Undergraduate Academic Board
Agenda

April 12, 2013
2:00-5:00
ADM 204

I. Roll
( ) Dave Fitzgerald (CBPP)  ( ) Ira Ortega (COE)  ( ) Christina Stuive (SA)  ( ) Adjunct vacancy
( ) Paola Banchero (CAS)  ( ) Jeffrey Callahan (CTC)  ( ) Francisco Miranda (FS CAS)  ( ) USUAA vacancy
( ) Mari Ippolito (CAS)  ( ) Utpal Dutta (SOE)  ( ) Alberta Harder (FSAL)  Ex-Officio Members:
( ) Barbara Harville(CAS)  ( ) Michael Hawfield (KPC)  ( ) Soren Orley (FSAL)  ( ) Susan Kalina
( ) Len Smiley (CAS)  ( ) Kevin Keating (LIB)  ( ) FS at large vacancy  ( ) Lora Volden
( ) Lynn Senette (COH)  ( ) Joan O’Leary (Mat-su)  ( ) Kathryn Hollis Buchanan(Kodiak)  ( ) S&P
( ) Eileen Weatherby (COH)  ( ) Vacant (Adjunct)

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

III. Approval of Meeting Summary (pg. 3-5)

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden
   Minor Catalog Change for Elementary Education (pg. 6)

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald

B. GERC

VI. Program/Course Action Request- Second Readings
Chg ACCT A316 Accounting Information Systems II (3 cr)(3+0)(pg. 7-11)
Chg SOC A377 Sociology of Gender (3 cr)(3+0)(pg. 12-15)
Chg BA, Computer Science (pg. 16-26)
Chg BS, Computer Science (pg. 27-34)
Chg BSE, Computer Systems Engineering (pg. 35)

VII. Program/Course Action Request- First Readings
Del PSY A327 Field Experience in Psychology I (3 cr)(1+6)(pg. 36-37)
Chg PSY A427 Field Experience in Psychology (3 cr)(1+6)(pg. 38-42)
Del OEC, Community Mental Health Services (pg. 43-44)
Chg BS, Psychology (pg. 45)
Chg BA, Psychology (pg. 46-55)
Chg AAS, Construction Management (pg. 56-58)
Chg BS, Construction Management (pg. 59-69)
VIII. Old Business
   A. Program Deletion and Suspension Policy (pg. 70-92)
   B. Language Regarding Concentrations

IX. New Business

X. Informational Items and Adjournment
March 29, 2013
2:00-5:00
ADM 204

I. Roll
(x) Dave Fitzgerald (CBPP) (e) Ira Ortega (COE) (e) Christina Stuive (SA) ( ) Adjunct vacancy
(x) Paola Banchero (CAS) (x) Jeffrey Callahan (CTC) (x) Francisco Miranda (FS CAS) ( ) USUAA vacancy
(x) Mari Ippolito (CAS) (x) Upal Dutta (SOE) (x) Alberta Harder (FSAL) Ex-Officio Members:
(x) Barbara Harville (CAS) (x) Michael Hawfield (KPC) (x) Soren Orley (FSAL) (x) Susan Kalina
(x) Len Smiley (CAS) (x) Kevin Keating (LIB) ( ) FS at large vacancy (x) Lora Volden
(x) Lynn Senette (COH) (x) Joan O'Leary (Mat-su) (x) Kathrynn Hollis Buchanan (Kodiak) (x) S&P
(x) Eileen Weatherby (COH) ( ) Vacant (Adjunct)

II. Approval of the Agenda (pg.1-2)
Add program deletion and suspension to old business
Approved as amended

III. Approval of Meeting Summary (pg. 3-6)
Approved

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
Will submit a report at the next meeting of upcoming projects

B. University Registrar Lora Volden
Fall registration opened today for graduate students

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald

B. GERC
Approved JUST A460 and BIOL A373 with revisions
Identified GER courses that have not been updated in ten years

VI. Program/Course Action Request- Second Readings
Chg OEC, Outdoor Leadership (pg. 7)
Unanimously Approved

Chg Minor, Athletic Training (pg. 8)
Unanimously Approved

Chg BS, Physical Education (pg. 9-30)
Unanimously Approved

Chg BBA, Management (pg. 31-32)
Unanimously Approved

Chg BBA, Finance (pg. 33-43)
Unanimously Approved

Chg JUST A374 The Courts (3 cr)(3+0)(pg. 44-49)
Unanimously Approved

Chg JUST A460 Justice in Crisis (GER)(3 cr)(3+0)(pg. 50-57)
Unanimously Approved
Chg    BIOL A373  Conservation Biology (GER)(3 cr)(3+0)(pg. 58-62)
Unanimously Approved

VII. Program/Course Action Request- First Readings

Add    CSCE A415  Machine Learning (3 cr)(3+0)(pg. 63-67)
Waive first reading, approve for second

Add    CSCE A446  Digital Media and Interactive Systems (3 cr)(3+0)(pg. 68-73)
Waive first reading, approve for second

Add    CSCE A450  Robotics (3 cr)(3+0)(pg. 74-78)
Waive first reading, approve for second

Add    CSCE A460  Advanced Database Systems (3 cr)(3+0)(pg. 79-82)
Waive first reading, approve for second

Add    CSCE A462  Data Mining (3 cr)(3+0)(pg. 83-86)
Waive first reading, approve for second

Add    CSCE A485  Computer Machine Vision (3 cr)(3+0)(pg. 87-91)
Waive first reading, approve for second

Chg    Minor, Computer Systems Engineering (pg. 92-94)
Waive first reading, approve for second

Chg    Minor, Computer Science (pg. 95-97)
Waive first reading, approve for second

Chg    BA, Computer Science (pg. 98-105)
Accepted for first reading

Chg    BS, Computer Science (pg. 106-111)
Accepted for first reading

Add    EE A307  Introduction to Power Systems (3 cr)(3+0)(pg. 112-115)
Waive first reading, approve for second

Add    EE A333  Electronic Devices (3 cr)(3+0)(pg. 116-119)
Waive first reading, approve for second

Chg    Minor, Electrical Engineering (pg. 120-122)
Waive first reading, approve for second

Chg    BS, Engineering (pg. 123-136)
Waive first reading, approve for second (PAR for CSE will come back to the board)

Del    Undergraduate Certificate, Practical Nursing (pg. 137-138)
Waive first reading, approve for second

Add    CE A461  Hydraulic Analysis and Design (3 cr)(3+0)(pg. 139-142)
Waive first reading, approve for second

Add    CE A464  Hydrologic Analysis and Design (3 cr)(3+0)(pg. 143-146)
Waive first reading, approve for second
VIII. Old Business
   A. Language Regarding Concentrations
      Handout was distributed to the board and posted online to the agenda website
      Handout outlined seven main issues concerning concentrations
      Discussed setting a maximum number of credit hours/units

   B. Draft Academic Program Suspension and Deletion Policies and Cover Memo Template (pg. 2-9)
      Discussed the policy and the parties responsible for initiating

IX. New Business

X. Informational Items and Adjournment
April 12, 2013

To: UAB Governance Board  
From: Lora Volden, University Registrar  

Re: Minor Catalog Change for Elementary Education

Last year the College of Education submitted curriculum changes for the Bachelor of Arts, Elementary Education. Students in this major are required to do a total of 9 credits of internship, but may choose to use HNRS A499 Honors Thesis to meet three of these credits.

This should have been reflected by indicating the student could complete either 9 credits of EDELA495B or 6 credits of EDELA495B and 3 credits of EDELA499.

EDELA495B Elementary Education Internship 9  
For Honors Option Senior Requirement: 9  
HRNS A499 Thesis (3)  
and  
EDELA495B Elementary Education Internship (6)

Instead it was reflected in the catalog as students could do between 6-9 credits of EDELA495B and 3 credits of EDELA499 (if they wanted to do the Honors College Option).

EDELA495B Elementary Education Internship 6-9  
For Honors Option Senior Requirement:  
HRNS A499 Thesis (3)  
and  
EDELA495B Elementary Education Internship (6)

I am asking to allow my office to correct this error as a minor catalog change. The intent was clear, but formatting has skewed the interpretation.
# Course Action Request

## University of Alaska Anchorage

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

| 1a. School or College | CB CBPP |
| 1b. Division | ADBP Division of Business Programs |
| 1c. Department | ACCT |

| 2. Course Prefix | ACCT |
| 3. Course Number | A316 |

| 4. Previous Course Prefix & Number | N/A |
| 5a. Credits/CEUs | 3 |
| 5b. Contact Hours | (Lecture + Lab) (3+0) |

### Complete Course Title

Accounting Information Systems II

Abbreviated Title for Transcript (30 character)

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

### Type of Action:
- Add
- Change
- Delete

If a change, mark appropriate boxes:

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

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

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

### Implementation Date
- semester/year
- From: Spring/2014
- To: /9999

### Cross Listed with
- Stacked with

### Coordination Email
- Date: 04/02/2013
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### Coordination with Library Liaison
- Date: 04/02/2013

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

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

Studies the Accounting Information System (AIS) as an integral component of an enterprise information system. Emphasizes data modeling and database design of accounting systems. Covers internal controls and systems documentation.

### Course Prerequisite(s) (list prefix and number)
- [ACCT A202 and ACCT A216 and (CIS A280 or CIS A305)] with a minimum grade of C

### Test Score(s)
- N/A

### Co-requisite(s) (concurrent enrollment required)
- N/A

### Other Restriction(s)
- College
- Major
- Class
- Level

### Registration Restriction(s) (non-codable)
- College of Business and Public Policy majors must be admitted to upper-division standing.

### Mark if course has fees Standard CBPP computer lab fee
- Standard CBPP computer lab fee

### Mark if course is a selected topic course
- Selected topic course

### Justification for Action

- Added CIS A280 as an alternative to CIS A305 as a prerequisite. Updated course description, suggested text and bibliography.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soren Orley</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
</tr>
</tbody>
</table>
I. Date Initiated March 18, 2013

II. Course Information
College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Accounting Information Systems II
Course Number: ACCT A316
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours

Grading Basis: A – F
Course Description: Studies the Accounting Information System (AIS) as an integral component of an enterprise information system. Emphasizes data modeling and database design of accounting systems. Covers internal controls and systems documentation.

Course Prerequisites: [ACCT A202 and ACCT A216 and (CIS A280 or CIS A305)] with a minimum grade of C

Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Discussions
B. Lectures
C. In-class activities
D. Projects
E. Supplementary readings
F. Group presentations

IV. Course Level Justification
The course requires knowledge gained in 200-level accounting courses. The national standard for this course is 300-level.
V. Outline
A. Systems Documentation
B. Internal Controls
C. Relational Databases in an Accounting Environment
D. Data Modeling and Database Design Using the Resources-Events-Agents (REA) Model
E. Building Accounting Systems Using the REA Model and Relational Database Software
F. Computer-Based Internal Controls
G. Fraud Examination

VI. Suggested Text

VII. Bibliography


Required texts are supplemented with current readings, primarily from the Business Source Premier electronic database in the UAA Consortium Library.

VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals. The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the evolution of accounting information systems.</td>
</tr>
<tr>
<td>2. Demonstrate systems documentation techniques including document flowcharts, data flow diagrams, and systems flowcharts to evaluate existing systems and the design of new systems.</td>
</tr>
<tr>
<td>3. Introduce relational databases as they apply to accounting.</td>
</tr>
<tr>
<td>4. Discuss the issues involved in designing a database and introduce database modeling using the REA model.</td>
</tr>
<tr>
<td>5. Discuss the steps for implementing an REA model in a database.</td>
</tr>
<tr>
<td>6. Discuss the internal control implications of building accounting systems in a database.</td>
</tr>
</tbody>
</table>
### B. Student Learning Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the evolution of accounting information systems.</td>
<td>Exams, quizzes, or in-class exercises</td>
</tr>
<tr>
<td>2.</td>
<td>Use flowcharts and data flow diagrams to analyze, evaluate, and develop information systems.</td>
<td>Exams or quizzes</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the relational database model as used in accounting and contrast it with the traditional accounting model.</td>
<td>Exams or quizzes</td>
</tr>
<tr>
<td>4.</td>
<td>Identify the issues involved in designing a database.</td>
<td>Exams or quizzes</td>
</tr>
<tr>
<td>5.</td>
<td>Model data using the REA model.</td>
<td>Exams, quizzes, and homework</td>
</tr>
<tr>
<td>6.</td>
<td>Implement an REA model of a specific transaction cycle in a relational database.</td>
<td>Projects</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluate one of the top ten technology issues facing the accounting profession as identified by the American Institute of Certified Public Accountants Top Ten Technology list.</td>
<td>Presentations</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>SOC</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
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<tr>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>(3+0)</td>
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<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Sociology of Gender</td>
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<tr>
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<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<th>7. Type of Course</th>
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<td>Academic</td>
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<td>Preparatory/Development</td>
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<td>Professional Development</td>
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<th>8. Type of Action:</th>
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<th>If a change, mark appropriate boxes:</th>
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<td>Prefix</td>
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<td>Grading Basis</td>
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<td>Course Description</td>
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<td>Test Score Prerequisites</td>
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<td>Other Restrictions</td>
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<tr>
<td>Contact Hours</td>
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<tr>
<td>Repeat Status</td>
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<tr>
<td>Cross-Listed/Stacked</td>
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<tr>
<td>Course Prerequisites</td>
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<td>Co-requisites</td>
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<tr>
<td>Registration Restrictions</td>
</tr>
<tr>
<td>College</td>
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<th>9. Repeat Status No</th>
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<th>10. Grading Basis</th>
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<td>A-F</td>
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<td>P/NP</td>
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<tr>
<th>11. Implementation Date</th>
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<tbody>
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<td>From: Spring /2013</td>
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<td>To: /9999</td>
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<tr>
<th>12. Cross Listed with</th>
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<tr>
<td>Stacked</td>
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<tr>
<td>Cross-Listed Coordination Signature</td>
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<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
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<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
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<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>Women's Studies</td>
<td>132</td>
<td>4/16/2012</td>
<td>Kimberly Pace</td>
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<td>2.</td>
<td></td>
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<td>3.</td>
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<tr>
<th>Initiator Name (typed):</th>
<th>Nelta Edwards</th>
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<td>Initiator Signed Initials:</td>
<td>_________</td>
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<tr>
<td>Date:</td>
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<table>
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<tr>
<th>13b. Coordination Email</th>
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<tbody>
<tr>
<td>Date: 4/9/12</td>
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</table>

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

<table>
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<tr>
<th>13c. Coordination with Library Liaison</th>
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<th>14. General Education Requirement</th>
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<tr>
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<tr>
<td>Oral Communication</td>
</tr>
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<td>Written Communication</td>
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<tr>
<td>Quantitative Skills</td>
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<td>Humanities</td>
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<td>Social Sciences</td>
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<td>Natural Sciences</td>
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<td>Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines gender as a system of beliefs and practices that create difference between females and males. Analyzes how that difference is created and maintained via social institutions and critiques the outcomes of these arrangements.</td>
</tr>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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</thead>
<tbody>
<tr>
<td>SOC A101 with a minimum grade of C</td>
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<tr>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>16d. Other Restriction(s)</th>
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<td>College</td>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Routine update of course content guide, course description, and prerequisite change, and course title to increase the standards to better reflect the study of the sociology of gender.</td>
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<th>Initiator (faculty only)</th>
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<tbody>
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<td>Nelta Edwards</td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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<td>Dean/Director of School/College</td>
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</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
</tr>
<tr>
<td>Board Chairperson</td>
<td></td>
</tr>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>

12
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
April 2012

School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A377
Number of Credits: 3
Course Title: Sociology of Gender
Grading Basis: A-F

Course Description: Examines gender as a system of beliefs and practices that create difference between females and males. Analyzes how that difference is created and maintained via social institutions and critiques the outcomes of these arrangements.

Prerequisites(s): SOC A101 with a minimum grade of C.

Fees: None

Course Level Justification: This is an upper-level course that requires familiarity with the fundamental concepts, methods, and vocabulary of sociology

Instructional Goals

<table>
<thead>
<tr>
<th>The instructor will:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the sociological research contributions to the study of gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>2. Review the issues and concerns related to social justice and gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>3. Illustrate the relationship between gender and socialization.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>4. Present theories prominent in the sociology of gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>5. Identify the various social constructions of gender.</td>
<td>Exams and assignments</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

<table>
<thead>
<tr>
<th>The student will:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the sociological imagination to gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>2. Classify the empirical patterns of gender inequality.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>3. Identify the cultural and structural aspects of gender.</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>4. Formulate a sociological research question about gender.</td>
<td>Paper</td>
</tr>
<tr>
<td>5. Synthesize the various sociological theories about gender.</td>
<td>Exams and assignments</td>
</tr>
</tbody>
</table>
Guidelines for Evaluation

Students are evaluated on the basis of assignments, exams, and a paper.

Topical Course Outline

1. Introduction
2. Gender socialization
3. Bodies—the materiality of gender
4. Intersections of race and class
5. Sexualities
6. Violence
7. Families
8. Education
9. Work
10. Health and illness
11. Media
12. Politics

Texts


Bibliography


**Suggested Periodicals**

*American Journal of Sociology*
*American Sociological Review*
*Contexts*
*Gender and Society*
*Journal of Social Issues*
*Men and Masculinities*
*Sociological Perspectives*
*Social Problems*

**Internet Sources**

Institute for Women's Policy Research
http://www.iwpr.org
# Program/Prefix Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td>Computer Science &amp; Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts, Computer Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
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<tbody>
<tr>
<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate:</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
</tr>
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This program is a Gainful Employment Program: □ Yes or □ No

<table>
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<th>4. Type of Action:</th>
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<tr>
<td>PROGRAM</td>
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<tr>
<td>□ Change</td>
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<tr>
<td>□ Inactivate</td>
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<table>
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<th>5. Implementation Date (semester/year)</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: SOE</td>
</tr>
<tr>
<td>Initiator Name (typed): Kenrick Mock</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________</td>
</tr>
<tr>
<td>Date:________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
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<tbody>
<tr>
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<tr>
<th>6c. Coordination with Library Liaison</th>
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<td>Date: 12-10-12</td>
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<th>7. Title and Program Description - Please attach the following:</th>
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<td>☑ Cover Memo       ☑ Catalog Copy in Word using the track changes function</td>
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<table>
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<tr>
<th>8. Justification for Action</th>
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<tbody>
<tr>
<td>The program revision shares core courses with the Computer Systems Engineering program and updates the curriculum. The Student Learning Outcomes for the program were updated to match ABET's outcomes for accreditation.</td>
</tr>
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<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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</thead>
<tbody>
<tr>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Date</th>
</tr>
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</table>

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

| ☐ Approved |
| ☐ Disapproved |
| Undergraduate/Graduate Academic Board Chair |
| Date |

| ☐ Approved |
| ☐ Disapproved |
| Provost or Designee |
| Date |
The Department of Computer Science and Engineering offers courses covering the major areas of computer science. These courses constitute the basis for an undergraduate major that prepares students for a variety of professional and technical careers in business, industry and government, or for graduate work leading to advanced degrees. In addition, the department offers courses for students from other fields that will use computer science as a tool in their own areas.

The department offers two degrees in computer science: the Bachelor of Arts in Computer Science and the Bachelor of Science in Computer Science. The BA gives the student the opportunity to obtain a liberal arts background while the BS program gives the student the opportunity to pursue a sciences background. The BS is recommended for those seeking to pursue a graduate degree in computer science.

Both degrees prepare the student to pursue a professional career in the computing field and are based on the 2012-13 computing curriculum guidelines developed by the Accreditation Board for Engineering and Technology (ABET). The core of both degrees emphasizes broad fundamental principles of computer science and teaches the student the necessary skills to develop solutions using current or future technology. The core topics include computer programming, systems organization, software engineering, databases and theory. Upon completion of the core topics, the student may select electives that explore specific areas of computer science, such as computer graphics, architecture or intelligent systems.

Accreditation

The Bachelor of Science in Computer Science program is accredited by the Computing Accreditation Commission of ABET, www.abet.org.

Program Objectives

The Computer Science program has adopted the following educational program objectives for the Bachelor of Arts and the Bachelor of Science degrees in Computer Science. Graduates with these degrees will achieve some or all of these objectives within five years of graduation:

1. Make contributions to the computing profession and apply computational solutions to solve real-world problems.
2. Successfully adapt to changes in the field of computer science.
3. Meet or exceed the expectations of their employers and professional mentors as computer science professionals and advance in their career.
4. Be admitted to and successfully complete advanced degree programs.
5. Contribute to the Alaska economy through their professional accomplishments in computing.

Student Learning Outcomes

Upon completion of the Bachelor of Arts or Bachelor of Science program in Computer Science, graduates will be able to:

1. Apply knowledge of computing and mathematics appropriate to the discipline.
2. Analyze a problem, and identify and define the computing requirements appropriate to its solution.
3. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Function effectively on teams to accomplish a common goal.
5. Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities.
6. Communicate effectively with a range of audiences, including technical and non-technical audiences for business, end-user, client, and computing contexts.
7. Analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognize the need for and an ability to engage in continuing professional development.
9. Use current techniques, skills, and tools necessary for computing practice.
10. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. Apply design and development principles in the construction of software systems of varying complexity.

