

Undergraduate Academic Board Agenda

April 30, 2010
Library 307 at 2:00-5:00

I. Roll

<input type="checkbox"/> Hilary Davies	<input type="checkbox"/> Cheryl Smith	<input type="checkbox"/> Deborah Fox
<input type="checkbox"/> Bettina Kipp Lavea	<input type="checkbox"/> Toni Croft	<input type="checkbox"/> David Meyers
<input type="checkbox"/> Suzanne Forster	<input type="checkbox"/> Oliver Hedgepeth	<input type="checkbox"/> Jared Griffin
<input type="checkbox"/> Utpal Dutta	<input type="checkbox"/> Kenrick Mock	<input type="checkbox"/> Susan Fallon
<input type="checkbox"/> Susan Wilson	<input type="checkbox"/> Marion Yapuncich	<input type="checkbox"/> Vacant
<input type="checkbox"/> Hilary Seitz	<input type="checkbox"/> Kevin Keating	<input type="checkbox"/> Vacant
		<input type="checkbox"/> Bart Quimby

II. Welcome new members

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

IV. Approval of Meeting Summary (pg. 3-6)

V. Administrative Report

A. Associate Vice Provost Bart Quimby

B. Registrar John Allred

VI. Chair's Report

A. UAB Chair- Hilary Davies

B. GERC- Len Smiley/ Suzanne Forster/Deborah Fox

C. Assessment Committee Report- Kenrick Mock/Susan Fallon

VII. Program/Course Action Request- Second Readings

Chg COMM A111 Fundamentals of Oral Communication (3 cr) (3+0) (pg. 7-14)

Chg COMM A235 Small Group Communication (3 cr) (3+0) (pg. 15-21)

Chg COMM A237 Interpersonal Communication (3 cr) (3+0) (pg. 22-28)

Chg COMM A241 Public Speaking (3 cr) (3+0) (pg. 29-35)

Chg MA A101 Medical Terminology (3 cr) (3+0) (pg. 36-41)

Del MA A110 Principles of Radiography (3 cr) (3+0) (pg. 42)

Chg MA A240 Medical Transcription II (3 cr) (1+4) (pg. 43-47)

Chg MA A250 Clinical Procedures I (4 cr) (3+2) (pg. 48-52)

Chg MA A255 Clinical Procedures II (4 cr) (3+2) (pg. 53-58)

Chg Associate of Applied Science, Medical Assisting (pg. 59-68)

Chg DLS A101 Introduction to Children's Behavioral Health (3 cr) (2+1) (pg. 69-74)

Chg DLS A201 Skills Basics in Children's Behavioral Health (3 cr) (2+1) (pg. 75-79)

Chg DLS A205 Teaching Social Skills to Youth in Children's Behavioral Health (4 cr) (2+4) (pg. 80-84)

Chg DLS A206 Positive Behavioral Supports in Children's Behavioral Health (3 cr) (2+1) (pg. 85-89)

Chg DLS A385 Working with Traumatized Children (3 cr) (2+1) (pg. 90-93)

Chg Occupational Endorsement Certificate, Children's Behavioral Health (pg. 94-99)

Chg AKNS A346 Alaska Native Politics (cross listed with PS) (3 cr) (3+0) (pg. 100-104)

- Chg PS A346 Alaska Native Politics (cross listed with AKNS) (3 cr) (3+0) (pg. 105-109)
- Chg AKNS A411 Tribes, Nations, and Peoples (cross listed with PS A411) (3 cr) (3+0) (pg. 110-114)
- Chg PS A411 Tribes, Nations, and Peoples (cross listed with AKNS A411) (3 cr) (3+0) (pg. 115-119)
- Chg PER A123 Beginning Tai Chi (1 cr) (.5+1.5) (pg. 120-122)
- Add PER A138 Beginning Foil Fencing (1 cr) (.5+1.5) (pg. 123-126)
- Chg PER A223 Intermediate Tai Chi (1 cr) (.5+1.5) (pg. 127-129)
- Add PER A238 Intermediate Foil Fencing (1 cr) (.5+1.5) (pg. 130-134)

VIII. Program/Course Action Request – First Reading

There will be no additional first reading at this UAB meeting

IX. Old Business

X. New Business

- A. Elect UAB Chair
- B. International Honors- Registrar Allred

XI. Informational Items and Adjournment

- A. [Curriculum Log](#)
- B. [Curriculum Handbook](#)
- C. [Catalog Copy](#)
- D. [Accreditation website](#) NWCCU Standards Draft 5.0 with Tracked Changes
<http://www.nwccu.org/Standards%20Review/StandardsReview.htm>

Undergraduate Academic Board Summary

April 23, 2010
ADM 204 at 2:00-5:00

I. Roll

(x) Hilary Davies	(x) Cheryl Smith	(x) Deborah Fox	
(e) Bettina Kipp Lavea	(x) Toni Croft	(x) David Meyers	
(x) Suzanne Forster	(e) Oliver Hedgepeth	(e) Jared Griffin	
(e) Utpal Dutta	(e) Kenrick Mock	(x) Susan Fallon	
() Susan Wilson	(x) Marion Yapuncich	() Vacant	
(x) Hilary Seitz	(e) Kevin Keating	() Vacant	(e) Bart Quimby

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

III. Approval of Meeting Summary (pg. 5-9) Approved

IV. Administrative Report

A. Associate Vice Provost Bart Quimby

Unable to attend

B. Registrar John Allred

No report

V. Chair's Report

A. UAB Chair- Hilary Davies

Next meeting week, April 30th meeting will be in LIBRARY 307

B. GERC- Len Smiley/ Suzanne Forster/Deborah Fox

Approved COMM courses

C. Assessment Committee Report- Kenrick Mock/Susan Fallon

VI. Program/Course Action Request- First Readings from April 16th

**These items were unable to receive First Reading on April 16th.
Please refer to the [April 16th agenda online \(pages 210-327\)](#).**

Chg	MA A101	Medical Terminology (3 cr) (3+0) (pg. 210-215)
Del	MA A110	Principles of Radiography (3 cr) (3+0) (pg. 216)
Chg	MA A240	Medical Transcription II (3 cr) (1+4) (pg. 217-221)
Chg	MA A250	Clinical Procedures I (4 cr) (3+2) (pg. 222-226)
Chg	MA A255	Clinical Procedures II (4 cr) (3+2) (pg. 227-232)
Chg		Associate of Applied Science, Medical Assisting (pg. 233-242)

All MA courses and program accepted

Chg	CE A424	Pavement Design (stacked with CE A624) (3 cr) (2+2) (pg. 243-248)
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Chg	CE A624	Pavement Design (stacked with CE A424) (3 cr) (2+2) (pg. 249-254)
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These courses will not be on the agenda as the GAB course was not reviewed by GAB this academic year

Add	SWK A471	Geriatric Social Work Practice (3 cr) (3+0) (stacked with SWK A671) (pg. 255-261)
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Add	SWK A671	Geriatric Social Work Practice (3 cr) (3+0) (stacked with SWK A471)
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These courses will not be on the agenda as the GAB course was not reviewed by GAB this academic year

Chg	DLS A101	Introduction to Children's Behavioral Health (3 cr) (2+1) (pg. 262-267)
Chg	DLS A201	Skills Basics in Children's Behavioral Health (3 cr) (2+1) (pg. 268-272)
Chg	DLS A205	Teaching Social Skills to Youth in Children's Behavioral Health (4 cr) (2+4) (pg. 273-277)
Chg	DLS A206	Positive Behavioral Supports in Children's Behavioral Health (3 cr) (2+1) (pg. 278-282)
Chg	DLS A385	Working with Traumatized Children (3 cr) (2+1) (pg. 283-286)
Chg		Occupational Endorsement Certificate, Children's Behavioral Health (pg. 287-292)

All DLS courses and program accepted

Chg	AKNS A346	Alaska Native Politics (cross listed with PS) (3 cr) (3+0) (pg. 293-297)
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Chg	PS A346	Alaska Native Politics (cross listed with AKNS) (3 cr) (3+0) (pg. 298-302)
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Chg AKNS A411 Tribes, Nations, and Peoples (cross listed with PS A411) (3 cr) (3+0) (pg. 303-307)
Chg PS A411 Tribes, Nations, and Peoples (cross listed with AKNS A411) (3 cr) (3+0) (pg. 308-312)

Accepted all PS and AKNS courses

Chg PER A123 Beginning Tai Chi (1 cr) (.5+1.5) (pg. 313-315)
Add PER A138 Beginning Foil Fencing (1 cr) (.5+1.5) (pg. 316-319)
Chg PER A223 Intermediate Tai Chi (1 cr) (.5+1.5) (pg. 320-322)
Add PER A238 Intermediate Foil Fencing (1 cr) (.5+1.5) (pg. 323-327)

All PER courses accepted

VII. Program/Course Action Request – Second Reading

Chg COMM A111 Fundamentals of Oral Communication (3 cr) (3+0) (pg. 10-17)
Chg COMM A235 Small Group Communication (3 cr) (3+0) (pg. 18-24)
Chg COMM A237 Interpersonal Communication (3 cr) (3+0) (pg. 30-36)
Chg COMM A241 Public Speaking (3 cr) (3+0) (pg. 37-43)

MOTION (Cheryl Smith): COMM GERC courses tabled for second reading until the Fall. These have already received approval by GERC, so they would go directly to UAB for second reading.

2nd Marion Yapuncich

For 6

Against 1

Approved

Chg COMM A236 Interviewing (3 cr) (3+0) (pg. 25-29)

Approved

Chg COMM A320 Argumentation and Debate (3 cr) (3+0) (pg. 44-47)

Approved

Chg COMM A340 Nonverbal Communication (3 cr) (3+0) (pg. 48-52)

Approved

Add COMM A341 Advanced Public Speaking (3 cr) (3+0) (pg. 53-57)

Approved

Chg COMM A346 Oral Interpretation of Literature (3 cr) (3+0) (pg. 58-62)

Approved

Chg COMM A360 Competitive Debating (3 cr) (3+0) (pg. 63-66)

Approved

Chg COMM A380 Theories of Human Communication (3 cr) (3+0) (pg. 67-70)

Approved

Chg COMM A390 Selected Topics in Communication (3 cr) (3+0) (pg. 71-74)

Approved

Chg COMM A410 Communication in Education (3 cr) (3+0) (pg. 75-80)

Approved

Chg HUMS A256 Groups and Organizations (3 cr) (3+0) (pg. 81-84)

Approved

Chg Languages, Baccalaureate/Minor (pg. 85-92)

Approved

Chg SOC A280 Contemporary Issues (3 cr) (3+0) (pg. 93-97)

Approved

Add SOC A308 Sociology of Law (3 cr) (3+0) (pg. 98-102)

Approved

Chg SOC A487 Sociology Practicum (3 cr) (1+6) (pg. 103-107)

Approved

Add SOC A490 Special Topics in Sociology (1-4) (1-4+0) (pg. 108-112)

Approved

Add BA A490A Current Topics in Business (1-6 cr) (1-6+0) (pg. 113-117)

Approved

Add BA A690 Advanced Topics in Business (1-6 cr) (1-6+0) (pg. 118-122)

UAB does not take action on graduate level courses; this will be reviewed at GAB

Chg CIS A395 Programmer/Analyst Internship (3 cr) (0+5-9) (pg. 123-127)

Approved

Chg CIS A495 System Analyst/User Support Internship (3 cr) (0+5-9) (pg. 128-132)

Approved

Chg Associate of Applied Science, Logistics and Supply Chain Operations (pg. 133-136)

Approved

Chg Associate of Applied Science, Accounting (pg. 137-140)

Approved

Chg Associate of Applied Science, Small Business Administration (pg. 141-144)

Approved

Add EDEL A205 Becoming an Elementary Teacher (2 cr) (1.5+2) (pg. 145-150)

Approved

Chg EDEL A325 Teaching Literacy in Elementary Schools (6 cr) (6+0) (pg. 151-159)

Approved

Add EDEL A395 Elementary Education Practicum I: Diversity, Literacy, Social Studies (2 cr) (0+6) (pg. 160-166)

Approved

Chg EDEL A426 Teaching Mathematics in Elementary Schools (3 cr) (3+0) (pg. 167-173)

Approved

Chg EDEL A428 Teaching Science in Elementary Schools (2 cr) (2+0) (pg. 174-179)

Approved

Chg EDEL A492A Elementary Education Seminar II: Learning Environment (2 cr) (2+0) (pg. 180-187)

Approved

Add EDEL A492B Elementary Education Seminar III: Teaching Capstone (3 cr) (3+0) (pg. 188-194)

Approved

Chg EDEL A495A Elementary Education Practicum II: Learning Environment, Mathematics, Science (3 cr) (0+9) (pg. 195-202)

Approved

Add EDEL A495B Elementary Education Internship (9 cr) (0+27-35) (pg. 203-210)

Approved

Chg EDFN A206 Introduction to Assessment in Education (1 cr) (1+0) (pg. 211-216)

Approved

Chg EDFN A301 Foundations of Literacy and Language Development (3 cr) (3+0) (pg. 217-226)
Approved

Chg EDFN A302 Foundations of Educational Technology (2 cr) (2+0) (pg. 227-232)
Approved

Chg Bachelor of Arts, Elementary Education (pg. 233)
Approved

Del Special Education Emphasis of the BA in Elementary Education (pg. 234-247)
Approved

Chg BA in Early Childhood Education (pg. 248-256)
Approved

VIII. Program/Course Action Request – First Reading

There will be no additional first reading at this UAB meeting

IX. Old Business

X. New Business

A. Minor Curriculum Changes (pg. 257)

Waived first reading and unanimously approved for second reading

B. Restatement of a class:

Proposal: Add it to page 39 of the Curriculum Handbook under Box 4. Previous Course Prefix & Number.

Add a new paragraph stating:

“When an inactive course is being reinstated with the same course prefix and number, put the word *Reinstate* in box 4.

In box 8, Type of Action, select *add*.”

Waived first reading and unanimously approved for second reading

This still needs approval from GAB

XI. At final UAB meeting next week 4/30:

- Welcome new members
- Second readings
- Elect UAB Chair

XII. Informational Items and Adjournment

A. [Curriculum Log](#)

B. [Curriculum Handbook](#)

C. [Catalog Copy](#)

D. [Accreditation website](#) NWCCU Standards Draft 5.0 with Tracked Changes

<http://www.nwccu.org/Standards%20Review/StandardsReview.htm>



Course Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department Communication	
2. Course Prefix COMM	3. Course Number A111	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Fundamentals of Oral Communication Fund Oral Communication <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 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 checked="" 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 Update (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/2010 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 www.uaa.alaska.edu/governance .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. See attachment						
2.						
3.						
Initiator Name (typed): <u>Shawnalee Whitney</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>3/29/2010</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____			
14. General Education Requirement <input checked="" 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>) Survey of communication principles, theories, and skills including interpersonal communication, small group communication, and public speaking. Students develop oral communication skills through practice in a variety of individual activities, group activities, and individual and group presentations. Special Note: Students who qualify for placement in ENGL A111 or have already completed ENGL A111 are qualified for this course.						
16a. Course Prerequisite(s) (<i>list prefix and number</i>) ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)		16b. Test Score(s) See attachment		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>) Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.				
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 Update; addition of prerequisite to ensure that students are prepared for college-level reading and writing.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Shawnalee Whitney</u>			<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

Addendum to the CAR for COMM A111, A235, A237, A241:

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

Impacted Program /Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. AAS	77	3/25/10	Steve Strom
2. GER Tier 1	80	3/25/10	Suzanne Forster
3. AA	86	3/25/10	Suzanne Forster
4. AA Baccalaureate link	87	3/25/10	Suzanne Forster
5. Minor, Communication	98	3/25/10	S. Whitney; M. Stratton
6. BLS, Liberal Studies	112	3/25/10	Martha Hatch
7. AAS, General Business	131	3/25/10	Alan Houtz; Scott Kraxberger
8. AAS, Early Childhood Dev.	142	3/25/10	Jim Powell, COE
9. BS, Nursing Science	159	3/25/10	Gail Holtzman
10. AAS, Apprenticeship Tech.	165	3/25/10	Deanna Schultz
11. Certif, Architect. Drafting	167	3/25/10	Jeffrey Callahan
12. Certif, Civil Drafting	167	3/25/10	Jeffrey Callahan
13. Certif, Mech/Elec Drafting	167	3/25/10	Jeffrey Callahan
14. Certif, Structural Drafting	168	3/25/10	Jeffrey Callahan
15. AAS, Computer Electronics	181	3/25/10	Scott Kraxberger
16. AAS, Dental Hygiene	192	3/25/10	Robin Wahto
17. AAS, Indus. Process Instru	198	3/25/10	Scott Kraxberger
18. AAS, Occup Safety/Health	205	3/25/10	Don Weber
19. AAS, Paramed. Technology	207	3/25/10	Scott Kraxberger
20. AAS, Process Technology	209	3/25/10	Scott Kraxberger
21. AAS, Technology	213	3/25/10	Lorraine Stewart
22. Certif, Welding Technology	220	3/25/10	Kelly Smith
23. BS, Civil Engineering	224	3/25/10	Orson Smith
24. 2-yr program, Elect. Engrg.	225	3/25/10	Grant Baker
25. BS, Engineering	227	3/25/10	Grant Baker
26. 2-yr program, Mech. Engrg.	231	3/25/10	Grant Baker

Prerequisites for COMM A111, COMM A235, COMM A237, and COMM A241
(same as for ENGL A111)

ENGL A109 with a minimum grade of C, or

PRPE A108 with a minimum grade of C, or

ENGL A111 or

ENGL A211 or

ENGL A212 or

ENGL A213 or

ENGL A214 or

AARC 85 and AASS 95, or

EAEN 22, or

ACTE 22, or

AO1 22, or

SATC 530, or

SATV 530, or

SO1 530, or

COE2 10 and CORG 75

Model catalog copy (for COMM A111, A235, A237, A241)

ENGL A111 Methods of Written Communication 3 CR

Contact Hours: 3 + 0

Prerequisites: ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or [COMPASS E-Write (1-12 scale) with score of 10 and COMPASS Reading Skills with score of 75] or [Accuplacer-Reading Comp with score of 085 and Accuplacer-Sentence Skills with score of 095] or SAT Critical Reading Score with score of 530 or SAT Verbal Score with score of 530 or Enhanced ACT English with score of 22 or Original ACT English with score of 22 or ACT English with score of 22 or SAT Verbal with score of 530.

Registration Restrictions: Appropriate score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.

Course Attributes: UAA GER Written Communication.

