning agreement with site supervisor

Outcomes	Measures
3. Implement professional time management and recordation, oral communication, and writing skills.	Bi-weekly journals Student self-evaluation Site supervisor evaluation Portfolio
4. Integrate academic concepts with internship experience.	Writing assignment Site supervisor evaluation

**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**

Hughes, R. (2005). *Surviving and thriving in the law office*. Clifton Park, NY: Thomson Delmar Learning.

*Writing and communicating for criminal justice*. (2007). Belmont, CA: Wadsworth Cengage Learning.

**VII. Bibliography**

Bouchoux, D. E., & Sullivan, S. M. (2008). *Internships through employment*. New York, NY: Aspen.

Hunt, R. W., Hunt, M. B., & Cox, B. (2005). *Ethics at work*. Upper Saddle River, NJ: Pearson Education.

Lee, J., & Satterwhite, M. (2008). *The law office reference manual* (2<sup>nd</sup> ed.). New York, NY: McGraw-Hill.

Nemeth, C. (2008). *The paralegal resource manual*. New York, NY: McGraw-Hill.

Pickard, M. (2008). *Job placement strategies for paralegals*. Clifton Park, NY: Thomson Delmar Learning.

Tow, A. (2009). *The professional paralegal*. New York, NY: McGraw-Hill.



**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:

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

**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**

Goldman, T. (2009). *Technology in the law office* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Goldman, T., & Cheeseman, H. (2010). *The paralegal professional* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

**VII. Bibliography**

Bouchoux, D. (2006). *The practical paralegal: Strategies for success*. New York, NY: Aspen.

Bouchoux, D. (2009). *A practical introduction to paralegal studies* (2<sup>nd</sup> ed.). New York, NY: Aspen.

Cannon, T. (2006). *Concise guide to paralegal ethics* (2<sup>nd</sup> ed.). New York, NY: Aspen.

Jordan, P. (2001). *Paralegal studies: An introduction*. Albany, NY: West Thomson Learning.

Miller, R., & Urisko, M. (2007). *West's paralegal today* (4<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.

Nemeth, C. (2008). *The paralegal resource manual*. New York, NY: McGraw-Hill.



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division AJUS Division of Justice			1c. Department Justice Center	
2. Course Prefix PARL	3. Course Number A356	4. Previous Course Prefix & Number PARL A256	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Legal Research						
Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete				9. Repeat Status No    # of Repeats    Max Credits		
If a change, mark appropriate boxes:				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
<input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other change course level from 200 to 300 level (please specify)				11. Implementation Date semester/year From: Fall/2011                      To:                      /2099		
				12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted		
1. Paralegal Studies Undergraduate Certificate		152-153				
2.						
3.						
Initiator Name (typed): <u>Deborah Periman</u> Initiator Signed Initials: _____    Date: _____						
13b. Coordination Email                      Date: <u>8/30/10</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison                      Date: <u>8/28/10</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (suggested length 20 to 50 words) Intensive coverage of legal research tools and techniques, including: judicial, statutory, and regulatory authority; secondary legal authority; legal citation; electronic databases; and legal memoranda.						
16a. Course Prerequisite(s) (list prefix and number) 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]		16b. Test Score(s) N/A		16c. Co-requisite(s) (concurrent enrollment required) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) N/A				
17. <input checked="" type="checkbox"/> Mark if course has fees Yes		18. <input type="checkbox"/> Mark if course is a selected topic course				
19. Justification for Action Mandate appropriate course sequencing; match course number to level of instruction						
Initiator (faculty only) _____ Date _____ <u>Deborah Periman</u> Initiator (TYPE NAME)				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____		<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____				
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____		<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> 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: 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:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Compare and contrast the origins and uses of legal authorities in the United States.	Exams, structured class discussion
2. Apply standard techniques of legal research.	Exams, writing assignments
3. Analyze the relationship between local, state, and federal authorities, and the relationship between judicial, executive, and legislative authorities.	Exams, structured class discussion, writing assignments
4. Synthesize legal authorities in the context of specific legal issues.	Exams, writing assignments
5. Apply the conventions of legal citation and writing.	Exams, structured class discussion, writing assignments

#### **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**

Bouchoux, D. (2008). *Cite-checker: A hands-on guide to learning citation form* (2<sup>nd</sup> ed.). New York, NY: Aspen.

Bouchoux, D. (2009). *Legal research and writing for paralegals* (5<sup>th</sup> ed.). New York, NY: Aspen.

The Columbia Law Review, The Harvard Law Review, the University of Pennsylvania Law Review, & The Yale Law Journal. (2010). *A uniform system of citation* (19<sup>th</sup> ed.). Cambridge, MA: The Harvard Law Review Association.

## **VII. Bibliography**

Bast, C., & Hawkins, M. (2002). *Foundations of legal research & writing* (2<sup>nd</sup> ed.). Albany, NY: West Legal Studies.

Kunz, C., Schmedemann, D., Bateson, A., Downs, M., & Konar-Steenberg, M. (2008). *The process of legal research* (7<sup>th</sup> ed.). New York, NY: Aspen.

Putman, W. (2010). *Legal research, analysis, and writing* (2<sup>nd</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.

Sloan, A. (2009). *Basic legal research: Tools and strategies* (4<sup>th</sup> ed.). New York, NY: Aspen.

Sloan, A., & Schwinn, S. (2010). *Basic legal research workbook* (3<sup>rd</sup> ed.). New York, NY: Aspen.

Yelin, A., & Samborn, H. (2009). *The legal research and writing handbook* (5<sup>th</sup> ed.). New York, NY: Aspen.



**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: 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.
    - 4. Present strategies for advanced electronic legal research analysis.



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

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

#### **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**

Charrow, V., Erhardt, M., & Charrow, R. (2007). *Clear & effective legal writing* (4<sup>th</sup> ed.). New York, NY: Wolters Kluwer Law & Business.

The Columbia Law Review, The Harvard Law Review, the University of Pennsylvania Law Review, & The Yale Law Journal. (2010). *A uniform system of citation* (19<sup>th</sup> ed.). Cambridge, MA: The Harvard Law Review Association.

Putman, W. (2009). *Legal analysis & writing* (3<sup>rd</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.

## **VII. Bibliography**

Bouchoux, D. (2009). *Aspen handbook for legal writers* (2<sup>nd</sup> ed.). New York, NY: Aspen.

Gallacher, I. (2005). *A form and style manual for lawyers*. Durham, NC: Carolina Academic Press.

Garner, B. (2001). *Legal writing in plain English*. Chicago, IL: University of Chicago Press.

Garner, B. (2006). *The redbook: A manual of legal style* (2<sup>nd</sup> ed.). St. Paul, MN: West.

LeClreq, T. (2007). *Guide to legal writing style* (4<sup>th</sup> ed.). New York, NY: Aspen.

Sanborn, H., & Yelin, A. (2010). *Basic legal writing for paralegals* (3<sup>rd</sup> ed.). New York, NY: Aspen.

Shapo, H., Walter, M., & Fajans, E. (2008). *Writing and analysis in the law* (5<sup>th</sup> ed.). Mineola, NY: Foundation Press.



**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: 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:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Compare and contrast the genesis and development of administrative agencies in the United States with that of the executive, legislative, and judicial branches.	Examinations, structured discussion, writing assignments

<b>Outcomes</b>	<b>Measures</b>
2. Analyze the relationship between state and federal administrative agencies and the executive, legislative, and judicial branches of government.	Examinations, structured discussions, writing assignments
3. Relate the process of agency rulemaking to the legal constraints on agency discretion.	Examinations, structured discussions, writing assignments
4. Synthesize agency enforcement powers and procedures, legal constraints on enforcement power and judicial review of agency action.	Examinations, structured discussions, writing assignments

#### **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**

Hall, D. (2009). *Administrative law: Bureaucracy in a democracy* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Kerwin, C., & Furlong, S. (2011). *Rulemaking: How government agencies write law and make policy* (4th ed.). Washington, DC: CQ Press.

## **VII. Bibliography**

Adams, A. (2009). *Basic administrative law for paralegals* (4<sup>th</sup> ed.). New York, NY: Aspen.

DeLeo, Jr., J. (2008). *Administrative law*. Clifton Park, NY: Delmar Cengage Learning.

Fox, W. (2008). *Understanding administrative law* (5<sup>th</sup> ed.). Albany, NY: LexisNexis.

Funk, W., & Seamon, R. (2009). *Examples & explanations: Administrative law* (3<sup>rd</sup> ed.). New York, NY: Aspen.

Hoch, C., Jordan, W., & Murphy, R. (2010). *Administrative law: Cases and materials* (6<sup>th</sup> ed.). Albany, NY: LexisNexis.

Sargentich, T. (1994). *Administrative law anthology*. Albany, NY: LexisNexis.

Werhan, K. (2007). *Principles of administrative law*. Eagan, MN: Thomson West.



## Memorandum

To: CHSW/UAB Curriculum Committees  
From: Deb Periman, Coordinator Paralegal Studies Certificate Program  
Date: February 7, 2011  
Re: Changes to Paralegal Studies Certificate Curriculum/Program Action Request Form

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.



# PARALEGAL STUDIES

Consortium Library (LIB), Room 213, (907) 786-1810  
<http://justice.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 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

- I. 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):
 

PARL A101	Introduction to Law	3
PARL A215	Paralegal Studies	3
PARL A235	Factual Investigation and Interviewing	2
PARL A236	Ethics and Paralegals	1
PARL A238	Civil Procedure	3
PARL A356	Legal Research I	3
PARL A375	Litigation	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): 3

PARL/		
JUST A340	Family Law (3)	
PARL/		
JUST A352	Substantive Criminal Law (3)	
PARL/		
JUST A354	Criminal Procedure (3)	
PARL A362	Commercial Law (3)	
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, AHJEA@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*  
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*Deborah Periman, Program Coordinator/Associate Professor, AFDKP@uaa.alaska.edu*  
*Marny Rivera, Assistant Professor, AFMSR1@uaa.alaska.edu*  
*Andre Rosay, Director/Associate Professor, AFABR@uaa.alaska.edu*  
*Nancy Schafer, Professor Emeritus, AHNES@ uaa.alaska.edu*

# PARALEGAL STUDIES

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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 A414 or ENGL A487) with minimum grade of B) ENGL A111 with a minimum grade of B and (or equivalent), 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. 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 in of written communications-communications comprising courses

1.	ENGL A111 with a minimum grade of B	and	
	ENGL A111	#titleMethods of Written Communication	3
		and one of the following:	3
	ENGL A211	#titleAcademic Writing About Literature-(3) (3)	3
	or ENGL A212	#titleTechnical Writing-(3) (3)	
	or ENGL A213	#titleWriting in the Social and Natural Sciences-(3) (3)	
	or ENGL A214	#titlePersuasive Writing-(3) (3)	
	or ENGL A311	#titleAdvanced Composition-(3) (3)	
	or ENGL A312	#titleAdvanced Technical Writing-(3) (3)	
	or ENGL A313	#titleProfessional Writing-(3) (3)	

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~~or ENGL A414~~ ~~title Research Writing (3) (3)~~  
~~or ENGL A487~~ ~~with minimum grade of B, Standard Written English— title (3) (3)~~

~~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. 6~~

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

PARL A101	Introduction to Law	3
PARL A215	Paralegal Studies	3
PARL A235	Factual Investigation and Interviewing	2
PARL A236	Ethics and Paralegals	1
PARL A238	Civil Procedure	3
PARL <del>A256-A356</del>	Legal Research I	3
<del>PARL A375</del>	<del>Litigation</del>	<del>3</del>
<del>PARL A456</del>	<del>Advanced Legal Analysis and Writing</del>	<del>4</del>
<del>PARL A470</del>	<del>Law of Government Regulation</del>	<del>3</del>
<del>IUST A495</del>	<del>Internship (1-6)</del>	<del>3</del>

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

PARL/  
JUST A340 Family Law (3) 3  
~~or~~

PARL/  
JUST A352 Substantive Criminal Law (3)  
~~or~~

PARL/  
JUST A354 Criminal Procedure (3)  
~~or~~

PARL A362 Commercial Law (3)  
~~or~~

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

~~3. PARL A375 Litigation 3~~

~~4. PARL A456 Advanced Legal Analysis and Writing 4~~

~~5. PARL A470 Law of Government Regulation 3~~

~~6. JUST A495 Internship (1-6) 3~~

~~3 PARL A375 Litigation 3~~

~~PARL A456 Advanced Legal Analysis and Writing 4~~

~~PARL A470 Law of Government Regulation 3~~

~~IUST A495 Internship (1-6) 3~~

7. Complete at least 20 credits, in addition to the

preceding core courses, from the General Education Requirements for Baccalaureate Degrees list ~~or from~~  
~~courses that meet the general requirements in humanities, social sciences,~~

~~8.4. and math/natural sciences for the associate degree. 20~~

~~4.5~~ Complete 3 credits of any elective at the 100-level or above. 3

56. 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.

67. 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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 Bradley Myr Stol, Assistant Professor, AFBAM1@uaa.alaska.edu  
 Deborah Periman, Program Coordinator/Associate Assistant Professor, AFDKP@uaa.alaska.edu  
 Marny Rivera, Assistant Professor, AFMSR1@uaa.alaska.edu  
 Andre Rosay, ~~Interim~~ Director/Associate Professor, AFABR@uaa.alaska.edu  
 Nancy Schafer, Professor Emeritus, AHNES@uaa.alaska.edu

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A182  
**Course Title:** Technology in Health, Physical Education & Recreation  
**Credits:** 1

**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 & Ettiquette
    - 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 Availablity and Procurement
  
- 4.0 Utilization of Tools and Technologies
  
- 5.0 Common Programming Concerns
  - 5.1 Scheduling Issues
  - 5.2 Facilties 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:**

Castelli, D. (2008). *Physical education technology playbook*. Champagne, IL: Human Kinetics.

**VIII. Bibliography:**

- American College of Sports Medicine. (2009). *ACSM's health-related physical fitness assessment manual*. (3rd ed.). Indianapolis, IN: Author.
- Felker, K., & Bradley, D. (2009). *Technology labs in physical education and health* (2nd ed.). Boston, MA: American Press.
- Hoeger, W., & Hoeger, S. (2009). *Principles and labs for fitness and wellness* (10th ed.). Belmont, CA: Thomson-Wadsworth.
- Jordan-Marsh, M. (2010). *Health technology literacy: A transdisciplinary framework*

*for consumer-oriented practice.* Sudbury, MA: Jones & Bartlett.  
 Mohanson, B. (2008). Using technology in physical education (6th ed.). Cerritos, CA:  
 Bonnie's Fitware.

**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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Demonstrate use of technology tools within industry, employing standard industry criteria, real need, and perceived value.	Research Project Portfolio Project Dartfish
Select appropriate tools and strategies for use with potential clients.	Discussion Role Playing Demonstration
Propose a plan for addressing common programming concerns including scheduling, facilities, equipment, technique trends, and marketing.	Discussion Research Project Written assignment
Evaluate potential funding opportunities for resource development.	Discussion Research Project Oral presentation



## 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 A183	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (1+0)	

6. Complete Course Title  
Wellness Principles

Abbreviated Title for Transcript (30 character)

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

<p>8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete</p> <p><i>If a change, mark appropriate boxes:</i></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Other Restrictions</td> <td><input type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input type="checkbox"/> Class    <input type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College   <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (please specify)</td> <td></td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level		<input type="checkbox"/> College <input type="checkbox"/> Major		<input type="checkbox"/> Other (please specify)		<p>9. Repeat Status No    # of Repeats    Max Credits</p> <hr/> <p>10. Grading Basis    <input checked="" type="checkbox"/> A-F    <input type="checkbox"/> P/NP    <input type="checkbox"/> NG</p> <hr/> <p>11. Implementation Date semester/year From: Fall /2011    To:    /9999</p> <hr/> <p>12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A</p> <p style="text-align: right;">_____ Cross-Listed Coordination Signature</p>
	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																			
	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																			
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<input type="checkbox"/> Other (please specify)																					

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).

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Bachelor of Science, Physical Education	197-199	1 December 2010	Sandra Carroll-Cobb
2. Minor, Physical Education	199-200	1 December 2010	Sandra Carroll-Cobb
3.			

Initiator Name (typed): TJ Miller      Initiator Signed Initials: \_\_\_\_\_      Date: \_\_\_\_\_

13b. Coordination Email      Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )	13c. Coordination with Library Liaison      Date: <u>11/30/2010</u>
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14. General Education Requirement       Oral Communication     Written Communication     Quantitative Skills     Humanities  
Mark appropriate box:       Fine Arts     Social Sciences     Natural Sciences     Integrative Capstone

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

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

16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> 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.

<p>Initiator (faculty only) _____ Date _____ <u>T.J. Miller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____</p>
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PEP A183  
**Course Title:** Wellness Principles  
**Credits:** 1

**Date:** 1 December 2010

**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:**

Corbin, C., Lindsey, R., & Welk, G. (2008). *Concepts of fitness and wellness*, (14th ed.). Boston, MA: McGraw-Hill.

**VIII. Bibliography:**

Fahey, T., Insel, P., & Roth, W. (2005). *Fit & well*, (6th ed.). Boston, MA: McGraw-Hill.

Hoeger, W., & Hoeger, S. (2005). *Principles and labs for physical fitness*, (8th ed.). Englewood, CO: Morton Publishing Company.

Thygeson, A. (2005). *Fit to be well: Essential concepts*. Sudsbury, MA: Jones & Bartlett.