**Honors in Computer Science**

Students majoring in Computer Science are eligible to graduate with departmental honors if they satisfy the following requirements:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7 of this catalog.
2. Meet the requirements for a BA/BS degree in Computer Science.
3. Earn a grade point average of 3.50 or above in the major requirements.
4. Complete a minimum of 12 upper division credits required for the major in residence.

**Bachelor of Arts, Computer Science**

**Admission Requirements**

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations.

**Graduation Requirements**

Students must complete the following graduation requirements:

**A. General University Requirements**

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

**B. General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

**C. Major Requirements**

1. Complete the following breadth courses in the liberal arts (27-29 credits):
   
   a. **Cultural Heritages (12 credits)**
      
      Comparative Cultures
      ANTH A250 The Rise of Civilization 3
      
      Western Culture
      HIST A101 Western Civilization I 3
      HIST A102 Western Civilization II 3
      
      American Culture
      HIST A131 History of United States I (3) 3
      HIST A132 History of United States II (3)
      PS A101 Introduction to American Government (3)

   b. **Arts and Letters (15-17 credits)**
      
      Introduction to Literature
      ENGL A121 Introduction to Literature (3) 3
      ENGL A301 Literature of Britain I (3)
      ENGL A302 Literature of Britain II (3)
ENGL A305 National Literatures in English (3)
ENGL A306 Literature of the United States I (3)
ENGL A307 Literature of the United States II (3)

Language/Humanities

Any two-semester sequence in one of the following humanities sequences or in a language other than English:

- AKNS A101A Elementary Central Yup’ik Language I (4)
- AKNS A102A Elementary Central Yup’ik Language II (4)
- AKNS A101B Elementary Tlingit Language I (4)
- AKNS A102B Elementary Tlingit Language II (4)
- AKNS A101C Elementary Alaska Native Language I (4)
- AKNS A102C Elementary Alaska Native Language II (4)
- AKNS A101E Elementary Alutiiq Language I (4)
- AKNS A102E Elementary Alutiiq Language II (4)

- ART A261 History of Western Art I (3)
- ART A262 History of Western Art II (3)
- ENGL A201 Masterpieces of World Literature I (3)
- ENGL A202 Masterpieces of World Literature II (3)
- MUS A221 History of Music I (3)
- MUS A222 History of Music II (3)
- PHIL A211 History of Philosophy I (3)
- PHIL A212 History of Philosophy II (3)
- PHIL A313 Eastern Philosophy and Religion (3)
- PHIL A314 Western Religions (3)

- PS A332 History of Political Philosophy I: Classical (3)
- PS A333 History of Political Philosophy II: Modern (3)
- THR A311 Representative Plays I (3)
- THR A312 Representative Plays II (3)
- THR A411 History of the Theatre I (3)
- THR A412 History of the Theatre II (3)
c. Ways of Knowing (3 credits)
   ENGL A120   Critical Thinking (3)  3
   PHIL A101   Introduction to Logic (3)
   PHIL A201   Introduction to Philosophy (3)
   PHIL A301   Ethics (3)
   PHIL A421   Philosophy of the Sciences (3)

d. Social Behavior (3 credits)
   Double majors must choose a course not in their major.
   ANTH A101   Introduction to Anthropology (3)  3
   COMM A101   Introduction to Human Communication (3)
   ECON A201   Principles of Macroeconomics (3)
   JPC A101    Media and Society (3)
   PS A102     Introduction to Political Science (3)
   PSY A111    General Psychology (3)
   SOC A101    Introduction to Sociology (3)
   SWK/ HUMS A106 Social Welfare (3)

2. Complete the following core courses (42 credits):
   CSCE A201   Computer Programming I  4
   CSCE A202   Object-Oriented Programming  3
   CSCE A211   Computer Programming II  4
   CSCE/EE A241 Computer Hardware Concepts  4
   CSCE A248   Computer Organization and Assembly Language Programming  3
   CSCE A311   Data Structures and Algorithms  3
   CSCE A320   Operating Systems  3
   CSCE A331   Programming Language Concepts  3
   CSCE A351   Automata, Algorithms, and Complexity  3
   CSCE A360   Database Systems  3
   CSCE A365   Computer Networks  3
   CSCE A401   Software Engineering  3
   CSCE A470   Computer Science and Engineering Capstone Project  3

3. Complete the following required support courses (16-17 credits):
   ENGL A312   Advanced Technical Writing (3)  3
   or
   ENGL A414   Research Writing (3)
   MATH A200   Calculus I (4)  3-4
   or
   MATH A272   Applied Calculus (3)
   MATH A231   Introduction to Discrete Mathematics  3
   PHIL A305   Professional Ethics (3)  3
   STAT A253   Applied Statistics for the Sciences (4)  4
   or
   STAT A307   Probability and Statistics (4)
4. Complete an additional 12 upper division credits in Computer Science/Computer Systems Engineering (CSCE prefix), Mathematics (excluding MATH A420 and MATH A495), or Statistics. Nine of these credits must be in courses with a CSCE prefix. A maximum of 3 credits of CSCE A395, a maximum of 3 credits of CSCE A495, and a maximum of 6 credits of CSCE A498 may be applied to degree requirements.

5. A grade of C or higher must be received in all CSCE, MATH, and STAT courses required to satisfy the above program requirements.

6. All Computer Science majors must take a standardized test of knowledge of computer science approved by the Computer Science faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

7. Students are encouraged to develop their program with a Computer Science advisor.

8. A total of 120 credits is required for the degree, of which 42 credits must be upper division.
The Department of Computer Science and Engineering offers courses covering the major areas of computer science. These courses constitute the basis for an undergraduate major that prepares students for a variety of professional and technical careers in business, industry and government, or for graduate work leading to advanced degrees. In addition, the department offers courses for students from other fields that will use computer science as a tool in their own areas.

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**Accreditation**

The Bachelor of Science in Computer Science program is accredited by the Engineering Computing Accreditation Commission of ABET, www.abet.org.

**Program Objectives**

The Computer Science program has adopted the following educational program objectives for the Bachelor of Arts and the Bachelor of Science degrees in Computer Science. Graduates with these degrees will achieve some or all of these objectives within five years of graduation:

1. **Graduates will:** Make contributions to the computing profession and apply computational solutions to solve real-world problems.
2. **Graduates will:** Successfully adapt to changes in the field of computer science.
3. **Graduates will:** Meet or exceed the expectations of their employers and professional mentors as computer science professionals and advance in their career.
4. **Graduates who choose to pursue advanced degrees will:** Be admitted to and successfully complete their advanced degree programs.
5. **Graduates will:** Contribute to the Alaska economy through their professional accomplishments in computing.

**Student Learning Outcomes**

Upon completion of the Bachelor of Arts or Bachelor of Science program in Computer Science, graduates will be able to:

1. **Apply knowledge of computing and mathematics appropriate to the discipline.**
2. **Analyze a problem, and identify and define the computing requirements appropriate to its solution.**
3. **Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.**
4. **Function effectively on teams to accomplish a common goal.**
5. **Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities.**
6. **Communicate effectively with a range of audiences, including technical and non-technical audiences for business, end-user, client, and computing contexts.**
7. Analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognize the need for and an ability to engage in continuing professional development.
9. Use current techniques, skills, and tools necessary for computing practice.
10. Demonstrate oral communication skills consistent with a career in computer science. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. Apply design and development principles in the construction of software systems of varying complexity.

2. Demonstrate written communication skills consistent with a career in computer science.
3. Demonstrate abilities in critical thinking, problem solving and analysis skills, and software design.
4. Demonstrate abilities in software development and implementation.
5. Understand and apply core concepts in computer science to the development or analysis of computer systems, including algorithms, data structures, concepts of programming languages, operating systems, and computer organization and architecture.
6. Demonstrate an understanding of theoretical foundations of computer science including discrete mathematics, algorithm analysis, and computability.

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      ANTH A250 The Rise of Civilization 3
      Western Culture
      HIST A101 Western Civilization I 3
      HIST A102 Western Civilization II 3
American Culture

HIST A131  History of United States I (3)  3
HIST A132  History of United States II (3)
PS A101   Introduction to American Government (3)

b. Arts and Letters (15-17 credits)

Introduction to Literature
ENGL A121  Introduction to Literature (3)  3
ENGL A301  Literature of Britain I (3)
ENGL A302  Literature of Britain II (3)
ENGL A305  National Literatures in English (3)
ENGL A306  Literature of the United States I (3)
ENGL A307  Literature of the United States II (3)

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and

AKNS A102A Elementary Central Yup’ik Language II (4)

AKNS A101B Elementary Tlingit Language I (4)

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AKNS A101E Elementary Alutiiq Language I (4)

and

AKNS A102E Elementary Alutiiq Language II (4)

ART A261  History of Western Art I (3)

and

ART A262  History of Western Art II (3)

ENGL A201  Masterpieces of World Literature I (3)

and

ENGL A202  Masterpieces of World Literature II (3)

MUS A221  History of Music I (3)

and

MUS A222  History of Music II (3)

PHIL A211  History of Philosophy I (3)

and

PHIL A212  History of Philosophy II (3)

PHIL A313  Eastern Philosophy and Religion (3)

and

PHIL A314  Western Religions (3)

PS A332   History of Political
Philosophy I: Classical (3)
and
PS A333 History of Political
Philosophy II: Modern (3)
THR A311 Representative Plays I (3)
and
THR A312 Representative Plays II (3)
THR A411 History of the Theatre I (3)
and
THR A412 History of the Theatre II (3)
c. Ways of Knowing (3 credits)
ENGL A120 Critical Thinking (3) 3
PHIL A101 Introduction to Logic (3)
PHIL A201 Introduction to Philosophy (3)
PHIL A301 Ethics (3)
PHIL A421 Philosophy of the Sciences (3)
d. Social Behavior (3 credits)
Double majors must choose a course not in their major.
ANTH A101 Introduction to Anthropology (3) 3
COMM A101 Introduction to Human
Communication (3)
ECON A201 Principles of Macroeconomics (3)
JPC A101 Media and Society (3)
PS A102 Introduction to Political Science (3)
PSY A111 General Psychology (3)
SOC A101 Introduction to Sociology (3)
SWK/ Introduction to
HUMS A106 Social Welfare (3)

2. Complete the following core courses (33-42 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCE A201</td>
<td>Programming Concepts Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A202</td>
<td>Programming Concepts II Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A241</td>
<td>Computer Hardware Concepts</td>
<td>4</td>
</tr>
<tr>
<td>CSCE A242</td>
<td>Computer Organization and Assembly Language</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A311</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A320</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS A330</td>
<td>Algorithms and Data Structures</td>
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<td>CSCE A331</td>
<td>Programming Language Concepts</td>
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<tr>
<td>CS A342</td>
<td>Networks</td>
<td>3</td>
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<tr>
<td>CSCE A351</td>
<td>Automata, Algorithms, and Complexity</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A360</td>
<td>Database Systems</td>
<td>3</td>
</tr>
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<td>CSCE A365</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A401</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A470</td>
<td>Applied Software Development Project</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A471</td>
<td>Computer Science and Engineering Capstone Project</td>
<td>3</td>
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</tbody>
</table>
3. Complete the following required support courses (126-147 credits):

- ENGL A312 Advanced Technical Writing (3) 3
- ENGL A414 Research Writing (3)
- MATH A200 Calculus I (4) 3-4
- MATH A272 Applied Calculus (3)
- MATH A231 Introduction to Discrete Mathematics 3
- PHIL A305 Professional Ethics (3) 3
- STAT A253 Applied Statistics for the Sciences (4) 4
- STAT A307 Probability and Statistics (4)

4. Complete an additional 152 upper division credits in Computer Science/Computer Systems Engineering (CSCE prefix) Computer Science, Mathematics (excluding MATH A420 and MATH A495), or Statistics. Nine of these credits must be in courses with a CSCE prefix Computer Science. A maximum of 3 credits of CSCE A395, a maximum of 3 credits of CSCE A495, and a maximum of 6 credits of CSCE A498 may be applied to degree requirements.