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMM A111 – FUNDAMENTALS OF ORAL COMMUNICATION

I.	Initiation Date	February 22, 2010
II.	Course Information	
	A. School/College	College of Arts and Sciences
	B. Department	Communication
	C. Course Prefix	COMM
	D. Course Number	A111
	E. Number of Credits/CEUs and Contact Hours	3 + 0
	F. Course Title	Fundamentals of Oral Communication
	G. Grading Basis	A – F
	H. Implementation Date	Fall 2010
	I. Course Description	Survey of communication principles, theories, and skills including interpersonal communication, small group communication, and public speaking. Students develop oral communication skills through practices in a variety of individual activities, group activities, and individual and group presentations. Special Note: Students who qualify for placement in ENGL A111 or have already completed ENGL A111 are qualified for this course.
	J. Course Attributes	UAA GER Oral Communication
	K. Prerequisites / Test Scores	ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)
	L. Registration Restriction	Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite
	M. Course Fees	Yes

III. Course Level Justification

The course is a survey of communication principles, theories and skills. This course creates a foundation for advanced coursework in the discipline and develops basic oral communication skills, making it an appropriate 100-level course.

IV. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. present students with information about the dynamic nature of the process of human communication.

2. describe basic models and theories of communication.
3. provide students with an interpersonal communication background and oral communication interpersonal skills.
4. describe group communication principles and discuss group communication skills.
5. describe public communication concepts including audience analysis, arrangement methods, and delivery.

Student Outcomes: Students will be able to:

1. describe the dynamic nature of the human communication process.
2. discuss basic interpersonal communication models and communication theories.
3. apply basic interpersonal communication concepts and effectively engage in interpersonal communication.
4. demonstrate basic group communication concepts and effectively interact in a group setting.
5. use public communication concepts while speaking.
6. effectively develop, organize and present speeches.

V. Guidelines for Evaluation / Assessment Methods

Specific evaluation procedures will be established by the instructor, provided in the syllabus and handouts, and discussed in class. Students may be evaluated on the basis of their written work, attendance, class participation, oral presentations, and tests. Course grades are based on how well a student masters the subject matter.

VI. Topical Course Outline

- 1.0 Introduction to Human Communication
 - 1.1 Orientation to the communication process
 - 1.2 Relationship between elements in the communication process
 - 1.3 Dynamic nature of the communication process
 - 1.4 Modes of communication
 - 1.5 Models of communication, transactional model
 - 1.6 Communication competence
 - 1.7 Theoretical perspective of communication
 - 1.8 Perceiving others
 - 1.9 Self perception
 - 1.10 Nature of language
 - 1.11 Language theories
 - 1.12 Message creation
 - 1.13 Message interpretation
 - 1.14 Gender and language
 - 1.15 Culture and language
 - 1.16 Listening styles
 - 1.17 Strategies to encourage feedback and listening behavior within the listener
 - 1.18 Critical listening
 - 1.19 Characteristics of nonverbal communication

- 1.20 Functions of nonverbal communication
- 1.21 Types of nonverbal communication
- 1.22 Constructing and delivering effective verbal and nonverbal messages
- 2.0 Interpersonal Communication
 - 2.1 Characteristics of relationships
 - 2.2 Relational development
 - 2.3 Self-disclosure
 - 2.4 Relational climates
 - 2.5 Managing conflict
- 3.0 Group Communication
 - 3.1 Characteristics of groups
 - 3.2 Types of groups
 - 3.3 Cultural influences on groups
 - 3.4 Relationships within groups
 - 3.5 Problem solving in groups
 - 3.6 Leadership in groups
 - 3.7 Groupthink
- 4.0 Public Communication
 - 4.1 Audience adaptation
 - 4.2 Topic selection process
 - 4.3 Structuring a speech
 - 4.4 Supporting material
 - 4.5 Visual aids
 - 4.6 Delivery modes
 - 4.7 Delivery techniques
 - 4.8 Informative speaking
 - 4.9 Persuasive speaking
 - 4.10 Special occasion speeches
 - 4.11 Analyzing a speech

VII. Suggested Texts

Adler, R. & Rodman, G. (2008). *Understanding human communication* (10th ed.). New York: Oxford University Press.

Morreale, S., Spitzberg, B. & Barge, J. (2007). *Human communication* (2nd ed.). New York: Thomson.

VIII. Bibliography and Resources

Adler, R. & Rodman, G. (2008). *Understanding human communication* (10th ed.). New York: Oxford University Press.

Barker, L. L. & Gaut, D. R. (2002). *Communication* (8th ed.). Boston: Allyn & Bacon.

DeVito, J. A. (2007). *Essentials of human communication* (6th ed.). Boston: Pearson.

DeVito, J. A. (2006). *Human communication: The basic course* (10th ed.). Boston: Pearson.

Lumsden, G. & Lumsden, D. (2006). *Communicating with credibility and confidence: Diverse people, diverse settings* (3rd ed.). Belmont, CA: Wadsworth.

McLean, S. (2003). *The basics of speech communication*. Boston: Allyn & Bacon.

Morreale, S., Spitzberg, B. & Barge, J. (2007). *Human communication* (2nd ed.). New York: Thomson.

Seiler, W. J. & Beall, M. L. (2002). *Communication: Making connections* (5th ed.). Boston: Allyn & Bacon.

Trenholm, S. (2007). *Thinking through communication: An introduction to the study of human communication* (5th ed.). Boston: Allyn & Bacon.

Wood, J. T. (2008). *Communication in our lives*. (5th ed.). Belmont, CA: Wadsworth.

Zeuschner, R. (2003). *Communicating today: The essentials*. Boston: Allyn & Bacon.

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

Addendum to the CAR for COMM A111, A235, A237, A241:

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

Impacted Program /Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. AAS	77	3/25/10	Steve Strom
2. GER Tier 1	80	3/25/10	Suzanne Forster
3. AA	86	3/25/10	Suzanne Forster
4. AA Baccalaureate link	87	3/25/10	Suzanne Forster
5. Minor, Communication	98	3/25/10	S. Whitney; M. Stratton
6. BLS, Liberal Studies	112	3/25/10	Martha Hatch
7. AAS, General Business	131	3/25/10	Alan Houtz; Scott Kraxberger
8. AAS, Early Childhood Dev.	142	3/25/10	Jim Powell, COE
9. BS, Nursing Science	159	3/25/10	Gail Holtzman
10. AAS, Apprenticeship Tech.	165	3/25/10	Deanna Schultz
11. Certif, Architect. Drafting	167	3/25/10	Jeffrey Callahan
12. Certif, Civil Drafting	167	3/25/10	Jeffrey Callahan
13. Certif, Mech/Elec Drafting	167	3/25/10	Jeffrey Callahan
14. Certif, Structural Drafting	168	3/25/10	Jeffrey Callahan
15. AAS, Computer Electronics	181	3/25/10	Scott Kraxberger
16. AAS, Dental Hygiene	192	3/25/10	Robin Wahto
17. AAS, Indus. Process Instru	198	3/25/10	Scott Kraxberger
18. AAS, Occup Safety/Health	205	3/25/10	Don Weber
19. AAS, Paramed. Technology	207	3/25/10	Scott Kraxberger
20. AAS, Process Technology	209	3/25/10	Scott Kraxberger
21. AAS, Technology	213	3/25/10	Lorraine Stewart
22. Certif, Welding Technology	220	3/25/10	Kelly Smith
23. BS, Civil Engineering	224	3/25/10	Orson Smith
24. 2-yr program, Elect. Engrg.	225	3/25/10	Grant Baker
25. BS, Engineering	227	3/25/10	Grant Baker
26. 2-yr program, Mech. Engrg.	231	3/25/10	Grant Baker

Prerequisites for COMM A111, COMM A235, COMM A237, and COMM A241
(same as for ENGL A111)

ENGL A109 with a minimum grade of C, or

PRPE A108 with a minimum grade of C, or

ENGL A111 or

ENGL A211 or

ENGL A212 or

ENGL A213 or

ENGL A214 or

AARC 85 and AASS 95, or

EAEN 22, or

ACTE 22, or

AO1 22, or

SATC 530, or

SATV 530, or

SO1 530, or

COE2 10 and CORG 75

Model catalog copy (for COMM A111, A235, A237, A241)

ENGL A111 Methods of Written Communication 3 CR

Contact Hours: 3 + 0

Prerequisites: ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or [COMPASS E-Write (1-12 scale) with score of 10 and COMPASS Reading Skills with score of 75] or [Accuplacer-Reading Comp with score of 085 and Accuplacer-Sentence Skills with score of 095] or SAT Critical Reading Score with score of 530 or SAT Verbal Score with score of 530 or Enhanced ACT English with score of 22 or Original ACT English with score of 22 or ACT English with score of 22 or SAT Verbal with score of 530.

Registration Restrictions: Appropriate score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.

Course Attributes: UAA GER Written Communication.

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
SMALL GROUP COMMUNICATION**

I. Date Initiated: February 2010

II. Course Information

A. School/College	College of Arts and Sciences
B. Department	Communication
C. Course Prefix	COMM
D. Course Number	A235
E. Number of Credits/CEUs and Contact Hours	3+0
F. Course Title	Small Group Communication
G. Grading Basis	A-F
H. Implementation Date	Fall 2010
I. Course Description	Study of theories and skills related to small group communication. Emphasis on the communicative skills involved in group relationships and group decision making processes in both professional and personal contexts. Students develop oral communication skills by engaging in practice in a variety of individual exercises and presentations, and group presentations. Special Note: Students who qualify for placement in ENGL A111 or have already completed ENGL A111 are qualified for this course.
J. Course Attributes	UAA GER Oral Communication
K. Prerequisite/Test Score	ENGL A109 with a minimum grade of C or PRPE A108 with a minimum grade of C or ENGL A111 or ENGL A211 or ENGL A212 or ENGL A213 or EGL A214 or appropriate test score (see attachment).
L. Registration Restriction	Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite
M. Course Fees	Yes

III. Course Level Justification

The course focuses on a specific area of the field of communication, small group, providing a depth of study as well as the development of skills. This course creates a foundation for advanced coursework in the discipline. The course develops basic oral communication skill. This is consistent with a 200-level course.

IV. Instructional Goals & Student Outcomes

The Instructor will:

1. present theories and research to explain the dynamic process of human communication and its various contexts;
2. present the theories and research about small group communication functions to understand how messages are created and understood;
3. discuss small group decision making, problem solving, and leadership;
4. discuss working in groups and making oral presentations.

Student Outcomes & Assessment

Upon successful completion of the course, the student will be able to:	This outcome will be assessed by one or more of these methods:
1. Describe the dynamic process of human communication	Quizzes, tests, exams, papers; Oral presentations/classroom participation
2. Discuss theories, research, and principles of small group communication	Quizzes, tests, exams, papers; Oral presentations/classroom participation
3. Communicate effectively in a variety of small group contexts and formats	Quizzes, tests, exams, papers; Oral presentations/classroom participation; Group assignments
4. Solve problems in small groups	Oral presentations/classroom participation; Group assignments

V. Guidelines for Evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

- 1.0 Introduction to Human Communication
 - 1.1 Basic principles and processes
 - 1.2 Theories and models of human communication
 - 1.3 Perception and communication
 - 1.4 Listening theories
 - 1.5 Understand the dynamics of different communication settings
- 2.0 Foundations of Small Group Communication
 - 2.1 Interpersonal communication in groups
 - 2.2 Understanding different types of people/audiences for messages
 - 2.3 Verbal and nonverbal messages
 - 2.4 Creative and critical thinking in groups
- 3.0 Understanding Group Processes
 - 3.1 Becoming a group
 - 3.2 Diversity in small groups
 - 3.3 Conflict within groups
 - 3.4 Leadership in groups

- 4.0 Solving Problems in Groups
 - 4.1 Theories of problem solving
 - 4.2 Practical application of problem solving
- 5.0 Group Work and Presentations
 - 5.1 Creating presentations
 - 5.2 Doing presentations
 - 5.3 Assessing presentations

VII. Suggested Text(s):

Adams, K. & Galanes, G. (2005). *Communicating in groups: Applications and skills* (6th ed.). New York: McGraw Hill.

VIII. Bibliography:

Hirokawa, R., Cathcart, R., Samovar, L., & Henman, L. (2003). *Small group communication: Theory & practice: An anthology*. Oxford: Oxford University Press.

O'Hair, D. & Wiemann, M. (2004). *The essential guide to group communication*. Boston: Bedford/St. Martin's.

Rothwell, J. (2006). *In mixed company: Communicating in small groups and teams*. New York: Harcourt Brace.

Trenholm, S. (2005). *Thinking through communication* (4th ed.). Boston: Pearson.

Wood, J. (1997). *Communication theories in action*. Belmont, CA: Wadsworth.

National Communication Association journals accessed at www.natcom.org

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Barbara Harville</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
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<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

Addendum to the CAR for COMM A111, A235, A237, A241:

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

Impacted Program /Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. AAS	77	3/25/10	Steve Strom
2. GER Tier 1	80	3/25/10	Suzanne Forster
3. AA	86	3/25/10	Suzanne Forster
4. AA Baccalaureate link	87	3/25/10	Suzanne Forster
5. Minor, Communication	98	3/25/10	S. Whitney; M. Stratton
6. BLS, Liberal Studies	112	3/25/10	Martha Hatch
7. AAS, General Business	131	3/25/10	Alan Houtz; Scott Kraxberger
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11. Certif, Architect. Drafting	167	3/25/10	Jeffrey Callahan
12. Certif, Civil Drafting	167	3/25/10	Jeffrey Callahan
13. Certif, Mech/Elec Drafting	167	3/25/10	Jeffrey Callahan
14. Certif, Structural Drafting	168	3/25/10	Jeffrey Callahan
15. AAS, Computer Electronics	181	3/25/10	Scott Kraxberger
16. AAS, Dental Hygiene	192	3/25/10	Robin Wahto
17. AAS, Indus. Process Instru	198	3/25/10	Scott Kraxberger
18. AAS, Occup Safety/Health	205	3/25/10	Don Weber
19. AAS, Paramed. Technology	207	3/25/10	Scott Kraxberger
20. AAS, Process Technology	209	3/25/10	Scott Kraxberger
21. AAS, Technology	213	3/25/10	Lorraine Stewart
22. Certif, Welding Technology	220	3/25/10	Kelly Smith
23. BS, Civil Engineering	224	3/25/10	Orson Smith
24. 2-yr program, Elect. Engrg.	225	3/25/10	Grant Baker
25. BS, Engineering	227	3/25/10	Grant Baker
26. 2-yr program, Mech. Engrg.	231	3/25/10	Grant Baker

Prerequisites for COMM A111, COMM A235, COMM A237, and COMM A241
(same as for ENGL A111)

ENGL A109 with a minimum grade of C, or

PRPE A108 with a minimum grade of C, or

ENGL A111 or

ENGL A211 or

ENGL A212 or

ENGL A213 or

ENGL A214 or

AARC 85 and AASS 95, or

EAEN 22, or

ACTE 22, or

AO1 22, or

SATC 530, or

SATV 530, or

SO1 530, or

COE2 10 and CORG 75

Model catalog copy (for COMM A111, A235, A237, A241)

ENGL A111 Methods of Written Communication 3 CR

Contact Hours: 3 + 0

Prerequisites: ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or [COMPASS E-Write (1-12 scale) with score of 10 and COMPASS Reading Skills with score of 75] or [Accuplacer-Reading Comp with score of 085 and Accuplacer-Sentence Skills with score of 095] or SAT Critical Reading Score with score of 530 or SAT Verbal Score with score of 530 or Enhanced ACT English with score of 22 or Original ACT English with score of 22 or ACT English with score of 22 or SAT Verbal with score of 530.

Registration Restrictions: Appropriate score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.

Course Attributes: UAA GER Written Communication.

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
INTERPERSONAL COMMUNICATION**

I. Date Initiated: February 2010

II. Course Information

A. School/College	College of Arts and Sciences
B. Department	Communication
C. Course Prefix	COMM
D. Course Number	A237
E. Number of Credits/CEUs and Contact Hours	3+0
F. Course Title	Interpersonal Communication
G. Grading Basis	A-F
H. Implementation Date	Fall 2010
I. Course Description	Study of theories and skills related to dyadic communication and the variables which affect it, including conflict, culture, gender, and rules in both personal and professional contexts. Students will develop oral communication skills designed to improve communication in relationships by engaging in a variety of individual exercises, individual presentations, and group activities. Special Note: Students who qualify for placement in ENGL A111 or have already completed ENGL A111 are qualified for this course.
J. Course Attributes	UAA GER Oral Communication
K. Prerequisite/Test Score	ENGL A109 with a minimum grade of C or PRPE A108 with a minimum grade of C or ENGL A111 or ENGL A211 or ENGL A212 or ENGL A213 or EGL A214 or appropriate test score (see attachment).
L. Registration Restriction	Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite
M. Course Fees	Yes

III. Course Level Justification

The course focuses on a specific area of the field of communication, interpersonal, providing a depth of study as well as the development of skills. This course creates a foundation for advanced coursework in the discipline. The course develops basic oral communication skill. This is consistent with a 200-level course.

IV. Instructional Goals & Student Outcomes

The Instructor will:

1. present theories and research to explain the dynamic process of human communication and its various contexts;
2. present the theories and research about interpersonal communication to understand how messages are created and understood;
3. discuss conflict and the nature of relationships;
4. discuss communication climate in personal and professional relationships.

Student Outcomes & Assessment

Upon successful completion of the course, the student will be able to:	This outcome will be assessed by one or more of these methods:
1. Describe the dynamic process of human communication	Oral presentations/classroom participation; quizzes, tests, exams, papers
2. Discuss theories, research, and principles of interpersonal communication	Oral presentations/classroom participation; quizzes, tests, exams, papers
3. Communicate effectively in a variety of interpersonal and professional communication contexts	Oral presentations/classroom participation; group assignments
4. Describe problems and constraints in interpersonal relationships	Oral presentations/classroom participation; quizzes, tests, exams, papers

V. Guidelines for Evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation may include, but will not be limited to, written examinations, writing projects, group projects, and oral presentations.

VI. Topical Course Outline:

- 1.0 Introduction to Human Communication
 - 1.1 Basic principles and processes
 - 1.2 Theories and models
 - 1.3 Self Concept
 - 1.4 Perception
- 2.0 Interpersonal Process & Functions
 - 2.1 Listening
 - 2.2 Language
 - 2.3 Nonverbal
 - 2.4 Emotions
- 3.0 Common Problems and Solutions
 - 3.1 Managing Conflict
 - 3.2 Communication Climate

- 4.0 Relationships
 - 4.1 Friendship
 - 4.2 Romantic Relationships
 - 4.3 Family

VII. Suggested Text(s):

Adler, R.B., Rosenfeld, L.B., & Proctor, R.F. (2010). *Interplay: The process of interpersonal communication*. New York: Oxford.

VIII. Bibliography:

Baxter, L., & Braithwaite, D. (2008). *Engaging theories in interpersonal communication: Multiple perspectives*. Thousand Oaks, CA: Sage.

Canary, D., Cody, M., & Manusov, V. (2008). *Interpersonal communication: A goals-based approach*. Boston: Bedford/St.Martins.

Domenici, K., & Littlejohn, S. (2006). *Facework: Bridging theory and practice*. Thousand Oaks, CA: Sage.

Duck, S., & McMahan, D. (2009). *The basics of communication: A relational perspective*. Thousand Oaks, CA: Sage.

Floyd, K. (2009). *Interpersonal communication: The whole story* (1st ed.). Hightstown, NJ: McGraw-Hill.