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

**Instructional Goal:**

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

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Compare and contrast various wellness models.	Discussion
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	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (1+0)		

6. Complete Course Title  
Fundamental Motor Skills

Abbreviated Title for Transcript (30 character)

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

<p>8. Type of Action: <input checked="" type="checkbox"/> Add    or    <input type="checkbox"/> Change    or    <input type="checkbox"/> Delete</p> <p><i>If a change, mark appropriate boxes:</i></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Other Restrictions</td> <td><input type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input type="checkbox"/> Class    <input type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College    <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (please specify)</td> <td></td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level		<input type="checkbox"/> College <input type="checkbox"/> Major		<input type="checkbox"/> Other (please specify)		<p>9. Repeat Status No    # of Repeats    Max Credits</p> <hr/> <p>10. Grading Basis    <input checked="" type="checkbox"/> A-F    <input type="checkbox"/> P/NP    <input type="checkbox"/> NG</p> <hr/> <p>11. Implementation Date semester/year From: Fall /2011    To:    /9999</p> <hr/> <p>12. <input type="checkbox"/> Cross Listed with N/A</p> <p><input type="checkbox"/> Stacked with N/A</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">Cross-Listed Coordination Signature</p>
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																				
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																				
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked																				
<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites																				
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites																				
<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions																				
<input type="checkbox"/> Class <input type="checkbox"/> Level																					
<input type="checkbox"/> College <input type="checkbox"/> Major																					
<input type="checkbox"/> Other (please specify)																					

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).

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Bachelor of Science, Physical Education	197-199	1 December 2010	Sandra Carroll-Cobb
2. Minor, Physical Education	199-200	1 December 2010	Sandra Carroll-Cobb
3.			

Initiator Name (typed): TJ Miller      Initiator Signed Initials: \_\_\_\_\_      Date: \_\_\_\_\_

13b. Coordination Email      Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )	13c. Coordination with Library Liaison      Date: <u>11/30/2010</u>
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14. General Education Requirement       Oral Communication     Written Communication     Quantitative Skills     Humanities  
*Mark appropriate box:*       Fine Arts     Social Sciences     Natural Sciences     Integrative Capstone

15. Course Description (*suggested length 20 to 50 words*)  
Introduces basic patterns used in mature motor patterns of fundamental movement. Presents phases leading to mature patterns. Applies basic observation techniques to analysis of performance.

16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) N/A	16b. Test Score(s) n/a	16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a
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16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level	16e. Registration Restriction(s) ( <i>non-codable</i> ) Departmental approval
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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.

<p>Initiator (faculty only) _____ Date _____</p> <p><u>T.J. Miller</u></p> <p>Initiator (TYPE NAME)</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____</p>
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A184  
**Course Title:** Fundamental Motor Skills  
**Credits:** 1

**I. Course Description:**

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

**II. Course Design:**

- A. Designed for individuals interested in learning how observe and correct fundamental human movement.
- B. 1 credit
- C. Total time of student involvement: 45 hours
- D. Required for the Bachelor of Science, 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:**

Seefeldt, V., & Vogel, P. (1993). *Fundamental motor skills: Instructional resource materials (Michigan exemplary physical education programs project series)*. Madison, WI: Brown & Benchmark.

## **VIII. Bibliography:**

- Landy, J., & Burrige, K. (2007). *Ready to use fundamental motor skills & movement activities for young children*. Upper Saddle River, NJ: Prentice Hall.
- Wickstrom, R. (1983). *Fundamental Motor Patterns*. Philadelphia, PA: Lea & Febiger.

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

**Instructional Goal:**

Provides instruction in and application of fundamental motor skills.

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



Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER **Date:** 1 December 2010  
**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:**

Jensen, C., & Guthrie, S. (2006). *Outdoor recreation in America*. Champaign, IL: Human Kinetics.

### **VIII. Bibliography:**

- Carpenter, G., & Blandy, D. (2008). *Arts and cultural programming: A leisure perspective*. Champaign, IL: Human Kinetics.
- Cordes, K., & Ibrahim, H. (2003). *Applications in recreation and leisure: For today and future* (3rd ed.). Boston, MA: McGraw-Hill.
- Edginton, C., DeGraff, D., Dieser, R., & Edington, S. (2002). *Leisure and life satisfaction* (4th ed.). Boston, MA: McGraw-Hill.
- Freysinger, V., & Kelly, J. (2004). *21st Century leisure: Current Issues* (2nd ed.). State College, PA: Venture.
- Godbey, G. (2006). *Leisure and leisure services in the 21st century: Toward mid-century*. State College, PA: Venture.
- Godbey, G. (2008). *Leisure in your life: New perspectives*. State College, PA: Venture.
- Goodale, T., & Godbey, G. (1988). *The evolution of leisure*. State College, PA: Venture.
- Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self confidence*. Seattle, WA: The Mountaineers.
- Hampton, B., & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Mechanicsburg, PA: Stackpole.
- Human Kinetics. (2010). *Dimensions of leisure for life: Individuals and society*. Champaign, IL: Author.
- Human Kinetics. (2010). *Introduction to recreation and leisure*. Champaign, IL: Author



- Hurd, A., & Anderson, D. (2011). *The park and recreation professional's handbook*. Champaign, IL: Human Kinetics.
- Jensen, C., & Guthrie, S. (2006). *Outdoor recreation in America*. Champaign, IL: Human Kinetics.
- Kaufman, R. (2010). *Career Development in recreation, parks, and tourism*. Champaign, IL: Human Kinetics
- Kelly, J. (1996). *Leisure* (3rd ed.). Boston, MA: McGraw-Hill.
- Luckner, J., & Nadler, R. S. (1997). *Processing the experience: Strategies to enhance and generalize learning*. Dubuque, IA: Kendall-Hunt.
- McLean, D., Hurd, A., & Rogers, N. (2008). *Recreation and leisure in modern society* (8th ed.). Boston, MA: Jones and Bartlett.
- McLean, D., & Yoder, D. (2005). *Issues in recreation and leisure: Ethical decision making*. Champaign, IL: Human Kinetics.
- Miles, J., & S. Priest. (1999). *Adventure programming*. State College, PA: Venture.
- O'Connell, T., & Cuthbertson, B. (2009). *Group dynamics in recreation and leisure*. Champaign, IL: Human Kinetics.
- Payne, L., Ainsworth, B., & Godbey, G. Editors. (2010). *Leisure, health, and wellness: making the connections*. State College, PA: Venture.
- Priest, S., Gass, M., & Gillis, L. (2000). *The essential elements of facilitation*. Dubuque, IA: Kendall-Hunt
- Priest, S., & Gass, M. (1997). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Ross, C., Beggs, B., & Young, S. (2010). *Mastering the job search process in recreation and leisure*. Boston, MA: Jones and Bartlett.
- Russell, R. (2001). *Leadership in recreation*. Boston, MA: McGraw-Hill.
- Seagle, E., & Smith, R. (2008). *Internships in recreation and leisure services*. State College, PA: Venture.
- Stebbins, R. (2002). *The organizational basis of leisure participation: A motivational exploration*. State College, PA: Venture.
- Stevens, C. (2008). *Service learning for health, physical education, and recreation*. Champaign, IL: Human Kinetics.
- Smith, T., Roland, C., Havens, M., & Hoyt, J. (1992). *The theory and practice of challenge education*. Dubuque, IA: Kendall-Hunt.

## 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.

<b>Student Outcomes</b>	
After successful completion of the course, the student will be able to:	
Define the field's major concepts, terminology, core competencies and professional organizations.	Written examination Classroom discussion
Identify and explore the field's philosophical, historical, and theoretical foundations.	Written examination Classroom discussion
Describe the various client groups including their needs and appropriate methodologies.	Written examination Classroom discussion Oral report
Evaluate an outdoor recreation experience.	Participation Rubric Oral and written reflection
Summarize the research done on the efficacy of outdoor recreation and adventure programming.	Written examination Classroom discussion
Describe the challenges facing the field of outdoor recreation and leadership.	Written examination Classroom discussion
Describe the needed skills for employment in the field.	Written examination Classroom discussion
Write a developmental resume and explore career options.	Written examination Classroom discussion Web search
Describe a code of ethics and its importance.	Written examination Classroom discussion



### 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 A264	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 credits	5b. Contact Hours (Lecture + Lab) (2+2)		
6. Complete Course Title Recreation Program Planning and Evaluation Rec Program Planning & Eval <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete				9. Repeat Status No # of Repeats Max Credits		
<i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other      (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date semester/year From: Fall/2011      To:      /9999		
				12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	1 December 2010		Sandra Carroll-Cobb	
2. minor, Outdoor Leadership		199	1 December 2010		Sandra Carroll-Cobb	
3.						
Initiator Name (typed): <u>T.J. Miller</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email          Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison          Date: <u>11/30/2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (suggested length 20 to 50 words) Examines the fundamental conceptual and operational aspects of recreational program planning, delivery, and evaluation. Examines techniques and applicaitons 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.						
16a. Course Prerequisite(s) (list prefix and number) PEP A181 and PEP A262 and PEP A280 (or concurrent enrollment)		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) n/a				
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A 264  
**Course Title:** Recreation Program Planning and Evaluation  
**Credits:** 3

**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:**

- Russell, R., & Jamieson, L. (2008). *Leisure program planning and delivery*. Champaign, IL: Human Kinetics.
- Edginton, C., Hudson, S., Dieser, R., & Edginton, S.R. (2004). *Leisure programming: A service-centered and benefits approach* (4th ed.). Boston, MA: McGraw-Hill

## **VIII. Bibliography:**

- Carpenter, G., & Blandy, D. (2008). *Arts and cultural programming: A leisure perspective*. Champaign, IL: Human Kinetics.
- Cochran, L. Rothschild, A., & Rudick, J. (2009). *Leisure programming for baby boomers*. Champaign, IL: Human Kinetics.
- Coffman, S. (2007). *Successful programs for fitness and health clubs*. Champaign, IL: Human Kinetics.
- DeGraff, D., Jordan, D., & DeGraff, K. (2010). *Programming for parks, recreation, and leisure services: A servant leadership approach* (3rd ed.). State College, PA: Venture.

- Driver, B.L. (Ed.) (2009). *Managing to optimize the beneficial outcomes of recreation*. State College, PA: Venture
- Henderson, K., & Bialescki, W. (2010). *Evaluating leisure services: Making enlightened decisions* (3rd ed.). State College, PA: Venture.
- Human Kinetics. (2010). *Inclusive recreation: Programs and services for diverse populations*. Champaign, IL: Author.
- Janes, P. (2006). *Marketing in leisure and tourism: Reaching new heights*. State College, PA: Venture.
- Jordan, D. (2007). *Leadership in leisure services: Making a difference* (3rd ed.). State College, PA: Venture
- O'Connell, T., & Cuthbertson, B. (2009). *Group dynamics in recreation and leisure*. Champaign, IL: Human Kinetics.
- Preist, S., & Gass, M. (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Russell, R. (2001). *Leadership in Recreation*. Boston, MA: McGraw-Hill.
- Russell, R., & Jamieson, L. (2009). *Leisure program planning and delivery*. Champaign, IL: Human Kinetics.
- Shivers, J. (2011). *Programming recreational services*. Boston, MA: Jones and Bartlett.
- Stevens, C. (2008). *Service learning for health, physical education, and recreation*. Champaign, IL: Human Kinetics.

## 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.

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





## 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 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 <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other                                        (please specify)				9. Repeat Status No    # of Repeats                                    Max Credits		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date semester/year From: Fall /2011                                    To:                                    /9999		
				12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	1 December 2010		Sandra Carroll-Cobb	
2. Minor, Physical Education		199-200	1 December 2010		Sandra Carroll-Cobb	
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                                    Date: _____						
13b. Coordination Email                                    Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison                                    Date: <u>11/30/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) PEP A181		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Departmental approval				
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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						
				<input type="checkbox"/> Approved		
Initiator (faculty only) <u>T.J. Miller</u> Date _____				<input type="checkbox"/> Disapproved    Dean/Director of School/College                                    Date _____		
Initiator (TYPE NAME)						
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved    Undergraduate/Graduate Academic                                    Date _____		
<input type="checkbox"/> Disapproved    Department Chairperson                                    Date _____				<input type="checkbox"/> Disapproved    Board Chairperson		
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved    Curriculum Committee Chairperson                                    Date _____				<input type="checkbox"/> Disapproved    Provost or Designee                                    Date _____		

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A280  
**Course Title:** Leadership in Health, Physical Education & Recreation  
**Credits:** 3

**I. Course Description:**

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.

**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:**

Bryant, J., & Passmore, B. (2001). *Administrative leadership in health, kinesiology and leisure studies*. Dubuque, IA: Kendall Hunt.

**VIII. Bibliography:**

- Horine, L., & Stotlar, D. (2003). *Administration of physical education and sports programs*. Boston, MA: McGraw Hill.
- Horthhouse, P. (2004). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.
- Johnson, J. (2006). *Managing health education and promotion programs: Leadership skills for the 21st century*. Sudbury, MA: Jones and Bartlett.
- Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Champaign, IL: Human Kinetics.
- Martins, R. (2004). *Successful coaching*. Champaign, IL: Human Kinetics.
- Pitney, W., & Parker, J. (2009). *Qualitative research in physical activity and health professions*. Champaign, IL: Human Kinetics.
- Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Russell, R. (2001). *Leadership in recreation* (2nd ed.). Boston, MA: McGraw Hill.
- Shapiro, J., & Stefkovich, J. (2005). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

## 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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Apply appropriate leadership models and theories to a variety of audiences.	Demonstration Written assignment
Utilize group management strategies.	Written assignment Demonstration
Analyze and assess current research relevant to health, physical education, and recreation.	Written assignment
Demonstrate intentional planning to varying audiences.	Written assignment Demonstration
Employ presentation strategies.	Demonstration
Apply critical reflection skills to observation of presentations/lesson planning.	Written assignment Demonstration In-class verbal feedback session
Reflect on skills and insights gained through volunteer service.	Participation Written assignment 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 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 Ldrshp Activ for Diverse Pops Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i>			9. Repeat Status No   # of Repeats                      Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2011                      To:                      /9999		
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. Bachelor of Science, Physical Education		197-199	1 December 2010	Sandra Carroll-Cobb	
2. Minor, Coaching		199	1 December 2010	Sandra Carroll-Cobb	
3. Minor, Physical Education		199-200	1 December 2010	Sandra Carroll-Cobb	
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                      Date: _____					
13b. Coordination Email                      Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                      Date: <u>11/30/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) PEP A280		16b. Test Score(s) n/a	16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Departmental approval			
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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 _____ <u>T.J. Miller</u>		<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____		Dean/Director of School/College _____ Date _____	
Initiator (TYPE NAME) <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____		Department Chairperson _____ Date _____		Undergraduate/Graduate Academic Board Chairperson _____ Date _____	
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____		Curriculum Committee Chairperson _____ Date _____		Provost or Designee _____ Date _____	

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A281  
**Course Title:** Leadership in Activities for Diverse Populations  
**Credits:** 2

**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:**

Lieberman, L., & Houston-Wilson, C. (2002). *Strategies for inclusion: A handbook for physical educators*. Champaign, IL: Human Kinetics.

## **VIII. Bibliography**

American College of Sports Medicine. (2003). *ACSM's exercise management for persons with chronic diseases and disabilities* (2nd ed.). Indianapolis, IN:

Author.

Davis, R. (2002). *Inclusion through sports: A guide to enhancing sport experiences*. Champaign, IL: Human Kinetics.

Winnick, J. (2000). *Adapted physical education and sport*. (3rd ed.) Champaign, IL: Human Kinetics.

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

### Instructional Goal:

Provide leadership strategies and evaluation techniques related to special needs individuals.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
List the factors that influence human motor development in individuals with disabilities.	Discussion Written examination
Describe unique attributes of individuals with specific disabilities.	Written examination
Apply measurement, assessment and evaluation concepts to individuals with disabilities.	Written examination Lab assignment
Apply movement concepts and principles to the development of adapted activities for a variety of ability levels.	Written assignments Discussion Demonstration Portfolio
Prepare a sequential progression of activities for a variety of adapted situations.	Demonstration Written examination Portfolio
Employ a variety of instructional strategies that facilitates learning in diverse populations.	Demonstration Discussion Written examination
Identify various types of lifetime fitness activities and their feasibility.	Written examination
Give examples of evaluating and assessing a variety of modified activities.	Lab assignments Written examination



# 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 A282	4. Previous Course Prefix & Number	5a. Credits/CEUs 2 credits	5b. Contact Hours (Lecture + Lab) (1+2)		
6. Complete Course Title Leadership in Initiative Activities Ldrshp in Initiative Act. <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				9. Repeat Status No    # of Repeats    Max Credits		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date    semester/year From: Fall /2011    To:    /9999		
				12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1. Bachelor of Science, Physical Education		197-199	1 December 2010	Sandra Carroll-Cobb		
2. Minor, Physical Education		199-200	1 December 2010	Sandra Carroll-Cobb		
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____    Date: _____						
13b. Coordination Email    Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison    Date: <u>11/30/010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) PEP A280		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Departmental approval				
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course				
19. Justification for Action 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.						
Initiator (faculty only) _____ Date _____ <u>T.J. Miller</u> Initiator (TYPE NAME)				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____		
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____		

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A282  
**Course Title:** Leadership in Initiative Activities  
**Credits:** 2

**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 Deinhbitizers
  - 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:**

- Jacobson, M., & Ruddy, M. (2004). *Open to outcome: A practical guide to facilitating and teaching experiential reflection*. Oklahoma City, OK: Wood 'N' Barnes.
- Rohnke, K., & Butler, S. (1995). *Quicksilver: Adventure games, initiative problems, trust activities, and a guide to effective leadership*. Dubuque, IA: Kendall-Hunt.