5. A grade of C or higher must be received in all CSCE, MATH, and STAT courses required to satisfy the above program requirements.

6. All Computer Science majors must take a standardized test of knowledge of computer science approved by the Computer Science faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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

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<tr>
<th>1a. School or College</th>
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<th>1b. Department</th>
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<tr>
<td>2. Complete Program Title/Prefix</td>
<td>Bachelor of Science, Computer Science</td>
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<td>3. Type of Program</td>
<td>Undergraduate: Bachelor of Science or Graduate: CHOOSE ONE</td>
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<td>This program is a Gainful Employment Program:</td>
<td>Yes or No</td>
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<td>4. Type of Action:</td>
<td>PROGRAM: Add, Change, Delete</td>
<td>PREFIX: Add, Change, Inactivate</td>
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<td>5. Implementation Date (semester/year)</td>
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<td>Department, School, or College: SOE</td>
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<td>Initiator Name (typed): Kenrick Mock</td>
<td>Initiator Signed Initials: _________</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. Justification for Action</td>
<td>The program revision shares core courses with the Computer Systems Engineering program and updates the curriculum. The Student Learning Outcomes for the program were updated to match ABET's outcomes for accreditation.</td>
<td></td>
<td></td>
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</tbody>
</table>

Initiator (faculty only) Kenrick Mock  
Initiator (TYPE NAME)  
Date:________________ |

☑ Approved ☐ Disapproved Dean/Director of School/College Date:________________ |

☑ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date:________________ |

☑ Approved ☐ Disapproved Provost or Designee Date:________________ |

☑ Approved ☐ Disapproved Department Chair Date:________________ |

☑ Approved ☐ Disapproved College/School Curriculum Committee Chair Date:________________ |
Bachelor of Arts, Computer Science

... no changes to this degree in the scope of this document

Bachelor of Science, Computer Science

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Students must complete the following graduation requirements:

A. General University Requirements

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C. Major Requirements

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      STAT A307 Probability and Statistics 4
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      Any two-semester sequence in French, German, Japanese, Russian or Spanish, or one of the following humanities sequences:
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      ART A262 History of Western Art II (3)
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      ENGL A202 Masterpieces of World Literature II (3)
      MUS A221 History of Music I (3)
      MUS A222 History of Music II (3)
      PHIL A211 History of Philosophy I (3)
      PHIL A212 History of Philosophy II (3)
      PHIL A313 Eastern Philosophy and Religion (3)
      PHIL A314 Western Religions (3)
      PS A332 History of Political
Philosophy I: Classical (3) and PS A333 History of Political Philosophy II: Modern (3) and THR A311 Representative Plays I (3) and THR A312 Representative Plays II (3) andTHR A411 History of the Theatre I (3) and THR A412 History of the Theatre II (3)

c. Natural Sciences (9 credits)*  Complete a minimum of 9 credits from the following list. The total natural science requirement of each student includes 16 credits (7 credits from the General Education natural science requirement and 9 credits from this list). These two requirements may be met by any combination of applicable courses that combine to 16 credits. The total must include two laboratory courses and at least 6 credits in each of two disciplines.

ASTR A103 Solar System Astronomy (3)  ASTR A103L Solar System Astronomy Laboratory (1)
ASTR A104 Stars, Galaxies and Cosmology (3)  ASTR A104L Stars, Galaxies and Cosmology Laboratory (1)
BIOL A102 Introductory Biology (3)  BIOL A103 Introductory Biology Laboratory (1)
BIOL A111 Human Anatomy and Physiology I (4)  BIOL A112 Human Anatomy and Physiology II (4)
BIOL A113 Lectures in Human Anatomy and Physiology I (3)  BIOL A114 Lectures in Human Anatomy and Physiology II (3)
BIOL A115 Fundamentals of Biology I (4)  BIOL A116 Fundamentals of Biology II (4)
CHEM A103 Survey of Chemistry (3)  CHEM A103L Survey of Chemistry Laboratory (1)
CHEM A104 Introduction to Organic Chemistry and Biochemistry (3)  CHEM A104L Introduction to Organic Chemistry and Biochemistry Laboratory (1)
CHEM A105 General Chemistry I (3)  CHEM A105L General Chemistry I Laboratory (1)
CHEM A106 General Chemistry II (3)  CHEM A106L General Chemistry II Laboratory (1)
GEOL A111 Physical Geology (4)  GEOL A221 Historical Geology (4)
PHYS A123 Basic Physics I (3)  PHYS A123L Basic Physics I Laboratory (1)
PHYS A124 Basic Physics II (3)  PHYS A124L Basic Physics II Laboratory (1)
PHYS A211 General Physics I (3)
2. Complete the following core courses (42 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE A201</td>
<td>Computer Programming I</td>
<td>4</td>
</tr>
<tr>
<td>CSCE A202</td>
<td>Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A211</td>
<td>Computer Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CSCE/EE A241</td>
<td>Computer Hardware Concepts</td>
<td>4</td>
</tr>
<tr>
<td>CSCE A248</td>
<td>Computer Organization and Assembly Language Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A311</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A320</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A331</td>
<td>Programming Language Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A351</td>
<td>Automata, Algorithms, and Complexity</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A360</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A365</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A401</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSCE A470</td>
<td>Computer Science and Engineering: Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Complete the following required support courses (21 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL A312</td>
<td>Advanced Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ENGL A414 Research Writing</td>
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</tr>
<tr>
<td>MATH A201</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH A231</td>
<td>Introduction to Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL A305</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS A123/L</td>
<td>Basic Physics I with laboratory</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>PHYS A121/L General Physics I with laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS A124/L</td>
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</tr>
<tr>
<td>or</td>
<td>PHYS A212/L General Physics II with laboratory</td>
<td>4</td>
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4. Complete an additional 12 upper division credits in Computer Science/Computer Systems Engineering (CSCE prefix), Mathematics (excluding MATH A420 and MATH A495), or Statistics. Nine of these credits must be in courses with a CSCE prefix. A maximum of 3 credits of CSCE A395, a maximum of 3 credits of CSCE A495, and a maximum of 6 credits of CSCE A498 may be applied to degree requirements.

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<td>Capstone Project</td>
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<td>CS A342</td>
<td>Networks</td>
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<td>CS A470</td>
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<td>Project (3)</td>
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University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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<tr>
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<td>Bachelor of Science in Engineering (BSE)</td>
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<th>3. Type of Program</th>
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<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Bachelor of Science or CHOOSE ONE</td>
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<td>☐ Yes or ☑ No</td>
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<table>
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<td>☐ Delete or ☐ Inactivate</td>
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<th>5. Implementation Date (semester/year)</th>
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<thead>
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<th>6a. Coordination with Affected Units</th>
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<tr>
<td>Department, School, or College: School of Engineering</td>
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</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed): Kenrick Mock</th>
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<tbody>
<tr>
<td>Initiator Signed Initials: _________</td>
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<tr>
<td>Date:________________</td>
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<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uua-faculty@lists.uaa.alaska.edu">uua-faculty@lists.uaa.alaska.edu</a>)</th>
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<td>Date: 12/10/2012</td>
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<tr>
<th>6c. Coordination with Library Liaison</th>
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<th>7. Title and Program Description - Please attach the following:</th>
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<thead>
<tr>
<th>8. Justification for Action</th>
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<tbody>
<tr>
<td>The Computer Systems Engineering curriculum has been updated to harmonize with the Computer Science degrees.</td>
</tr>
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<table>
<thead>
<tr>
<th>Initiator (faculty only) (TYPE NAME) (faculty only)</th>
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<tbody>
<tr>
<td>Kenrick Mock</td>
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<tr>
<td>Initiator Signed Initials: _________</td>
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<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
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<tr>
<th>Undergraduate/Graduate Academic</th>
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<th>Board Chair</th>
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<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:________________</td>
</tr>
</tbody>
</table>

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

35
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>PSY</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>A327</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(1+6)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience in Psychology I</td>
</tr>
<tr>
<td>Field Experience in Psych I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
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<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Add or ☐ Change or ☑ Delete</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year</td>
</tr>
<tr>
<td>From: Fall/2013</td>
</tr>
<tr>
<td>To: Fall/9999</td>
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<table>
<thead>
<tr>
<th>12.</th>
<th>☑ Cross Listed</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>☑ Stacked</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community Mental-Health Services, 11/Occupational Endorsement Certificate</td>
<td>11/30/12</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>2. PSY A427</td>
<td>11/30/12</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 1/29/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 1/29/13</th>
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<table>
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<tr>
<th>14. General Education Requirement</th>
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<td>Mark appropriate box:</td>
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<tr>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>☐ Written Communication</td>
</tr>
<tr>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td>☐ Humanities</td>
</tr>
<tr>
<td>☐ Fine Arts</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
</tr>
<tr>
<td>☐ Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranged placement in supervised settings that provide psychological services. Focus on values, agency operations, and skills required to provide services and interventions. Students are expected to complete 90 hours of supervised experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A111</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>16c. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Permission and completion of 6 (six) additional credits in Psychology beyond PSY A111</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.</th>
<th>☑ Mark if course has fees</th>
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<table>
<thead>
<tr>
<th>18.</th>
<th>☑ Mark if course is a selected topic course</th>
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</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>An additional field experience course -- PSY A495 (Applied Behavior Analysis Practicum) -- has been approved which will provide students with specific training in Applied Behavior Analysis, a field in which the number of employment opportunities is increasing. The department will continue to offer PSY A427 which provides a broad range of practicum opportunities in community mental health settings.</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Gwen Lupfer</td>
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</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<tbody>
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<th>Disapproved</th>
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<tbody>
<tr>
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</table>
### Field Experience in Psychology