Knapp, M. & Daly, J. (2002). *Handbook of interpersonal communication*. Thousand Oaks, CA: Sage.

Motley, M. (2008). *Studies in applied interpersonal communication*. Thousand Oaks, CA: Sage.

Orbe, M. (2007). *Contemporary issues in interpersonal communication*. Oxford: Oxford University Press.

Smith, S., & Wilson, S. (2009). *New directions in interpersonal communication research*. Thousand Oaks, CA: Sage.

Stewart, J. (2009). *Bridges not walls: A book about interpersonal communication* (10th ed.). Hightstown, NJ: McGraw-Hill.

Trenholm, S. (2005). *Thinking through communication* (4th ed.). Boston: Pearson.

Wood, J. (1997). *Communication theories in action*. Belmont, CA: Wadsworth.

National Communication Association journals accessed at www.natcom.org

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Shawnalee Whitney</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
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<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
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Addendum to the CAR for COMM A111, A235, A237, A241:

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

Impacted Program /Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. AAS	77	3/25/10	Steve Strom
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3. AA	86	3/25/10	Suzanne Forster
4. AA Baccalaureate link	87	3/25/10	Suzanne Forster
5. Minor, Communication	98	3/25/10	S. Whitney; M. Stratton
6. BLS, Liberal Studies	112	3/25/10	Martha Hatch
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8. AAS, Early Childhood Dev.	142	3/25/10	Jim Powell, COE
9. BS, Nursing Science	159	3/25/10	Gail Holtzman
10. AAS, Apprenticeship Tech.	165	3/25/10	Deanna Schultz
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12. Certif, Civil Drafting	167	3/25/10	Jeffrey Callahan
13. Certif, Mech/Elec Drafting	167	3/25/10	Jeffrey Callahan
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16. AAS, Dental Hygiene	192	3/25/10	Robin Wahto
17. AAS, Indus. Process Instru	198	3/25/10	Scott Kraxberger
18. AAS, Occup Safety/Health	205	3/25/10	Don Weber
19. AAS, Paramed. Technology	207	3/25/10	Scott Kraxberger
20. AAS, Process Technology	209	3/25/10	Scott Kraxberger
21. AAS, Technology	213	3/25/10	Lorraine Stewart
22. Certif, Welding Technology	220	3/25/10	Kelly Smith
23. BS, Civil Engineering	224	3/25/10	Orson Smith
24. 2-yr program, Elect. Engrg.	225	3/25/10	Grant Baker
25. BS, Engineering	227	3/25/10	Grant Baker
26. 2-yr program, Mech. Engrg.	231	3/25/10	Grant Baker

Prerequisites for COMM A111, COMM A235, COMM A237, and COMM A241
(same as for ENGL A111)

ENGL A109 with a minimum grade of C, or

PRPE A108 with a minimum grade of C, or

ENGL A111 or

ENGL A211 or

ENGL A212 or

ENGL A213 or

ENGL A214 or

AARC 85 and AASS 95, or

EAEN 22, or

ACTE 22, or

AO1 22, or

SATC 530, or

SATV 530, or

SO1 530, or

COE2 10 and CORG 75

Model catalog copy (for COMM A111, A235, A237, A241)

ENGL A111 Methods of Written Communication 3 CR

Contact Hours: 3 + 0

Prerequisites: ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or [COMPASS E-Write (1-12 scale) with score of 10 and COMPASS Reading Skills with score of 75] or [Accuplacer-Reading Comp with score of 085 and Accuplacer-Sentence Skills with score of 095] or SAT Critical Reading Score with score of 530 or SAT Verbal Score with score of 530 or Enhanced ACT English with score of 22 or Original ACT English with score of 22 or ACT English with score of 22 or SAT Verbal with score of 530.

Registration Restrictions: Appropriate score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite.

Course Attributes: UAA GER Written Communication.

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMM A241 – PUBLIC SPEAKING**

I.	Initiation Date	February 22, 2010
II.	Course Information	
	A. School/College	College of Arts and Sciences
	B. Department	Communication
	C. Course Prefix	COMM
	D. Course Number	A241
	E. Number of Credits/CEUs and Contact Hours	3 + 0
	F. Course Title	Public Speaking
	G. Grading Basis	A – F
	H. Implementation Date	Fall 2010
	I. Course Description	Study of theories and skills applicable to informative, persuasive, and special occasion platform speaking. Emphasis on effective selection, organization, and presentation of material to diverse audiences across diverse settings. Students will develop oral communication skills by engaging in a variety of exercises and individual presentations. Special Note: Students who qualify for placement in ENGL A111 or have already completed ENGL A111 are qualified for this course.
	J. Course Attributes	UAA GER Oral Communication
	K. Prerequisites / Test Scores	ENGL A109 with minimum grade of C or PRPE A108 with minimum grade of C or appropriate test score (see attachment)
	L. Registration Restriction	Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A109 or PRPE A108 prerequisite
	M. Course Fees	Yes

III. Course Level Justification

The course consists of lecture, discussion, group work, and individual presentations. Oral communication skills are developed through activities including individual exercises and presentations and group discussions. This course is appropriate at the 200 level because the course is concerned with developing basic college-level oral communication skills with a focus on public speaking contexts.

IV. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. present students with information about the dynamic nature of the process of human communication.
2. explain the elements of public speaking.
3. introduce students to the different goals of public speeches and describe the different approaches mandated by each goal.
4. provide students opportunities to practice the skills of public speaking in informative, persuasive and special occasion contexts.
5. explain the basis for effective criticism of public speeches.

Student Outcomes: Students will be able to:

1. describe the dynamic nature of the human communication process.
2. apply the elements of public speaking.
3. demonstrate the different goals of public speaking and the approaches mandated by each.
4. use techniques that lead to success in informative, persuasive and special occasion speeches.
5. articulate the standards of criticism for public speaking and apply those stands to the various contexts of public speaking.

V. Guidelines for Evaluation / Assessment Methods

Specific evaluation procedures are at the discretion of the instructor, will be provided in the syllabus and handouts, and discussed in class. Students may be evaluated on the basis of their written work, attendance, class participation, oral presentations, and tests. Course grades are based on how well a student masters the subject matter.

VI. Topical Course Outline

- 1.0 Introduction to Public Speaking
 - 1.1 Orientation to the communication process
 - 1.2 Relationship between elements in the communication process
 - 1.3 Dynamic nature of the communication process
- 2.0 Elements of Public Speaking
 - 2.1 Invention and analysis
 - 2.2 Structure
 - 2.3 Supporting material
 - 2.4 Delivery
 - 2.5 Communication anxiety
- 3.0 Informative Speaking
 - 3.1 Nature of informative speaking
 - 3.2 Strategies for informative speaking
- 4.0 Persuasive Speaking
 - 4.1 Persuasion in context

- 4.2 Audience analysis
- 4.3 Persuasive proofs
- 4.4 Structuring the persuasive message
- 5.0 Speaking for Special Occasions
 - 5.1 Epideictic speaking
 - 5.2 Impromptu speaking
- 6.0 Speech Criticism
 - 6.1 Perspectives on criticism
 - 6.2 Critiquing speeches for improvement

VII. Suggested Texts

Hamilton, C. (2008). *Essentials of public speaking* (4th ed.). New York: Thomson Wadsworth.

Lucas, S.E. (2009). *The art of public speaking* (10th ed.). New York: McGraw Hill.

VIII. Bibliography and Resources

Brydon, S.R. & Scott, M.D. (2008). *Between one and many: The art and science of Public Speaking*. Boston: McGraw Hill Higher Education.

Griffin, C.L. (2006). *Invitation to public speaking*. Belmont, CA: Thomson Wadsworth.

Inch, E.S., Warnick, B. & Enders, D. (2006). *Critical thinking and communication: The use of reason in argument*. (5th ed.). Boston: Allyn and Bacon.

Jaffe, C. (2007). *Public speaking: Concepts and skills for a diverse society* (4th ed.). Belmont, CA: Thomson Wadsworth.

Koch, A. (2007). *Purposeful speaking*. Boston: Pearson.

Osborn, S., Osborn, M. & Osborn, R. (2008). *Public speaking guidebook*. Boston: Allyn and Bacon.

Samovar, L.A. & McDaniel, E.R. (2007). *Public speaking in a multicultural society: The essentials*. Los Angeles: Roxbury Company.

Vasile, A.J. (2008). *Speak with confidence: A practical guide*. Boston: Allyn and Bacon.

Course Content Guide
University of Alaska Anchorage
Community and Technical College

Division: AHLS: Health and Safety

Date: Fall 2010

Department: Medical Assisting

Course Number and Title: MA A101 Medical Terminology

Credits: 3

I. Course Description

Medical terminology, including analysis of its roots and origins. Includes anatomical, diagnostic, operative, and laboratory terminology of human body systems and selected medical specialties. Emphasizes spelling and pronunciation.

II. Course Design

- A. Designed for students enrolled in health-related programs and students with an interest in learning the language of medicine and healthcare.
- B. Number of Credits: 3 (3 + 0)
- C. Total time of student involvement: 135 hours
 - 1. Lecture hours: 45 hours total.
 - 2. Laboratory hours: 0 hours total.
 - 3. Total work expected outside of class: 90 hours.
- D. This course is required for the Associate of Applied Science in Medical Assisting, the Medical Office Coding OEC, and the Medical Office Support OEC. .
- E. This is revised course.
- F. No lab fee is assessed for this course.
- G. Course will be taught in no less than six weeks.
- H. Course coordinated with Medical Office Support OEC, Dental Assisting, UAA colleges, extended campuses, and list serve.
- I. Course level justification: This course is an introductory course.

III. Course Activities

This course utilizes lectures, interactive activities, class discussions, small group work, and presentation of examples of the use of medical terminology in various health fields.

IV. Course Prerequisites

No prerequisites.

V. Course Evaluations

- A. Grading A-F.
- B. Grades are based on class activities, written assignments, quizzes, and exams.
- C. Specific grading criteria will be discussed at the beginning of the course.

VI. Course Outline

- 1.0 General Safety
 - 1.1 Campus
 - 1.2 Classroom
 - 1.3 Fire evacuation

- 2.0 Introduction to Medical Terminology
 - 2.1 Basic word structure
 - 2.2 Pronunciation rules
 - 2.3 Combining forms
 - 2.4 Prefixes and suffixes
 - 2.5 Terms of the whole body

- 3.0 Analysis of Medical Words
 - 3.1 Definition of medical words
 - 3.2 Rules for building medical terms
 - 3.3 Plurals of medical words

- 4.0 Medical Terms of the Digestive System
 - 4.1 Anatomic terms
 - 4.2 Symptomatic and diagnostic terms
 - 4.3 Operative terms
 - 4.4 Laboratory tests
 - 4.5 Clinical procedures
 - 4.6 Abbreviations

- 5.0 Medical Terms of the Respiratory System
 - 5.1 Anatomic terms
 - 5.2 Symptomatic and diagnostic terms
 - 5.3 Operative terms
 - 5.4 Laboratory tests
 - 5.5 Clinical procedures
 - 5.6 Abbreviations

- 6.0 Medical Terms of the Cardiovascular System
 - 6.1 Anatomic terms
 - 6.2 Symptomatic and diagnostic terms
 - 6.3 Operative terms
 - 6.4 Laboratory tests
 - 6.5 Clinical procedures
 - 6.6 Abbreviations

- 7.0 Medical Terms of the Blood System
 - 7.1 Anatomic terms
 - 7.2 Symptomatic and diagnostic terms
 - 7.3 Operative terms
 - 7.4 Laboratory tests
 - 7.5 Clinical procedures
 - 7.6 Abbreviations

- 8.0 Medical Terms of the Lymphatic Systems
 - 8.1 Anatomic terms
 - 8.2 Symptomatic and diagnostic terms
 - 8.3 Operative terms
 - 8.4 Laboratory tests
 - 8.5 Clinical procedures
 - 8.6 Abbreviations

- 9.0 Medical Terms of the Immune System
 - 9.1 Anatomic terms
 - 9.2 Symptomatic and diagnostic terms
 - 9.3 Operative terms
 - 9.4 Laboratory tests
 - 9.5 Clinical procedures
 - 9.6 Abbreviations

- 10.0 Medical Terms of the Musculoskeletal System
 - 10.1 Anatomic terms
 - 10.2 Symptomatic and diagnostic terms
 - 10.3 Operative terms
 - 10.4 Laboratory tests
 - 10.5 Clinical procedures
 - 10.6 Abbreviations

- 11.0 Medical Terms of the Nervous System
 - 11.1 Anatomic terms
 - 11.2 Symptomatic and diagnostic terms
 - 11.3 Operative terms
 - 11.4 Laboratory tests
 - 11.5 Clinical procedures
 - 11.6 Abbreviations

- 12.0 Medical Terms of the Reproductive Systems
 - 12.1 Anatomic terms
 - 12.2 Symptomatic and diagnostic terms
 - 12.3 Operative terms
 - 12.4 Laboratory tests
 - 12.5 Clinical procedures
 - 12.6 Abbreviations

- 13.0 Medical Terms of the Urinary System
 - 13.1 Anatomic terms
 - 13.2 Symptomatic and diagnostic terms
 - 13.3 Operative terms
 - 13.4 Laboratory tests
 - 13.5 Clinical procedures
 - 13.6 Abbreviations

- 14.0 Medical Terms of the Nervous Systems
 - 14.1 Anatomic terms
 - 14.2 Symptomatic and diagnostic terms
 - 14.3 Operative terms
 - 14.4 Laboratory tests
 - 14.5 Clinical procedures
 - 14.6 Abbreviations

- 15.0 Medical Terms of the Endocrine System
 - 15.1 Anatomic terms
 - 15.2 Symptomatic and diagnostic terms

- 15.3 Operative terms
- 15.4 Laboratory tests
- 15.5 Clinical procedures
- 15.6 Abbreviations

- 16.0 Medical Terms of the Sense Systems
 - 16.1 Anatomic terms
 - 16.2 Symptomatic and diagnostic terms
 - 16.3 Operative terms
 - 16.4 Laboratory tests
 - 16.5 Clinical procedures
 - 16.6 Abbreviations

- 17.0 Medical Terms of the Integumentary System
 - 17.1 Anatomic terms
 - 17.2 Symptomatic and diagnostic terms
 - 17.3 Operative terms
 - 17.4 Laboratory tests
 - 17.5 Clinical procedures
 - 17.6 Abbreviations

VII. Recommended Texts

Chabner, D. (2010). *The language of medicine* (9th ed.). Philadelphia, PA: Saunders Elsevier.

Wingerd, B. (2009). *Medical terminology complete*. Upper Saddle River, NJ: Pearson Education.

VIII. References

Allan, D., & Lockyer, K. (2010). *Essentials of medical language*. New York, NY: McGraw-Hill.

Chabner, D. (2010). *The language of medicine* (9th ed.). Philadelphia, PA: Saunders Elsevier.

Dorland, (2007). *Dorland's illustrated medical dictionary* (31st ed.). Philadelphia, PA: Saunders Elsevier.

Ehrlich, A., & Schroeder, C. (2009). *Medical terminology for health professions* (6th ed.). Clifton Park, NY: Delmar Cengage Learning.

Gyls, B., & Wedding, M. (2009). *Medical terminology systems: A body systems approach* (6th ed.). Philadelphia, PA: F.A. Davis.

Myers, T. (2009). *Mosby's dictionary of medicine, nursing & health professions* (9th ed.). St Louis, MO: Mosby.

Thierer, N., Nelson, D., Ward, J., & Young, L. (2010). *Medical terminology language for health care* (3rd ed.). New York, NY: McGraw Hill.

Venes, D. (2009). *Taber's cyclopedic medical dictionary* (21st ed.). Philadelphia: F.A. Davis.

Wingerd, B. (2006). *Unlocking medical terminology*. Upper Saddle River, NJ: Pearson Prentice Hall.

Wingerd, B. (2009). *Medical terminology complete*. Upper Saddle River, NJ: Pearson Education.

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

A. Instructional Goals: Provide a foundation in medical terminology, based on the use of roots, prefixes and suffixes for the construction and analysis of medical words.

B. Course Student Outcomes and Assessment Procedures:

<i>Student Outcomes:</i> Upon successful completion the student will be able to	<i>Assessment Procedures:</i> The student outcomes can be assessed by one or more of the following:
Analyze medical words by dividing them into component parts.	Written assignments, exams
Relate medical words to the correct anatomical structure or function of a specific body system.	Written assignments, exams
Define medical words by defining the component parts.	Written assignments, exams
Given the definition of a medical word, list the correctly spelled corresponding medical term.	Written assignments, exams
Pronounce medical words correctly.	In-class activities

Course Content Guide
University of Alaska Anchorage
Community and Technical College

Division: AHLS: Health and Safety

Date: Fall 2010

Department: Medical Assisting

Course Number and Title: MA A240, Medical Transcription II

Credits: 3

I. Course Description

Advanced and complex medical transcription from various medical specialties.

II. Course Design

A. Designed for medical assisting, medical office support, and medical transcription students wishing to advance the development of entry-level medical transcription skills.

B. Number of Credits: 3 (1 + 4)

C. Total time of student involvement: hours

1. Lecture hours: 15 hours total.

2. Laboratory hours: 60 hours total.

3. Total work expected outside of class: 60 hours.

D. This course is required for the Associate of Applied Science in Medical Assisting.

E. This is revised course and replaces MA A141.

F. Lab fees will be assessed to defray the cost of consumable lab material(s).

G. Course will be taught in no less than four weeks.

H. Course coordinated with UAA colleges, extended campuses, and list serve.

I. Course level justification: This course builds upon knowledge and skills developed in 100-level courses.

III. Course Activities

This course utilizes a lecture and laboratory format, discussions, simulated workplace assignments, and demonstration of required competencies.

IV. Course Prerequisites

Prerequisite: MA A140, Medical Transcription I, with a minimum grade of C.

V. Course Evaluations

A. Grading A-F.

B. Grades are based on medical transcription assignments and skills-based competency examinations.

C. Specific grading criteria will be discussed at the beginning of the course.

VI. Course Outline

1.0 General Safety

1.1 Campus safety

1.2 Classroom safety

1.3 Building safety

2.0 Healthcare Documentation Integrity

- 2.1 Professional association for medical transcription
- 2.2 Quality documentation
- 2.3 Ethical and legal considerations
- 2.4 Proofreading and editing
- 2.5 Electronic health records
- 2.6 Technologies of healthcare documentation

- 3.0 Specialty Areas
 - 3.1 Radiology reports
 - 3.2 Gastroenterology reports
 - 3.3 Cardiovascular/respiratory reports
 - 3.4 Orthopedic reports
 - 3.5 Pathology reports
 - 3.6 ENT/ophthalmology reports
 - 3.7 Reproductive/urinary/nephrology reports
 - 3.8 Dermatology reports
 - 3.9 Neurology/psychiatry reports

- 4.0 Transcription Guidelines and Practices
 - 4.1 Grammar, punctuation
 - 4.2 Numbers
 - 4.3 Abbreviations
 - 4.4 Medications
 - 4.5 Laboratory values
 - 4.6 Physical examinations

- 5.0 Reference Materials
 - 5.1 Medical dictionaries
 - 5.2 Grammar style books
 - 5.3 Medical transcription style books
 - 5.4 Pharmaceutical references
 - 5.5 Medical spellcheckers
 - 5.6 Medical wordbooks
 - 5.7 English dictionaries
 - 5.8 Internet resources
 - 5.9 Professional publications
 - 5.10 Surgical references
 - 5.11 Laboratory references

VII. Suggested Texts

Diehl, M. (2007). *Diehl and Fordney's medical transcription: Techniques and procedures* (6th ed.). Philadelphia, PA: W.B. Saunders.