### **VIII. Bibliography**

- Bennis, W., & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. New York, NY: Perseus.
- Cain, J., & Smith, T. (2002). *The book on raccoon circles*. Tulsa, OK: Learning Unlimited.
- Cain, J., & Joliff, B. (1998). *Teamwork & teamplay*. Dubuque, IA: Kendall-Hunt.
- Knapp, C. (1992). *Lasting lessons: A teacher's guide to reflecting on experience*. ERIC Clearinghouse on Rural Education and Small Schools.
- Luckner, J., & Nadler, R. (1997). *Processing the experience: Strategies to enhance and generalize learning*. Dubuque, IA: Kendall-Hunt.
- Miles, J., & Priest, S. (1999). *Adventure programming*. State College, PA: Venture.
- Priest, S., & Gass, M. (1997). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Priest, S., Gass, M., & Gillis, L. (2000). *The essential elements of facilitation*. Dubuque, IA: Kendall-Hunt.
- Rohnke, K., & Grout, J. (1998). *Back pocket adventure*. New York, NY: Simon & Schuster.
- Smith, T., Roland, C., Havens, M., & Hoyt, J. (1992). *The theory and practice of challenge education*. Dubuque, IA: Kendall-Hunt.
- Yukul, G. (2002). *Leaderships in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

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

### Instructional Goals:

Provide leadership and evaluation techniques related to initiative activity leadership.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Apply group development, leadership, and character development concepts and principles to the leadership of experiential initiatives.	Written assignments Discussion Written examination
Describe and demonstrate safety concepts as they relate to initiatives.	Demonstration Written examination
Design an appropriately sequenced progression of initiatives to match appropriate developmental level, learning goals, individual characteristics, and group development stages.	Demonstration Written examination Demonstration Portfolio
Demonstrate appropriate leadership style.	Lab assignments Demonstration
Describe and practice techniques for dealing with challenging individuals or groups and with resistance.	Discussion, written examination, and field application
Demonstrate a variety of reflection techniques as they relate to transference.	Performance skill assessments Written examination



## 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 Ldrshp in Aquatic Activities Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  If a change, mark appropriate boxes:  <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				9. Repeat Status No    # of Repeats                                      Max Credits		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date semester/year From: Fall/2011                                      To:                                      /9999		
				12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked                                      with N/A  <div style="text-align: right;">_____</div> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	1 December 2010		Sandra Carroll-Cobb	
2. Minor, Physical Education		199-200	1 December 2010		Sandra Carroll-Cobb	
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                                      Date: _____						
13b. Coordination Email                                      Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison                                      Date: <u>11/30/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) PEP A280		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Departmental Approval				
17. <input checked="" type="checkbox"/> Mark if course has fees				18. <input type="checkbox"/> 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.						
				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    _____    Dean/Director of School/College                                      Date		
Initiator (faculty only) <u>T.J. Miller</u> Date _____ Initiator (TYPE NAME)				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    _____    Undergraduate/Graduate Academic Board Chairperson                                      Date		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    _____    Department Chairperson                                      Date				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    _____    Provost or Designee                                      Date		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    _____    Curriculum Committee Chairperson                                      Date						



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

**Department:** HPER **Date:** 1 December 2010  
**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:**

Sova, R. (2000). *Aquatics – The complete reference guide for aquatic fitness professionals*. Port Washington, WI: DSL.

**VIII. Bibliography**

Austswim. (2001). *Teaching swimming and water safety*. Champaign, IL: Human Kinetics.

Hannula, D., & Thornton, N. (2001). *The swim coaching bible*. Champaign, IL: Human Kinetics.

Sova, R. (2000). *Aquatic exercise* (2nd ed.). Port Washington, WI: DSL.

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

### Instructional Goal:

Provide leadership strategies and evaluation techniques related to aquatic activities.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Apply movement concepts and principles to the learning and development of aquatic activities.	Written assignments Discussion Lab assignments Oral examination
Describe how physical fitness concepts relate to aquatic activities.	Lab assignments Discussion Written examination
Prepare a sequential progression of activities.	Demonstration and application Written examination Portfolio
Modify activities and game play to match a variety of ability levels.	Demonstration and application Discussion Written examination Portfolio
Describe and demonstrate appropriate individual and game strategies as they relate to a variety of aquatic activities.	Lab assignments Demonstration Written examination
Examine a variety of evaluation and goal setting techniques as they relate to aquatic activities.	Performance skill assessments Demonstration Written examination
Improve leadership skills through partner and group work.	Demonstration



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

**Department:** HPER  
**Course Number:** PEP A284  
**Course Title:** Leadership in Fitness Activities  
**Credits:** 2

**Date:** 1 December 2010

**I. Course Description:**

Examines 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:**

Biagioli, B. (Ed.). (2008). *Advanced concepts of personal training*. (1st ed.). Miami, FL: National Council on Strength & Fitness.

**VIII. Bibliography:**

Balady, G. (Ed.). (2009). *ACSM's guidelines for exercise testing and prescription*. (8th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Corbin, C., Lindsey, R., & Welk, G. (2008). *Concepts of physical fitness* (14th ed.). Boston, MA: McGraw-Hill.

Cotton, R. (Ed.). (2007) *Group fitness instructor manual, ACE's resource for fitness professionals* (2nd ed.). San Diego, CA: American Council on Exercise.

Delavier, F. (2006). *Strength training anatomy: Your illustrated guide to muscles at work*. (2nd ed.). Champaign, IL: Human Kinetics.



- Devine, F., & Starkey, L. (2002). *Certified fitness instructor/personal trainer: Finding and getting a great job*. New York, NY: Learning Express.
- Fahey, T., Insel, P., & Roth, W. (2005). *Fit & well* (6th ed.). Boston, MA: McGraw-Hill.
- Green, D. (Ed.). (2003) *ACE personal trainer manual: The ultimate resource for fitness professionals* (3rd ed.). San Diego, CA: American Council on Exercise.
- Hoeger, W., & Hoeger, S. (2005). *Principles and labs for physical fitness and wellness* (8th ed.). Belmont, CA: Thomson-Wadsworth.
- Hoeger, W., & Hoeger, S. (2005). *Lifetime physical fitness and wellness* (8th ed.). Belmont, CA: Thomson-Wadsworth.
- Isaacs, L., & Pohlman, R. (2004). *Preparing for the ACSM health/fitness instructor certification examination*. Champaign, IL: Human Kinetics.
- Plummer, T. (2003). *The business of fitness: Understanding the financial side of owning a fitness business*. Monterey, CA: Coaches Choice.
- Thygerson, A. (2005). *Fit to be well – Essential concepts*. Sudbury, MA: Jones & Bartlett.

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

### Instructional Goal:

Provide leadership strategies and evaluation techniques related to fitness activities.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Describe and demonstrate appropriate methods to evaluate fitness levels and activities.	Lab assignment Demonstration Written examination
Apply movement concepts and principles to the learning and development of fitness activities.	Written assignments Discussion Lab assignments Oral examination
Prepare a sequential progression of a fitness workout which includes proper exercise precautions.	Demonstration Written examination Portfolio
Identify various types of lifetime fitness activities and ways to modify activities to match a variety of ability levels.	Demonstration Discussion Written examination Portfolio
Identify strategies for behavior change and motivation techniques including goal setting techniques.	Written assignment Written examination



## 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 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 <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status No    # of Repeats    Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Fall/2011                      To:                      /9999		
				12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked                      with N/A <span style="float: right;">_____</span> Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small>						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	1 December 2010		Sandra Carroll-Cobb	
2. Minor, Physical Education		199-200	1 December 2010		Sandra Carroll-Cobb	
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email                      Date: <u>11/30/2010</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>				13c. Coordination with Library Liaison                      Date: <u>11/30/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) PEP A280		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Departmental approval				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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 _____ <u>T.J. Miller</u>				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____		
Initiator (TYPE NAME) <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Department Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____		
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____		

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

**Department:** HPER  
**Course Number:** PEP A285  
**Course Title:** Leadership in Team Activities  
**Credits:** 2

**Date:** 1 December 2010

**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:**

- Mitchell, S., Oslin, J., & Griffin, L. (2006). *Teaching sport concepts and skills* (2nd ed.). Champaign, IL: Human Kinetics.
- Fronske, H. A. (2008). *Teaching cues for sport skills* (4th ed.). San Francisco, CA: Pearson Benjamin Cummings.

**VIII. Bibliography:**

- Bulik, K. (2000). *Group games and activity leadership*. State College, PA: Venture.
- Clumpner, R. (2003). *Sport progressions*. Champaign, IL: Human Kinetics.
- Colvin, A., Markos, N., & Walker, P. (2000). *Teaching the nuts and bolts of physical education: Building basic movement skills*. Champaign, IL: Human Kinetics.
- Hanrahan, S., & Carlson, S. (2000). *Game skills: A fun approach to learning sport skills*. Champaign, IL: Human Kinetics.
- Lauder, A. (2001). *Play practice: The games approach to teaching and coaching sports*. Champaign, IL: Human Kinetics.
- Landy, J., & Burrige, K. (2000). *Ready-to-use motor skills & movement station plans for young children*. West Nyack, NY: Parker.
- Lumsden, K. (2000). *P.E. games & activities for grades 6-12*. Upper Saddle River, NJ: Prentice Hall.

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

### Instructional Goal:

Provide leadership strategies and evaluation techniques related to team activities.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Apply movement concepts and principles to the learning and development of team activities.	Written Assignments Discussion Lab Assignments Oral Examination
Describe how physical fitness concepts relate to team activities.	Lab Assignments Discussion Written examination
Prepare sequential progression of activities.	Demonstration Written Examination Portfolio
Modify activities and game play to match a variety of ability levels.	Demonstration Discussion Written Examination Portfolio
Describe and demonstrate appropriate game strategies as they relate to a variety of team activities.	Lab Assignments Demonstration Written Examination
List examples of officiating skills from a variety of team activities.	Lab Assignments Written Examinations
Illustrate tournament plans for a variety of team activities.	Written Examinations
Examine a variety of evaluation and goal setting techniques as they relate to team activities.	Performance Skill Assessments Demonstration Written Examination
Improve leadership skills through partner and group work	Demonstration



## 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 A286	4. Previous Course Prefix & Number	5a. Credits/CEUs 2 credits	5b. Contact Hours (Lecture + Lab) (1+2)		
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 <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				9. Repeat Status No    # of Repeats                    Max Credits		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date    semester/year From: Fall/2011                    To:                    /9999		
				12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	1 December 2010		Sandra Carroll-Cobb	
2. Minor, Physical Education		199-200	1 December 2010		Sandra Carroll-Cobb	
3.						
Initiator Name (typed): <u>T.J. Miller</u> Initiator Signed Initials: _____                    Date: _____						
13b. Coordination Email                    Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison                    Date: <u>11/30/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) PEP A280		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Departmental approval				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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 _____ <u>T.J. Miller</u>				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____		
Initiator (TYPE NAME) <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____		
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____		

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A286  
**Course Title:** Leadership in Individual and Dual Activities  
**Credits:** 2

**I. Course Description:**

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.

**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:**

- Mitchell, S., Oslin, J., & Griffin, L. (2006). *Teaching sport concepts and skills* (2nd ed.). Champaign, IL: Human Kinetics.
- Fronske, H. A. (2008). *Teaching cues for sport skills* (4th ed.). San Francisco, CA: Pearson Benjamin Cummings.

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- Bulik, K. (2000). *Group games and activity leadership*. State College, PA: Venture.
- Clumpner, R. (2003). *Sport progressions*. Champaign, IL: Human Kinetics.
- Colvin, A., Markos, N., & Walker, P. (2000). *Teaching the nuts and bolts of physical education: Building basic movement skills*. Champaign, IL: Human Kinetics.
- Hanrahan, S. & Carlson, S. (2000). *Game skills: A fun approach to learning sport skills*. Champaign, IL: Human Kinetics.
- Lauder, A. (2001). *Play practice: The games approach to teaching and coaching sports*. Champaign, IL: Human Kinetics.
- Landy, J., & Burrige, K. (2000). *Ready-to-use motor skills & movement station plans for young children*. West Nyack, NY: Parker.
- Lumsden, K. (2000). *P.E. games & activities for grades 6-12*. Upper Saddle River, NJ: Prentice Hall.
- National Association for Sport and Physical Education. (2002) *Sport for all program*. Champaign, IL: National Association for Sport and Physical Education /Human Kinetics.

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

### Instructional Goal:

Provide leadership strategies and evaluation techniques related to individual and dual activities.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Apply movement concepts and principles to the learning and development of individual and dual activities.	Written assignments Discussion Lab assignments Oral examination
Describe how physical fitness concepts relate to individual and dual activities.	Lab assignments Discussion Written examination
Prepare a sequential progression of activities.	Demonstration Written examination Portfolio
Modify activities and game play to match a variety of ability levels.	Demonstration Discussion Written examination Portfolio
Describe and demonstrate appropriate game strategies as they relate to a variety of individual and dual activities.	Lab assignments Demonstration Written examination
List examples of officiating a variety of individual and dual activities.	Lab assignments Written examination
Develop examples of tournaments in individual and dual activities.	Written examination
Examine a variety of evaluation and goal setting techniques as they relate to individual and dual activities.	Performance skill assessments Demonstration Written examination
Improve leadership skills through partner and group work.	Demonstration



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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A287  
**Course Title:** Leadership in Outdoor Recreation Activities  
**Credits:** 2

**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:

- Drury, J., & Bonney, B. (2005). *The backcountry classroom: Lesson plans for teaching in the wilderness* (2nd ed.). Guilford, CT: Globe Pequot.
- Martin, B., Cashel, C., Wagstaff, M., & Bruenig, M. (2006). *Outdoor leadership: Theory and practice*. Champaign, IL: Human Kinetics.

## VIII. Bibliography

- Bennis, W., & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. New York, NY: Perseus.
- Bunting, C. (2006). *Interdisciplinary teaching through outdoor education*. Champaign, IL: Human Kinetics.
- Cain, J., & Joliff, B. (1998). *Teamwork & teamplay*. Dubuque, IA: Kendall-Hunt.
- Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self-confidence*. Seattle, WA: Mountaineers.
- Gilbertson, K., Bates, T., McLaughlin, T., & Ewert, A. (2006). *Outdoor education: Methods and strategies*. Champaign, IL: Human Kinetics.
- Hampton, B., & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Mechanicsburg, PA: Stackpole.
- Harvey, M. (1999). *The national outdoor leadership school's wilderness guide*. New York, NY: Fireside.
- Knapp, C. E. (1992). *Lasting lessons: A teacher's guide to reflecting on experience*. ERIC Clearinghouse on Rural Education and Small Schools.
- Miles, J. C., & Priest, S. (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Priest, S., Gass, M., & Gillis, L. (2000). *The essential elements of facilitation*. Dubuque, IA: Kendall-Hunt.
- Yukul, G. (2002). *Leaderships in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

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

### Instructional Goals:

Provide leadership strategies and evaluation techniques related to outdoor recreation activities.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Demonstrate basic competency in many and proficiency in leading a few outdoor recreation activities.	Performance skill assessments Demonstration
Describe and demonstrate safety concepts as they relate to outdoor recreation activities.	Lab assignments Discussion Written examination
Demonstrate appropriate planning, preparation, progression of skills, and modification of outdoor activities to match a variety of skill, experience and risk propensity levels.	Demonstration and application Discussion Written examination





## 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 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 <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete			9. Repeat Status No    # of Repeats    Max Credits			
If a change, mark appropriate boxes:			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG			
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			11. Implementation Date    semester/year From: Fall/2011                    To:                    /9999			
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	1 December 2010		Sandra Carroll-Cobb	
2. Minor, Physical Education		199-200	1 December 2010		Sandra Carroll-Cobb	
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                                    Date: _____						
13b. Coordination Email                                    Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                                    Date: <u>11/30/2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (suggested length 20 to 50 words) 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						
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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) Departmental Approval				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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 _____ <u>T.J. Miller</u>			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____			
Initiator (TYPE NAME) <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Department Chairperson _____ Date _____			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____			
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Curriculum Committee Chairperson _____ Date _____			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____			

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

**Department:** HPER  
**Course Number:** PEP A288  
**Course Title:** Leadership in Rhythmic Activities  
**Credits:** 2

**Date:** 1 December 2010

**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:**

Bennett, J., & Riemer, P. (2006). *Rhythmic activities and dance* (2nd ed.). Champaign, IL: Human Kinetics.

Weikart, P. (2006). *Teaching movement & dance: A sequential approach to rhythmic movement*. (6th ed.) Ypsilanti, MI: High/Scope Press.

### **VIII. Bibliography**

Lane, C. (2000). *Christy Lane's complete book of line dancing* (2nd ed.). Champaign, IL: Human Kinetics.

Malmberg, E. (2003). *KiDnastics: A child-centered approach to teaching gymnastics*. Champaign, IL: Human Kinetics.

Mitchell, D., Davis, B., & Lopez, R. (2002). *Teaching FUNdamental gymnastics skills*. Champaign, IL: Human Kinetics.

Pittman, A. M., Waller, M.S., & Dark, C. L. (2005). *Dance a while: Handbook for folk, square, contra, and social dance* (9th ed.). San Francisco, CA: Pearson/Benjamin Cummings.