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

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

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

**Repeat Status No:**

**# of Repeats:**

**Max Credits:**

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

**Implementation Date**
- From: Fall/2013
- To: Fall/9999

**Cross Listed with**

**Stacked with**

**Cross-Listed/Stacked with**

**Cross-Listed Coordination Signature**

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

**Course Prerequisite(s) (list prefix and number or test code and score)**

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

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

**Mark if course has fees**

**Mark if course is a selected topic course**

**Justification for Action**

PSY A327 (Field Experience in Psychology I), which was a prerequisite for this course is being deleted -- necessitating a change in prerequisites and a change in course title from Field Experience II.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<tbody>
<tr>
<td>Gwen Lupfer</td>
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<table>
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<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<tr>
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<th>Disapproved</th>
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<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
I. Initiation Date: January 24, 2013

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Field Experience in Psychology
C. Course Subject/Number: PSY A427
D. Credit Hours: 3.0 Credits
E. Contact Time:
   Lecture hours: 1
   Lab hours: 6
F. Grading Information: A-F
G. Course Description: Arranged placement in supervised settings that provide psychological services. Focus on policy, communication skills, intervention skills, assessment, service planning, and evaluation. Students are expected to complete 90 hours of supervised experience. Special note: Meets the departmental capstone requirements for the Psychology major.
H. Status of course relative to degree or certificate program:
   Departmental capstone elective for the BA and BS in psychology.
I. Lab Fees: Yes
J. Coordination: UAA faculty list-serve
K. Course Prerequisites: ([PSY A111, PSY A150, PSY A260, PSY A260L, and PSY A261] and [ENGL A211, ENGL A212, ENGL A213, or ENGL A214]) with a minimum grade of C.
L. Registration Restrictions: Instructor Permission

III. Course Activities
Lecture
Agency Placement: Students will devote 90 hours to working in a community mental-health agency, keeping an activity log of their experiences.

IV. Evaluation
The course will assess knowledge of service delivery, communication, problem-solving skills, and personal growth. Class attendance and participation are essential to this course and considered as a component of the final course evaluation. The course grade is based on the summative evidence of the skills and knowledge developed. Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on
- quizzes/exams
- in-class discussion
- reflective journals
- papers
- class presentations
V. Course Level Justification
The course requires well-developed writing skill and an understanding of psychological research methods gained in PSY A260L, PSY A260, and PSY A261. The course is designed for advanced psychology students to apply knowledge in settings that provide psychological services and develop skills for entry into the workforce.

VI. Outline
1. Foundations to service provision
   A. Personal learning goals
   B. Assessing personal values
   C. Applying theoretical approaches
2. Policy and practice
   A. Federal policy
   B. State policy
   C. Evidence-based practice
   D. Advocacy
3. Skills and techniques
4. Assessment process
5. Service planning
6. Special topics related to service delivery issues or specific populations

VII. Instructional Goals and Defined Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Describe participant empowerment, advocacy, and current policy and practice.
   2. Structure the learning environment to facilitate effective communication and interventions with service recipients.
   4. Describe service planning processes.
   5. Structure the learning environment to facilitate critical thinking, problem solving, and decision making.
   6. Structure the learning environment to facilitate the development of professional behaviors.

B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will be able to do the following:</th>
<th>This student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply communication skills, intervention skills, professional behavior, and current approaches in providing</td>
<td>Reflective journals, quizzes, class participation, research paper, and site supervisor evaluation.</td>
</tr>
</tbody>
</table>
2. Conduct assessment and service-planning processes.
   Class participation and paper.

3. Apply critical-thinking, problem-solving, and decision-making skills related to service delivery.
   Reflective journals, class participation, and site supervisor evaluation.

VIII. Suggested Text
Selected readings to be provided by the instructor.

IX. Bibliography and Resources


*classic text
To: John Mun, CAS Academic Coordinator  
From: Gwen Lupfer, Associate Professor of Psychology  
Re: Psychology catalog changes

We are making the following changes to the Psychology program:

(1) We are deleting an existing occupational endorsement certificate, as it does not provide sufficient training for undergraduate students based on current employment opportunities in community mental health. Additionally, very few students complete the OEC and no students are currently pursuing it.

(2) We are deleting one course (PSY A327). An additional field experience course -- PSY A495 (Applied Behavior Analysis Practicum) -- has been approved which will provide students with specific training in Applied Behavior Analysis, a field in which the number of employment opportunities is increasing. The department will continue to offer PSY A427 which provides a broad range of practicum opportunities in community mental health settings.

(3) We are updating PSY A427 to remove the to-be deleted PSY A327 as a prerequisite for it.

(4) We are removing PSY A368 (Personality) as a requirement for the BA and BS degrees. Most of the material in this course is covered in other required courses already.

(5) We have also added a GPA requirement to becoming a Psychology major, restricted the number of times a student may repeat the same course, and updated our Student Learning Outcomes.
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>PSY</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix

Occupational Endorsement Certificate, Community Mental-Health Services

3. Type of Program

Choose one from the appropriate drop down menu:

- Undergraduate: Occupational Endorsement Certificate
- Graduate: Occupational Endorsement Certificate

This program is a Gainful Employment Program:  
☐ Yes  or  ☒ No

4. Type of Action:

- PROGRAM
  - Add
  - Change
  - Delete

- PREFIX
  - Add
  - Change
  - Inactivate

5. Implementation Date (semester/year)

From: Fall/2013  To: Fall/9999

6a. Coordination with Affected Units

Initiator Name (typed): Gwen Lupfer
Initiator Signed Initials: _________
Date:________________

6b. Coordination Email submitted to Faculty Listserv (uacu-faculty@lists.uaa.alaska.edu)

Date: 11-30-12

6c. Coordination with Library Liaison

Date: 11-30-12

7. Title and Program Description - Please attach the following:

- ☒ Cover Memo
- ☒ Catalog Copy in Word using the track changes function

8. Justification for Action

This Occupational Endorsement Certificate does not provide sufficient training for undergraduate students based on current employment opportunities in community mental health. Additionally, no students are currently pursuing the OEC. Finally, one of the required courses (PSY A327) for the certificate is being deleted.

Initiator (faculty only)
Gwen Lupfer
Initiator (TYPE NAME)

Initiator (faculty only)
Date

Approved  Disapproved
Dean/Director of School/College  Date

Approved  Disapproved  Approved  Disapproved
Undergraduate/Graduate Academic  Date  Board Chair

Approved  Disapproved
Department Chair  Date

Approved  Disapproved
College/School Curriculum Committee Chair  Date

Approved  Disapproved
Provost or Designee  Date
1a. School or College  
AS CAS

1b. Department  
PSY

2. Complete Program Title/Prefix  
Psychology/PSY

3. Type of Program  

<table>
<thead>
<tr>
<th>Program</th>
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<th>Graduate:</th>
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<tbody>
<tr>
<td>Bachelor of Science</td>
<td></td>
<td>CHOICE ONE</td>
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</table>

This program is a Gainful Employment Program:  
☐ Yes  or  ☒ No

4. Type of Action:  

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PREFIX</th>
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<tbody>
<tr>
<td>☐ Add</td>
<td>☐ Add</td>
</tr>
<tr>
<td>☒ Change</td>
<td>☐ Change</td>
</tr>
<tr>
<td>☐ Delete</td>
<td>☐ Inactivate</td>
</tr>
</tbody>
</table>

5. Implementation Date (semester/year)  
From:  
Fall/2013  
To:  
Fall/9999

6a. Coordination with Affected Units  
Department, School, or College:  
PSY

Initiator Name (typed): Gwen Lupfer  
Initiator Signed Initials: 

Date:

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date:  
11-30-12

6c. Coordination with Library Liaison  
Date:  
11-30-12

7. Title and Program Description - Please attach the following:  

☐ Cover Memo  
☐ Catalog Copy in Word using the track changes function

8. Justification for Action  
Revision of degree requirements to delete PSY A368 (Personality) and increase electives from 9 to 12 credit hours; deletion of Occupational Endorsement Certificate in Community Mental-Health Services; addition of student learning outcomes for this degree and for honors in Psychology; restricted number of times students can repeat a course for degree credit.

Initiator (facult only)  
Date

Gwen Johnson  
Initiator (TYPE NAME)

☐ Approved  
☐ Disapproved

Dean/Director of School/College  
Date

☐ Approved  
☐ Disapproved

Undergraduate/Graduate Academic  
Date

Board Chair

☐ Approved  
☐ Disapproved

Provost or Designee  
Date

☐ Approved  
☐ Disapproved

Department Chair  
Date

☐ Approved  
☐ Disapproved
1a. School or College
   AS CAS

1b. Department
   PSY

2. Complete Program Title/Prefix
   Psychology/PSY

3. Type of Program

   Choose one from the appropriate drop down menu:
   Undergraduate: or Graduate:
   Bachelor of Arts or CHOOSE ONE

   This program is a Gainful Employment Program:
   □ Yes or □ No

4. Type of Action:
   PROGRAM
   □ Add
   ☑ Change
   □ Delete

   PREFIX
   □ Add
   □ Change
   □ Inactivate

5. Implementation Date (semester/year)
   From: Fall/2013   To: Fall/9999

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

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 11-30-12

6c. Coordination with Library Liaison
   Date: 11-30-12

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

8. Justification for Action
   Revision of degree requirements to delete PSY A368 (Personality) and increase electives from 9 to 12 credit
   hours; deletion of Occupational Endorsement Certificate in Community Mental-Health Services; addition of
   program student learning outcomes for this degree and for honors in Psychology; restricted number of times
   students can repeat a course for degree credit.

   ___________________________     ___________________________
   Initiator (faculty only)         Date

   Gwen Johnson
   Initiator (TYPE NAME)

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

   □ Approved   □ Disapproved
   Undergraduate/Graduate Academic
   Board Chair
   Date

   □ Approved   □ Disapproved
   Provost or Designee
   Date
The undergraduate Psychology program offers mentorship and high-quality training in the science of behavior and mental processes and, in so doing, enriches the lives of our students, citizens of Alaska, and the field of psychology. In service of this mission, the faculty provides effective instruction, academic and career advising, research training, professional skill development, service opportunities, preparation for graduate school and employment in the human service field.