Drake, R., & Drake, E. (2010). *Saunders pharmaceutical word book*. Philadelphia, PA: W.B.Saunders.

Tessier, C. (2004). *The surgical word book* (3rd ed.). Philadelphia, PA: W.B. Saunders.

VIII. References

- Amatayakul, M. (2007). *Electronic health records: A practical guide for professionals and organizations* (3rd ed.). Chicago, IL: American Health Information Management Association.
- American Association for Medical Transcription. (2006). *The AAMT book of style for medical transcription* (3rd ed.). Modesto, CA: Author.
- Arky, R. (current edition). *Physicians' desk reference*. Montvale, NJ: Medical Economics.
- Avila-Weil, D., & Glaccum, M. (2008). *The independent medical transcriptionist* (5th ed.). Windsor, CA: Rayve Productions.
- Beers, M. (2006). *The Merck manual of diagnosis and therapy* (18th ed.). Whitehouse Station, NJ: Merck.
- Chernecky, C., & Berger, B. (2007). *Laboratory tests and diagnostic procedures* (5th ed.). Philadelphia: W.B. Saunders.
- Crenshaw-Pitman, S., Direckx, J., Drake, E., & Campbell, L. (2007). *Medical transcription fundamentals and practice* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Diehl, M. (2007). *Medical transcription techniques and procedures* (6th ed.). St. Louis, MO: Saunders Elsevier.
- Gartee, R. (2007). *Electronic health records: Understanding and using computerized medical records*. Upper Saddle River, NY: Pearson Prentice Hall.
- Hamilton, B. (2009). *Electronic health records*. New York, NY: McGraw Hill.
- Ireland, P., & Stein, C. (2010). *The dictated word*. Clifton Park, NY: Delmar Cengage Learning.
- Lorenzini, J. (2005). *Medical phrase index* (5th ed.). Los Angeles, CA: PMIC.
- Maki, S., & Petterson, B. (2008). *Using the electronic health record*. Clifton Park, NY: Thomson Delmar.
- Stedman, T. (2009). *Stedman's plus medical/pharmaceutical spellchecker*. Hagerstown, MD: Lippincott, Williams & Wilkins.

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

- A. Instructional Goals:** Provide advanced dictated medical reports from various specialties that vary in report type and originator.

B. Course Student Outcomes and Assessment Procedures:

<i>Student Outcomes:</i> Upon successful completion the student will be able to	<i>Assessment Procedures:</i> The student outcomes can be assessed by one or more of the following:
Interpret and transcribe dictated medical reports of various specialty areas	Transcribed reports and exams
Interpret and transcribe dictated surgical reports of various specialty areas	Transcribed reports and exams
Utilize professional healthcare resource materials in the preparation of healthcare documentation	Transcribed reports and exams
Discuss medical transcription guidelines and practices	Class discussion

Course Content Guide
University of Alaska Anchorage
Community and Technical College

Division: AHLS: Health and Safety

Date: Fall 2010

Department: Medical Assisting

Course Number and Title: MA A250, Clinical Procedures I

Credits: 4

I. Course Description

Introduces clinical duties of medical assisting. Includes medical asepsis, infection control, vital signs, assisting with routine patient care, maintenance of the exam room and medical equipment.

II. Course Design

A. Designed for medical assisting students who have completed one year of medical assisting or other health-related coursework.

B. Number of Credits: 4 (3 + 2)

C. Total time of student involvement: 180 hours

1. Lecture hours: 45 hours total.

2. Laboratory hours: 30 hours total.

3. Total work expected outside of class: 105 hours.

D. This course is required for the Associate of Applied Science in Medical Assisting.

E. This is a revised course, and replaces MA A150.

F. Lab fees will be assessed to defray the cost of consumable lab material(s).

G. Course will be taught in no less than six weeks.

H. Course coordinated with UAA colleges, extended campuses, UAF Medical Assisting, and list serve.

I. Course level justification: This course builds on knowledge acquired in introductory medical assisting and health-related courses.

III. Course Activities

This course utilizes a lecture and laboratory format, discussions, workplace simulations, and demonstrations of required competencies.

IV. Course Prerequisites

None

V. Course Evaluations

A. Grading A-F.

B. Grades are based on attendance, participation, examinations, and competency-based skills.

C. Specific grading criteria will be discussed at the beginning of the course.

VI. Course Outline

1.0 Safety

1.1 Campus safety

1.2 Classroom safety

1.3 Building safety

- 1.4 Course safety
- 2.0 Medical Asepsis and Sterilization
 - 2.1 Types of microorganisms
 - 2.2 Infection process cycle
 - 2.3 Handwashing/alcohol-based rubs
 - 2.4 OSHA Bloodborne Pathogens Standard
 - 2.5 Medical waste
 - 2.6 Bloodborne pathogens
 - 2.7 Hazard Communication Standard
 - 2.8 Sanitization
 - 2.9 Chemical disinfectants
 - 2.10 Sterilization methods
 - 2.11 Use of the autoclave
- 3.0 Vital Signs and Measurements
 - 3.1 Temperature
 - 3.2 Pulse
 - 3.3 Respiration
 - 3.4 Blood pressure
 - 3.5 Pulse oximetry
 - 3.6 Weight, height, BMI
 - 3.7 Vision
 - 3.8 Hearing
- 4.0 Assisting the Healthcare Provider with Routine Examinations
 - 4.1 Patient histories
 - 4.2 Consent for treatment
 - 4.3 Preparation and maintenance of the exam/treatment room
 - 4.4 Positioning and draping
 - 4.5 Assisting with the patient exam
 - 4.6 Maintenance of equipment
- 5.0 Assisting the Healthcare Provider with Specialty Examinations
 - 5.1 Pediatric exams
 - 5.2 Gynecologic exams
 - 5.3 Prenatal exams
- 6.0 Assisting the Healthcare Provider with Procedures/Treatments/Instructions
 - 6.1 Local application of heat and cold
 - 6.2 Cast application
 - 6.3 Eye instillation and irrigation
 - 6.4 Ear instillation and irrigation
 - 6.5 Instruction on the use of ambulatory aids
 - 6.6 Pediatric growth charts
 - 6.7 Documentation of procedures/treatments/instructions
 - 6.8 Use of electronic health records in documentation

VII. Suggested Texts

Bonewit-West, K. (2009). *Today's medical assistant: Clinical & administrative procedures*. St. Louis, MO: Saunders Elsevier.

Bonewit-West, K. (2009). *Study guide for today's medical assistant: Clinical & administrative procedures*. St. Louis, MO: Saunders Elsevier.

VIII. References

Beaman, N., Fleming-McPhillips, L., Routh, K., Gohsman, R., & Reagan, S. (2011). *Pearson's comprehensive medical assisting administrative and clinical competencies* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Bonewit-West, K. (2009). *Today's medical assistant: Clinical & administrative procedures*. St. Louis, MO: Saunders Elsevier.

Booth, K. (2011). *Medical assisting administrative and clinical procedures including anatomy and physiology* (4th ed.). New York, NY: McGraw-Hill.

Eagle, S., Brassington, C., Dailey, C., & Goretti, C. (2009). *The professional medical assistant: An integrative, teamwork-based approach*. Philadelphia, PA: F.A. Davis.

Frazier, J., & Morgan, C. (2008). *Clinical medical assisting foundations and practice*. Upper Saddle River, NJ: Pearson Prentice Hall.

Fulcher, E. (2008). *Virtual medical office for Bonewit-West: Clinical procedures for medical assistant* (7th ed.). St. Louis, MO: Saunders Elsevier.

Heller, M., & Veach, L. (2009). *Clinical medical assisting: A professional, field smart approach to the workplace*. Clifton Park, NY: Delmar Cengage Learning.

Kronemberger, J., Durham, L., & Woodson, D. (2008). *Comprehensive medical assisting* (3rd ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Makely, S. (2009). *Professionalism in health care* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

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

A. Instructional Goals: Provide an introduction to clinical medical assisting knowledge and skills based on the standards established by the Medical Assisting Education Review Board, and approved by the Commission on Accreditation of Allied Health Education Programs.

B. Course Student Outcomes and Assessment Procedures:

<i>Student Outcomes: Upon successful completion the student will be able to</i>	<i>Assessment Procedures: The student outcomes can be assessed by one or more of the following:</i>
Describe anatomy, physiology and pathology as it relates to the procedures included in the course.	Written assignments and exams
Describe the infection control cycle.	Written assignments and exams
Discuss the application of Standard Precautions to various medical office scenarios.	Class discussion
Describe the requirements for disposal of medical waste.	Written assignments and exams
Practice Standard Precautions.	Observation in lab
Comply with safety signs, symbols and labels.	Observation in lab
Perform handwashing.	Skills evaluation
Perform sterilization procedures.	Skills evaluation
Prepare items for the autoclave.	Skills evaluation
Obtain vital signs.	Skills evaluation
Assist physicians and other healthcare providers with patient care.	Skills evaluation
Prepare a patient for procedures and/or treatments.	Skills evaluation
Communicate effectively with patients and providers.	Observation in lab Skills evaluation
Document patient care.	Skills evaluation
Perform routine maintenance of equipment.	Skills evaluation
Provide instruction to patients.	Skills evaluation

Course Content Guide
University of Alaska Anchorage
Community and Technical College

Division: AHLS: Health and Safety

Date: Fall 2010

Department: Medical Assisting

Course Number and Title: MA A255, Clinical Procedures II

Credits: 4

I. Course Description

Clinical duties of medical assisting. Includes minor office surgery, administration of medications, CLIA-waived laboratory procedures, venipuncture, electrocardiography and emergency procedures.

II. Course Design

- A. Designed for second-year medical assisting students who have completed the introductory course in clinical procedures.
- B. Number of Credits: 4 (3 + 2)
- C. Total time of student involvement: 180 hours
 - 1. Lecture hours: 45 hours total.
 - 2. Laboratory hours: 30 hours total.
 - 3. Total work expected outside of class: 105 hours.
- D. This course is required for the Associate of Applied Science in Medical Assisting.
- E. This is revised course and replaces MA A155.
- F. Lab fees will be assessed to defray the cost of consumable lab material(s).
- G. Course will be taught in no less than six weeks.
- H. Course coordinated with UAA colleges, extended campuses, UAF Medical Assisting, and list serve.
- I. Course level justification: This course is continuation of knowledge and skills introduced in MA A250, and builds upon knowledge and skills of 100-level coursework.

III. Course Activities

This course utilizes a lecture and laboratory format, discussions, simulations, and demonstrations of required competencies.

IV. Course Prerequisite

Prerequisite: MA A250, Clinical Procedures I, with a minimum of a grade of C.

V. Course Evaluations

- A. Grading A-F.
- B. Grades are based on attendance, participation, examinations, and competency-based skills.
- C. Specific grading criteria will be discussed at the beginning of the course.

VI. Course Outline

- 1.0 General Safety
 - 1.1 Campus safety
 - 1.2 Classroom safety
 - 1.3 Building safety
 - 1.4 Course safety
 - 1.4.1 Fire extinguishers
 - 1.4.2 Eyewash
 - 1.4.3 Sharps disposal
 - 1.5 Hazardous materials

- 2.0 Minor Surgery in the Medical Office
 - 2.1 Surgical asepsis
 - 2.2 Surgical procedures performed in the office
 - 2.3 Surgical instruments
 - 2.4 Sterile dressing changes
 - 2.5 Assisting with surgical procedures

- 3.0 Medications in the Medical Office
 - 3.1 Classification of drugs
 - 3.2 Measurements for medications
 - 3.3 Controlled drugs
 - 3.4 Prescriptions
 - 3.5 Factors affecting drug action
 - 3.6 Preparation of medications for administration
 - 3.7 Oral medication administration
 - 3.8 Parenteral administration of medications
 - 3.9 Tuberculin and other skin testing

- 4.0 Venipuncture and Capillary Puncture
 - 4.1 Vacuum-tube specimens
 - 4.2 Capillary specimens
 - 4.3 Collection devices
 - 4.4 Handling and transporting specimens
 - 4.5 Serum separation

- 5.0 CLIA-waived laboratory testing
 - 5.1 Laboratory requisitions
 - 5.2 Patient preparation
 - 5.3 Collecting, handling, and transporting
 - 5.4 Clinical Laboratory Improvement Amendments
 - 5.5 Physician office laboratory
 - 5.6 Quality control
 - 5.7 Laboratory safety
 - 5.8 CLIA-waived testing
 - 5.8.1 Urinalysis CLIA-waived testing
 - 5.8.2 Hematology CLIA-waived testing
 - 5.8.3 Chemistry CLIA-waived testing
 - 5.8.4 Immunology CLIA-waived testing
 - 5.8.5 Microbiology CLIA-waived testing

- 6.0 Electrocardiography and Pulmonary Function Testing

- 6.1 Anatomy of the heart
- 6.2 Conduction system of the heart
- 6.3 Cardiac cycle
- 6.4 12-lead electrocardiography
- 6.5 Artifacts
- 6.6 Holter monitors
- 6.7 Cardiac dysrhythmias
- 6.8 Pulmonary function tests

- 7.0 Emergencies in the Medical Office
 - 7.1 Cardiovascular emergencies
 - 7.2 Respiratory emergencies
 - 7.3 Anaphylaxis
 - 7.4 Office supplies/crash cart
 - 7.5 EMS system
 - 7.6 Safety plans
 - 7.7 Emergency preparedness

VII. Suggested Texts

Bonewit-West, K. (2009). *Today's medical assistant clinical & administrative procedures*. St. Louis, MO: Saunders Elsevier.

Bonewit-West, K. (2009). *Study guide for today's medical assistant: Clinical & administrative procedures*. St. Louis, MO: Saunders Elsevier.

VIII. References

Beaman, N., Fleming-McPhillips, L., Routh, K., Gohsman, R., & Reagan, S. (2011). *Pearson's comprehensive medical assisting administrative and clinical competencies* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Bonewit-West, K. (2009). *Today's medical assistant clinical & administrative procedures*. St. Louis, MO: Saunders Elsevier.

Booth, K. (2011). *Medical assisting administrative and clinical procedures including anatomy and physiology* (4th ed.). New York, NY: McGraw-Hill.

Cox, P., & Wilken, D. (2011). *Palko's medical laboratory procedures* (3rd ed.). New York, NY: McGraw-Hill.

Di Lorenze, M., & Strasinger, S. (2010). *Blood collection: A short course* (2nd ed.). Philadelphia, PA: F.A. Davis.

Eagle, S., Brassington, C., Dailey, C., & Goretti, C. (2009). *The professional medical assistant: An integrative, teamwork-based approach*. Philadelphia, PA: F.A. Davis.

Frazier, J., & Morgan, C. (2008). *Clinical medical assisting foundations and practice*. Upper Saddle River, NJ: Pearson Prentice Hall.

- Fremgen, B., & Blume, W. (2001). *Phlebotomy basics with other laboratory techniques*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Fulcher, E. (2008). *Virtual medical office for Bonewit-West: Clinical procedures for medical assistant* (7th ed.). St. Louis, MO: Saunders Elsevier.
- Garza, D., & Becan-McBride, K. (2010). *Phlebotomy handbook: Blood specimen collection from basic to advanced* (8th ed.). Upper Saddle River, NJ: Pearson.
- Heller, M., & Veach, L. (2009). *Clinical medical assisting: A professional field smart approach to the workplace*. Clifton Park, NY: Delmar Cengage Learning.
- Holland, N., & Adams, M. (2007). *Core concepts in pharmacology* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Kronemberger, J., Durham, L., & Woodson, D. (2008). *Comprehensive medical assisting* (3rd ed.). Baltimore, MD: Lippincott Williams & Wilkins.
- Makely, S. (2009). *Professionalism in health care* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Moini, J. (2008). *Focus on pharmacology: Essentials for health professionals*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Ogden, S. (2007). *Calculation of drug dosages* (8th ed.). St. Louis, MO: Mosby Elsevier.
- Turley, S. (2010). *Understanding pharmacology for health professionals* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

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

A. Instructional Goals: Provide continued instruction in medical assisting skills and knowledge in the following areas: surgical asepsis, administration of medications, venipuncture, basic laboratory procedures, and medical emergencies.

B. Course Student Outcomes and Assessment Procedures:

<i>Student Outcomes:</i> Upon successful completion the student will be able to	<i>Assessment Procedures:</i> The student outcomes can be assessed by one or more of the following:
Identify the classifications of medications, including desired effects, side effects, and adverse reactions.	Written assignments, exams
Use a drug reference to review medications prior to administration.	Medication cards
Differentiate between medical asepsis and surgical asepsis.	Exams, lab exercises
Comply with safety signs, symbols and labels.	Observation
Demonstrate proper use of safety equipment.	Observation
Demonstrate sterile technique.	Skills evaluation

Identify basic surgical instruments.	Observation
Calculate medication dosages.	Written assignments Skills evaluation
Administer oral medications.	Skills evaluation
Administer parenteral medications.	Skills evaluation
Perform venipuncture.	Skills evaluation
Perform capillary puncture.	Skills evaluation
Perform CLIA-waived testing.	Skills evaluation
Perform quality control measures.	Skills evaluation
Perform 12-lead electrocardiography.	Skills evaluation
Perform pulmonary function testing.	Skills evaluation
Document procedures performed in a medical office.	Skills evaluation
Maintain medical office equipment.	Lab exercises
Develop safety plans.	Written assignments
Maintain a current list of community resources for emergency preparedness.	Written assignments



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 AHLS Division of Health Safety	1c. Department Medical Assisting										
2. Complete Program Title/Prefix Associate of Applied Science, Medical Assisting												
3. Type of Program <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> OEC</td> <td><input type="checkbox"/> Undergrad Certificate</td> <td><input checked="" type="checkbox"/> AA/AAS</td> <td><input type="checkbox"/> Baccalaureate</td> <td><input type="checkbox"/> Minor</td> </tr> <tr> <td><input type="checkbox"/> Post Baccalaureate Certificate</td> <td><input type="checkbox"/> Graduate</td> <td><input type="checkbox"/> Graduate Certificate</td> <td><input type="checkbox"/> Doctoral</td> <td><input type="checkbox"/> Specialty</td> </tr> </table>			<input type="checkbox"/> OEC	<input type="checkbox"/> Undergrad Certificate	<input checked="" type="checkbox"/> AA/AAS	<input type="checkbox"/> Baccalaureate	<input type="checkbox"/> Minor	<input type="checkbox"/> Post Baccalaureate Certificate	<input type="checkbox"/> Graduate	<input type="checkbox"/> Graduate Certificate	<input type="checkbox"/> Doctoral	<input type="checkbox"/> Specialty
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5. Implementation Date (semester/year) From: Fall/2010 To: /9999												
6a. Coordination with Affected Units Department, School, or College: Medical Lab Technology, Radiologic Technology Initiator Name (typed): <u>Robin Wahto</u> Initiator Signed Initials: _____ Date: _____												
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: <u>April 5, 2010</u>												
6c. Coordination with Library Liaison Date: <u>March 29, 2010</u>												
7. Title and Program Description - Please attach the following: <div style="text-align: center;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function </div>												
8. Justification for Action Catalog copy changes reflect course numbering changes for MA A240, MA A250, and MA A255; changes in the list of selective courses; adding requirement of first-aid certification; updated statement regarding accrediting agency.												
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MEMORANDUM

To: Undergraduate Academic Board

From: Robin Wahto, Associate Professor
Medical Assisting

Date: March 22, 2010

Re: Proposed Medical Assisting Curriculum

Attached you will find proposed changes for the AAS degree in Medical Assisting.