Smith, C. A. (2003). *Jitterbug dancing*. Boston, MA: American Press.

Wright, J. (2003). *Social dance: Steps to success* (2nd ed.). Champaign, IL: Human Kinetics.

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

### Instructional Goal:

Expand leadership strategies and evaluation techniques related to rhythmic activities.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Apply movement concepts and principles to the learning and development of rhythmical activities.	Written assignments Discussion Lab assignments Oral examination
Describe how physical fitness concepts relate to rhythmical activities.	Lab assignments Discussion Written examination
Prepare a sequential progression of activities.	Demonstration Written assignment Portfolio
Modify activities to match a variety of ability levels.	Demonstration Discussion Written assignment Portfolio
Examine dance histories and cultures of the world's peoples.	Lab assignments Demonstration Written examination
List examples of evaluating a variety of rhythmical activities.	Lab assignments Written examination
Expand creative skills through choreography and improvisation.	Lab assignments Demonstration
Examine a variety of evaluation and goal setting techniques as they relate to rhythmical activities.	Performance skill assessments Demonstration Written examination
Demonstrate poise before a group through informal showings or formal performances.	Performances
Improve leadership skills through partner and group work.	Demonstration



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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A363  
**Course Title:** Natural History Interpretation and Environmental Education  
**Credits:** 3

**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:**

Beck, L., & Cable, T. (1997). *Interpretation for the 21st century: Fifteen guiding principles for interpreting nature and culture*. Urbana, IL: Sagamore.

### **VIII. Bibliography:**

Bransford, J.D., Brown, A.L., & Cocking, R.R. (1999). *How people learn; brain, mind, experience and school*. Washington, DC: National Academy.

Braus, J. A., & Wood, D. (1993). *Environmental education in the schools: Creating a program that works!* Washington, DC: North American Association for Environmental Education.

Cornell, J. (1998). *Sharing nature with children*. Nevada City, CA: Dawn.

Cornell, J. (1999). *Sharing nature with children II*. Nevada City, CA: Dawn.

Gookin, J., & Wells, D. (2002). *NOLS environmental education notebook*. Lander, WY: National Outdoor Leadership School.

Ham, S. H. (1992). *Environmental interpretation: A practical guide for people with big ideas and small budgets*. Golden, CO: Fulcrum.

Hammerman, D, R., Hammerman, W. M., & Hammerman, E. L. (2000).

*Teaching in the outdoors* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Knudson, D. M., Cable, T. T., & Beck, L. (1995). *Interpretation of cultural and natural resources*. State College, PA: Venture.

Malone, J. S. (1999). *Wild adventures: A guidebook of activities for building connections with others and the earth*. Boulder, CO: Association for Experiential Education.

Rezendes, P. (1999). *Tracking and the art of seeing: How to read animals tracks and sign* (2nd ed.). New York, NY: Harper Collins.

Strauss, S. (1996). *The passionate fact: Storytelling in natural history and cultural interpretation*. Golden, CO: North American Press.

Van Matre, S. (1997). *Sunship III*. Tucson, AZ: Institute for Earth Education.

## 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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will:	
Explain the key concepts of natural history and environmental education and define key terminology.	Classroom discussion
Design curriculum and lesson plans to achieve different levels of natural history interpretation and environmental education.	Written project Teaching demonstration
Design and deliver lesson plans using at least two strategies of natural history interpretation and environmental education.	Written project Teaching demonstration
Critique examples of environmental education curricula in terms of goal level, strategies, techniques, big picture concepts, and transference.	Classroom discussion
Design and deliver lesson plans using original or modified activities, storytelling, or written assignments for a specific natural system.	Written project Teaching demonstration
Integrate ecological concepts, land management issues, risk management, and environmental ethics.	Written project Teaching demonstration
Analyze the criticisms of environmental education and natural history interpretation and devise modifications to mitigate weaknesses.	Classroom discussion Written assignment
Evaluate the role of advocacy and bias in education materials and presentations.	Written paper



## 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

<p>8. Type of Action:    <input type="checkbox"/> Add    or    <input type="checkbox"/> Change    or    <input checked="" type="checkbox"/> Delete</p> <p><i>If a change, mark appropriate boxes:</i></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Other Restrictions</td> <td><input type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input type="checkbox"/> Class    <input type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College    <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (please specify)</td> <td></td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level		<input type="checkbox"/> College <input type="checkbox"/> Major		<input type="checkbox"/> Other (please specify)		<p>9. Repeat Status No    # of Repeats    Max Credits</p> <hr/> <p>10. Grading Basis    <input checked="" type="checkbox"/> A-F    <input type="checkbox"/> P/NP    <input type="checkbox"/> NG</p> <hr/> <p>11. Implementation Date semester/year From: Fall/2011    To:    /9999</p> <hr/> <p>12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A</p> <p style="text-align: right;">_____ Cross-Listed Coordination Signature</p>
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																				
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																				
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked																				
<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites																				
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites																				
<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions																				
<input type="checkbox"/> Class <input type="checkbox"/> Level																					
<input type="checkbox"/> College <input type="checkbox"/> Major																					
<input type="checkbox"/> Other (please specify)																					

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).

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Bachelor of Science, Physical Education	197-199	1 December 2010	Sandra Carroll-Cobb
2.			
3.			

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

13b. Coordination Email      Date: <u>11/30/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )	13c. Coordination with Library Liaison      Date: <u>11/30/2010</u>
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14. General Education Requirement       Oral Communication     Written Communication     Quantitative Skills     Humanities  
*Mark appropriate box:*       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) ( <i>list prefix and number</i> )	16b. Test Score(s) n/a	16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a
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16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level	16e. Registration Restriction(s) ( <i>non-codable</i> ) 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.

<p>Initiator (faculty only) _____ Date _____ <u>T.J. Miller</u> Initiator (TYPE NAME)</p> <p><input type="checkbox"/> Approved    _____ Date _____ <input type="checkbox"/> Disapproved    Department Chairperson    _____ Date _____</p> <p><input type="checkbox"/> Approved    _____ Date _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson    _____ Date _____</p>	<p><input type="checkbox"/> Approved    _____ Date _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College    _____ Date _____</p> <p><input type="checkbox"/> Approved    _____ Date _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson    _____ Date _____</p> <p><input type="checkbox"/> Approved    _____ Date _____ <input type="checkbox"/> Disapproved    Provost or Designee    _____ Date _____</p>
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER  
**Course Number:** PEP A453  
**Course Title:** Health Promotion  
**Credits:** 3

**Date:** 1 December 2010

**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:

McKenzie, J.F., Neiger, B.L., & Smeltzer, J.L. (2005) *Planning, implementing, & evaluating health promotion programs: A primer* (5th ed.) Boston, MA: Pearson  
Benson Cummings.

## VIII. Bibliography:

Butler, J. T. (2000) *Principles of health education and health promotion*. Florence, KY: Wadsworth.

Cottrell, R.R., McKenzie, J.F., & Girvan, J.T. (2002) *Principles and foundations of health promotion and education*. Upper Saddle River, NJ: Allyn & Bacon.

Edelman, C., & Mandle, C. (2001) *Health promotion throughout the lifespan*. Philadelphia, PA: C.V. Mosby.

Egger, G., Donovan, R., & Spark, R. (1999) *Health promotion strategies and methods*. Columbus, OH: McGraw-Hill.

Glanz, K., & Rimer, B.K. (2002) *Health behavior and health education: Theory, research, and practice*. Hoboken, NJ: John Wiley & Sons.

Haber, D. (1999) *Health promotion and aging: Implications for the health professions*. New York, NY: Springer.

Kerr, J. (2000) *Community health promotion*. Philadelphia, PA: Bailliere Tindall.

MacLachlan, M. (2001) *Cultivating health: Cultural perspectives on health promotion*. John Wiley & Sons.

Naidoo, J. (2000) *Health promotion: Foundations for practice*. Philadelphia, PA: Bailliere Tindall.

Norman, P., Conner, M., & Abraham, C. (2001) *Understanding and changing health behaviour: From health beliefs to self-regulation*. Newark, NJ: Gordon & Breach.

O'Donnell, M.P. (2001) *Health promotion in the workplace*. Florence, KY: Delmar Publishers.

Oliver, S., & Peersman, G. (2001) *Using research for effective health promotion*. Columbus, OH: Open University Press.



Seedhouse, D. (2002) *Total health promotion: Mental health, rational fields and the quest for autonomy*. Hoboken, NJ: Wiley John & Sons.

Watson, J., & Platt, S.D. (2000) *Researching health promotion*. New York, NY: Routledge.

## 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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Define basic health terms, the dimensions of health, and factors influencing health.	Discussion Written assignment Personal assessment
Organize historical perspectives of health education and health promotion and apply them to current health issues.	Discussion Research Written assignment
Determine the importance of federal health initiatives, state and local roles and personal health connections.	Discussion Written assignment
Critique theories of behavior and behavior change.	Discussion Written assignment Written examination
Determine the role of learning principles in health behaviors.	Discussion Written examination
Assess the role of the health/fitness professional in health promotion and disease prevention.	Discussion Written assignment Research
Prescribe an appropriate level of prevention for individuals/situations.	Case studies
Examine various settings for health promotion programs.	Discussion Research Written assignment
Develop and implement a health intervention program from needs assessment through evaluation using one of the planning models.	Written assignment Project Oral Presentation Portfolio
Assess examples of successful programs for use as models for program development.	Research Project



## 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 A454	4. Previous Course Prefix & Number	5a. Credits/CEUs 4 credits	5b. Contact Hours (Lecture + Lab) (3+2)				
6. Complete Course Title Exercise Testing and Prescription Exercise Test & Prescription <small>Abbreviated Title for Transcript (30 character)</small>								
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development								
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status No    # of Repeats    Max Credits				
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG				
				11. Implementation Date <small>semester/year</small> From: Fall/2011                                    To:                                    /9999				
				12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked                                    with n/a <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></div>				
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small>								
<small>Impacted Program/Course</small>		<small>Catalog Page(s) Impacted</small>		<small>Date of Coordination</small>		<small>Chair/Coordinator Contacted</small>		
1. Bachelor of Science, Physical Education		197-198		1 December 2010		Sandra Carroll-Cobb		
2.								
3.								
Initiator Name (typed): <u>T.J. Miller</u> Initiator Signed Initials: _____                                    Date: _____								
13b. Coordination Email                                    Date: <u>12/1/2010</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>				13c. Coordination with Library Liaison                                    Date: <u>12/1/2010</u>				
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone								
15. Course Description ( <small>suggested length 20 to 50 words</small> ) 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) ( <small>list prefix and number</small> ) PEP A385		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <small>concurrent enrollment required</small> ) n/a				
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16e. Registration Restriction(s) ( <small>non-codable</small> ) Junior or Senior status						
17. <input checked="" type="checkbox"/> Mark if course has fees				18. <input type="checkbox"/> 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.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">           Initiator (faculty only) <u>T.J. Miller</u>                                    Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Department Chairperson                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson                                    Date _____         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Provost or Designee                                    Date _____         </td> </tr> </table>							Initiator (faculty only) <u>T.J. Miller</u> Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Department Chairperson                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson                                    Date _____	<input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Provost or Designee                                    Date _____
Initiator (faculty only) <u>T.J. Miller</u> Date _____ Initiator (TYPE NAME) <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Department Chairperson                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson                                    Date _____	<input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Dean/Director of School/College                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson                                    Date _____ <input type="checkbox"/> Approved                                    _____ <input type="checkbox"/> Disapproved    Provost or Designee                                    Date _____							

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

**Department:** HPER  
**Course Number:** PEP A454  
**Course Title:** Exercise Testing and Prescription  
**Credits:** 4

**Date:** 1 December 2010

**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:**

American College of Sports Medicine (2010). *ACSM's guidelines for exercise testing and prescription* (8th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

American College of Sports Medicine (2010). *ACSM's resource manual for guidelines for exercise testing and prescription* (6th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

### **VIII. Bibliography:**

American College of Sports Medicine (2009). *ACSM's Certification review*. Philadelphia, PA: Lippincott, Williams and Wilkins.

Beam, W., & Adams, G. (2010). *Exercise physiology laboratory manual* (6th ed.). Columbus, OH: McGraw-Hill.

Bompa, T., & Haff, G. (2009). *Periodization: theory and methodology of training* (5th ed.). Dubuque, IA: Kendall-Hunt.

Heyward, V. (2010). *Advanced fitness assessment and exercise prescription* (6th ed.). Champaign, IL: Human Kinetics.

Howley, E., & Franks, B. (2003). *Health fitness instructor's handbook* (4th ed.). Champaign, IL: Human Kinetics.

McMurray, R. (1999). *Concepts in fitness programming*. New York, NY: CRC.

Nieman, D. (2010). *Exercise testing and prescription* (7th ed.). Columbus, OH: McGraw-Hill.

## 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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Critique the risks and benefits associated with physical activity and exercise testing.	Research Discussion Written examination
Elaborate on the different types of health screening, risk stratification, pre-test evaluations and their clinical significance.	Discussion Written examination
Prepare, conduct, and evaluate physical fitness testing in the areas of cardiovascular, muscular strength, muscular endurance, flexibility, and body composition.	Group activity Laboratory activity Discussion Written examination
Integrate the information from physical fitness testing and develop and/or prescribe an appropriate exercise regimen from the data provided.	Group activity Laboratory activity Discussion Written examination Portfolio assignment
Identify the needs in developing an exercise prescription for special populations (e.g., elderly, children, pregnant women, cardiac or pulmonary patients, etc.) and those with special conditions (e.g., hypertension, obesity, diabetes mellitus, etc.).	Research Discussion Written assignment Written examination
Identify methods of improving exercise compliance and positively influencing other health behaviors.	Research Discussion Written examination
Explain the importance of selected legal issues and guidelines for minimizing risk to human subjects or participants in exercise settings.	Discussion Written examination



## Course Action Request

### University of Alaska Anchorage

#### 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 A455	4. Previous Course Prefix & Number PEP A455	5a. Credits/CEUs 4 credits	5b. Contact Hours (Lecture + Lab) (3+2)	

6. Complete Course Title  
**Cardiac Rehabilitation and Special Populations**  
 Cardiac Rehab & Special Pops  
 Abbreviated Title for Transcript (30 character)

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

8. Type of Action: <input type="checkbox"/> Add     or <input checked="" type="checkbox"/> Change     or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i>  <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input checked="" type="checkbox"/> Credits</td> <td><input checked="" type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input checked="" type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input checked="" type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Other Restrictions</td> <td><input checked="" type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input type="checkbox"/> Class     <input checked="" type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College     <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Other CCG (please specify)</td> <td></td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		<input type="checkbox"/> College <input type="checkbox"/> Major		<input checked="" type="checkbox"/> Other CCG (please specify)		9. Repeat Status No     # of Repeats     Max Credits  10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG  11. Implementation Date <small>semester/year</small> From: Spring/2012     To:     /9999  12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked with N/A _____ <span style="float: right; font-size: small;">Cross-Listed Coordination Signature</span>
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
<input checked="" type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours																				
<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																				
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<input type="checkbox"/> Other Restrictions	<input checked="" type="checkbox"/> Registration Restrictions																				
<input type="checkbox"/> Class <input checked="" type="checkbox"/> Level																					
<input type="checkbox"/> College <input type="checkbox"/> Major																					
<input checked="" type="checkbox"/> Other CCG (please specify)																					

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).

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Bachelor of Science, Physical Education	197-198	1 December 2010	Sandra Carroll-Cobb
2.			
3.			

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

13b. Coordination Email     Date: <u>12/1/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )	13c. Coordination with Library Liaison     Date: <u>12/1/2010</u>
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14. General Education Requirement      Oral Communication      Written Communication      Quantitative Skills      Humanities  
*Mark appropriate box:*      Fine Arts      Social Sciences      Natural Sciences      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) <i>(list prefix and number)</i> PEP A385 and PEP A454	16b. Test Score(s) n/a	16c. Co-requisite(s) <i>(concurrent enrollment required)</i> n/a
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level	16e. Registration Restriction(s) <i>(non-codable)</i> 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 content, lab requirements and student outcomes. Title change to reflect course content. Registration restriction set to better prepare students for application og ocourse material.

Initiator (faculty only) _____ Date _____ <u>T.J. Miller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____
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**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COMMUNITY AND TECHNICAL COLLEGE**

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A455  
**Course Title:** Cardiac Rehabilitation and Special Populations  
**Credits:** 4

**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 Percutaneous 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:**

American College of Sports Medicine (2010). *ACSM's guidelines for exercise testing and prescription* (8th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

American College of Sports Medicine (2010). *ACSM's resource manual for guidelines for exercise testing and prescription* (6th ed.). Champaign, IL: Human Kinetics.

American College of Sports Medicine (2009). *ACSM's exercise management for persons with chronic diseases and disabilities* (3rd ed.). Champaign, IL: Human Kinetics.

### **VIII. Bibliography:**

- Brannon, Frances J., Foley, M. W., & Starr, J. A. *et al.* (1998). *Cardiopulmonary rehabilitation: Basic theory and application* (3rd ed.). Philadelphia, PA: F. A. Davis.
- Davis, D. (1985). *How to quickly and accurately master ECG interpretation*. Philadelphia, PA: Lippincott, Williams and Wilkins.
- Dubin, D. (2000). *Rapid interpretation of EKG's: Dr. Dubin's classic, simplified methodology for understanding EKG's* (6th ed.). Cover.
- Fardy, P., Franklin, B., & Verrill, D. and Porcan, J. (1999). *Training Techniques in Cardiac Rehabilitation, Vol. 3*. Champaign, IL: Human Kinetics.
- Howley, E., & Franks, B. (2003). *Health fitness instructor's handbook* (4th ed.). Champaign, IL: Human Kinetics.
- Porth, C. (2002). *Pathophysiology: Concepts of altered health states* (6th ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.
- Squires, R. (1998). *Exercise Prescription for the high risk cardiac patient*. Champaign, IL: Human Kinetics.