The Psychology major requirements are flexible and are designed to serve a variety of career goals. Both the Bachelor of Arts and the Bachelor of Science degrees are available. The student majoring in psychology pursuing a general interest in human nature will probably take a different sequence of Psychology courses than a student who is preparing for advanced work in psychology. All students are encouraged to plan undergraduate work carefully. Early and frequent consultation with an advisor is helpful in selecting courses which will provide a solid foundation in psychology and a good general education.

**Program Student Learning Outcomes**

Students graduating with a Bachelor of Arts or Bachelor of Science in Psychology will:

1. Possess a broad knowledge of contemporary psychology.
2. Have experience conducting psychological research.
3. Be able to demonstrate skills in research design and data analysis.
4. Be prepared for advanced study in psychology and related disciplines.

**Honors in Psychology**

The Department of Psychology recognizes exceptional undergraduate students by awarding them Departmental Honors in Psychology. To graduate with departmental honors, the student must be a declared Psychology major and meet the following requirements:

1. Satisfy all requirements for a BA or BS degree in Psychology.
3. Take PSY A412 Foundations of Modern Psychology.
4. Take PSY A420 Conducting Research in Psychology.
5. Complete PSY A499 Senior Thesis. The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
6. Students intending to graduate with departmental honors must notify the Departmental Honors Committee in writing on or before the date they file their Application for Graduation with the Office of the Registrar.

**Honors Student Learning Outcomes**

Students graduating with Departmental Honors in Psychology will possess:

1. An advanced understanding and application of descriptive and inferential statistics and use of statistical software in data analysis.
2. A broad knowledge of psychology’s historical foundation.
3. The ability to conduct a critical review and analysis of existing psychological literature.
4. The ability to design and execute empirical research that tests clearly stated hypotheses or addresses clearly articulated research questions.
5. A clear understanding of research ethics and the responsible conduct of research in the field of psychology.
6. The ability to communicate effectively in writing, in poster format, and in oral presentations, including mastery of APA style.

7. The ability to draw conclusions from research findings, including recognition of the limitations, applications, and implications of the data, and a discussion of alternative explanations of the results.

**Bachelor of Arts, Psychology**

**Bachelor of Science, Psychology**

**Admission Requirements**

Complete the admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. In addition, students wishing to declare Psychology as a major must possess a minimum GPA of 2.5.

**Academic Progress**

All prerequisites for Psychology courses must be completed with a grade of C or better. Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Psychology (PSY) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Psychology Department may repeat the course one additional time on a space available basis. Students repeating a course are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated.

**Graduation Requirements**

Students must complete the following graduation requirements:

**A. General University Requirements**

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

**B. General Education Requirements**

Complete the General Education Requirements listed at the beginning of this chapter.

**C. College of Arts and Sciences Requirements**

Complete the College of Arts and Sciences Requirements listed at the beginning of this chapter.

**D. Major Requirements**

1. Psychology Core Requirements (27 Credits)

   - PSY A111 General Psychology 3
   - PSY A150 Lifespan Development 3
   - PSY A260 Statistics for Psychology 3
   - PSY A260L Statistics for Psychology Lab 1
   - PSY A261 Research Methods in Psychology 4
   - PSY A345 Abnormal Psychology 3
   - PSY A355 Learning and Cognition 4
   - PSY A370 Behavioral Neuroscience 3
   - PSY A375 Social Psychology 3

2. Psychology Capstone Requirement (3 Credits)

   A capstone course is required of all Psychology majors (BA or BS). Each capstone option is designed to synthesize and apply material from the Psychology major. Choice of a capstone should be based, at least in part, on the student's future career plans. Students planning to work in human service jobs following their baccalaureate degree should consider taking PSY A427.
Students planning on graduate work in Psychology should consider taking PSY A412, PSY A420 or PSY A499. Students may elect to take all of these courses as upper division electives.

**PSY A412**  Foundations of Modern Psychology (3)

or

**PSY A420**  Conducting Research in Psychology (3)

or

**PSY A427**  Field Experience in Psychology II (3)

or

**PSY A428**  Evolutionary Psychology (3)

or

**PSY A499**  Senior Thesis (3)

Note: All of the above psychology capstone courses have rigorous prerequisites, including grades of C or higher in six credits of English composition, and grades of C or higher in PSY A111, PSY A150, PSY A260, PSY A260L, and PSY A261. Although Ds are passing grades for capstone prerequisites, Cs or higher in these prerequisites are required for admission into psychology’s capstone courses. Additional prerequisites may apply to each capstone course. See course descriptions of each capstone course for more details.

3. **Psychology Electives (12 Credits)**

   Take an additional 12 credits of Psychology, 9 of which must be upper division.

4. **Psychology Exit Examination**

   All Psychology majors are required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation.

5. A total of 120 credits is required for this degree, of which 42 credits must be upper division.

**Minor, Psychology**

Students majoring in another subject who wish to minor in Psychology must complete a total of 18 credits of Psychology, of which 6 must be upper division.

Requirements include the following:

1. **PSY A111 General Psychology**

2. Three additional courses required in the core above (see list D.1).

3. Two additional Psychology courses

**FACULTY**

Robert Boeckmann, Associate Professor, rjboeckmann@uaa.alaska.edu

Rebecca Bosek, Term Assistant Professor, rbosek@uaa.alaska.edu

Christiane Brems, Professor, cbrems@uaa.alaska.edu

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Karen Ward, Professor/Director CHD, kmw@uaa.alaska.edu
Vickie Wesolowski, Term Instructor, vlwesolowski@uaa.alaska.edu
The undergraduate Psychology program offers mentorship and high-quality training in the science of behavior and mental processes and, in so doing, enriches the lives of our students, citizens of Alaska, and the field of psychology. In service of this mission, the faculty provides effective instruction, academic and career advising, research training, professional skill development, service opportunities, preparation for graduate school, and employment in the human service field.

The Psychology major requirements are flexible and are designed to serve a variety of career goals. Both the Bachelor of Arts and the Bachelor of Science degrees are available. The student majoring in psychology pursuing a general interest in human nature will probably take a different sequence of Psychology courses than a student who is preparing for advanced work in psychology. All students are encouraged to plan undergraduate work carefully. Early and frequent consultation with an advisor is helpful in selecting courses which will provide a solid foundation in psychology and a good general education.

Program Student Learning Outcomes

Students graduating with a Bachelor of Arts or Bachelor of Science in Psychology will:
1. Possess a broad knowledge of contemporary psychology.
2. Have experience conducting psychological research.
3. Be able to demonstrate skills in research design and data analysis.
4. Be prepared for advanced study in psychology and related disciplines.

Honors in Psychology

The Department of Psychology recognizes exceptional undergraduate students by awarding them Departmental Honors in Psychology. To graduate with departmental honors, the student must be a declared Psychology major and meet the following requirements:

1. Satisfy all requirements for a BA or BS degree in Psychology.
3. Take PSY A412 Foundations of Modern Psychology.
4. Take PSY A420 Conducting Research in Psychology.
5. Complete PSY A499 Senior Thesis. The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
6. Students intending to graduate with departmental honors must notify the Departmental Honors Committee in writing on or before the date they file their Application for Graduation with the Office of the Registrar.
Honors Student Learning Outcomes

Students graduating with Departmental Honors in Psychology will possess:

1. An advanced understanding and application of descriptive and inferential statistics, and use of statistical software (SPSS and EXCEL) in data analysis.
2. A broad knowledge of psychology’s historical foundation.
3. The ability to conduct a critical review and analysis of existing psychological literature.
4. The ability to design and execute empirical research that tests clearly stated hypotheses or addresses clearly articulated research questions.
5. A clear understanding of research ethics and the responsible conduct of research in the field of psychology.
6. The ability to communicate effectively in writing, in poster format, and in oral presentations, including mastery of APA style.
7. The ability to draw conclusions from research findings, including recognition of the limitations, applications, and implications of the data, and a discussion of alternative explanations of the results.

Occupational Endorsement Certificate, Community Mental-Health Services

Students can earn on their transcript an Occupational Endorsement Certificate in Community Mental-Health Services. This transcripted certificate is available to any student—not just Psychology majors—who receive grades of C or higher in the following five courses designed to provide some of the knowledge and skills appropriate for a variety of entry-level jobs in community mental-health settings. Taken together, the five courses (and their two prerequisites) introduce students to mental-health problems, communication skills, consumer empowerment, assessment, professional networking, service facilitation, behavior change processes, advocacy, crisis intervention, organizational settings, documentation, ethics, and professional behavior. Mental-health problems common to Alaska receive special emphasis. Two semesters of community placement allow skills to be practiced in mental health settings.

Occupational Endorsement Certificate Requirements

Admission

Complete the admission requirements for Occupational Endorsement Certificates found in Chapter 7, Academic Standards and Regulations.

Graduation Requirements

1. Satisfy General University Requirements for Occupational Endorsement Certificates found in the beginning of this chapter.
2. Complete PSY A327 with a grade of B or higher.
3. Complete each of the following courses with a grade of C or higher (12 credits)
   - PSY A372 Community Psychology* 3
   - PSY A427 Field Experience in Psychology II 3
   - PSY A445 Strategies of Behavior Change 3
   - PSY A455 Mental Health Services in Alaska* 3
* Prerequisite: PSY A111 (General Psychology)
** Prerequisite: PSY A345 (Abnormal Psychology)

4. In addition to the prerequisite courses, a total of 15 credits is required for the Occupational Endorsement Certificate in Community Mental Health Services.

Bachelor of Arts, Psychology
Bachelor of Science, Psychology

Admission Requirements

Complete the admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. In addition, students wishing to declare Psychology as a major must possess a minimum GPA of 2.5.

Academic Progress

To graduate with a BA or BS in Psychology, the student must complete all courses covered under Major Requirements with a grade of C or better. All prerequisites for Psychology courses must be completed with a grade of C or better. Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Psychology (PSY) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Psychology Department may repeat the course one additional time on a space available basis. Students repeating a course are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

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

B. General Education Requirements

Complete the General Education Requirements listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements listed at the beginning of this chapter.

D. Major Requirements

1. Psychology Core Requirements (27 Credits)

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<td>PSY A150</td>
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<td>PSY A260</td>
<td>Statistics for Psychology</td>
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<td>PSY A260L</td>
<td>Statistics for Psychology Lab</td>
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<td>PSY A261</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
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<td>PSY A345</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A355</td>
<td>Learning and Cognition</td>
<td>4</td>
</tr>
<tr>
<td>PSY A368</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY A370</td>
<td>Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSY A375</td>
<td>Social Psychology</td>
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</tr>
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2. Psychology Capstone Requirement (3 Credits)

   A capstone course is required of all Psychology majors (BA or BS). Each capstone option is designed to synthesize and apply material from the Psychology major. Choice of a capstone should be based, at least in part, on the student’s future career plans.
Students planning to work in human service jobs following their baccalaureate degree should consider taking PSY A427. Students planning on graduate work in Psychology should consider taking PSY A412, PSY A420 or PSY A499. Students may elect to take all of these courses as upper division electives.