Changes to Medical Assisting courses.

1. Change the title of MA A101 from *Medical Terminology I* to *Medical Terminology*. Reworded description slightly. Updated CCG.
2. Change course number of MA A141, Medical Transcription II, to MA A240. The knowledge and skills developed in this course builds upon knowledge and skills acquired in MA A140. CCG updated.
3. Delete MA A110, Principles of Radiography. Replace this course in the list of selectives with RADT A101, Radiation Protection and Biology for Limited Radiography Professionals.
4. Update and change course number of MA A150 to MA A250. This course is designed for the medical assisting student who has completed one year of coursework, and builds upon foundational knowledge and skills acquired in 100-level courses.
5. Update and change course number of MA A155 to MA A255. This course is a continuation of MA A250, is designed for the medical assisting student who has completed one year of coursework, and builds upon foundational knowledge and skills acquired in 100-level courses.

Change to the AAS in Medical Assisting:

1. Add two additional MEDT courses as selectives for the AAS degree.

MEDICAL ASSISTING

*Allied Health Sciences Building (AHS), Room 161, (907) 786-6928
www.uaa.alaska.edu/ctc/programs/alliedhealth/ma*

Medical assistants are multi-skilled allied health professionals specifically trained to work in ambulatory settings, such as physicians' offices, clinics, and outpatient care centers. These multi-skilled personnel can perform administrative and clinical procedures. Clinical duties include assisting with examinations, recording vital signs, preparing patients for various procedures, sterilizing instruments, maintaining examining rooms, drawing blood, recording electrocardiograms, removing sutures and changing dressings. Administrative responsibilities of the medical assistant include answering telephones and greeting patients, maintaining medical records, performing medical coding, completing health insurance forms, scheduling appointments, and preparing medical and financial reports.

The UAA Medical Assisting program offers an Associate of Applied Science degree in Medical Assisting, as well as preparation for the Certified Medical Assistant (CMA) examination and an Occupational Endorsement Certificate in Medical Office Coding. The UAA 40-credit CMA Examination Preparation course of study is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board: Commission on Accreditation of Allied Health Education Programs, 1361 Park Street Clearwater, FL 33756, (727) 210-2350. Students who complete the UAA CMA Examination Preparation courses, as outlined below, are eligible to sit for the CMA examination. Please note: Individuals who have been found guilty of a felony, or pleaded guilty to a felony, are not eligible to take the CMA examination; however, a waiver may be granted by the American Association Medical Assistants (AAMA) Certifying Board in cases of mitigating circumstances.

In order to perform medical assisting duties, a student should have good manual dexterity, visual ability to locate patient veins and interpret color changes, and good hearing acuity. Most medical assistants should be able to lift in order to assist patients, be able to bend, reach, and kneel; many medical assistants are required to stand for long periods of time. Please contact the Medical Assisting Department for a list of medical assisting technical standards required for students to successfully complete the clinical portion of the Medical Assisting program.

Other employment opportunities for which the Medical Assisting program provides training include medical transcriptionist, medical receptionist, medical coder, and health insurance specialist. Medical terminology courses are valuable for all health science students and may be taken by anyone entering a health occupation. Formal admission to the Medical Assisting program is not required for all courses.

OCCUPATIONAL ENDORSEMENT CERTIFICATE, MEDICAL OFFICE CODING

Certificate Description and Outcomes

Medical office coders work in medical office and outpatient settings coding medical records for statistical and reimbursement purposes.

Description of Outcomes

This program prepares students to work as medical coders in outpatient settings. The program is based upon the American Health Information Management Association (AHIMA) recommendations. Upon successful completion of the program, students are prepared to sit for the AHIMA's Certified Coding Specialist – Physician (CCS-P) coding examination. After successful completion of this program the students will be able to demonstrate the following:

1. Proficiency in the performance of Current Procedural Terminology (CPT) coding.
2. Proficiency in the performance of Healthcare Common Procedure Coding System (HCPCS) coding.
3. Proficiency in the performance of International Classification of Diseases, Clinical Modification diagnostic coding.

Admission Requirements

See Occupational Endorsement Certificate admission requirements in Chapter 7 of this catalog.

Certificate Requirements

1. Complete the following core courses with a grade of C or higher: (11 credits)

MA A101	Medical Terminology	3
MA A104	Essentials of Human Disease	3
MA A220	Coding for the Medical Office	3
MA A320	Advanced Case Studies in Medical Coding	2
2. Complete a minimum of 6 credits of the following support courses, as approved by the department advisor, with a minimum grade of C:

BIOL A100	Human Biology (3)
BIOL A111	Human Anatomy and Physiology I (4)
BIOL A112	Human Anatomy and Physiology II (4)
MA A230	Billing and Insurance for the Medical Office (3)
3. A total of 17 credits is required for this occupational endorsement certificate.

PREPARATION FOR THE CERTIFIED MEDICAL ASSISTANT (CMA) EXAMINATION

1. Demonstrate the following, or complete preparatory courses as recommended by the medical assisting academic advisor.
 - Placement into MATH A055 or above, or completion of MATH A054 with a minimum grade of C.
 - Placement into ENGL A111 or above, or completion, with a minimum grade of C, of PRPE A107 and PRPE A108, or ENGL A109.
 - Recommended keyboarding skill of 45 wpm or completion of keyboarding course(s).
2. Complete the following required courses with a minimum grade of C in each course:

BIOL A100	Human Biology	3
<i>3 credits from the following:</i>		3
CIS A105	Introduction to Personal Computers and Application Software (3)	
or		
CIOS A130A	Word Processing I: MS Word (1)	
and		
CIOS A135A	Spreadsheets I: MS Excel (1)	
and		
One additional credit of CIOS coursework (1)		
MA A101	Medical Terminology	3
MA A104	Essentials of Human Disease	3
MA A120*	Medical Office Procedures	4
MA A140	Medical Transcription I (2-3)	2
MA A220	Coding for the Medical Office	3
MA A230	Billing and Insurance for the Medical Office	3
MA A250	Clinical Procedures I	4
MA A255	Clinical Procedures II	4
PSY A150	Lifespan Development	3

**Completion of MA A120A and MA A120B satisfies the requirement of MA A120.*
3. Complete MA A295 Medical Office Externship. 5
4. Successful completion of the above-listed 40 credits is required to be eligible to sit for the Certified Medical Assistant (CMA) Examination.

ADDITIONAL INFORMATION REGARDING EXTERNSHIP

1. A recent physical examination is required prior to the beginning of externship. Each student must submit a physical examination that certifies the student is free from infectious diseases and physically able to participate in the externship portion of the program.
2. Current Healthcare Provider (American Heart Association) or Professional Rescuer (American Red Cross) certification in CPR/AED for infants, children and adults, and first aid certification are required prior to the start of externship, and must be kept current throughout the externship course.
3. Current immunizations, proof of medical insurance, and criminal background checks are required by some medical offices which serve as medical office externship sites. The cost to meet these requirements is the responsibility of the student. Students

who are injured while completing externship assignments are responsible for all associated medical costs. Students are strongly encouraged to maintain personal medical insurance.

4. Transportation to off-campus externship sites is the responsibility of the student.

ASSOCIATE OF APPLIED SCIENCE, MEDICAL ASSISTING DEGREE DESCRIPTION AND OUTCOMES

At the completion of this program, students are able to demonstrate:

1. Basic knowledge in the principles and skills related to administrative, clinical, and general areas of medical assisting.
2. Entry-level medical assistant employment skills.
3. Professionalism as certified medical assistant (CMA).

ADMISSION REQUIREMENTS

1. See Certificate and Associate of Applied Science Degree Program Admission Requirements at the beginning of this chapter.
2. Submit University of Alaska Anchorage application for admission and required transcripts.
3. Take UAA-approved English and math placement tests. Call (907) 786-4500 for testing information.
4. Call (907) 786-6928 to make an appointment with a Medical Assisting academic advisor prior to registering for classes.

ADVISING

Medical Assisting courses are offered in fall and spring semesters. A six-week office practice (externship) begins in May. Some courses are offered only once per year. Students should meet with an academic advisor prior to registering for classes in order to determine the best sequencing of courses for their program of study. Part-time students are welcome.

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 (15 credits) located at the beginning of this chapter. (Completion of BIOL A100 and PSY A150 fulfill the requirement of 6 credits of mathematics, humanities, social sciences or natural sciences.)

MAJOR REQUIREMENTS

1. Complete the required courses for the Preparation for the Certified Medical Assisting (CMA) Examination as outlined above with a minimum grade of C in each course. 40
2. Complete 8 to 9 credits in the following courses: 8-9
 - ACCT A101 Principles of Financial Accounting I (3)
 - or
 - ACCT A120 Bookkeeping for Business I (3)
 - DN A101 Principles of Nutrition (3)
 - or
 - DN A203 Nutrition for Health Sciences (3)
 - MA A240 Medical Transcription II (3)
 - MA A320 Advanced Case Studies in Medical Coding (2)
 - MEDT A101 Phlebotomy Procedures (3)
 - MEDT A110 Specimen Processing (3)
 - or
 - MEDT A195A Phlebotomy Practicum (3)
 - RADT A101 Radiation Protection and Biology for Limited Radiography Professionals (3)
3. Elective credits. 0-3
4. A minimum of 60 credits is required for this degree.

FACULTY

Jean Thompson, Assistant Professor, AFJAT@uaa.alaska.edu

Pam Ventgen, Assistant Professor, AFPKV@uaa.alaska.edu

Robin Wahto, Associate Professor, AFRJW@uaa.alaska.edu

ASSISTING

Allied Health Sciences Building (AHS), Room 161, (907) 786-6928
www.uaa.alaska.edu/ctc/programs/alliedhealth/ma

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ADMISSION REQUIREMENTS

See Occupational Endorsement Certificate admission requirements in Chapter 7 of this catalog.

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1. Complete the following core courses with a grade of -C or higher: (11 credits)

MA A101	Medical Terminology 1	3
MA A104	Essentials of Human Diseases	3
MA A220	Coding for the Medical Office	3
MA A320	Advanced Case Studies in Medical Coding	2
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BIOL A111	Human Anatomy and Physiology I (4)	4
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or
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DN A101 Principles of Nutrition (3)
or

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DN A203 Nutrition for Health Sciences (3)

~~MA A110 Principles of Radiography (3)~~

MA A244+ Medical Transcription II (3)

MA A320 Advanced Case Studies in Medical Coding (2)

MEDT A101 Phlebotomy Procedures (3)

~~MEDT A110 Specimen Processing (3)~~

or

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~~RADT A101 Radiation Protection and Biology for Limited Radiography Professionals (3)~~

3. Elective credits. 0-3
4. A minimum of 60 credits is required for this degree.

FACULTY

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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF HEALTH AND SOCIAL WELFARE

I. Date Initiated 28 April 2010

II. Course Information

- A. College/School: College of Health and Social Welfare
- B. Department: The Center for Human Development
- C. Program: Occupational Endorsement Certificate, Children’s Behavioral Health
- D. Course Title: Introduction to Children’s Behavioral Health
- E. Course Number: DLS A101
- F. Credits: 3
- G. Contact Hours: 2+2
- H. Grading Basis: A-F
- I. Course Description: Assists students in developing fundamental knowledge required for work in the children's behavioral health field. Topics cover children (ages 0-18) who demonstrate challenging behaviors related to behavioral health diagnoses. Concepts will include treatment environment basics, typical and atypical child development, legal and ethical issues, and factors that influence treatment outcomes. Course includes a 30-hour practicum.
- J. Course Prerequisites: N/A
- K. Registration Restrictions: Department Approval
- L. Fees: Yes

III. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Describe the characteristics of children’s residential care settings and expectations of paraprofessionals who work there.
2. Define elements of successful treatment environments and identify tools used to support children in those environments.
3. Introduce normal childhood development and developmentally appropriate interventions or supports.
4. Describe the essential milestones of adolescence (puberty –18), challenges experienced by children in behavioral health care, and strategies to support healthy transitions to adulthood.
5. Identify a range of strategies to assist children in maintaining healthy and appropriate relationships with families.

6. Outline legal and ethical responsibilities of paraprofessionals working with children in behavioral health treatment.
7. Introduce factors that may influence a child's behavior and response to treatment processes.

B. Student Outcomes Students will be able to:	Assessment methods
1. Describe the relationship between treatment environments and successful outcomes for children in care.	Class participation, practicum observation log and homework
2. Describe the process of developing, monitoring, and modifying a treatment plan.	Class participation and practicum observation log
3. Identify the major developmental milestones of childhood from infancy through early adulthood.	Class participation, homework and project
4. Describe the significance of family in the achievement of long term outcomes for children in care.	Practicum observation log, homework and project
5. Identify treatment plan elements that facilitate the successful transition to adulthood within the context of the child's community.	Class participation, practicum observation log
6. List important state laws, federal laws, and codes of ethics governing children in care including the Health Insurance Portability and Accountability Act (HIPAA).	Class participation, practicum observation log and homework
7. Demonstrate an understanding of culture and diversity, and ways to incorporate those elements in the treatment of children in care.	Practicum observation log and project
8. Give examples of how Fetal Alcohol Spectrum Disorder (FASD), trauma and attachment disorders, and side effects of psychotropic medications can be addressed within the treatment environment.	Class participation and practicum observation log

IV. Course Level Justification

This is a 100-level introduction course that provides foundation information for advanced courses in children's behavioral health.

V. Outline

A. Culture of Care

1. Cultural responsiveness
2. Communication strategies
3. Treatment plan basics
4. Strength-based programs

B. Treatment Environments

1. Developing, monitoring and modifying treatment plans
2. Learning theory
3. Documentation

C. Milestones in Child Development

1. Typical developmental milestones (early childhood, middle childhood, adolescence, young adult)
2. Differentiating between developmentally appropriate behaviors and those related to diagnoses

D. Adolescence: Tasks, Challenges, and Transition

1. Youth culture in residential care
2. Transitions
3. Strategies to support self-determination

E. Family Relationships and Residential Care

1. Culture and family relationships
2. Roles of caregivers in treatment outcomes

F. Legal and Ethical Considerations

1. Boundaries and therapeutic relationships
2. Basic professional ethics
3. State and federal laws governing confidentiality

G. Factors Influencing Outcomes for Children in Care

1. FASD 101
2. Trauma and attachment disorders
3. Benefits and potential risks of commonly prescribed medications

VI. Suggested Texts

Alaska Native Knowledge Network (2001). *Guidelines for nurturing culturally-healthy youth*. Fairbanks, AK: University of Alaska Press.

Bertolini, B., & Thompson, K. (1999). *The residential youth care worker in action: A collaborative, competency-based approach*. Binghamton, NY: Haworth Press.

Brown, R. T., Carpenter, L. A., & Simerly, E. (2005). *Mental health medications for children: A primer*. New York, NY: Guilford.

Burns, B. J., & Hoagwood, K. (2002). *Community treatment for youth: evidence-based interventions for severe emotional and behavioral disorders*. New York, NY: Oxford University Press.

McWhirter, J. J., McWhirter, B. T., McWhirter, E. H., & McWhirter, R. J. (2004). *At-risk youth: A comprehensive response for counselors, teachers, psychologists, and human services professionals*. Stamford, CT: Wadsworth Press.

VII. Bibliography

Anglin, J. P. (2002). *Pain, normality, and the struggle for congruence: Reinterpreting residential care for children & youth*. Binghamton, NY: Haworth Press.

Chakrabarti, M., & Hill, M. (Eds.). (2000). *Residential child care: International perspectives on links for families and peers*. Philadelphia, PA: Jessica Kingsley.

Casey Family Programs (2004). *A road map for learning: Improving educational outcomes in foster care*. Seattle, WA: author.

Casey Family Programs (2006). *It's my life: Postsecondary education and training. A guide for transition services from Casey Family Programs*. Seattle, WA: author.

Hoge, M. A., Huey, L. Y., & O'Connell, M. J. (2004). Best practices in behavioral health workforce education and training. *Administration and Policy in Mental Health*, 32, 91-106.

Kennedy, F. (2004). *Bad milieu, good milieu: Restoring a culture of hope*. Milwaukee, WI: American Association of Children's Residential Centers.

Mattingly, M., & Rosenblatt, P. (2004). *From boundaries to ethics*. Milwaukee, WI: American Association of Children's Residential Centers.

Morris, J. A. & Stuart, G. W. (2002). Training and education needs of consumers, families, and front-line staff in behavioral health practice. *Administration and Policy in Mental Health*, 29, 377-402.

New Freedom Commission on Mental Health (2003). *Achieving the Promise: Transforming Mental Health Care in America, Final Report* (DHHS Pub. No. SMA-03-3832). Rockville, MD: U.S. Department of Health and Human Services.

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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF HEALTH AND SOCIAL WELFARE

I. Date Initiated 28 April 2010

II. Course Information

A. College: College of Health and Social Welfare
 B. Department: The Center for Human Development
 C. Program: Occupational Endorsement Certificate, Children’s Behavioral Health
 D. Course Title: Skill Basics in Children’s Behavioral Health
 E. Course Number: DLS A201
 F. Credits: 3
 G. Contact Hours: 2+2
 H. Grading Basis: A-F
 I. Course Description: Assists students in developing core skills in children’s behavioral health field. Students will explore ethics and ethical practices, legal requirements in residential care, boundaries in therapeutic relationships, culturally responsive treatment adaptations, recordkeeping and documentation standards. Course includes a 30-hour practicum.
 J. Course Prerequisites: N/A
 K. Registration Restrictions: Department Approval
 L. Fees: N/A

III. Instructional Goals and Student Outcomes

A. Instructional Goals The instructor will:
1. Outline the components of professionalism in human service occupations.
2. Describe the skills necessary to form and maintain professional/therapeutic relationships.
3. Identify professional principles and skills unique to employment in therapeutic residential settings for youth.