## 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.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
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 Outdr Rec Admin <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add   or <input type="checkbox"/> Change   or <input type="checkbox"/> Delete  <small>If a change, mark appropriate boxes:</small> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other      (please specify)			9. Repeat Status No    # of Repeats                      Max Credits			
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG			
			11. Implementation Date <small>semester/year</small> From: Fall/2011                      To:                      /9999			
			12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked                      with n/a  <div style="text-align: right;">_____ Cross-Listed Coordination Signature</div>			
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small>						
<small>Impacted Program/Course</small>		<small>Catalog Page(s) Impacted</small>	<small>Date of Coordination</small>	<small>Chair/Coordinator Contacted</small>		
1. Bachelor of Science, Physical Education		197-199	1 December 2010	Sandra Carroll-Cobb		
2.						
3.						
Initiator Name (typed): <u>T.J. Miller</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email                      Date: <u>11/30/2010</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison                      Date: <u>11/30/2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <small>suggested length 20 to 50 words</small> ) 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) ( <small>list prefix and number</small> ) PEP A181 and PEP A262 and PEP A264 and PEP A280		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <small>concurrent enrollment required</small> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <small>non-codable</small> ) n/a				
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date



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

**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:

- Bell, S. (2008). *Design for outdoor recreation*. New York, NY: Taylor & Francis.
- Chelladurai, P. (2006). *Human resource management in sport and recreation*. Champaign, IL: Human Kinetics
- Driver, B.L. (Ed.). (2009). *Managing to optimize the beneficial outcomes of recreation*. State College, PA: Venture.
- Hurd, A., & Anderson, D. (2011). *The park and recreation professional's handbook*. Champaign, IL: Human Kinetics.
- Hurd, A., Barcelona, R., & Meldrum, J. (2008). *Leisure services management*. Champaign, IL: Human Kinetics.
- Jordan, D. (2007). *Leadership in leisure services: Making a difference* (3rd ed.). State College, PA: Venture.
- MacLean, J. (2001). *Performance appraisal for sport and recreation managers*. Champaign, IL: Human Kinetics.
- McLean, D., & Yoder, D. (2005). *Issues in recreation and leisure: Ethical decision making*. Champaign, IL: Human Kinetics.
- National Intramural Recreational Sports Association. (2008). *Campus recreation: 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
- Pigram, J., & Jenkins, J. (2006). *Outdoor recreation management* (2nd ed.). New York, NY: Routledge.
- Priest, S., & Gass, M., (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Russell, R. (2001). *Leadership in recreation*. Boston, MA: McGraw-Hill.
- Smussen, B. (2005). *Recreation and parks: The profession*. Champaign, IL: Human Kinetics.

- Spengler, J., Connaughton, D., & Pittman, A. (2006). *Risk management in sport and recreation*. Champaign, IL: Human Kinetics.
- Stevens, C. (2008). *Service learning for health, physical education, and recreation*. Champaign, IL: Human Kinetics.
- Torkildsen, G. (2005). *Leisure and recreation management*. New York, NY: Routledge.
- Whyman, W. (2008). *Outdoor site and facility management*. Champaign, IL: Human 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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Interpret philosophical and foundational practices of outdoor recreation providers.	Discussion Written assignment
Compare and contrast land use, regulatory, and planning methods of management agencies.	Oral Report Discussion/debate Written assignment
Develop a comprehensive organizational development plan.	Written assignment Portfolio
Create a personnel recruitment, training, assignment, and evaluation program.	Written assignment
Distinguish the role of a recreation service provider to the community and the public policy governing such practices.	Provider evaluation Written assignment Planning meeting
Construct a logistics management plan.	Written assignment
Analyze the organizational structure of for profit and non-profit outdoor recreation service providers.	Written assignment Discussion
Defend organizational purpose, mission, and values.	Oral assignment 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 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						
Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete				9. Repeat Status No    # of Repeats    Max Credits		
<i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date semester/year From: Fall/2011                      To:                      /9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted		
1. Bachelor of Science, Physical Education		197-199	8/25/2010	Sandra Caroll-Cobb		
2. Minor, OUtdoor LEadership		199-200	8/25/2010	Sandra Carroll-Cobb		
3.						
Initiator Name (typed): <u>T.J. Miller</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email                      Date: <u>9/10/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison                      Date: <u>9/10/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) 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) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Instructor Permission				
17. <input checked="" type="checkbox"/> Mark if course has fees				18. <input type="checkbox"/> 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 (faculty only) _____ Date _____ <u>T.J. Miller</u>				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____		
Initiator (TYPE NAME) <input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Department Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____		
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____		

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A467C  
**Course Title:** Land-Based Outdoor Leadership  
**Credits:** 2

**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:**

Blanchard, J., Strong, M., & Ford, P. (2007). *Leadership and administration of outdoor pursuits*. State College, PA: Venture.

**VIII. Bibliography:**

- Drury, J. K., & Bonney, B. F. (2005). *The backcountry classroom: Lesson plans for teaching in the wilderness*. Guilford, CT: Globe Pequot.
- Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self-confidence*. Seattle, WA: Mountaineers.
- Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Fireside.
- Hampton, B., & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Mechanicsburg, PA: Stackpole.
- Knapp, C. E. (1992). *Lasting lessons: A teacher's guide to reflecting on experience*. ERIC Clearinghouse on Rural Education and Small Schools.
- Martin, B., Cashel, C., Wagstaff, M., & Bruenig, M. (2006). *Outdoor leadership: Theory and practice*. Champaign, IL: Human Kinetics.
- Priest, S., Gass, M., & Gillis, L. (2000). *The essential elements of facilitation*. Dubuque, IA: Kendall-Hunt.
- Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.

## 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.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Organize and lead an extended terrestrial 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.	Demonstrated organization Write-up Rubric
Choose and implement an appropriate communication strategy and leadership style.	Journal reflection Lead instructor review Classroom discussion
Demonstrate and analyze ethical decision-making and judgment.	Journal reflection Lead instructor review Classroom discussion
Demonstrate proper selection, use, care, and maintenance of equipment.	Journal reflection Lead instructor review Classroom discussion
Demonstrate safe leadership, environmentally, technically, and psychologically.	Journal reflection Lead instructor review Classroom discussion Rubric
Compose a risk management plan for an extended terrestrial trip.	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 PEP	3. Course Number A467D	4. Previous Course Prefix & Number	5a. Credits/CEUs 2 credits	5b. Contact Hours (Lecture + Lab) (0.5+3)	

6. Complete Course Title  
Water-Based Outdoor Leadership

Abbreviated Title for Transcript (30 character)

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

<p>8. Type of Action:    <input type="checkbox"/> Add    or    <input checked="" type="checkbox"/> Change    or    <input type="checkbox"/> Delete</p> <p><i>If a change, mark appropriate boxes:</i></p> <table> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input checked="" type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input checked="" type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input type="checkbox"/> Course Description</td> <td><input checked="" type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Other Restrictions</td> <td><input type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input type="checkbox"/> Class    <input type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College    <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Other CCG (please specify)</td> <td></td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level		<input type="checkbox"/> College <input type="checkbox"/> Major		<input checked="" type="checkbox"/> Other CCG (please specify)		<p>9. Repeat Status No    # of Repeats    Max Credits</p>	
	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
	<input type="checkbox"/> Credits	<input checked="" type="checkbox"/> Contact Hours																				
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																				
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked																					
<input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> Course Prerequisites																					
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites																					
<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions																					
<input type="checkbox"/> Class <input type="checkbox"/> Level																						
<input type="checkbox"/> College <input type="checkbox"/> Major																						
<input checked="" type="checkbox"/> Other CCG (please specify)																						
	<p>10. Grading Basis    <input checked="" type="checkbox"/> A-F    <input type="checkbox"/> P/NP    <input type="checkbox"/> NG</p>																					
	<p>11. Implementation Date    semester/year</p> <p>From: Fall/2011    To:    /9999</p>																					
	<p>12. <input type="checkbox"/> Cross Listed with N/A</p> <p><input type="checkbox"/> Stacked with N/A</p> <p align="right">_____</p> <p align="right">Cross-Listed Coordination Signature</p>																					

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).

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Bachelor of Science, Physical Education	197-199	8/25/2010	Sandra Carol-Cobb
2. Minor, Outdoor Leadership	199-200	8/25/2010	Sandra Carroll-Cobb
3.			

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

13b. Coordination Email      Date: <u>9/25/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )	13c. Coordination with Library Liaison      Date: <u>9/25/2010</u>
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14. General Education Requirement       Oral Communication     Written Communication     Quantitative Skills     Humanities  
*Mark appropriate box:*       Fine Arts     Social Sciences     Natural Sciences     Integrative Capstone

15. Course Description (*suggested length 20 to 50 words*)  
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, and judgment, and safety.

16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) PER A169 and PEP A264 and PEP A150 and (PER A151 or PER A152 or PER A153)	16b. Test Score(s) n/a	16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a
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16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level	16e. Registration Restriction(s) ( <i>non-codable</i> ) 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 (faculty only) _____ Date _____ <u>T.J. Miller</u>	<input type="checkbox"/> Approved	Dean/Director of School/College _____ Date _____
Initiator (TYPE NAME)	<input type="checkbox"/> Disapproved	
<input type="checkbox"/> Approved	<input type="checkbox"/> Approved	Undergraduate/Graduate Academic _____ Date _____
<input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____	<input type="checkbox"/> Disapproved	Board Chairperson _____
<input type="checkbox"/> Approved	<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Disapproved	Provost or Designee _____ Date _____

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

**Department:** HPER **Date:** 1 December 2010  
**Course Number:** PEP A467D  
**Course Title:** Water-Based Outdoor Leadership  
**Credits:** 2

**I. Course Description:**

Presents techniques and strategies of water-based outdoor leadership. Emphasizes application of leadership skills in field-based experiences. Covers planning 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:

Walbridge, C., & Tinsley, J. (Eds.). (1996). *River safety anthology*. Birmingham, AL: Menasha Ridge.

## VIII. Bibliography:

- Alderson, D., & Pardy, M. (2003). *Sea Kayaker Magazine's handbook of safety and rescue*. Thomaston, ME: Ragged Mountain.
- Bechdel, L., & Ray, S. (Eds.). (1997). *River rescue: A manual for whitewater safety*. Guilford, CT: Globe Pequot.
- Broze, M. (1995). *Sea kayaker's deep trouble: True stories and their lessons*. Thomaston, ME : Ragged Mountain.
- Drury, J., & Bonney, B. (2007). *The backcountry classroom: Lesson plans for the teaching in the wilderness*. Guilford, CT: Globe Pequot.
- Graham, J. (1997). *Outdoor leadership: Technique, common sense, & self confidence*. Seattle, WA: Mountaineers.
- Hampton, B., & Cole, D. (1995). *Soft paths: How to enjoy the wilderness without harming it*. Mechanicsburg, PA: Stackpole.
- Harvey, M. (1999). *The National Outdoor Leadership School's wilderness guide*. New York, NY: Fireside.
- Priest, S., Gass, M., & Gillis, L. (2000). *The essential elements of facilitation*. Dubuque, IA: Kendall-Hunt.
- Priest, S., & Gass, M. (2005). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.
- Yukul, G. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

## 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.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
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.	Demonstrated organization Write-up Rubric
Choose and implement an appropriate communication strategy and leadership style.	Journal reflection Lead instructor review Classroom discussion
Demonstrate and analyze ethical decision-making and judgment.	Journal reflection Lead instructor review Classroom discussion
Demonstrate proper selection, use, care, and maintenance of equipment.	Journal reflection Lead instructor review Classroom discussion
Demonstrate safe leadership, environmentally, technically, and psychologically.	Journal reflection Lead instructor review Classroom discussion Rubric
Compose a risk management plan for an extended water-based program.	Written assignment





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

**Department:** HPER  
**Course Number:** PER A146  
**Course Title:** Beginning Rock Climbing  
**Credits:** 1

**Date:** September 7, 2010

**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:**

Luebben, C. (2004). *Rock climbing: Mastering basic skills*. Seattle, WA: Mountaineers.

### VIII. Bibliography:

- Bennett, B. (1995). *Nutrition for climbers*. Evergreen, CO: Chockstone Press.
- Lewis, S.P., & Cauthorn, D. (2000). *Climbing: From gym to crag*. Seattle, WA: Mountaineers.
- Long, J. (2003). *How to rock climb* (4th ed.). Guilford, CT: Falcon.
- Long, J., & Luebben, C. (1997). *How to climb: advanced rock climbing*. Guilford, CT: Falcon.
- Loomis, M., & Tyson, A. (2006). *Climbing self rescue: Improvising solutions for serious situations*. Seattle, WA: Mountaineers.
- Luebben, C. (2004). *Rock climbing anchors: A comprehensive guide*. Seattle, WA: Mountaineers.
- Raleigh, B.J., & Clelland, M. (1998). *Knots & ropes for climbers*. Mechanicsburg, PA: Stackpole
- Sieling, K. (1997). *The SCAR: Southcentral Alaska rock climbing*. Anchorage, AK: Global Motion.
- Smith, D. (1997). *Backcountry bear basics: The definitive guide to avoiding unpleasant encounters*. Seattle, WA: Mountaineers.
- Soles, C, & Powers, P. (2003). *Climbing: Expedition planning*. Seattle, WA: Mountaineers.
- Soles, C. (2004 ). *The outdoors knots book*. Seattle, WA: Mountaineers.
- Soles, C. (2008). *Climbing: Training for peak performance*. Seattle, WA: Mountaineers.

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

#### Instructional Goals:

Present the concepts, skills and safety elements associated with introductory rock climbing.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.	Discussion Demonstration
Identify potential rock climbing hazards and apply the appropriate risk management techniques.	Demonstration Written Exam
Demonstrate proper selection, use, care, and maintenance of rock climbing equipment.	Demonstration Written Exam
Tie selected knots and hitches and identify pros and cons of each.	Demonstration Written Exam
Demonstrate the features of a good belay.	Demonstration Written Exam
Demonstrate basic ascent and descent techniques.	Demonstration Written Exam



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

**Department:** HPER  
**Course Number:** PER A147  
**Course Title:** Beginning Ice Climbing  
**Credits:** 1

**Date:** September 7, 2010

**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:**

Gadd, W. (2003). *Ice and mixed climbing*. Seattle, WA: Mountaineers.

## VIII. Bibliography:

- Bennett, B. (1995). *Nutrition for climbers*. Evergreen, CO: Chockstone Press.
- Cosley, K., & Houston, M. (2004). *Alpine climbing: Techniques to take you higher*. Seattle, WA: Mountaineers.
- Isaac, S., & Querner, A. (2004). *Mixed climbing*. Guilford, CT: Globe Pequot.
- Long, J. (2003). *How to rock climb* (4th ed.) Guilford, CT: Falcon.
- Loomis, M., & Tyson, A. (2006). *Climbing self rescue: Improvising solutions for serious situations*. Seattle, WA: Mountaineers.
- Lowe, J. (1996). *Ice World: Techniques and experiences of modern ice climbing*. Seattle, WA: Mountaineers
- Luebben, C. (2001). *Knots for Climbers* (2nd ed.) Guilford, CT: Globe Pequot.
- Takeda, P., & Dickason, J. (2002). *Climb!: Your guide to bouldering, sport climbing, trad climbing, ice climbing, alpinism, and more*. National Geographic Society.
- Raleigh, B.J., & Clelland, M. (1998). *Knots & ropes for climbers*. Mechanicsburg, PA: Stackpole
- Soles, C., & Powers, P. (2003). *Climbing: Expedition planning*. Seattle, WA: Mountaineers.
- Soles, C. (2004 ). *The outdoors knots book*. Seattle, WA: Mountaineers.
- Soles, C. (2008). *Climbing: Training for peak performance*. Seattle, WA: Mountaineers.
- Wood, M., & Combs, C. (2002). *Alaska: A climbing guide*. Seattle, WA: Mountaineers.

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

### Instructional Goal:

Present the concepts, skills and safety elements associated with introductory ice climbing.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify ice climbing hazards and implement appropriate risk management techniques for each.	Written assignment Demonstration
Demonstrate proper selection, use, care and maintenance of ice climbing equipment.	Demonstration Discussion
Tie selected knots and hitches and identify pros and cons of each.	Demonstration Written exam
Perform basic belay techniques.	Demonstration Written exam
Demonstrate proper techniques of foot/crampon placement for walking and climbing on ice.	Demonstration Written exam



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
A150
4. Previous Course Prefix & Number
5a. Credits/CEUs
1 credit
5b. Contact Hours
(Lecture + Lab)
(0.5+1)

6. Complete Course Title
Water Safety and Rescue
Abbreviated Title for Transcript (30 character)

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

8. Type of Action: [checked] Add or [ ] Change or [ ] Delete
If a change, mark appropriate boxes:
[ ] Prefix [ ] Course Number
[ ] Credits [ ] Contact Hours
[ ] Title [ ] Repeat Status
[ ] Grading Basis [ ] Cross-Listed/Stacked
[ ] Course Description [ ] Course Prerequisites
[ ] Test Score Prerequisites [ ] Co-requisites
[ ] Other Restrictions [ ] Registration Restrictions
[ ] Class [ ] Level
[ ] College [ ] Major
[ ] Other (please specify)
9. Repeat Status No # of Repeats Max Credits
10. Grading Basis [checked] 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.
Table with 4 columns: Impacted Program/Course, Catalog Page(s) Impacted, Date of Coordination, Chair/Coordinator Contacted

Initiator Name (typed): T.J. 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 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.