**PSY A412**  Foundations of Modern Psychology (3)
**or**
**PSY A420**  Conducting Research in Psychology (3)
**or**
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**or**
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Note: All of the above psychology capstone courses have rigorous prerequisites, including grades of C or higher in six credits of English composition, and grades of C or higher in PSY A111, PSY A150, PSY A260, PSY A260L, and PSY A261. Although Ds are passing grades for capstone prerequisites, Cs or higher in these prerequisites are required for admission into psychology’s capstone courses. Additional prerequisites may apply to each capstone course. See course descriptions of each capstone course for more details.

3. Psychology Electives (9-12 Credits)
   - Take an additional 9-12 credits of Psychology, 6-9 of which must be upper division.

4. Psychology Exit Examination
   - All Psychology majors are required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation.

5. A total of 120 credits is required for this degree, of which 42 credits must be upper division.

**Minor, Psychology**

Students majoring in another subject who wish to minor in Psychology must complete a total of 18 credits of Psychology, of which 6 must be upper division.

Requirements include the following:

1. PSY A111 General Psychology
2. Three additional courses required in the core above (see list D.1).
3. Two additional Psychology courses

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Vickie Wesolowski, Term Instructor, vwesolowski@uaa.alaska.edu
Attached you will find proposed program changes to the Associate of Applied Science Construction Management (AAS-CM) and Bachelor of Science Construction Management (BSCM).

This revision to program requirements are proposed to further satisfy the requirements of *Document 103 – Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs* (2012) published by the American Council for Construction Education. There are no changes to courses or pre-requisites proposed at this time.

The revisions to program requirements are summarized as follows:

**AAS-CM**
- **Delete** the requirement to complete PHYS A123 – Basic Physics (3) and PHYS A123L – Basic Physics Laboratory (1).
- **Add** the following requirement to complete one of the following natural science selectives:
  - GEOL A111 – Physical Geology (3) and GEOL A111L – Physical Geology Laboratory (1), or
  - PHYS A123 – Basic Physics (3) and PHYS A123L – Basic Physics Laboratory (1).

**BSCM**
- **Delete** the requirement to complete PHIL A301 – Ethics (3).
• **Add** the requirement to complete one of the following ethics selectives:
  o PHIL A301 – Ethics (3), or
  o PHIL A305 – Professional Ethics.

• **Delete** the requirement to complete one of the following natural science selectives:
  o CHEM A105 – General Chemistry (3) and CHEM A105L – General Chemistry Laboratory (1), or
  o GEOL A111 – Physical Geology (3) and GEOL A111L – Physical Geology Laboratory (1), or

• **Delete** the requirement to complete PHYS A123 – Basic Physics (3) and PHYS A123L – Basic Physics Laboratory (1).

• **Add** the following requirement to complete two of the following natural science selectives:
  o CHEM A105 – General Chemistry (3) and CHEM A105L – General Chemistry Laboratory (1), or
  o GEOL A111 – Physical Geology (3) and GEOL A111L – Physical Geology Laboratory (1), or
  o PHYS A123 – Basic Physics (3) and PHYS A123L – Basic Physics Laboratory (1).

• **Add** the following to the catalog:
  “Program Note:
  All BSCM majors are required to sit for the 8-hour, comprehensive American Institute of Constructors, Associate Constructor (Level 1) Exam as part of CM A450 Construction Management Professional Practice. CM A450 should be taken during the last or second-to-last semester before graduation.”

If you have any questions or need any additional information, please let me know. I can be reached at 907-786-6425 or e-mail at Callahan@uaa.alaska.edu.
# Program/Prefix Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>Division of Construction and Design Technology</td>
</tr>
</tbody>
</table>

## 2. Complete Program Title/Prefix

**Associate of Applied Science Construction Management**

## 3. Type of Program

Choose one from the appropriate drop down menu:

- Undergraduate: Associate of Applied Science
- Graduate: CHOOSE ONE

This program is a Gainful Employment Program:  
☐ Yes or ☒ No

## 4. Type of Action:

- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

## 5. Implementation Date (semester/year)

- From: Fall 2013
- To: 9999

## 6a. Coordination with Affected Units

Department, School, or College: CAS

Initiator Name (typed): Jeffrey C Callahan

Initiator Signed Initials: 

Date: 

## 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date: April 1, 2013

## 6c. Coordination with Library Liaison

Date: April 01, 2013

## 7. Title and Program Description - Please attach the following:

- ☐ Cover Memo
- ☒ Catalog Copy in Word using the track changes function

## 8. Justification for Action

These program changes are proposed by program faculty to respond to accreditation (American Council for Construction Education) requirements for program assessment improvements and to improve the potential for student success.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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<tbody>
<tr>
<td>Jeffrey Callahan</td>
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**University of Alaska Anchorage**

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This program is a Gainful Employment Program: □ Yes or ☑ No

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59
The Construction Management (CM) program provides comprehensive preparation and education to meet the growing need for highly trained and educated construction management professionals. Construction managers plan, direct, and are responsible for managerial oversight of construction projects. They are responsible for coordinating and managing people, materials, and equipment; budgets, schedules, and contracts; and for the safety of employees and the general public. Construction managers work closely with architects, engineers, owners, and the other contractors on a construction project. Construction managers determine construction means and methods and the most cost-effective plans and schedules. They control construction costs, administer the contract and monitor work progress while ensuring compliance with the project design. Construction managers work in all sectors of the construction industry, for both public and private owners, on projects that range from residential projects to skyscrapers and from rural roads to major highways and bridges. The construction manager’s duties are varied, challenging, and rewarding.

The Construction Management program at UAA was developed with input from Alaska contractors and professional industry organizations to provide students with a broad knowledge of construction processes and techniques. CM graduates understand basic business principles and possess broad knowledge of the technical and operational aspects of the construction industry. Graduates are able to function both in the construction office and on the job site.

The wide diversity in the construction management profession creates a similar diversity of employment opportunities for graduates. Associate degree graduates are prepared for entry-level positions in varying construction management roles for contractors in both home office and project office/field situations. Bachelor’s degree graduates are prepared for a wide variety of professional-level employment opportunities in construction companies, construction management consulting firms, and in the offices of government and project owner agencies. The Associate of Applied Science in Construction Management degree requires four to five semesters to complete. The Bachelor of Science in Construction Management degree requires eight to nine semesters to complete.

**Accreditation**

The Associate of Applied Science, Construction Management degree and the Bachelor of Science, Construction Management degree are accredited by the American Council for Construction Education (ACCE).

**Advising**

Students are strongly encouraged to consult the faculty in the Construction Management program for assistance in designing their course of study to ensure all preparation requirements and prerequisites have been met and that university and major degree requirements are understood and followed. Construction Management students should meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Please call (907) 786-6465 to arrange an appointment with an academic advisor.

**Preparation**

Students seeking a degree in Construction Management should prepare for entrance into the program by completing the following high school courses:

**Mathematics**  Algebra II (skill level as demonstrated by ACT, SAT, or UAA-approved placement test to qualify for enrollment in MATH A105 Intermediate Algebra).

**English**  Composition (skill level as demonstrated by ACT, SAT, or UAA placement test to qualify for enrollment in ENGL A111 Fundamentals of Written Communication).

The university offers courses to help students without this preparation to meet the math and English skill levels required in the Construction Management program. Insufficient preparation will increase the number of semesters required to complete the degree.
Associate of Applied Science, Construction Management

Student Learning Outcomes

Graduates will be able to:

• Explain the fundamental processes used to create project designs and construction documents.
• Define the roles, relationships and responsibilities of the participants in the design and construction process.
• Demonstrate basic knowledge of contract administration procedures and the communication methods used in their implementation.
• Define the methods, materials, and techniques used in the design and construction of buildings and civil works.
• Interpret construction documents to predict project costs, plan construction operations, develop project schedules and assign resources.
• Interpret and apply building codes in construction processes.
• Demonstrate a working knowledge of safety, health, and environmental issues related to construction activities.

Admission Requirements

1. Satisfy the requirements under Admission to Certificate and Associate Degree Programs in Chapter 7, Academic Standards and Regulations.
2. Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

Graduation Requirements

In order to receive the Associate of Applied Science in Construction Management, students must achieve a grade of C or better in all courses required for the degree.

Course Requirements

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

Required Support Courses

Complete the following required support courses (20-21 credits):

1. Support courses:
   - ACCT A201 Principles of Financial Accounting 3
   - BA/JUST A241 Business Law I 3
   - *ENGL A212 Technical Writing 3
   - GEO A181 Construction Surveying 1
   - *MATH A107 College Algebra (4) 6/7
     and
   - *MATH A108 Trigonometry (3)
     or
   - *MATH A109 Precalculus (6)

2. Select one science course with laboratory class: 4
   - *PHYS A123 Basic Physics I (3)
     and
   - *PHYS A123/L Basic Physics I Laboratory (1)
     or
   - *GEOL A111 Physical Geology (3)
     and
   - *GEOL A111L Physical Geology Laboratory (1)
   *Note: Required support courses may also be used to satisfy General Course Requirements.
Major Requirements

1. Complete the following required courses (40 credits):
   - AET/CM A101 Fundamentals of CADD for Building Construction 4
   - AET/CM A102 Methods of Building Construction 3
   - AET/CM A123 Codes and Standards 3
   - AET/CM A142 Mechanical and Electrical Technology 4
   - AET/CM A231 Structural Technology 4
   - CM A163 Building Construction Cost Estimating 3
   - CM A201 Construction Project Management I 3
   - CM A202 Project Planning and Scheduling 3
   - CM A205 Construction Safety 3
   - CM A213 Construction Civil Technology 4
   - CM A263 Civil Construction Cost Estimating 3

2. Complete one of the following courses 3
   - CM A295 Construction Management Internship (3)
   - CM A495 Advanced Construction Management (3) Internship

2. A total of 66/67 credits is required for the degree.

Bachelor of Science, Construction Management

Student Learning Outcomes
Graduates will be able to:

- Manage the principal resources of a construction industry organization including its workers, equipment, time, and budgets.
- Represent the role of the constructor in the multi-discipline team responsible for managing construction projects.
- Assess project risk and evaluate alternate project delivery systems for project procurement and construction.
- Communicate effectively with project design professionals during the planning phases of design-build projects and throughout the construction phase of all projects.
- Utilize knowledge of materials, methods, and equipment operations to plan, control, and analyze the results of construction processes.
- Manage construction operations in unique and changing conditions to produce measured results that meet stated quality criteria and overall project goals.