B. Student Outcomes Students will be able to:	Assessment Methods
1. Describe the principles of ethical interactions in therapeutic settings.	Discussions, practicum observation log and homework
2. Demonstrate professional recordkeeping and documentation.	Class participation, practicum observation log

3. Explain main components of federal/state confidentiality laws and regulations.	Class participation, homework and projects
4. Demonstrate professional boundary setting and trust-building techniques.	Practicum observation log, homework and projects
5. Demonstrate sensitivity to cultural issues in therapeutic settings.	Class participation and practicum observation log
6. Apply principles and components of professionalism in supervised work experiences.	Class participation, practicum observation log and homework

IV. Course Level Justification

This is a foundation course that assists students in developing core skills for children's residential care.

V. Outline

A. Professionalism

1. Ethics
2. Confidentiality & confidentiality laws (42 C.F.R. Part 2 and the Health Insurance Portability & Accountability Act [HIPAA])
3. Mandatory reporting obligations

B. Managing Therapeutic Relationships

1. Identifying and maintaining professional boundaries
2. Communication skills
3. Relationships with families and caregivers
4. Crisis response

C. Recordkeeping & Documentation

1. Treatment planning
2. Case notes
3. Client records and the law

D. Cultural Responsiveness

1. Culture as a component of therapeutic services

E. Advocacy

1. Client rights and responsibilities
2. Advocacy resources

F. Compassion Fatigue and Self-Care

VI. Suggested Texts

Durrant, M. (1993). *Residential treatment: A cooperative, competency-based approach to therapy and program design*. New York, NY: Norton Professional Books.

**Classic Text*

VII. Bibliography

- Cone, J. (2001). *Evaluating outcomes: Empirical tools for effective practice*. Washington, DC: American Psychological Association.
- Grover, S. (2004). Advocating for children's rights as an aspect of professionalism: The role of frontline workers and children's rights commissions. *Child & Youth Care Forum*, 33(6), 405-423.
- Heflinger, C. A., & Christens, B. (2006). Rural behavioral health services for children and adolescents: An ecological and community psychology analysis. *Journal of Community Psychology*, 34(4), 379-400.
- Hoge, M. A., & Morris, J. A. (Eds.) (2002). Behavioral health workforce education and training. [Special Issue]. *Administration and Policy in Mental Health*, 29(4/5), 297-434.
- International Leadership Coalition of Professional Child and Youth Care, (1995). *Code of ethics: Standards for practice of North American child and youth care professionals*. Retrieved July 1, 2006 from <http://www.pitt.edu/~mattgly/CYCethics.html>.
- Marrelli, A. F., Tondora, J., & Hoge, M. A. (2005). Strategies for developing competency models. *Administration and Policy in Mental Health*, 32(5-6), 1-42.
- National Center for Youth Services. (2005). *Residential child and youth care curriculum*. Tulsa, OK: University of Oklahoma National Resource Center for Youth Services.
- President's New Freedom Commission on Mental Health (2003). *Achieving the promise: Transforming mental health care in America* [Electronic version].

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**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF HEALTH AND SOCIAL WELFARE**

- I. Date Initiated** 28 April 2010
- II. Course Information**
- A. College/School: College of Health and Social Welfare
 - B. Department: The Center for Human Development
 - C. Program: Occupational Endorsement Certificate, Children’s Behavioral Health
 - D. Course Title: Teaching Social Skills to Youth in Children’s Behavioral Health
 - E. Course Number: DLS A205
 - F. Credits: 4
 - G. Contact Hours: 2+2
 - H. Grading Basis: A-F
 - I. Course Description: Assists students in developing core skills used to shape children’s (age 0-18) behavior a behavioral health setting. Students develop a basic understanding of learning theory and apply that understanding to communication strategies, teaching methods, and crisis prevention interventions. Course includes a 60-hour practicum.
 - J. Course Prerequisites: DLS A201
 - K. Registration Restrictions: Department Approval
 - L. Fees: N/A

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Demonstrate communication techniques that promote effective relationships with children (age 0-18 yrs) in care and their families.
2. Outline factors that affect the behavior of children in care, as well as strategies for adapting treatment setting to accommodate those factors.
3. Explain specific teaching strategies to promote desirable behavior in children in care.
4. Explain techniques for managing crises with children, as well as strategies to prevent crises.

B. Student Outcomes. Students will be able to:	Assessment Methods
1. Demonstrate effective verbal and non-verbal communication strategies for building relationships.	Performance assessment and class participation
2. Demonstrate strategies to encourage family interaction and participation in treatment.	Class participation, practicum observation and homework
3. Apply knowledge of developmental processes to social skill development for children.	Class participation and practicum observation
4. Identify the physical, emotional, and behavioral indicators of placement-induced stress on children.	Class participation, homework and practicum observation
5. Articulate the main tenets of learning theory.	Class participation and homework
6. Demonstrate teaching skills used in shaping behaviors of children in care.	Performance assessment
7. Adapt the treatment environment to meet the developmental and cultural needs of children in care.	Class participation, homework and project
8. Demonstrate competence in use of motivation systems, limit setting, and consequence management strategies.	Performance assessment
9. Apply tools to assess risk of violent behavior and intervene to de-escalate, defuse anger, and prevent violence.	Class participation and project

IV. Course Level Justification

This course builds upon knowledge and skills developed in DLS A101 and A201.

V. Outline

A. Communication Skills

1. Culturally responsive communication strategies
2. Relationship building

B. Factors That Influence Behavior in Children

1. Typical developmental tasks and social skill development
2. Behavioral effect of prescription and over-the-counter medications
3. Placement-induced stress, trauma, and attachment disorders

C. Teaching Strategies

1. Effective praise
2. Problem solving
3. Behavioral rehearsal
4. Intensive teaching
5. Planning and preventive teaching
6. Positive reinforcement for treatment-related behaviors

- D. Behavioral Contingencies
 - 1. Motivation systems and contingency plans
 - 2. Documentation for results
- E. Crisis Prevention and Intervention
 - 1. Warning signs and risk assessment
 - 2. De-escalation strategies
 - 3. Managing aggressive behavior

VI. Suggested Texts

- Dowd, T., Czyz, J. D., O’Kane, S. E., & Elofson, A. (1994). *Effective skills for child-care workers: A training manual from Boys Town*. Boys Town, NE: Boys Town Press. *Classic text
- Dowd, T., & Tierney, J. (2005). *Teaching social skills to youth* (2nd ed.). Boys Town, NE: Boys Town Press.

VII. Bibliography

- Field., C. E. (2004). A modification of the token economy for non-responsive youth in family-style residential care. *Behavior Modification*, 28(3), 438-447.
- Hahn, R. (2005). The effectiveness of therapeutic foster care for the prevention of violence: A systematic review. *American Journal of Preventive Medicine*, 28(2, Pt. 1), 72-90.
- Hensley, M., Dillon, J. C., Pratt, D., Ford, J., & Burke, R. (2005). *Tools for teaching social skills in school: Lesson plans, activities, and blended teaching techniques to help your students succeed*. Boys Town, NE: Boys Town Press.
- Jackson, R. (2006). The role of social pedagogy in the training of residential child care workers. *Journal of Intellectual Disabilities*, 10(1), 61-73.
- Libermann, R. P., & Martin, T. (2002). *Social skills training*. Peoria, IL: Behavioral Health Recovery Project.
- Newberry, E. H. (2000). The impact of social skills training and challenge course training on locus of control of youth from residential care. *Journal of Experiential Education*, 23(1), 39-42.
- Scales, P. C., Benson, P. L., & Mannes, M. (2006). The contribution to adolescent well-being made by nonfamily adults: An examination of developmental assets as contexts and processes. *Journal of Community Psychology*, 34(4), 401-413.

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**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF HEALTH AND SOCIAL WELFARE**

I. Date Initiated 28 April 2010

II. Course Information

- A. College/School: College of Health and Social Welfare
- B. Department: The Center for Human Development
- C. Program: Occupational Endorsement Certificate, Children’s Behavioral Health
- D. Course Title: Positive Behavioral Supports in Children’s Behavioral Health
- E. Course Number: DLS A206
- F. Credits: 3
- G. Contact Hours: 2+2
- H. Grading Basis: A-F
- I. Course Description: Students will extend knowledge of learning theory to functional behavior assessments of problem behaviors in children (age 0-18) and appropriate interventions. Students will learn to develop behavior support plans using non-aversive interventions for challenging and problematic behaviors with children. Course includes a 30-hour practicum.
- J. Course Prerequisites: DLS A205
- K. Registration Restrictions: Department Approval
- L. Fees: N/A

III. Instructional Goals and Student Outcomes

A. Instructional Goals.	
The instructor will:	
1. Define the Positive Behavior Support (PBS) process.	
2. Explain and demonstrate functional assessment and behavior analysis of problem behavior.	
3. Demonstrate how to create a positive behavior support plan.	

B. Student Outcomes.	Assessment Methods
Students will be able to:	
1. Distinguish between behavior modification, behavior management and positive behavior supports in children.	Class participation and practicum observation
2. Determine when to consider positive behavior support as a behavioral intervention.	Class participation, practicum observation, and homework
3. Demonstrate the steps of the positive behavior support process.	Homework, practicum observation and project

Student Outcomes. Students will be able to:	Assessment Methods
4. Demonstrate ability to complete a functional assessment and analysis of problem behavior.	Class participation, observation, and homework
5. Identify and implement strategies to replace challenging behavior with desired behaviors.	Homework, practicum observation and project

IV. Course Level Justification

This course builds upon the knowledge of strategies to shape behavior of youth in behavioral health developed in DLS A205.

V. Outline

A. Overview of Positive Behavioral Support (PBS)

1. Philosophy
2. How PBS can facilitate inclusion
3. Differences between traditional behavior management and PBS
4. Key steps in positive behavior support approach
5. Importance of team approach

B. Functional Assessment and Analysis Strategies

1. The functional assessment interview
2. Caring relationships and self-determination
3. Direct observation
4. Functional analysis

C. Building Behavior Support Plans

1. Considerations
2. Selecting interventions
3. Writing behavior support plans
4. Antecedent and setting event modifications
5. Teaching alternative skills
6. Consequence interventions
7. Lifestyle interventions
8. Monitoring progress

VI. Suggested Texts

Bambara, L. M., & Knoster, T. (2009). *Designing positive behavior support plans* (2nd ed.). Washington, DC: American Association on Mental Retardation.

Hieneman, M., Childs, K., & Sergay, J. (2006). *Parenting with positive behavior support*. Baltimore, MD: Paul H. Brookes.

VII. Bibliography

Bambara, L. M., & Kern, L. (2005). *Individualized supports for students with problem behaviors*. New York, NY: Guilford Press

Janny, R., & Snell, M. E. (2008). *Behavioral support* (2nd ed.). Baltimore, MD: Paul H. Brookes.

- Luiselli, J. K. (2006). *Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings*. Baltimore, MD: Paul H. Brookes.
- Suess, G. (2000). *Shift happens: Making the shift to proactive behavior management*. Walton, NY: Delaware County ARC.

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF HEALTH AND SOCIAL WELFARE**

I. Date Initiated 28 April 2010

II. Course Information

- A. College/School: College of Health and Social Welfare
- B. Department: Center for Human Development
- C. Program: Occupational Endorsement Certificate Child’s Behavioral Health
- D. Course Title: Working with Traumatized Children
- E. Course Number: DLS A385
- F. Credits: 3
- G. Contact Hours: 2+2
- H. Grading Basis: A-F
- I. Course Description: Students will differentiate between types of trauma that children can experience and how trauma may affect their treatment outcomes. Students will learn safe and supportive trauma-informed interventions, as well as strategies to reduce the effects of caregiver fatigue. Course includes a 30-hour practicum.
- J. Course Prerequisites: DLS A101
- K. Registration Restrictions: Department Approval
- L. Fees: N/A

III. Instructional Goals and Student Outcomes

A. Instructional Goals
The instructor will:
1. Define the types and effects of trauma in children (ages 0-18), as well as behavioral and emotional manifestations.
2. Describe characteristics of trauma-informed care.
3. Identify psychological and physiological effects of complex trauma in children.
4. Guide students to develop skills that will allow them to provide basic supportive interventions and milieu management effective for traumatized children.
5. Explore rationale for professional self-care and strategies to prevent caregiver fatigue.

B. Student Outcomes The student will:	Assessment Methods
1. Demonstrate basic knowledge of the emotional and behavioral manifestations of trauma in children.	Class participation, practicum observation and homework
2. Differentiate between complex (caregiver) trauma and other types of trauma stemming from factors outside of the family system.	Class participation and homework
3. Analyze causes of institutional and unintentional professional traumatization.	Class participation, practicum observation, homework and project
4. Construct intervention strategies that address trauma triggers and challenging behaviors.	Class participation, practicum observation, homework and project
5. Analyze elements necessary to create a safe therapeutic environment and helping relationship.	Class participation, practicum observation, homework
6. Identify personal role in working with traumatized children and the impacts of non-family adults in the lives of those children.	Practicum observation, homework and project
7. Critique cultural aspects of trauma and its protective and negative contribution to trauma recovery.	Class participation and homework
8. Expand skills in safe de-escalation of defensive or protective behaviors.	Role play and class participation
9. Propose a checklist of supervision needs around trauma for student's future employment.	Homework and project

IV. Course Level Justification

This course is an enhanced course specifically addressing trauma in children. Material presented is predicated on having completed DLS A101, Introduction to Children's Behavioral Health.

V. Outline

A. Trauma Basics

1. Physiology of stress and trauma
2. Constructs of anxiety, depression and Post Traumatic Stress Disorder (PTSD)
3. Types of trauma
 - a. Complex/caregiver (physical, emotional, sexual abuse or neglect)
 - b. Environmental
 - c. Social

B. Trauma and its Effects on Children

1. Behavioral and emotional manifestations of trauma in children and families
2. Cultural aspects of trauma on children
3. Institutional trauma
 - a. Strategies to reduce the use of restraint and seclusion practices
4. Trauma response and trauma triggers

C. Strategies for Trauma-Informed Care

1. Common measures used to assess trauma response

2. Principles of sanctuary and self-awareness
 3. Safety first in personal, professional and environmental intervention
 4. Therapeutic models: best and promising practices
 5. Psycho-educational skills around teaching traumatized children
- D. Professional Self-Care
1. Professional skills and best practices around therapeutic use of self care
 2. Stress management and self-regulation methods

VI. Suggested Texts

Kagan, R. (2007). *Rebuilding attachments with traumatized children, healing from losses violence, abuse and neglect*. Binghamton, NY: The Haworth Press.

Webb, N. B. (Ed.). (2006). *Working with traumatized youth in child welfare*. New York, NY: The Guilford Press.

VII. Bibliography

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., . . . van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390-398.

Kinniburgh, K. J., Blaustein, M., & Spinazzola, J. (2005). Attachment, self-regulation, and competency: A comprehensive intervention framework for children with complex trauma. *Psychiatric Annals*, 35(5), 424-430.

Myer, J. E., Berliner, L., Briere, J., Hendrix, C. T., Reid, T. A., & Jenny, C. A. (2002). *Handbook on child maltreatment* (2nd ed.). American Professional Society on the Abuse of Children. Thousand Oaks, CA: Sage.

Perry, B. D. (2000). Traumatized children: How childhood trauma influences brain development. *The Journal of the California Alliance of the Mentally Ill*, 11(1), 48-51.

Trickey, D., & Black, D. (2000). Long-term psychiatric effects of trauma on children. *Trauma*, 2, 261-268.

Van der Kolk, B. (2003). The neurobiology of childhood trauma and abuse. *Child and Adolescent Psychiatric Clinics of North America*, 12, 293-317.

Van der Kolk, B., Roth, S., Pelcovitz, D., Sunday, S., & Spinazzola, J. (2005). Disorders of extreme stress: The empirical foundation of a complex adaptation to trauma. *Journal of Traumatic Stress*, 18(5), 389-399.



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 HW CHSW	1b. Division choose one	1c. Department Center for Human Development																		
2. Complete Program Title/Prefix Occupational Endorsement Certificate, Children's Behavioral Health																				
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6a. Coordination with Affected Units Department, School, or College: HW CHSW Initiator Name (typed): <u>Ken Hamrick</u> Initiator Signed Initials: _____ Date: _____																				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: _____																				
6c. Coordination with Library Liaison Date: _____																				
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 Our constituency has requested that we change the name of the Occupational Endorsement Certificate, Children's Residential Services to Occupational Endorsement Certificate, Children's Behavioral Health. The name change will more accurately reflect that the program courses and content apply to Children's Behavioral Health services across settings and activities, not only to residential services. No changes will be made to course content. Please see cover memo for more detailed description and rationale for the requested name change.																				
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MEMO

To: UAA, CHSW and UAB Curriculum Committees
From: Ken Hamrick, UAA Center for Human Development
Thru: Karen Ward, Director, UAA Center for Human Development
Date: 28 April 2010
Regarding: Occupational Endorsement Certificate Name Change Request

The UAA Center for Human Development offers the Occupational Endorsement Certificate (OEC), Children's Residential Services, as part of a workforce development program in Children's Behavioral Health. We are requesting to change the name of the program to Occupational Endorsement Certificate, Children's Behavioral Health based on feedback from our constituents.

Community service provider organizations and prospective students indicated that the OEC, Children's Residential Services terminology led them to believe that the curriculum only applied to working with children in residential settings and services. The proposed name change will communicate the broader mission of the OEC program, and more accurately reflect that the curriculum applies to Children's Behavioral Health services across a variety of settings and situations.

There will be no substantive changes to course content. Course names and descriptions will be updated to align with the proposed OEC name change.

Based on the recommendations of University Council, Ardith Lynch, we are also removing registration restrictions requiring a background check for all students.

Thank you for your time and consideration of this request.

FACULTY

Ken Hamrick, Instructor of Human Services, ANKEH1@uaa.alaska.edu

Julie Holden, Assistant Professor of Human Services, ANJEH1@uaa.alaska.edu

CENTER FOR HUMAN DEVELOPMENT

2702 Gambell Street, Suite 103, Anchorage, AK 99503, (907) 272-8270 or (800) 243-2199

<http://alaskachd.org>

OCCUPATIONAL ENDORSEMENT CERTIFICATE, CHILDREN'S ~~RESIDENTIAL SERVICES~~ BEHAVIORAL HEALTH

The Occupational Endorsement Certificate, Children's

~~Residential~~

~~Services~~ Behavioral Health is a 16-credit occupational endorsement for paraprofessionals currently working or planning to work with children and youth in therapeutic ~~residential~~ settings. By completing the endorsement certificate requirements, students gain skills essential to become effective members of therapeutic treatment teams.

STUDENT OUTCOMES:

Students who successfully complete this program will be able to:

- Use knowledge of therapeutic techniques, child development, and cultural responsiveness to interpret treatment plans in therapeutic ~~residential~~ settings for children and youth.
- Apply an array of strategies to support and shape behavior of children and youth with challenging behaviors.
- Abide by professional practices accepted in the field of children's ~~residential~~ behavioral health.
- Blend concepts and skills to develop trauma-informed practices in children's ~~residential care~~ behavioral health services.