16a. Course Prerequisite(s) (list prefix and number)
PER A151 or PER A152 or 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)
n/a

17. [checked] 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.

Approval section with checkboxes for Approved/Disapproved and signature lines for:
Initiator (faculty only)
Department Chairperson
Curriculum Committee Chairperson
Dean/Director of School/College
Undergraduate/Graduate Academic Board Chairperson
Provost or Designee



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

**Department:** HPER

**Date:** 24 August 2010

**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:

Ray, S., & Bechdel, L. (1997). *River rescue: A manual for whitewater safety*. Boston, MA: Globe Pequot.

Walbridge, C. (1995). *Whitewater rescue manual: New techniques for canoeists, kayakers, and rafters*. Camden, ME: Ragged Mountain.

## VIII. Bibliography:

Bradshaw, S. (2004). *River safety: A floater's guide*. Guilford, CT: Lyons.

Brown, M.G. (2000). *Engineering practical rope rescue systems*. Clifton Park, NY: Delmar.

Matthews, J., & Matthews, M. (2009) *Technical rescue: Rope rescue levels I and II*. Clifton Park, NY: Delmar.

Ostis, N. (2010). *NOLS River rescue: Essential skills for boaters*. Mechanicsburg, PA: Stackpole.

Ray, S., & Bechdel, L. (1997). *River rescue: A manual for whitewater safety*. Boston: Globe Pequot.

Walbridge, C. (1995). *Whitewater rescue manual: New techniques for canoeists, kayakers, and rafters*. Camden, ME: Ragged Mountain.

Walbridge, C., & Tinsley, J. (1996). *River safety anthology*. Birmingham, AL: Menasha Ridge Press.

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

### Instructional Goal:

Provide knowledge and skills required for basic ocean and river rescue skills.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify and utilize water rescue equipment.	Written assignment Skill demonstration
Develop water reading and hazard recognition skills.	Written assignment
Demonstrate basic water rescue skills: knots used, mechanical advantage systems, & in-water rescues.	Skill demonstration
Identify and employ rope rescue systems.	Skill demonstration Written assignment
Demonstrate rescue team coordination utilizing individuals' strengths.	Skill demonstration
Properly document water rescue situations.	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 A151	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (0.5+1)		
6. Complete Course Title Beginning Canoeing <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status Yes    # of Repeats 2    Max Credits 3		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date semester/year From: Fall/2011                      To:                      /9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1. Bachelor of Science, Physical Education		197-199	8/25/2010	Sandra Carroll-Cobb		
2. Minor, Adventure Leadership		199	8/25/2010	Sandra Carroll-Cobb		
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email                      Date: <u>9/25/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                      Date: <u>9/25/2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) n/a		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) n/a				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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 (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER **Date:** September 7, 2010  
**Course Number:** PER A151  
**Course Title:** Beginning Canoeing  
**Credits:** 1

**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 Settings 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:

Kuhne, C. (1998). *Paddling basics canoeing: An illustrated guide to equipment, technique, navigation, and safety*. Mechanicsburg, PA: Stackpole.

## VIII. Bibliography:

- Embick, A. (1994). *Fast and cold: A guide to Alaska whitewater*. Guilford, CT: Globe Pequot.
- Hahn, J. (2001). *Spirited waters: Soloing south through the Inside Passage*. Seattle, WA: The Mountaineers.
- Harting, N., & Parker, T. (2003). *Alaska to Nunavut: The great rivers*. Bolton, ON: Key Porter.
- Jettmar, K., & Graydon, D. (1998). *Alaska river guide: Canoeing, kayaking, and rafting in the Last Frontier*. Anchorage, AK: Alaska Northwest.
- Mattos, B., & Middleton, A. (2004). *Advanced kayaking and canoeing*. London, EN: Anness.
- Miller, D. (2005). *The complete paddler*. Helena, MT: Farcountry Press.
- Quick, D.L. (1995). *The Kenai canoe trails: Alaska's premier hiking and canoeing system*. Kenai, AK: Northlite.
- Snyder, R. (2003). *Fit to paddle: The paddler's guide to strength and conditioning*. Columbus, OH: McGraw-Hill.



Walbridge, C., & Sunmacher, W. (1995). *Whitewater rescue manual: New techniques for canoeists, kayakers & rafters*. Camden, ME: Ragged Mountain.

Walbridge, C., & Tinsley, J. (1996). *River safety anthology: Accounts of rescue and tragedy on North American rivers*. Birmingham, AL: Menasha Ridge.

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

### Instructional Goal:

Present the concepts, skills and safety elements associated with introductory flat-water canoeing.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify hazards and implement appropriate risk management techniques.	Written assignment
Demonstrate selection and use of clothing and equipment, including safety and personal.	Demonstration Written exam
Develop a comprehensive trip plan.	Written assignment
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.	Demonstration
Demonstrate the types of basic strokes used in canoeing and describe when each would or would not be used.	Demonstration Written exam
Identify minimum impact techniques, ethical wildlife viewing practices, and sanitation and waste disposal methods appropriate to the activity and environment.	Demonstration Written Exam



## 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 A152	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (0.5+1)		
6. Complete Course Title Beginning River Rafting <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status Yes   # of Repeats 2   Max Credits 3		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date   semester/year From: Fall/2011                                    To:                                    /9999		
				12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked                                    with n/a <div style="text-align: right; margin-top: 5px;">_____ <small>Cross-Listed Coordination Signature</small></div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small>						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1. Bachelor of Science, Physical Education		197-199	8/25/2010	Sandra Carol-Cobb		
2. Minor, Adventure Leadership		199	8/25/2010	Sandra Carol-Cobb		
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                                    Date: _____						
13b. Coordination Email                                    Date: <u>9/25/2010</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>				13c. Coordination with Library Liaison                                    Date: <u>9/25/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) n/a				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER **Date:** September 7, 2010  
**Course Number:** PER A152  
**Course Title:** Beginning River Rafting  
**Credits:** 1

**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:**

Bennett, J. (1996). *The complete whitewater rafter*. Camden, ME: Ragged Mountain.

**VIII. Bibliography:**

- DeLorme Mapping (1992). *Alaska atlas and gazetteer: Topo maps of the entire state*. Author.
- Embick, A. (1994). *Fast and cold: A guide to Alaska whitewater*. Guilford, CT: Globe Pequot.
- Harting, N., & Parker, T. (2003). *Alaska to Nunavut: The great rivers*. Bolton, ON: Key Porter.
- Jettmar, K., & Graydon, D. (1998). *Alaska river guide: Canoeing, kayaking, and rafting in the Last Frontier*. Anchorage, AK: Alaska Northwest.
- Miller, D. (2005). *The complete paddler*. Helena, MT: Farcountry.
- Ray, S. (2005). *Swiftwater rescue: A manual for the rescue professional*. Elk Grove, CA: Rescue 3 International.
- Snyder, R. (2003). *Fit to paddle: The paddler's guide to strength and conditioning*. Columbus, OH: McGraw-Hill.
- Smith, D. (1997). *Backcountry bear basics: The definitive guide to avoiding unpleasant encounters*. Seattle, WA: The Mountaineers.
- Walbridge, C., & Sunmacher, W. (1995). *Whitewater rescue manual: New techniques for canoeists, kayakers & rafters*. Camden, ME: Ragged Mountain.
- Walbridge, C., & Tinsley, J. (1996). *River safety anthology: Accounts of rescue and tragedy on North American rivers*. Birmingham, AL: Menasha Ridge.

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

### Instructional Goal:

Present the concepts, skills and safety elements associated with introductory river rafting.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify the potential risks associated with river rafting.	Written assignment Demonstration
Identify required rafting equipment, and safety gear. Demonstrate proper use and care of equipment.	Demonstration Written exam
Develop a comprehensive trip plan.	Demonstration Written exam
Demonstrate adequate tie down and transport of a raft as well as potential hazards associated with transport and risk management techniques.	Demonstration Written exam
Identify considerations in boat rigging, loading, and securing gear.	Demonstration Written exam
Demonstrate the proper way to get into and out of a raft and move around within it.	Demonstration
Describe the water classification system and identify basic hydraulics of a river.	Discussion Written assignment
Demonstrate on-river communication with group.	Demonstration Discussion
Identify minimum impact techniques, ethical wildlife viewing practices, and sanitation and waste disposal methods appropriate to the activity and environment.	Demonstration 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 A153	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (0.5+1)																		
6. Complete Course Title Beginning Sea Kayaking																						
Abbreviated Title for Transcript (30 character)																						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i>  <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Other Restrictions  <div style="font-size: small;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College    <input type="checkbox"/> Major  <input checked="" type="checkbox"/> Other CCG (please specify)           </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions           </div> </div>				9. Repeat Status No    # of Repeats    Max Credits																		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
				11. Implementation Date    semester/year From: Fall/2011    To:    /9999																		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right; font-size: small;">Cross-Listed Coordination Signature</span>																		
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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .																						
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width: 30%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 30%;">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 Carol-Cobb</td> </tr> <tr> <td>2. Minor, Adventure Leadership</td> <td>199</td> <td>8/25/2010</td> <td>Sandra Carol-Cobb</td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Physical Education	197-199	8/25/2010	Sandra Carol-Cobb	2. Minor, Adventure Leadership	199	8/25/2010	Sandra Carol-Cobb	3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																			
1. Bachelor of Science, Physical Education	197-199	8/25/2010	Sandra Carol-Cobb																			
2. Minor, Adventure Leadership	199	8/25/2010	Sandra Carol-Cobb																			
3.																						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____      Date: _____																						
13b. Coordination Email      Date: <u>9/25/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison      Date: <u>9/25/2010</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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.																						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) none		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a																		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) n/a																				
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> 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 (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER  
**Course Number:** PER A153  
**Course Title:** Beginning Sea Kayaking  
**Credits:** 1

**Date:** September 7, 2010

**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:

Glickman, J. (2003). *The Kayak companion: Tips, techniques, and guidance for paddling all types of water from one of America's premier kayakers.* North Adams, MA: Storey.

## VIII. Bibliography:

- Burch, D. (2005). *Fundamentals of kayak navigation.* Guilford, CT: Globe Pequot Press.
- Embick, A. (1994). *Fast and cold: A guide to Alaska whitewater.* Guilford, CT: Globe Pequot.
- Hahn, J. (2001). *Spirited waters: Soloing south through the Inside Passage.* Seattle, WA: The Mountaineers.
- Harting, N., & Parker, T. (2003). *Alaska to Nunavut: The great rivers.* Bolton, ON: Key Porter.
- Howard, J. (1999). *Guide to sea kayaking in southeast Alaska: The best day trips from Misty Fjords to Glacier.* Guilford, CT: Globe Pequot.
- Hutchinson, D. (1995). *The complete book of sea kayaking.* Guilford, CT: Globe Pequot.
- Jettmar, K., & Graydon, D. (1998). *Alaska river guide: Canoeing, kayaking, and rafting in the Last Frontier.* Anchorage, AK: Alaska Northwest.
- Mattos, B., & Middleton, A. (2004). *Advanced kayaking and canoeing.* London, EN: Anness.
- Miller, D. (2005). *The complete paddler.* Helena, MT: Farcountry.
- Snyder, R. (2003). *Fit to paddle: The paddler's guide to strength and conditioning.* Columbus, OH: McGraw-Hill.
- Stuhaug, D. (1998). *Kayaking made easy: A manual for beginners with tips for the experienced.* Guilford, CT: Globe Pequot.

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

### Instructional Goal:

Present the concepts, skills and safety elements associated with introductory sea kayaking.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify the potential risks associated with kayaking and demonstrate techniques to mitigate the risks.	Written assignment Demonstration
Identify various types of necessary kayaking equipment.	Demonstration Written exam
Demonstrate proper care and use of the equipment.	Demonstration
Develop comprehensive trip plan.	Demonstration Written exam
Demonstrate safe transport of kayaks and associated equipment.	Demonstration Written exam
Identify important considerations in loading and rigging a kayak.	Demonstration Written exam
Demonstrate safe launching, landing, and appropriate entry and exit from a kayak.	Demonstration
Demonstrate proper and safe kayak strokes and maneuvering.	Demonstration Written exam
Demonstrate use of proper communication signals and devices.	Demonstration Discussion
Identify accepted minimal-impact techniques used in a marine environment.	Demonstration 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 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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status Yes   # of Repeats 2   Max Credits 6		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date   semester/year From: Fall/2011                      To:                      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked                      with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. BSPE with an emphasis in adventure leadership.		197	8/25/2010	Sandra Carol-Cobb	
2. Minor, Adventure Leadership		199	8/25/2010	Sandra Carol-Cobb	
3.					
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                      Date: _____					
13b. Coordination Email                      Date: <u>9/25/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                      Date: <u>9/25/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) n/a			
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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 (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER  
**Course Number:** PER A164  
**Course Title:** Skiing Alaska's Backcountry  
**Credits:** 2

**Date:** October 1, 2010

**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:**

Fredston, J., & Fesler, D. (1999). *Snow sense: A guide to evaluating snow avalanche hazard*. Anchorage, AK: Alaska Mountain Safety Center.

O'Bannon, A., & Clelland, M. (2007). *Allen & Mike's really cool backcountry ski book: Traveling and camping skills for a winter environment*. Helena, MT: Globe Pequot.

Volken, M., Schell, S., & Wheeler, M. (2009). *Backcountry skiing: Skills for ski touring and ski mountaineering*. Seattle, WA: The Mountaineers.

**VIII. Bibliography:**

Bern, K. (1997). *Complete winter sports safety manual: Staying safe & warm snowshoeing, skiing, snowboarding, snowmobiling, & camping*. Davis, CA: Bear Claw.

Egan, D. (1996). *All-terrain skiing*. Boston, MA: World Leisure.

Isaac, J. (1998). *The Outward Bound wilderness first-aid handbook*. Helena, MT: Globe Pequot.

Sanders, R. (2003). *Anatomy of skiing*. New York, NY: Three Rivers.

Thorp, D., Roy, S., & Timmerman, M. (2000). *Skiing Alaska's back forty*. Anchorage, AK: Glacier House.

Tower, E., & Ummel, C. (1997). *Umbrella guide to skiing in Alaska: Downhill & cross country*. Kenmore, WA: Epicenter.

**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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify potential objective and subjective hazards encountered during field outings.	Demonstration
Identify and demonstrate use of necessary backcountry skiing equipment.	Written assignment Field application
Demonstrate backcountry skiing and/or snowboarding travel techniques.	Demonstration Field application
Demonstrate avalanche evaluation and rescue techniques.	Field application Written exam
Prepare a trip plan for backcountry skiing.	Written assignment Field observation



## 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 A165	4. Previous Course Prefix & Number	5a. Credits/CEUs 1 credit	5b. Contact Hours (Lecture + Lab) (0.5+1)		
6. Complete Course Title Avalanche Hazard Recognition and Evaluation Avalanche Hazard Evaluation <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add   or <input type="checkbox"/> Change   or <input type="checkbox"/> Delete				9. Repeat Status Yes   # of Repeats 2   Max Credits 3		
<i>If a change, mark appropriate boxes:</i> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other    (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date   semester/year From: Fall/2011    To:    /9999		
				12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked    with n/a    _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small>						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1. Bachelor of Science, Physical Education		197-199	8/25/2010	Sandra Caroll-Cobb		
2.						
3.						
Initiator Name (typed): <u>TJM</u>		Initiator Signed Initials: _____		Date: _____		
13b. Coordination Email    Date: <u>9/25/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>9/25/2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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) ( <i>list prefix and number</i> ) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) n/a				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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.						
Initiator (faculty only) _____ Date _____ <u>T.J. Miller</u> Initiator (TYPE NAME)				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____				<input type="checkbox"/> Approved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Disapproved		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____		

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

**Department:** HPER **Date:** September 8, 2010  
**Course Number:** PER A165  
**Course Title:** Avalanche Hazard Recognition and Evaluation  
**Credits:** 1

**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:

Fredston, J. & Fesler, D. (1999). *Snow sense: A guide to evaluating snow avalanche hazard*. Anchorage, AK: Alaska Mountain Safety Center.

Temper, B. (2001). *Staying alive in avalanche terrain*. Seattle, WA: The Mountaineers.

## VIII. Bibliography:

Fredston, J. & Fesler, D. (1999). *Snow sense: A guide to evaluating snow avalanche hazard*. Anchorage, AK: Alaska Mountain Safety Center.

McClung, D. & Schaerer, P. (1993). *The avalanche handbook*. Seattle, WA: Mountaineers.

Temper, B. (2001). *Staying alive in avalanche terrain*. Seattle, WA: Mountaineers.