ADMISSION REQUIREMENTS

Complete the Admission to Occupational Endorsement Certificates requirements in Chapter 7, Academic Standards & Regulations.

~~Students will also need to provide proof of a current criminal background check that meets industry standards.~~

ACADEMIC PROGRESS REQUIREMENTS:

In order to earn the occupational endorsement, all courses must be completed with a grade of C or better. Students who audit a course in Disability & Long Term Supports or who are unable to earn a grade of a C or better in the course may repeat it following the procedures outlined in Chapter 7, Academic Standards & Regulations.

CERTIFICATE REQUIREMENTS

Complete 16 credits in the following courses:

- | | |
|--|---|
| DLS A101 Introduction to Children's Residential Care <u>Behavioral Health</u> | 3 |
| DLS A201 Skill Basics in Residential Services <u>Children's Behavioral Health</u> | 3 |
| DLS A205 Teaching Social Skills to Youth in | |

Residential Care <u>Children's Behavioral Health</u>	4
DLS A206 Positive Behavioral Supports in Youth <u>Children's</u>	
Residential Care <u>Behavioral Health</u>	3
DLS A385 Working with Traumatized Children	3

FACULTY

~~*Karen Ward, Ed.D., Professor, Psychology Department:*~~

~~*Ken Hamrick, Instructor of Human Services, ANKEH1@uaa.alaska.edu*~~ ANKEH1@uaa.alaska.edu

~~*Julie Holden, Assistant Professor of Human Services, ANJEH1@uaa.alaska.edu*~~

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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
ALASKA NATIVE POLITICS
AKNS/PS A346

I. Initiation Date: February 2010

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Alaska Native Politics
- C. Course Subject/Number: AKNS/PS A346
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introduction to historical relationships among federal, territorial, state and local laws and policies as they affect Alaska Natives and Native/non-Native relations. Includes contemporary issues and comparative case studies.

Special Note: May be used to fulfill the Alaska studies requirement for teacher certification.

- H. Status of course relative to degree or certificate program: Applies to Minor in AKNS and BA in Political Science
- I. Lab Fees: No
- J. Coordination: Political Science, College of Education
- K. Course Prerequisites: None
- L. Registration Restrictions: Upper Division Standing

III. Course Activities

Lecture, learning centered discussion, guest lectures, exams, research, and writing assignments.

IV. Evaluation

Grading basis is A-F and will be based upon the following:

- A. Attendance and participation in learning centered discussion.
- B. Exams consisting of objective questions and short essay.
- C. Writing assignments.
- D. Research paper.

V. Course Level Justification

An upper division course that requires a familiarity with the historical relationship among federal, territorial, state, and local laws and policies as they relate to Alaska Natives.

VI. Course Outline

A. Introduction

- 1.0 Treaty of Cession and the Territory of Alaska
- 2.0 Alaska's pre-territorial status
- 3.0 Organic Act of 1884
- 4.0 Native Allotment Act
- 5.0 Formation of Alaska Native Brotherhood and Alaska Native Sisterhood
- 6.0 Indian Citizenship Act of 1924
- 7.0 Indian Reorganization Act of 1934
- 8.0 Indian Claims Commission
- 9.0 Alaska Statehood and its impact on Alaska Natives

B. Precursor to a land claims

- 1.0 Project Chariot
- 2.0 Barrow Duck-In
- 3.0 Inupiat Paitot
- 4.0 Tundra Times
- 5.0 Tanana Chiefs
- 6.0 Minto Flats
- 7.0 Rampart Dam
- 8.0 Emergence of regional Native organizations
- 9.0 Alaska Federation of Natives

C. Alaska Native Land Claims

- 1.0 State of Alaska
- 2.0 Bush Caucus
- 2.0 Aboriginal Land Rights
- 3.0 Land Freeze, Land Selection
- 4.0 Alaska Native Claims Settlement Act (ANCSA)
- 5.0 Federal Land Policy and Management Act of 1976
- 6.0 ANCSA inspired legislation

D. Alaska National Interest Lands Conservation Act (ANILCA) and ANCSA Amendments

- 1.0 Title VIII, rural preference
- 2.0 ANILCA amendments

E. State Policies and Organizations

- 1.0 Alaska Housing Authority
- 2.0 Rural Alaska Community Action Program (RuralCAP)
- 3.0 Alaska Office of Children Services and Indian Child Welfare Act
- 4.0 Indian Self-Determination and Education Assistance Act
- 5.0 *Tobeluk v Lind* (Molly Hootch)

F. Current Issues

- 1.0 Proposed ANILCA amendments
- 2.0 Alaska Native, federal, and state legal and policy conflicts
- 3.0 Subsistence regulations and commissions

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor Will:

1. Examine state and federal laws and regulations that affect Alaska Natives from the territorial period to the present.
2. Analyze the complex legal and political responses to ANCSA and ANILCA as evolving polices that directly impact Alaska Natives.
3. Examine Alaska policies and organizations as they pertain to Alaska Native governance, subsistence, hunting and fishing, education, and child welfare.
4. Explore current federal, state, and circumpolar issues.

B. Defined Outcomes. Student will be able to:

Student Outcomes	Assessment Procedures
Identify key policy and legal decisions that affect Alaska Natives.	Objective exams, journal entries, and discussion.
Articulate impact of ANCSA and ANILCA on Alaska Natives.	Objective exams, journal entries, research, and discussion.
Identify key polices and organizations that affect Alaska Native governance, subsistence, hunting and fishing, education, and child welfare.	Objective exams, research, and discussion.
Articulate current federal, state, and circumpolar issues as they impact Alaska Natives.	Research, journal entries, objective exams.

VIII. Suggested Text

Berger, Thomas. *Village Journey: The Report of the Alaska Native Review Commission*. New York: Hill & Wang, 1995.

Case, David S. and David A. Voluck. *Alaska Natives and American Laws*. Fairbanks: University of Alaska Press, 2002.

McBeath, Gerald A. and Thomas A. Morehouse. *Alaska Politics and Government*. Lincoln: University of Nebraska Press, 1994.

Alaska Native Claims Settlement Act at
<http://www.law.cornell.edu/uscode/43/ch33.html>.

Alaska National Interest Lands Conservation Act at
<http://alaska.fws.gov/asm/nilca/toc.html>.

Alaskool Website at
<http://www.alaskool.org/>.

IX. Bibliography and Resources

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

Catton, Theodore. *Inhabited Wilderness*, University of New Mexico Press, 1997.

Daley, Patrick and James, Beverly. *Cultural Politics and the Mass Media – Alaska Native Voices*, University of Illinois Press, 2004.

Grim, John A. *Indigenous Traditions and Ecology*, Harvard, Center for Study of World Religions, Cambridge, Massachusetts, 2001.

Hensley, William L. "What Rights to Land Have the Alaska Natives? The Primary Question—May, 1966, *Alaskool*,
http://www.alaskool.org/projects/ancsa/WLH/WLH66_1.htm.

Jorgensen, Joseph G. "Ethnicity, Not Culture? Obfuscating Social Science in the Exxon Valdez Oil Spill Case," *American Indian Culture and Research Journal* 19:4 (1995): 1-124.

Mitchell, Donald Craig. *Sold American: The Story of Alaska Natives and Their Land, 1867-1959*, Hanover. University of New England Press, 1997.

_____. *Take My Land, Take My Life: The Story of Congress's Historic Settlement of the Alaska Native Land Claims 1960-1971*, Fairbanks: University of Alaska Press, 2001.

Morgan, Lael. *Art and Eskimo Power, The Life and Times of Alaskan Howard Rock* Epicenter Press, Fairbanks, Alaska, 1988.

Native American Rights Fund online law library, www.narf.org/nill.

The Alaska Statehood Act of 1959, www.lbblawyers.com/statetoc.htm.

The Federal Land Policy and Management Act of 1976 (FLPMA),
www.blm.gov/flpma.FLPMA.pdf www.wilderness.net/nwps/legis/FLPMA.pdf.

The Alaska Constitution 1956, <http://w3.legis.state.ak.us/media/media.php>.

The Indian Child Welfare Act (ICWA), www.nicwa.org/policy/law/icwa/ICWA.pdf

A Practical Guide to ICWA, www.narf.org/icwa/print.htm.

Oil Pollution Act of 1990, <http://www.epa.gov/oem/content/lawsregs/opaover.htm>.

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
ALASKA NATIVE POLITICS
PS/AKNS A346

I. Initiation Date: February 2010

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Alaska Native Politics
- C. Course Subject/Number: PS/AKNS A346
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introduction to historical relationships among federal, territorial, state and local laws and policies as they affect Alaska Natives and Native/non-Native relations. Includes contemporary issues and comparative case studies.

Special Note: May be used to fulfill the Alaska studies requirement for teacher certification.

- H. Status of course relative to degree or certificate program: Applies to BA in Political Science and Minor in AKNS
- I. Lab Fees: No
- J. Coordination: Alaska Native Studies, College of Education
- K. Course Prerequisites: None
- L. Registration Restrictions: Upper Division Standing

III. Course Activities

Lecture, learning centered discussion, guest lectures, exams, research, and writing assignments.

IV. Evaluation

Grading basis is A-F and will be based upon the following:

- A. Attendance and participation in learning centered discussion.
- B. Exams consisting of objective questions and short essay.
- C. Writing assignments.
- D. Research paper.

V. Course Level Justification

An upper division course that requires a familiarity with the historical relationship among federal, territorial, state, and local laws and policies as they relate to Alaska Natives.

VI. Course Outline

A. Introduction

- 1.0 Treaty of Cession and the Territory of Alaska
- 2.0 Alaska's pre-territorial status
- 3.0 Organic Act of 1884
- 4.0 Native Allotment Act
- 5.0 Formation of Alaska Native Brotherhood and Alaska Native Sisterhood
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- 4.0 Tundra Times
- 5.0 Tanana Chiefs
- 6.0 Minto Flats
- 7.0 Rampart Dam
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- 1.0 State of Alaska
- 2.0 Bush Caucus
- 2.0 Aboriginal Land Rights
- 3.0 Land Freeze, Land Selection
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- 6.0 ANCSA inspired legislation

D. Alaska National Interest Lands Conservation Act (ANILCA) and ANCSA Amendments

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E. State Policies and Organizations

- 1.0 Alaska Housing Authority
- 2.0 Rural Alaska Community Action Program (RuralCAP)
- 3.0 Alaska Office of Children Services and Indian Child Welfare Act
- 4.0 Indian Self-Determination and Education Assistance Act
- 5.0 *Tobeluk v Lind* (Molly Hootch)

F. Current Issues

- 1.0 Proposed ANILCA amendments
- 2.0 Alaska Native, federal, and state legal and policy conflicts
- 3.0 Subsistence regulations and commissions

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor Will:

1. Examine state and federal laws and regulations that affect Alaska Natives from the territorial period to the present.
2. Analyze the complex legal and political responses to ANCSA and ANILCA as evolving polices that directly impact Alaska Natives.
3. Examine Alaska policies and organizations as they pertain to Alaska Native governance, subsistence, hunting and fishing, education, and child welfare.
4. Explore current federal, state, and circumpolar issues.

B. Defined Outcomes. Student will be able to:

Student Outcomes	Assessment Procedures
Identify key policy and legal decisions that affect Alaska Natives.	Objective exams, journal entries, and discussion.
Articulate impact of ANCSA and ANILCA on Alaska Natives.	Objective exams, journal entries, research, and discussion.
Identify key polices and organizations that affect Alaska Native governance, subsistence, hunting and fishing, education, and child welfare.	Objective exams, research, and discussion.
Articulate current federal, state, and circumpolar issues as they impact Alaska Natives.	Research, journal entries, objective exams.

VIII. Suggested Text

Berger, Thomas. *Village Journey: The Report of the Alaska Native Review Commission*. New York: Hill & Wang, 1995.

Case, David S. and David A. Voluck. *Alaska Natives and American Laws*. Fairbanks: University of Alaska Press, 2002.

McBeath, Gerald A. and Thomas A. Morehouse. *Alaska Politics and Government*. Lincoln: University of Nebraska Press, 1994.

Alaska Native Claims Settlement Act at <http://www.law.cornell.edu/uscode/43/ch33.html>.

Alaska National Interest Lands Conservation Act at <http://alaska.fws.gov/asm/nilca/toc.html>.

Alaskool Website at <http://www.alaskool.org/>.

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Daley, Patrick and James, Beverly. *Cultural Politics and the Mass Media – Alaska Native Voices*, University of Illinois Press, 2004.

Grim, John A. *Indigenous Traditions and Ecology*, Harvard, Center for Study of World Religions, Cambridge, Massachusetts, 2001.

Hensley, William L. "What Rights to Land Have the Alaska Natives? The Primary Question—May, 1966, *Alaskool*,
http://www.alaskool.org/projects/ancsa/WLH/WLH66_1.htm.

Jorgensen, Joseph G. "Ethnicity, Not Culture? Obfuscating Social Science in the Exxon Valdez Oil Spill Case," *American Indian Culture and Research Journal* 19:4 (1995): 1-124.

Mitchell, Donald Craig. *Sold American: The Story of Alaska Natives and Their Land, 1867-1959*, Hanover. University of New England Press, 1997.

_____. *Take My Land, Take My Life: The Story of Congress's Historic Settlement of the Alaska Native Land Claims 1960-1971*, Fairbanks: University of Alaska Press, 2001.

Morgan, Lael. *Art and Eskimo Power, The Life and Times of Alaskan Howard Rock* Epicenter Press, Fairbanks, Alaska, 1988.

Native American Rights Fund online law library, www.narf.org/nill.

The Alaska Statehood Act of 1959, www.lbblawyers.com/statetoc.htm.

The Federal Land Policy and Management Act of 1976 (FLPMA),
www.blm.gov/flpma.FLPMA.pdf www.wilderness.net/nwps/legis/FLPMA.pdf.

The Alaska Constitution 1956, <http://w3.legis.state.ak.us/media/media.php>.

The Indian Child Welfare Act (ICWA), www.nicwa.org/policy/law/icwa/ICWA.pdf

A Practical Guide to ICWA, www.narf.org/icwa/print.htm.

Oil Pollution Act of 1990, <http://www.epa.gov/oem/content/lawsregs/opaover.htm>.

Course Content Guide

Tribes, Nations, and Peoples

AKNS/PS A411

Date: **March 10, 2010**

- | | |
|--|--|
| A. College: | College of Arts and Sciences |
| B. Course Title | Tribes, Nations, and Peoples |
| C. Course Number: | AKNS/PS A411 |
| D. Number of Credits: | 3 |
| E. Contact Hours: | 3 + 0 |
| F. Grading Basis: | A - F |
| G. Course Description: | Analyzes and evaluates the history of expansion, invasion, contemporary questions, and issues that confront Indigenous tribes, nations, and peoples, including their political, social, economic, and cultural activities. Investigates corresponding relations with non-Indigenous governments and private entities as well as international developments concerning Indigenous human rights. |
| H. Status of course relative to degree or certificate program: | Applies to Minor in AKNS and BA in Political Science |
| I. Lab Fees: | No |
| J. Coordination: | Political Science |
| K. Course Prerequisites: | PS A102 or AKNS A201 |
| L. Registration Restrictions: | Prerequisites |

I. Instructional Goals and Student Outcomes:

A. Instructors will

1. Examine the evolution of the field of international law and nation-state interaction with Indigenous peoples in various regions of the world.
2. Analyze the evolution and development of human rights standards by international organizations, as well as their roles, processes, and functions in the contemporary Indigenous world.
3. Examine the general contours of contemporary issues facing Indigenous peoples within their own communities.
4. Develop student written and oral communication skills applicable to the study of distinct cultures and peoples, and their status and rights.

5. Develop student research skills relevant to the sources and subjects of domestic and international law concerning Indigenous peoples.

B. Student will be able to

1. Discuss the effects of contact, trade, colonialism, and missionary activities on Indigenous communities.
2. Describe the physical, social, economic, and political status and conditions of Indigenous communities.
3. Analyze the policies and prescriptions of governments, international organizations, and private agencies that relate to Indigenous peoples and nations.
4. Describe the legal developments within various international organizations concerning Indigenous peoples.

II. Guidelines for Evaluation:

Student evaluation is based on regular course attendance and participation in class discussion; reading of legal cases and general comments; and an assessment of the student understanding of the basic and specific matters concerning Indigenous communities, human rights law, and general international and domestic developments concerning Indigenous peoples through performance on a midterm and a final examination. Letter grades correspond to current University grading criteria.

III. Course Level Justification:

This course has traditionally been at the 400-level, which is appropriate to the challenges of its subject matter and to the challenges posed by level of content introduced by the text and supplementary materials. It is a survey course, which offers an introduction to an important body of knowledge, literature, and writing skills. Because of the requirements in the course, the prerequisite of AKNS A201 or PS A102 ensures that students taking the course will have basic competence in concepts of the study of Indigenous politics.

IV. Topical Course Outline:

- A. Historical Context
- B. The American Indian in Western Legal Thought
- C. From Conquest to Self-Determination: Challenges to the Normative Consensus
- D. Implications of Indigenous Activism
- E. Political Thinking and First Nations
- F. Developments within the Modern Era of Human Rights: United Nations, Organization of American States, and Indigenous Declarations
- G. Identity, Citizenship and Nations, Culture, Community, and Ownership
- H. Self-government and Land Rights
- I. Self-determination: A Foundational Principle
- J. Norms Elaborating the Elements of Self-Determination
- K. The Duty of States to Implement International Norms
- L. International Monitoring Procedures
- M. Alaska Native Claims Settlement Act of 1971
- N. Future of Tribes, Nations, and Peoples

V. Suggested Texts:

Anaya, S. James. *Indigenous Peoples in International Law* (Oxford: Oxford University Press, 2004).

Iverson, Duncan, Paul Patton, and Will Sanders, eds. *Political Theory and the Rights of Indigenous Peoples* (New York: Cambridge University Press, 2002).

VI. Bibliography

Existing international legal documents available on respective international organization web sites: United Nations; Organization of American States; Organization of African States; International Labor Organization; World Intellectual Property Organization; and World Bank.

International Work Group on Indigenous Affairs online publications at <http://www.iwgia.org>

Lam, Maivan Clech. *At the Edge of the State: Indigenous Peoples and Self-Determination* (Ardsley, NY: Transnational, 2000).

Henry, Minde, Svein Jentoft, and Harold Gaski. *Indigenous Peoples, Self-Determination, Indigeneity* (Netherlands: Eburon Academic Publishers, 2008).

Williams, Robert A. *Like a Loaded Weapon: The Rehnquist Court, Indian Rights, and the Legal History of Racism in America* (Minneapolis: University of Minnesota Press, 2005).

_____. *Linking Arms Together: American Indian Treaty Visions of Law and Peace, 1600-1800* (New York: Oxford University Press, 1997).

_____. *The American Indian in Western Legal Thought: The Discourses of Conquest* (New York: Oxford University Press, 1990).

Williams, Robert A., David H. Getches, and Charles F. Wilkinson. *Cases and Materials on Federal Indian Law*, 5th ed. (St. Paul: West Publishing, 2004).