## 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.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify avalanche types, parts, and causation factors.	Written assignment Field observation Written examination
Explain variability and complexity of avalanche terrain.	Written assignment
Perform and interpret common stability tests.	Field observations
Apply objective decision making methods.	Written assignment Field observation
Demonstrate safe travel techniques in avalanche terrain.	Field observation





## 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 A169	4. Previous Course Prefix & Number	5a. Credits/CEUs 3 credits	5b. Contact Hours (Lecture + Lab) (1+4.5)		
6. Complete Course Title Four-Season Backpacking <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status Yes    # of Repeats 1    Max Credits 6		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Fall/2011                      To:                      /9999		
				12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked                                      with n/a <div style="text-align: right;">_____</div> <small>Cross-Listed Coordination Signature</small>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small>						
<small>Impacted Program/Course</small>		<small>Catalog Page(s) Impacted</small>	<small>Date of Coordination</small>		<small>Chair/Coordinator Contacted</small>	
1. Bachelor of Science, Physical Education		197-199	8/25/2010		Sandra Carol-Cobb	
2. Minor, Adventure Leadership		199	8/25/2010		Sandra Carol-Cobb	
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email                      Date: <u>9/25/2010</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>				13c. Coordination with Library Liaison                      Date: <u>9/25/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <small>suggested length 20 to 50 words</small> ) 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) ( <small>list prefix and number</small> ) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <small>concurrent enrollment required</small> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <small>non-codable</small> ) n/a				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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 (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER

**Date:** September 8, 2010

**Course Number:** PER A169

**Course Title:** Four-Season Backpacking

**Credits:** 3

**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:

- O'Bannon, A. (2007). *Allen & Mike's really cool backcountry ski book: Traveling & camping skills for a winter environment*. Guilford, CT: Falcon.
- O'Bannon, A. (2007). *Allen & Mike's really cool backpacking book: Traveling & camping skills for a wilderness environment*. Guilford, CT: Falcon.

## VIII. Bibliography:

- Adare, S. (1996). *Backcountry cooking: Feasts for hikers, hoofers, and floaters*. Kuna, ID: Tamarack.
- Bern, K. (1997). *Complete winter sports safety manual: Staying safe & warm snowshoeing, skiing, snowboarding, snowmobiling, & camping*. Davis, CA: Bear Klaw.
- Carley, R. (2001). *Wilderness A-Z: An essential guide to the great outdoors*. Chicago, IL: Simon & Schuster.
- Curtis, R. (1998). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. New York, NY: Three Rivers.
- DeLorme Mapping (2000). *Alaska atlas and gazetteer: Topo maps of the entire state*. Yarmouth, ME: Author.
- DuFresne, J. (2000). *Hiking in Alaska*. Lonely Planet Publications.
- Hampton, B., & Cole, D. (2003). *NOLS soft paths: How to enjoy the wilderness without harming it* (3rd ed.). Mechanicsburg, PA: Stackpole.
- Littlepage, D. (1997). *Hiking Alaska*. Guilford, CT: Falcon.
- Miller, D. (1998). *Backcountry cooking: From pack to plate in 10 minutes*. Seattle, WA: The Mountaineers.
- Nienhueser, H., & Wolfe, J. (2002). *55 ways to the wilderness in southcentral Alaska*. Seattle, WA: The Mountaineers.
- O'Bannon, A. (2007). *Allen & Mike's really cool backcountry ski book: Traveling & camping skills for a winter environment*. Guilford, CT: Falcon.
- Pearson, C. (1997). *NOLS cookery*. Mechanicsburg, PA: Stackpole.
- Shepherd, S., & Wozniak, O. (2001). *50 hikes in Alaska's Chugach State Park*. Seattle, WA: The Mountaineers.

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

### Instructional Goal:

Present concepts, skills and safety elements associated with four-season backpacking in Alaska.

<b>Student Outcomes</b> After successful completion of the course, the student will be able to:	<b>Assessment Procedures</b>
Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.	Discussion Demonstration
Identify backcountry and seasonal hazards. Demonstrate mitigation of the hazards.	Discussion Demonstration
Identify personal, group, and safety equipment for seasonal use.	Demonstration Written exam
Identify the steps of prevention and early indicators of frostbite and hypothermia.	Written exam
Identify the difference in seasonal caloric and hydration needs.	Written exam
Develop a comprehensive trip plan.	Written assignment
Demonstrate trail and backcountry hiking and navigation techniques.	Demonstration Written exam
Demonstrate avalanche evaluation techniques and proper use of rescue equipment.	Demonstration Written exam
Demonstrate how to prepare a site, set up and rig a tent and build proper snow walls for winter camping.	Demonstration
Identify the equipment and hazards associated with seasonal backcountry cooking.	Demonstration Written exam
Identify the various types of snow shelters, the features of each, and the pros and cons of each.	Written exam
Identify minimum impact camping techniques, ethical wildlife viewing practices, and sanitation and waste disposal methods appropriate to the activity and the season.	Demonstration Written exam





Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER **Date:** September 7, 2010  
**Course Number:** PER A181  
**Course Title:** Crevasse Rescue Techniques  
**Credits:** 1

**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:

Tyson, A. (2000). *Glacier mountaineering: An illustrated guide to glacier travel and crevasse rescue*. Guilford, CT: Falcon.

## VIII. Bibliography:

DeLorme Mapping (2000). *Alaska atlas and gazetteer: Topo maps of the entire state*. Yarmouth, ME: Author.

Graydon, D., & Hanson, K. (1997). *Mountaineering: The freedom of the hills* (8th ed.). Seattle, WA: The Mountaineers.

Luebben, C. (1995). *Knots for climbers*. Evergreen, CO: Chockstone.

O'Bannon, A. (2007). *Allen & Mike's really cool backcountry ski book: Traveling & camping skills for a winter environment*. Guilford, CT: Falcon.

Smith, B., & Padgett, A. (1996). *On rope: North American vertical rope techniques*. Huntsville, AL: National Speleological Society.

Strong, M., Doerry, E., & Ojerio, R. (2001). *Glaciers! The art of travel, the science of rescue*. Guilford, CT: Globe Pequot.

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

### Instructional Goals:

Present concepts and skills associated with crevasse rescue including prevention measures and extraction techniques.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify the potential hazards they may face during classroom activities, while on campus, and associated with travel to and from class or an outing.	Discussion Demonstration
Identify potential hazards most common to glacial environments.	Discussion Written Assignment Demonstration
Identify the minimal and preferred gear needs specific to glacier travel and demonstrate its use.	Demonstration Written assignment
Tie select knots and hitches and identify pros and cons of each as well as demonstrate a proper belay.	Demonstration Written assignment
Demonstrate proper techniques and foot/crampon placement for walking and climbing.	Demonstration Written assignment
Demonstrate proper building of snow and ice anchors.	Demonstration
Demonstrate techniques to aid a fallen climber, ascend a fixed line, and utilize mechanical-advantage systems.	Demonstration



Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER  
**Course Number:** PER A246  
**Course Title:** Intermediate Rock Climbing  
**Credits:** 2

**Date:** September 9, 2010

**I. Course Description:**

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:**

Luebben, C. (2004). *Rock climbing: Mastering basic skills*. Seattle, WA: The Mountaineers



### VIII. Bibliography:

- Bennett, B. (1995). *Nutrition for climbers*. Evergreen, CO: Chockstone.
- Gadd, W., & Chayer, R. (2003). *Ice and Mixed Climbing*. Seattle, WA: The Mountaineers.
- Isaac, S., & Querner, A. (2004). *Mixed Climbing: How to climb*. Guilford, CT: Globe Pequot.
- Lewis, P. (1998). *How to rock climb: Toproping*. Guilford, CT: Globe Pequot.
- Long, J. (2002). *How to rock climb* (4th ed.). Guilford, CT: Globe Pequot.
- Long, J., & Luebben, C. (1997). *How to climb: Advanced rock climbing*. Guilford, CT: Globe Pequot.
- Luebben, C. (2001). *Knots for Climbers* (2nd ed.). Guilford, CT: Globe Pequot.
- Sieling, K. (1997). *The SCAR: Southcentral Alaska rock climbing*. Anchorage, AK: Global Motion.
- Smith, D. (1997). *Backcountry bear basics: The definitive guide to avoiding unpleasant encounters*. Seattle, WA: The Mountaineers.
- Takeda, P., & Dickason, J. (2002). *Climb!: Your guide to bouldering, sport climbing, trad climbing, ice climbing, alpinism, and more*. Washington, DC: National Geographic Society.
- Wood, M., & Combs, C. (2002). *Alaska: A climbing guide*. Seattle, WA: The Mountaineers.

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

#### Instructional Goal:

Present the concepts, skills and safety elements associated with intermediate rock climbing.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify potential hazards they may face while rock climbing and implement proper mitigation techniques.	Discussion Written exam
Identify and demonstrate proper use of rock climbing equipment, clothing, and software/hardware .	Discussion Demonstration Written exam
Identify key features of a good anchor system. Demonstrate creation of proper anchor.	Discussion Demonstration
Demonstrate a variety of climbing techniques.	Demonstration
Identify and demonstrate a variety of descent options and techniques.	Written exam
Identify ethical considerations associated with rock climbing.	Demonstration Written exam



## 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 A252	4. Previous Course Prefix & Number	5a. Credits/CEUs 2 credits	5b. Contact Hours (Lecture + Lab) (1+2)		
6. Complete Course Title Intermediate River Rafting <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status No    # of Repeats    Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date    semester/year From: Fall/2011              To:              /9999		
				12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> 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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	8/25/2010		Sandra Carol-Cobb	
2.						
3.						
Initiator Name (typed): <u>TJ Miller</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email              Date: <u>9/25/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison              Date: <u>9/25/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) PER A152		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) n/a				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course			
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.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER  
**Course Number:** PER A252  
**Course Title:** Intermediate River Rafting  
**Credits:** 2

**Date:** September 7, 2010

**I. 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.

**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:

- Bennett, J. (1996). *The complete whitewater rafter*. Camden, ME: Ragged Mountain.
- McGinnis, W. (2005). *The guide's guide augmented: Reflections on guiding professional river trips*. El Sobrante, CA: Whitewater Voyages/River Exploration Ltd.

## VII. Bibliography:

- Addison, G. (2000). *Whitewater rafting: The essential guide to equipment and techniques*. Mechanicsburg, PA: Stackpole.
- Bechdel, L., & Ray, S. (1997). *River rescue*. Boston: Appalachian Mountain Club.
- Coelleo, S., Harlin, J., Howe, S., & Kesselheim, A. (1997). *Making camp: A complete guide for hikers, mountain bikers, paddlers and skiers*. Seattle, WA: The Mountaineers.
- Ellison, J. (1991). *Basic essentials: Rafting*. Guilford, CT: Globe Pequot.
- Embick, A. (1994). *Fast and cold: A guide to Alaska whitewater*. Helena, MT: Falcon.
- Jettmar, K. (1997). *The Alaska river guide: Canoeing, kayaking, and rafting in the Last Frontier*. Anchorage, AK: Alaska. Northwest.
- Johnson, J. (1994). *Whitewater rafting manual*. Mechanicsburg, PA: Stackpole.
- Kuhne, Cecil. (1995). *Whitewater rafting: An introductory guide*. New York: Lyons and Burford.

DeLorme Mapping. (1992). *Alaska atlas and gazetteer: Topographic maps of the entire state*. Yarmouth, ME: Author.

Ray, S. (1997). *Swiftwater rescue: A manual for the rescue professional*. Ashville, NC: Atwood.

Smith, D. (1997). *Backcountry bear basics: The definitive guide to avoiding unpleasant encounters*. Seattle, WA: Mountaineers.

Walbridge, C., & Sunmacher, W. (1995). *Whitewater rescue manual: New techniques for canoeists, kayakers & rafters*. Camden, ME: Ragged Mountain.

Walbridge, C., & Tinsley, J. (1996). *River safety anthology: Accounts of rescue and tragedy on North American rivers*. Birmingham, AL: Menasha Ridge.

**XI. Instructional Goal:**

Present concepts, skills and safety elements associated with intermediate (up to class IV) whitewater rafting.

<b>Student Outcomes</b>	<b>Assessment Procedures</b>
After successful completion of this course, the student should be able to:	
Identify and mitigate objective and subjective hazards associated with river rafting.	Written assignment Field observation
Identify proper rafting, safety, personal, and group equipment	Field observation Written examination
Develop a float plan	Written assignment
Demonstrate proper equipment care and transportation.	Field observation Instructor review Classroom Discussion
Demonstrate intermediate rafting skills.	Field observation
Demonstrate rescue techniques.	Field observation Demonstration
Identify and demonstrate minimum impact techniques	Field observation Written examination



# 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 A253	4. Previous Course Prefix & Number	5a. Credits/CEUs 2 credits	5b. Contact Hours (Lecture + Lab) (1+2)	
6. Complete Course Title Intermediate Sea Kayaking <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add     or <input checked="" type="checkbox"/> Change     or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No     # of Repeats     Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2011     To:     /9999		
			12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked with n/a  _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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>.</small>					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Science, Physical Education		197-199	8/25/2010	Sandra Carol-Cobb	
2.					
3.					
Initiator Name (typed): <u>TJm</u> Initiator Signed Initials: _____     Date: _____					
13b. Coordination Email     Date: <u>9/25/2010</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison     Date: <u>9/25/2010</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) 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. <b>Special Note:</b> 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) ( <i>list prefix and number</i> ) PER A153		16b. Test Score(s) n/a		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) n/a	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) n/a			
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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. Added as requirement for Outdoor Leadership OEC, selective for BSPE Outdoor Leadership & Administration emphasis, and selective for Outdoor leadership Minor.					



Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>T.J. Miller</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

**Department:** HPER

**Date:** September 7, 2010

**Course Number:** PER A253  
**Course Title:** Intermediate Sea Kayaking  
**Credits:** 2

**I. Course Description:**

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.

**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:**

Dowd, J. (2004). *Sea Kayaking: A manual for long-distance touring* (5th ed.). Vancouver, BC: Greystone.

**VIII. Bibliography:**

- Broze, M. (1997). *Sea kayaker's deep trouble: True stories and their lessons from sea kayaker magazine*. New York, NY: Ragged Mountain.
- Burch, D. (2005). *Fundamentals of kayak navigation*. Guilford, CT: Globe Pequot.
- Glickman, J. (2003). *The kayak companion: Tips, techniques, and guidance for paddling all types of water from one of America's premier kayakers*. North Adams, MA: Storey.
- Hutchinson, D. (2004). *The complete book of sea kayaking*. Guilford, CT: Globe Pequot.
- Hahn, J. (2001). *Spirited waters: Soloing south through the inside passage*. Seattle, WA: Mountaineers.
- Harting, N., & Parker, T. (2003). *Alaska to Nunavut: The great rivers*. Toronto, ON: Key Porter.
- Howard, J. (1999). *Guide to sea kayaking in southeast Alaska: The best day trips from Misty Fjords to Glacier Bay*. Guilford, CT: Globe Pequot.
- Jettmar, K. (2008). *The Alaska river guide: Canoeing, kayaking, and rafting in the last frontier*. Birmingham, AL: Menasha Ridge.
- Johnson, S. (2002). *The complete sea kayaker's handbook*. New York: Ragged Mountain.
- Miller, D. (2005). *The complete paddler*. Helena, MT: Farcountry.
- Roger, S. (2007). *Sea kayak rescue: The definitive guide to modern reentry and recovery techniques*. Guilford, CT: Globe Pequot.

Snyder, R. (2003). *Fit to paddle: The paddler's guide to strength and conditioning*. New York, NY: Ragged Mountain.

Stuhaug, D. (1998). *Kayaking made easy: A manual for beginners with tips for the experienced*. Guilford, CT: Globe Pequot.

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

**Instructional Goal:**

Presents concepts, skills and safety elements associated with coastal and open water sea kayaking.

<b>Student Outcomes:</b>	<b>Assessment Procedures</b>
After successful completion of the course, the student will be able to:	
Identify the possible hazards that might occur during any field outing and appropriate risk management techniques for environmental and subjective hazards.	Written assignment
Identify proper sea kayak safety equipment and demonstrate open water safety skills and techniques.	Demonstration Written exam
Develop a float plan.	Written assignment
Demonstrate safe transportation of kayak and equipment.	Demonstration Written exam
Demonstrate the proper procedures and considerations for loading and securing equipment into a kayak.	Demonstration
Demonstrate the types of strokes used in kayaking and describe when each would or would not be used.	Demonstration Written exam
Identify minimum impact techniques.	Demonstration Written Exam

# 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

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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.



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# HEALTH, PHYSICAL EDUCATION & RECREATION

Eugene Short Hall (ESH), Room 125, (907) 786-4083  
www.uaa.alaska.edu/hper

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

**Acknowledgement of Risk, Release of Liability and Medical Questionnaire Form:** During the first class session, students will receive information about the course. A verbal description will be provided about the inherent risks associated with specific areas and activities. Students may be asked to complete one or all of the following: acknowledgement of risk forms, release of liability statements and provide personal medical information and numbers. Students may be asked to obtain a physical examination and medical consent from a health professional before participation in classes.

**Minors:** Sixteen- and 17-year-old students must receive department chair approval before they will be allowed to enroll in courses. Students under 16 cannot enroll in HPER classes. Approved students must also meet the university's Secondary School Student Enrollment Requirements (see Chapter 7).

The university or the department reserves the right to deny or discontinue the enrollment of a student in a course or courses if the university or the department determines that the student lacks the maturity, the legal or intellectual ability, or the academic preparedness to participate on an equal footing with other students, or if it is otherwise not in the best interest of the university or the department for the student to participate.

**Behavioral Expectations:** Due to the inherent risks involved in activity courses, HPER's safety and risk management policies and procedures are strictly enforced. Students are expected to comply with all policies and procedures. HPER reserves the right to withdraw from a course any student(s) whom a faculty member believes poses a safety risk to themselves or others.

Any financial reimbursements related to such withdrawals are subject to standard university refund policies.