Course Content Guide

Tribes, Nations, and Peoples

PS/AKNS A411

Date: **March 10, 2010**

- | | |
|--|--|
| A. College: | College of Arts and Sciences |
| B. Course Title | Tribes, Nations, and Peoples |
| C. Course Number: | PS/AKNS A411 |
| D. Number of Credits: | 3 |
| E. Contact Hours: | 3 + 0 |
| F. Grading Basis: | A - F |
| G. Course Description: | Analyzes and evaluates the history of expansion, invasion, contemporary questions, and issues that confront Indigenous tribes, nations, and peoples, including their political, social, economic, and cultural activities. Investigates corresponding relations with non-Indigenous governments and private entities as well as international developments concerning Indigenous human rights. |
| H. Status of course relative to degree or certificate program: | Applies to Minor in AKNS and BA in Political Science |
| I. Lab Fees: | No |
| J. Coordination: | Alaska Native Studies |
| K. Course Prerequisites: | PS A102 or AKNS A201 |
| L. Registration Restrictions: | Prerequisites |

I. Instructional Goals and Student Outcomes:

A. Instructors will

1. Examine the evolution of the field of international law and nation-state interaction with Indigenous peoples in various regions of the world.
2. Analyze the evolution and development of human rights standards by international organizations, as well as their roles, processes, and functions in the contemporary Indigenous world.
3. Examine the general contours of contemporary issues facing Indigenous peoples within their own communities.
4. Develop student written and oral communication skills applicable to the study of distinct cultures and peoples, and their status and rights.

5. Develop student research skills relevant to the sources and subjects of domestic and international law concerning Indigenous peoples.

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1. Discuss the effects of contact, trade, colonialism, and missionary activities on Indigenous communities.
2. Describe the physical, social, economic, and political status and conditions of Indigenous communities.
3. Analyze the policies and prescriptions of governments, international organizations, and private agencies that relate to Indigenous peoples and nations.
4. Describe the legal developments within various international organizations concerning Indigenous peoples.

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Student evaluation is based on regular course attendance and participation in class discussion; reading of legal cases and general comments; and an assessment of the student understanding of the basic and specific matters concerning Indigenous communities, human rights law, and general international and domestic developments concerning Indigenous peoples through performance on a midterm and a final examination. Letter grades correspond to current University grading criteria.

III. Course Level Justification:

This course has traditionally been at the 400-level, which is appropriate to the challenges of its subject matter and to the challenges posed by level of content introduced by the text and supplementary materials. It is a survey course, which offers an introduction to an important body of knowledge, literature, and writing skills. Because of the requirements in the course, the prerequisite of PS A102 or AKNS A201 ensures that students taking the course will have basic competence in concepts of the study of Indigenous politics.

IV. Topical Course Outline:

- A. Historical Context
- B. The American Indian in Western Legal Thought
- C. From Conquest to Self-Determination: Challenges to the Normative Consensus
- D. Implications of Indigenous Activism
- E. Political Thinking and First Nations
- F. Developments within the Modern Era of Human Rights: United Nations, Organization of American States, and Indigenous Declarations
- G. Identity, Citizenship and Nations, Culture, Community, and Ownership
- H. Self-government and Land Rights
- I. Self-determination: A Foundational Principle
- J. Norms Elaborating the Elements of Self-Determination
- K. The Duty of States to Implement International Norms
- L. International Monitoring Procedures
- M. Alaska Native Claims Settlement Act of 1971
- N. Future of Tribes, Nations, and Peoples

V. Suggested Texts:

Anaya, S. James. *Indigenous Peoples in International Law* (Oxford: Oxford University Press, 2004).

Iverson, Duncan, Paul Patton, and Will Sanders, eds. *Political Theory and the Rights of Indigenous Peoples* (New York: Cambridge University Press, 2002).

VI. Bibliography

Existing international legal documents available on respective international organization web sites: United Nations; Organization of American States; Organization of African States; International Labor Organization; World Intellectual Property Organization; and World Bank.

International Work Group on Indigenous Affairs online publications at <http://www.iwgia.org>

Lam, Maivan Clech. *At the Edge of the State: Indigenous Peoples and Self-Determination* (Ardsley, NY: Transnational, 2000).

Henry, Minde, Svein Jentoft, and Harold Gaski. *Indigenous Peoples, Self-Determination, Indigeneity* (Netherlands: Eburon Academic Publishers, 2008).

Williams, Robert A. *Like a Loaded Weapon: The Rehnquist Court, Indian Rights, and the Legal History of Racism in America* (Minneapolis: University of Minnesota Press, 2005).

_____. *Linking Arms Together: American Indian Treaty Visions of Law and Peace, 1600-1800* (New York: Oxford University Press, 1997).

_____. *The American Indian in Western Legal Thought: The Discourses of Conquest* (New York: Oxford University Press, 1990).

Williams, Robert A., David H. Getches, and Charles F. Wilkinson. *Cases and Materials on Federal Indian Law*, 5th ed. (St. Paul: West Publishing, 2004).

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: April 1, 2010

Course Number: PER A123
Course Title: Beginning Tai Chi
Credits: 1 credit
Contact Hours: .5 + 1

I. Course Description:

Introduces Tai Chi exercises designed to improve health, tranquility, energy, and strength.

II. Course Design:

- A. Designed for individuals interested in learning Tai Chi exercises and techniques.
- B. One (1) credit
- C. Total time of student involvement: 45 hours
 - 1) Lecture: 7.5 hours
 - 2) Lab: 15 hours
 - 3) Outside: 22.5 hours
- D. Status of course relative to a degree or certificate program: N/A
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than one week.
- G. This is a revised course.
- H. Coordinated through UAA List Serv.
- I. Course level justification: Introduces new concepts and activities.

III. Course Activities:

This course will be primarily conducted in a lab setting with hands-on instruction.

IV. Course Prerequisites:

There are no prerequisites for this course.

V. Course Evaluation:

Grades will be A-F based on written/oral examinations, written assignments, skill proficiency, class attendance and participation. 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

- 2.0 Overview of Tai Chi
 - 2.1 History
 - 2.2 Terminology
 - 2.3 General principles
 - 2.4 Class etiquette
 - 2.5 Health benefits

- 3.0 Tai Chi Exercises
 - 3.1 Warm up and stretching series
 - 3.2 Basic stances
 - 3.3 Closing exercises

VII. Suggested Textbook:

Dang, T. (1994). *Beginning T'ai Chi*. North Clarendon, VT: Tuttle.

VIII. Bibliography:

- Kit, W. (2002). *The complete book of Tai Chi Chuan: A comprehensive guide to the principles and practice*. North Clarendon, VT: Tuttle.
- Liao, W. (2001). *T'ai Chi classics*. Boston, MA: Shambhala Publications.
- Man-Ch`ing, C., & Smith, R. (2004). *T'ai Chi: The "supreme ultimate" exercise for health, sport, and self-defense*. North Clarendon, VT: Tuttle.
- Rones, R., & Silver, D. (2007). *Sunrise Tai Chi: Awaken, heal and strengthen your mind, body and spirit*. Boston, MA: YMAA Publication Center.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal(s): Present the basic skills and benefits of Tai Chi.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Describe the history of Tai Chi	Written exam
Utilize Tai Chi terminology, principles, classroom etiquette	Demonstration, discussion
Demonstrate basic Tai Chi exercises	Demonstration
List physical and psychological benefits of Tai Chi	Written assignment

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: April 1, 2010

Course Number: PER A138
Course Title: Beginning Foil Fencing
Credits: 1 credit
Contact Hours: .5 + 1

I. Course Description:

Introduces the basic skills and knowledge of the sport of fencing with foils. Applies the basic principles of fencing through active participation.

II. Course Design:

- A. Designed for individuals interested in learning modern foil fencing techniques and skills.
- B. One credit
- C. Total time of student involvement: 45 hours
 - 1) Lecture: 7.5 hours
 - 2) Lab: 15 hours
 - 3) Outside: 22.5 hours
- D. Status of course relative to a degree or certification program: N/A
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks.
- G. This is a new course.
- H. Coordinated through UAA List Serv.
- I. Course level justification: Introduces new concepts and activities.

III. Course Activities:

Includes lecture, discussions, group exercises, self-evaluation techniques, and hands-on skill development.

IV. Course Prerequisites:

There are no prerequisites for this course.

V. Course Evaluation:

Grades will be A-F based on written/oral examinations, written assignments, skill proficiency, class attendance and participation.

VI. Course Curriculum:

1.0 Course Introduction

- 1.1 Class and campus/facility safety
- 1.2 Appropriate apparel and footwear

2.0 Introduction to Foil Fencing

- 2.1 History of fencing
- 2.2 Equipment presentation and fitting
- 2.3 Class terminology/vocabulary
- 2.4 Warm-up and stretching routine
- 2.5 Fencing: game concepts, priority, 'right-of-way'

3.0 Basic Positions and Movement Techniques

- 3.1 Ready position & salute
- 3.2 On guard position
- 3.3 Advance
- 3.4 Retreat
- 3.5 Cross-over advance
- 3.6 Cross-over retreat
- 3.7 Apelle step
- 3.8 Ballestra
- 3.9 Patanondo
- 3.10 Lunge (reprise and redoublement)

4.0 Basic Parry Positions and Blade Techniques

- 4.1 Parry in four
- 4.2 Parry in six
- 4.3 Parry in seven
- 4.4 Parry in eight
- 4.5 Circle four parry
- 4.6 Circle six parry
- 4.7 Circle seven parry
- 4.8 Circle eight parry
- 4.9 Disengage
- 4.10 Counter
- 4.11 Coupe/cutover
- 4.12 Beat
- 4.13 Press
- 4.14 Thrust
- 4.15 Stop hit
- 4.16 Ripostes in line

5.0 Offensive/Defensive Concepts & Strategies

- 5.1 Simple & compound attacks
- 5.2 Psychological refractory period and the prepared attack
- 5.3 False attack & second intention
- 5.4 Parry-riposte & the transition of the priority

5.5 Parry patterns in stopping the prepared attack

6.0 Benefits of Fencing

6.1 Physical fitness

6.2 Concentration

6.3 Discipline and confidence

6.4 Social interaction

6.5 Analytical thinking and problem solving

VII. Suggested Textbooks:

Volkman, R. (2002). *Magnum libre d'escrime* (3rd ed.). Atlanta, GA: Author

Gaugler, W. (2004). *The science of fencing: A comprehensive manual for master and student*. Bangor, ME: Laureate Press.

VIII. Bibliography:

Bower, M. (1985). *Foil fencing* (5th ed.). Dubuque, IA: William C. Brown.

Evangelista, N. (2000). *The inner game of fencing*. Dallas, TX: Master Press.

Garret, R., Kaidanov, E., & Pezza, G. (1996). *Foil, epee, saber fencing skill*. University Park, PA: Pennsylvania State University.

Lukovich, L. (1986). *Fencing*. Budapest, Hungary: Corvina.

Cohen, R. (2002). *By the sword*. New York, NY: Random House.

United States Fencing Association, Inc., F.I.E. (2008). *Fencing rules*. Colorado Springs, CO: Author.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal(s):

Present basic foil fencing skills and techniques including history, rules and competition procedures of foil fencing.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Describe the basic concepts of the game of fencing	Written Exam
Utilize the basic terminology of fencing	Written & Practical Exam
Demonstrate basic proficiency in the footwork and blade techniques taught in the course	Skills Test and Class Competition
Demonstrate a basic working knowledge of the competition rules and procedures	Written Exam, Lab & Class Competition
Demonstrate strategy development and tactical problem solving	Written Exam and Lab participation

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: April 1, 2010

Course Number: PER A223
Course Title: Intermediate Tai Chi
Credits: 1 credit
Contact Hours: .5 + 1

I. Course Description:

Presents intermediate level Tai Chi exercises designed to improve health, tranquility, energy, and strength.

II. Course Design:

- A. Designed for individuals interested in applying intermediate Tai Chi exercises and techniques.
- B. One (1) credit
- C. Total time of student involvement: 45 hours
 - 1) Lecture: 7.5 hours
 - 2) Lab: 15 hours
 - 3) Outside: 22.5 hours
- D. Status of course relative to a degree or certificate program: N/A
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than one week.
- G. This is a revised course.
- H. Coordinated through UAA List Serv.
- I. Course level justification: Builds on introductory concepts and activities.

III. Course Activities:

This course will be primarily conducted in a lab setting with hands-on instruction.

IV. Course Prerequisites:

PER A123 Beginning Tai Chi

V. Course Evaluation:

Grades will be A-F based on written/oral examinations, written assignments, skill proficiency, class attendance and participation. 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

2.0 Overview of Tai Chi

2.1 Basic history, principles, terminology, class etiquette

2.2 Intermediate/advanced terminology

2.3 Health Benefits

2.4 Planning for continued participation

3.0 Tai Chi Exercises

3.1 Warm up and stretching series

3.2 Review basic stances

3.3 Intermediate Tai Chi stances

3.4 Closing exercises

VII. Suggested Textbook:

Chia, M., & Li, J. (2005). *The inner structure of Tai Chi: Mastering the classic forms of Tai Chi Chi Kung* (2nd ed.). Huntington, NY: Destiny Books.

VIII. Bibliography:

Kit, W. (2002). *The complete book of Tai Chi Chuan: A comprehensive guide to the principles and practice*. North Clarendon, VT: Tuttle.

Liao, W. (2001). *T'ai Chi classics*. Boston, MA: Shambhala Publications.

Man-Ch`ing, C., & Smith, R. (2004). *T'ai Chi: The "supreme ultimate" exercise for health, sport, and self-defense*. North Clarendon, VT: Tuttle.

Rones, R., & Silver, D. (2007). *Sunrise Tai Chi: Awaken, heal and strengthen your mind, body and spirit*. Boston, MA: YMAA Publication Center.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal(s): Present intermediate level Tai Chi skills and techniques.

Student Outcomes	Assessment Procedures
After successful completion of the course, the student will be able to:	
Utilize Tai Chi terminology, principles, classroom etiquette	Demonstration, discussion
Demonstrate intermediate level Tai Chi exercises	Demonstration
Develop a plan of action for utilizing Tai Chi exercises and techniques in their daily lives	Written assignment
List physical and psychological benefits of Tai Chi	Written assignment

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

Department: HPER

Date: April 1, 2010

Course Number: PER A238

Course Title: Intermediate Foil Fencing

Credits: 1 credit

Contact Hours: .5 + 1

I. Course Description:

Reinforces the basic skills and knowledge of the sport of fencing with foils and introduces intermediate level movement, skills, and strategies. Applies the intermediate level principles of fencing through active participation.

II. Course Design:

- A. Designed for individuals interested in increasing their knowledge of modern foil fencing techniques and skills to the intermediate level.
- B. One credit
- C. Total time of student involvement: 45 hours
 - 1) Lecture: 7.5 hours
 - 2) Lab: 15 hours
 - 3) Outside: 22.5 hours
- D. Status of course relative to a degree or certification program: N/A
- E. A fee will be assessed.
- F. May be scheduled in any time frame, but not less than two weeks.
- G. This is a new course.
- H. Coordinated with the UAA List Serv.
- I. Course level justification: Builds on introductory skills and knowledge.

III. Course Activities:

Includes lecture, discussions, group exercises, self-evaluation techniques, and hands-on skill development.

IV. Course Prerequisites:

PER A138 Beginning Foil Fencing

V. Course Evaluation:

Grades will be A-F based on written/oral examinations, written assignments, skill proficiency, class attendance and participation.

VI. Course Curriculum:

1.0 Course Introduction

- 1.1 Class and campus/facility safety
- 1.2 Appropriate apparel and footwear

2.0 Introduction to Intermediate Foil Fencing

- 2.1 Historical review of fencing
- 2.2 Equipment presentation and fitting
- 2.3 Class terminology/vocabulary
- 2.4 Warm-up and stretching routine
- 2.5 Fencing review: game concepts, priority and 'right-of-way'

3.0 Fencing Positions and Movement Techniques

- 3.1 On guard position, advance, retreat, cross-over advance & retreat, apelle step, ballestra, patanondo, and lunge (reprise and redoublement)
- 3.2 Contra d'attaque (with and without opposition)
- 3.3 Fleche attack
- 3.4 'Prep-step' advance
- 3.5 Introduction of tempo change in fencing movement
- 3.6 Development of explosive speed and power in fencing movement
- 3.7 Development of combination steps and transitions

4.0 Parry Positions and Blade Techniques

- 4.1 Parry in four, parry in six, parry in seven, parry in eight, circle parries in four, six, seven & eight, disengage, counter, coupe/cutover, beat, press, thrust, stop hit
- 4.2 Parry in third
- 4.3 Parry in prime
- 4.4 Parry in second
- 4.5 Circle third parry
- 4.6 Circle second parry
- 4.7 Circle prime parry
- 4.8 Envelopment parries
- 4.9 Glise/glide
- 4.10 Opposition thrust
- 4.11 Derobement

5.0 Offensive/Defensive Concepts & Strategies

- 5.1 Simple & compound attacks
- 5.2 Psychological refractory period and the prepared attack
- 5.3 False attack & second intention
- 5.4 Parry-riposte & the transition of the priority
- 5.5 Parry patterns in stopping the prepared attack
- 5.6 Reaction time-movement time and speed of attack
- 5.7 Stimulus over-load and the prepared attack
- 5.8 Situational and time management of bouts

- 5.9 Opponent evaluation in strategy and tactics
- 5.10 Touch analysis and positional awareness in bouts
- 5.11 Basic directing terminology and skills

6.0 Benefits of Fencing

- 6.1 Increased level of physical fitness
- 6.2 Improves ability to concentrate
- 6.3 Develops discipline and confidence
- 6.4 Encourages social interaction
- 6.5 Enhances analytical thinking and problem solving

VII. Suggested Textbooks:

Volkman, R. (2002). *Magnum libre d'escrime* (3rd ed.). Atlanta, GA: Author
 Gaugler, W. (2004). *The science of fencing: A comprehensive manual for master and student*. Bangor, ME: Laureate Press.

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 Cohen, R. (2002). *By the sword*. New York, NY: Random House.
 United States Fencing Association, Inc., F.I.E. (2008). *Fencing rules*. Colorado Springs, CO: Author.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goal(s):

Present intermediate foil fencing skills and techniques to enhance the strategic, tactical, and analytical capabilities of the developing fencer.

Student Outcomes After successful completion of the course, the student will be able to:	Assessment Procedures
Describe the basic and intermediate concepts of the game of fencing	Written Exam
Utilize the basic and intermediate terminology of fencing in training and competitive situations	Written Exam, Skills Test, and Class Competition
Demonstrate intermediate proficiency in footwork and blade techniques	Lab Performance, Skills Test, and Class

	Competition
Demonstrate a functioning knowledge of the competition rules and procedures	Written Exam, Lab Performance, and Class Competition
Demonstrate strategic planning, tactical problem solving, and situational analysis	Written Exam, Lab Performance, and Class Competition
Perform at a basic level as director of a bout or match with functional knowledge of the rules, procedures and techniques of officiating	Lab Performance