**Outdoor/Adventure Courses:** The Department of Health, Physical Education & Recreation provides outdoor adventure education through the use of hands-on techniques. Course offerings are diverse and include topics such as backpacking, rock climbing, sea kayaking, winter camping, emergency medicine, and wilderness leadership. Outdoor/adventure classes are held in Alaska's wilderness, an environment that can pose a risk to even the most experienced outdoor leader.

Students may be required to perform activities in extremely inclement weather i.e., rain, sleet, snow, wind or sub-zero temperatures. Additionally, there is an assumption that a minimum level of physical fitness is needed to succeed in and enjoy many of the activities. Consequently, before enrolling in these courses, students should review the following information.

### I. 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.

### II. 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.

### 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 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

- 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)	
- 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

- 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

- 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
- 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
<i>Choose one (1) of the following</i>		
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:

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
DN A203	Nutrition for Health Sciences (3)	3
	or	
DN A215	Sports Nutrition (3)	
HS A220	Core Concepts in the Health Sciences	3
PSY A111	General Psychology (3)	3
	or	
PSY A150	Lifespan Development (3)	

## 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:	4
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
Electives		8

### 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		3

Choose a minimum of six (6) credits from the following:

PER A146	Beginning Rock Climbing (1)	6
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

## 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.

- Complete the following requirements (20 credits):
 

DN A203	Nutrition for Health Sciences (3)	3
	or	
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.

- Complete the following core courses (20 credits):
 

PEP A130	Introduction to Coaching	3
PEP A230	Sport Ethics	1
PEP A231	Drugs and Sport	1
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
- Choose one of the following:
 

PEP A233	Coaching Track & Field and Running (2)	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.

- 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)	3
	or	
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



2. Choose one of the following options: 3-4
- 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.*

## 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: 3
- |          |                                |  |
|----------|--------------------------------|--|
| 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: 3
- |          |                                       |  |
|----------|---------------------------------------|--|
| 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.

**Other requirements:** Pass a swimming test and possess current certification in First Aid and CPR

*\* Not available to Physical Education majors with Outdoor Leadership & Administration emphasis.*

## 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 A111 | Human Anatomy and Physiology I                          | 4 |
| 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: 4
- |          |  |  |
|----------|--|--|
| 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.*

## FACULTY

*Sandra Carroll-Cobb, Chair/Associate Professor, AFSC@uaa.alaska.edu*  
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# HEALTH, PHYSICAL EDUCATION & RECREATION

Eugene Short Hall (ESH), Room 125, (907) 786-4083  
[www.uaa.alaska.edu/etc/programs/hper](http://www.uaa.alaska.edu/etc/programs/hper)

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

**Acknowledgement of Risk, Release of Liability and Medical Questionnaire Form:** During the first class session, students will receive information about the course. A verbal description will be provided about the inherent risks associated with specific areas and activities. Students may be asked to complete one or all of the following: acknowledgement of risk forms, release of liability statements and provide personal medical information and numbers. Students may be asked to obtain a physical examination and medical consent from a health professional before participation in classes.

**Minors:** Sixteen- and 17-year-old students must receive department chair approval before they will be allowed to enroll in courses. Students under 16 cannot enroll in HPER classes. Approved students must also meet the university's Secondary School Student Enrollment Requirements (see Chapter 7).

The university or the department reserves the right to deny or discontinue the enrollment of a student in a course or courses if the university or the department determines that the student lacks the maturity, the legal or intellectual ability, or the academic preparedness to participate on an equal footing with other students, or if it is otherwise not in the best interest of the university or the department for the student to participate.

**Behavioral Expectations:** Due to the inherent risks involved in activity courses, HPER's safety and risk management policies and procedures are strictly enforced. Students are expected to comply with all policies and procedures. HPER reserves the right to withdraw from a course any student(s) whom a faculty member believes poses a safety risk to themselves or others.

Any financial reimbursements related to such withdrawals are subject to standard university refund policies.

**Outdoor/Adventure Courses:** The Department of Health, Physical Education & Recreation provides outdoor adventure education through the use of hands-on techniques. Course offerings are diverse and include topics such as backpacking, rock climbing, sea kayaking, winter camping, emergency medicine, and wilderness leadership. Outdoor/adventure classes are held in Alaska's wilderness, an environment that can pose a risk to even the most experienced outdoor leader.

Students may be required to perform activities in extremely inclement weather i.e., rain, sleet, snow, wind or sub-zero temperatures. Additionally, there is an assumption that a minimum level of physical fitness is needed to succeed in and enjoy many of the activities. Consequently, before enrolling in these courses, students should review the following information.

### I. 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.

### II. 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.

### 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 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

- 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)	

- 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

- 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

- 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

- Complete the required courses within one of the following two emphasis areas (10 credits):

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### 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

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### 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
<i>Choose one (1) of the following</i>		
PER A287	Expedition Backpacking	2
PER A246	Intermediate Rock Climbing	2
Total credit hours		10

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3. A total of 19 credits is required for this certificate.

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Other requirements: Pass a swim test and possess Current Wilderness First Responder Certification from a recognized institution at time of completion.

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## **Bachelor of Science, Physical Education**

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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:

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
DN A203	Nutrition for Health Sciences (3)	3
	or	
DN A215	Sports Nutrition (3)	
HS A220	Core Concepts in the Health Sciences	3
PSY A111	General Psychology (3)	3
	or	
PSY A150	Lifespan Development (3)	

## Major Requirements

1. Complete the following core courses (39 credits):

PEP A181	Introduction to Health, Physical Education <del>and</del> Recreation	3
<del>PEP A182</del>	<del>Technology in Health, Physical Education &amp; Recreation</del>	<del>1</del>
<del>PEP A183</del>	<del>Wellness Principles</del>	<del>1</del>
<del>PEP A184</del>	<del>Fundamental Motor Skills</del>	<del>1</del>
<del>PEP A280</del>	<del>Leadership in Health, Physical Education &amp; Recreation</del>	<del>3</del>
PEP A281	Leadership in Activities for Diverse Populations	2
PEP A282	Leadership in <del>Experiential</del> Initiative Activities	2
<del>PEP A283</del>	<del>Leadership in Aquatic Activities</del>	<del>2</del>
PEP A284	Leadership in Fitness Activities	2
<del>PEP A285</del>	<del>Leadership in Team Activities</del>	<del>2</del>
<del>PEP A286</del>	<del>Leadership in Individual and Dual Activities</del>	<del>2</del>
<del>PEP A287</del>	<del>Leadership in Outdoor Recreation Activities</del>	<del>2</del>
<del>PEP A288</del>	<del>Leadership in Rhythmic Activities</del>	<del>2</del>
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, <del>and</del> Recreation	3
PEP A487	Administration and Supervision in Health, Physical Education <del>and</del> Recreation	3
<del>Choose 2 from:</del>	<del></del>	<del>4</del>
<del>PEP A283</del>	<del>Leadership in Aquatic Activities (2)</del>	<del></del>
<del>PEP A285</del>	<del>Leadership in Team Activities (2)</del>	<del></del>
<del>PEP A286</del>	<del>Leadership in Individual and Dual Activities (2)</del>	<del></del>
<del>PEP A287</del>	<del>Leadership in Outdoor Recreation Activities (2)</del>	<del></del>
<del>PEP A288</del>	<del>Leadership in Rhythmic Activities (2)</del>	<del></del>

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2. Complete one of the following emphasis areas:

### Health & Fitness Leadership (43 credits)

<del>ACCT A201</del>	<del>Principles of Financial Accounting</del>	<del>3</del>
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
<del>PEP A452</del>	<del>Challenges in Health and Fitness Leadership</del>	<del>1</del>
PEP A453	Health Promotion	23
PEP A454	Exercise Testing and Prescription	34
PEP A455	Cardiac Rehabilitation & Special Populations	34
PEP A456	Contemporary Personal Health Issues	3
PEP A495	Internship in Health and Fitness Leadership	6
<del>PS A101</del>	<del>Introduction to American Government (3)</del>	<del></del>
	or	
<del>PS A102</del>	<del>Introduction to Political Science (3)</del>	<del>3</del>
<del>PS A347</del>	<del>Public Administration</del>	<del>3</del>
<del>Approved eElectives</del>	<del></del>	<del>4108</del>

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### 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		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 (47 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 A466	Organizational Safety and Risk Management	3
PEP A496	Internship in Adventure Leadership	6

Choose one of the following:

PER A169	Four-Season Backpacking (3)	
PER A182	Alaska Winter Survival (3)	

Choose two of the following:

PER A151	Beginning Canoeing (1)	
PER A152	Beginning River Rafting (1)	
PER A153	Beginning Sea Kayaking (1)	

Choose two of the following:

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:

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)	

3. 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 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 or PEP A467C.

1. Complete the following core courses (13 credits):

PEP A161	Wilderness First Responder	4
PEP A262	Foundations of Adventure and Experiential Leadership	3

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PEP A364	Survival and Search and Rescue for Adventure Leaders	3
PEP A365	Adventure Leadership Theory and Practice	3
2.	Choose one of the following:	3
PER A169	Four-Season Backpacking (3)	
PER A182	Alaska Winter Survival (3)	
3.	Choose two of the following:	2
PER A151	Beginning Canoeing (1)	
PER A152	Beginning River Rafting (1)	
PER A153	Beginning Sea Kayaking (1)	
4.	Choose two of the following:	2
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)	
5.	Choose one of the following:	2
PEP A467A	Challenge Course Adventure Leadership (2)	
PEP A467C	Land-based Adventure Leadership (2)	
* Not available to Physical Education majors with Adventure Leadership emphasis.		

## 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)	3
	or	
	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	3
	PEP A230 Sport Ethics	1
	PEP A231 Drugs and Sport	1
	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:	2
	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)	3
	or	
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
<del>PEP A452</del>	<del>Challenges in Health and Fitness Leadership</del>	<del>1</del>
PEP A453	Health Promotion	23
2.	Choose one of the following options:	3-4
	<b>Fitness Instruction Option (3 credits)</b>	
PEP A116	Techniques in Group Fitness Instruction	2
	PER activity course related to specialty	1
	<b>Personal Training Option (3 credits)</b>	
PEP A117	Techniques in Personal Training	2
PEP A118	Basic Weight Training	1
	<b>Wellness Option (4 credits)</b>	
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.	
	<i>* Not available to Physical Education majors with Health &amp; Fitness Leadership emphasis.</i>	

## 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:	3
	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:	3
	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.

**Other requirements:** Pass a swimming test and possess current certification in First Aid and CPR

*\* Not available to Physical Education majors with Outdoor Leadership & Administration emphasis.*

## Minor, Physical Education \*

Students who wish to minor in Physical Education must complete the following requirements. A total of 24-30 credits, including 10-12 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):	
	<del>BIOL A111 Human Anatomy and Physiology I</del>	<del>4</del>
	<del>BIOL A112 Human Anatomy and Physiology II</del>	<del>4</del>
	PEP A181 Introduction to Health, Physical Education and Recreation	3
	<del>PEP A182 Technology in Health, Physical Education &amp; Recreation</del>	<del>1</del>
	PEP A183 Wellness Principles	1
	<del>PEP A184 Fundamental Motor Skills</del>	<del>1</del>
	<del>PEP A280 Leadership in Health, Physical Education &amp; Recreation</del>	<del>3</del>
	PEP A281 Leadership in Activities for Diverse Populations	2
	PEP A382 Kinesiology and Biomechanics	4
	<del>PEP A383 Movement Theory and Motor Development</del>	<del>3</del>

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~~PEP A486 Standards and Assessment in Health,  
Physical Education and Recreation 3~~

2. Choose ~~three~~ two of the following: ~~64~~
- PEP A282 Leadership in ~~Experiential~~ 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.*

## FACULTY

*Sandra Carroll-Cobb, Chair/Associate Professor, AFSC@uaa.alaska.edu*

*Michael Chriss, Assistant Professor, AFMC1@uaa.alaska.edu*

*Dorothy Orr, ~~Faculty~~ Assistant Professor, AFDAO@uaa.alaska.edu*

*~~Will Rickards~~ Timothy J. Miller, Assistant Professor, AFWHRANTJM2@uaa.alaska.edu*

Date: February 19, 2011  
From: Hilary Davies  
Subj: Box 13a. on the CAR

### **Page 43. 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](http://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 Box 13a. 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.

Date: February 21, 2011  
From: Hilary Davies  
Subj: Topics for discussion

**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?

## Original Purge List for 2011-12 UAA Catalog with Initial Responses

SUBJECT		BANNER		COURSE	LAST TERM	Was this course carried over by request from the 2009-10 purge list?	Was this course carried over by request from the 2010-11 purge list?	COMMENTS
PREFIX	COURSE NUMBER	COLLEGE CODE	COURSE TITLE					
<small>Schema Subject</small>								
Code	Schema Case Number	Schema College Code	Schema Title	Schema Term Code Start	Schema Term Code			
AET	A490	CT	AET Selected Topic	199902	200403	yes	yes	No response
ANTH	A438	AS	Tlingit and Haida Adaptations	199903	200503		yes	No response
ANTH	A457	AS	Food/Nutrition: Anthro Perspec	199903	200503		yes	stacked w/ANTH A657; Retain per David Yesner
ART	A361	AS	History of Graphic Design	199702			yes	No response
BIOL	A327	AS	Parasitology	199702	200203	yes	yes	No response
CA	A213	CT	Breakfast/Pantry Skill Develop	200301	200503		yes	No response
CA	A223	CT	Adv Foods:Buffet/Garde Manger	199702	200601		yes	Retain per Timothy Doebler
CE	A688	EN	Snow Engineering	200303	200403	yes	yes	No response
CS	A207	AS	C Programming	199702	200601		yes	OK to purge per Kanapathi Thiru
CS	A431	AS	Compilers: Concepts/Techniques	199702	200601		yes	Retain per Kanapathi Thiru
CS	A670	AS	Comp Sci for Software Engineer	199702			yes	Retain per Kanapathi Thiru
CS	A671	AS	Advanced Software Engineering	199702	199703		yes	Retain per Kanapathi Thiru
CSE	A465	EN	Network Security	200503			yes	Retain per Grant Baker
DN	A295	CT	Nutritional Care Practicum	200403	200601		yes	No response
DNCE	A234	AS	Fund of Music-Based Jazz II	200203	200401	yes		Retain per Jill Flanders Crosby
DNCE	A360	AS	Contemp Techniques & Comp Rep	200203	200401	yes		OK to purge per Jill Flanders Crosby
EE	A102	EN	Intro Electrical Engineering	199801	200601		yes	No response
EE	A314L	EN	Electromagnetics Laboratory I	200503			yes	No response
EE	A407	EN	Power Distribution	200503			yes	Retain per Grant Baker
FIRE	A223	CT	Fire Investigation II	200503			yes	Retain per Robin Wahto
GEO	A456	EN	Geomatics/Civil Design	199702	200503		yes	No response
GEO	A421	AS	Invertebrate Paleontology	200403	200503		yes	No response
GEO	A482	AS	Geologic Field Investigations	200403	200601		yes	No response
GEO	A690	AS	Graduate Topics in Geology	200401	200601		yes	No response
HIST	A310	AS	Renaissance/Reformation Europe	199702	200503		yes	Retain per Bill Myers
HIST	A690	AS	Studies in History	200502	200602		yes	Retain per Bill Myers
HUM	A250	AS	*Myths & Contemporary Culture	199702	200501	yes		GER course
JUST	A650	HW	Policing Theory and Research	199803	200601		yes	Retain per Andre Rosay
MA	A120B	CT	Intro to Admin Duties	200503			yes	Retain per Robin Wahto
MTP	A154	CT	Comm/Doc for Massage Therapist	200203	200503			No response
NS	A421	HW	Sexual Assault Resp Team Cert	199802	200602		yes	No response
NS	A631	HW	Women's Health & Obstetrics I	200401	200503		yes	Retain per Jill Janke
NS	A635	HW	Women's Health & Obstetrics II	200401	200501	yes	yes	Retain per Jill Janke
NS	A636	HW	Focus on Pediatrics II	200403		yes	yes	Retain per Jill Janke
NS	A682	HW	Administrative Services	199702	200501	yes	yes	OK to purge per Jill Janke
NS	A682L	HW	Admin Services Field Work	199702	200501	yes	yes	OK to purge per Jill Janke
NS	A695	HW	Practicum in Health Care Admin	199702	200503		yes	OK to purge per Jill Janke
PSY	A689	AS	Adv Psychological Assessment	199702	200602		yes	No response
SWK	A669	HW	Group Supervision II	200601	200602		yes	No response

## Original GER Purge List for 2011-12 UAA Catalog

BANNER							
SUBJECT	COURSE	COLLEGE	COURSE	LAST TERM			
PREFIX	NUMBER	CODE	COURSE TITLE	EFFECTIVE	OFFERED	GER TYPE	COMMENTS
Code	Sbcrse Crse Number	Sbcrse College Code	Sbcrse Title	Sbcrky Term Code Start	Sbsect Term Code		
RUSS	A101E	AS	*Elementary Russian I	199702	200603	Humanities	
SPAN	A101E	AS	*Elementary Spanish I	199702	200703	Humanities	
SPAN	A102E	AS	*Elementary Spanish II	199702	200701	Humanities	
SPAN	A201E	AS	*Intermediate Spanish I	199702	200703	Humanities	
HUM	A250	AS	*Myths & Contemporary Culture	199702	200501	Humanities	
HNRS	A490	HC	*Senior Honors Seminar	199703	200803	Integrative Capstone	