Admissions Requirements

1. Satisfy the requirements under Admission to Baccalaureate Programs in Chapter 7, Academic Standards and Regulations.
2. Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

Graduation Requirements

1. In order to receive the Bachelor of Science in Construction Management, students must achieve a grade of C or better in all courses required for the degree.

Program Note

1. All BSCM majors are required to sit for the 8-hour, comprehensive American Institute of Constructors, Associate Constructor (Level 1) Exam as part of CM A450 Construction Management Professional Practice. CM A450 should be taken during the last or second-to-last semester before graduation.

General University Requirements

1. Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees at the beginning of this chapter (15 credits).
Required Support Courses

1. Complete the following support courses (43/44 credits):
   - ACCT A201  Principles of Financial Accounting 3
   - ACCT A202  Principles of Managerial Accounting 3
   - BA A300  Organizational Theory and Behavior 3
   - BA/JUST A241  Business Law I 3
   - *ECON A201  Principles of Macroeconomics 3
   - *ECON A202  Principles of Microeconomics 3
   - *ENGL A212  Technical Writing 3
   - ES A411  Northern Design (3) 3
   - or
   - AE A403  Arctic Engineering (3)
   - GEO A181  Construction Surveying 1

2. Complete one of the following courses: 3
   - *PHIL A301  Ethics (3)
   - or
   - *PHIL A305  Professional Ethics (3)

3. Complete two of the following science courses with laboratory class: 8
   - *CHEM A105  General Chemistry I (3)
     and
   - *CHEM A105L  General Chemistry I Laboratory (1)
   - or
   - *GEOL A111  Physical Geology (3)
     and
   - *GEOL A111L  Physical Geology Laboratory (1)
   - or
   - *PHYS A123  Basic Physics I (3)
     and
   - *PHYS A123L  Basic Physics I Laboratory (1)

4. Complete one additional science course at or above the *100-level in CHEM, ENVI, GEOL, or PHYS with a laboratory class. 4

5. Complete one of the following: 3-4
   - *MATH A200  Calculus (4)
   - *MATH A272  Applied Calculus (3)
   - *STAT A253  Applied Statistics for the Sciences (4)

*Note: Required Support Courses may also be used to satisfy General Education Requirements.

Major Requirements

1. Complete the following required courses (64 credits):
   - AET/CM A101  Fundamentals of CADD for Building Construction 4
   - AET/CM A102  Methods of Building Construction 3
   - AET/CM A123  Codes and Standards 3
   - AET/CM A142  Mechanical and Electrical Technology 4
   - AET/CM A231  Structural Technology 4
   - CM A163  Building Construction Cost Estimating 3
   - CM A201  Construction Project Management I 3
2. A total of 122/123 credits is required for the degree of which 42 credits must be upper division.

**FACULTY**

Jeffrey Callahan, Associate Professor, jcallahan@uaa.alaska.edu
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Alan Peabody, Assistant Professor, a
The Construction Management (CM) program provides comprehensive preparation and education to meet the growing need for highly trained and educated construction management professionals. Construction managers plan, direct, and are responsible for managerial oversight of construction projects. They are responsible for coordinating and managing people, materials, and equipment; budgets, schedules, and contracts; and for the safety of employees and the general public. Construction managers work closely with architects, engineers, owners, and the other contractors on a construction project. Construction managers determine construction means and methods and the most cost-effective plans and schedules. They control construction costs, administer project changes, and monitor work progress while ensuring compliance with the project design. Construction managers work in all sectors of the construction industry, for both public and private owners, on projects that range from residential projects to skyscrapers and from rural roads to major highways and bridges. The construction manager’s duties are varied, challenging, and rewarding.

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- Algebra II (skill level as demonstrated by ACT, SAT, or UAA-approved placement test to qualify for enrollment in MATH A105 Intermediate Algebra).

**English**

- Composition (skill level as demonstrated by ACT, SAT, or UAA placement test to qualify for enrollment in ENGL A111 Fundamentals of Written Communication).
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### Associate of Applied Science, Construction Management

#### Student Learning Outcomes

Graduates will be able to:

- Explain the fundamental processes used to create project designs and construction documents.
- Define the roles, responsibilities, and relationships of the participants in the design and construction process.
- Demonstrate basic knowledge of contract administration procedures and the communication methods used in their implementation.
- Define the methods, materials, and techniques used in the design and construction of buildings and civil works.
- Interpret construction documents to predict project costs, plan construction operations, develop project schedules, and assign resources.
- Interpret and apply building codes in construction processes.
- Demonstrate a working knowledge of safety, health, and environmental issues related to construction activities.

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1. Satisfy the requirements under Admission to Certificate and Associate Degree Programs in Chapter 7, Academic Standards and Regulations.
2. Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

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In order to receive the Associate of Applied Science in Construction Management, students must achieve a grade of C or better in all courses required for the degree.

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2. Complete the General Course Requirements for Associate of Applied Science degrees located at the beginning of this chapter (15 credits).

#### Required Support Courses

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1. Complete the following required support courses (20-21 credits):
   - ACCT A201 Principles of Financial Accounting 3
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   - *ENGL A212 Technical Writing 3
   - GEO A181 Construction Surveying 1
   - *MATH A107 College Algebra (4) 6/7
   - or
   - *MATH A108 Trigonometry (3)
   - *MATH A109 Precalculus (6)

2. Select one science course with laboratory class: 4
   - *PHYS A123 Basic Physics I (3) 1
     - and
   - *PHYS A123/L Basic Physics Laboratory (1) 1
Major Requirements

1. Complete the following required courses (40 credits):
   - AET/CM A101 Fundamentals of CADD for Building Construction 4
   - AET/CM A102 Methods of Building Construction 3
   - AET/CM A123 Codes and Standards 3
   - AET/CM A142 Mechanical and Electrical Technology 4
   - AET/CM A231 Structural Technology 4
   - CM A163 Building Construction Cost Estimating 3
   - CM A201 Construction Project Management I 3
   - CM A202 Project Planning and Scheduling 3
   - CM A205 Construction Safety 3
   - CM A213 Construction Civil Technology 4
   - CM A263 Civil Construction Cost Estimating 3

2. Complete one of the following courses 3
   - CM A295 Construction Management Internship (3) 3
   or
   - CM A495 Advanced Construction Management (3) Internship 3

2. A total of 66/67 credits is required for the degree.

Bachelor of Science, Construction Management

Student Learning Outcomes

Graduates will be able to:

- Manage the principal resources of a construction industry organization including its workers, equipment, time, and budgets.
- Represent the role of the constructor in the multi-discipline team responsible for managing construction projects.
- Assess project risk and evaluate alternate project delivery systems for project procurement and construction.
- Communicate effectively with project design professionals during the planning phases of design-build projects and throughout the construction phase of all projects.
- Utilize knowledge of materials, methods, and equipment operations to plan, control, and analyze the results of construction processes.
- Manage construction operations in unique and changing conditions to produce measured results that meet stated quality criteria and overall project goals.

Admissions Requirements

1. Satisfy the requirements under Admission to Baccalaureate Programs in Chapter 7, Academic Standards and Regulations.
2. Certain courses require prerequisites or faculty permission. See an academic advisor for further information.

Graduation Requirements

1. In order to receive the Bachelor of Science in Construction Management, students must achieve a grade of C or better in all courses required for the degree.
Program Note

All BSCM majors are required to sit for the 8-hour, comprehensive American Institute of Constructors, Associate Constructor (Level 1) Exam as part of CM A450 Construction Management Professional Practice. CM A450 should be taken during the last or second-to-last semester before graduation.

General University Requirements

1. Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.
2. Complete the General Education Requirements for Baccalaureate Degrees at the beginning of this chapter (15 credits).

Required Support Courses

1. Complete the following support courses (43/44 credits):
   - ACCT A201 Principles of Financial Accounting 3
   - ACCT A202 Principles of Managerial Accounting 3
   - BA A300 Organizational Theory and Behavior 3
   - BA/JUST A241 Business Law I 3
   - *ECON A201 Principles of Macroeconomics 3
   - *ECON A202 Principles of Microeconomics 3
   - *ENGL A212 Technical Writing 3
   - ES A411 Northern Design (3) 3
   - or
   - CE AE A403 Arctic Engineering (3) 3
   - GEO A181 Construction Surveying 1

2. Complete one of the following courses: 3
   - *PHIL A301 Ethics (3) 3
   - or
   - *PHIL A305 Professional Ethics (3) 3
   - *PHYS A123 Basic Physics I 3
   - PHYS A123L Basic Physics I Laboratory 1

3. Complete two of the following science courses with a laboratory class: 4
   - *CHEM A105 General Chemistry I (3) 3
   - and
   - CHEM A105L General Chemistry I Laboratory (1) 1
   - or
   - *GEOL A111 Physical Geology (3) 3
   - and
   - GEOL A111L Physical Geology Laboratory (1) 1
   - or
   - *PHYS A123 Basic Physics I (3) 3
   - and
   - PHYS A123L Basic Physics I Laboratory (1) 1

4. Complete one additional science course at or above the *100-level in CHEM, ENVI, GEOL, or PHYS that includes a laboratory class. 4
Complete one of the following: 3-4

*MATH A200 Calculus (4)
*MATH A272 Applied Calculus (3)
*STAT A253 Applied Statistics for the Sciences (4)

*Note: Required Support Courses may also be used to satisfy General Education Requirements.

**Major Requirements**

1. Complete the following required courses (64 credits):
   AET/CM A101 Fundamentals of CADD for Building Construction 4
   AET/CM A102 Methods of Building Construction 3
   AET/CM A123 Codes and Standards 3
   AET/CM A142 Mechanical and Electrical Technology 4
   AET/CM A231 Structural Technology 4
   CM A163 Building Construction Cost Estimating 3
   CM A201 Construction Project Management I 3
   CM A202 Project Planning and Scheduling 3
   CM A205 Construction Safety 3
   CM A213 Construction Civil Technology 4
   CM A263 Civil Construction Cost Estimating 3
   CM A301 Construction Project Management II 3
   CM A313 Soils in Construction 3
   CM A331 Statics and Strengths of Materials 3
   CM A401 Construction Law 3
   CM A422 Sustainability in the Built Environment* 3
   CM A440 Financial Management for Construction 3
   CM A450 Construction Management Professional Practice* 3
   CM A460 Construction Equipment Management and Methods 3
   CM A495 Advanced Construction Management Internship 3

   *Tier 3 General Education Requirement, integrative capstone.

2. A total of 122/123 credits is required for the degree of which 42 credits must be upper division.

**FACULTY**

Jeffrey Callahan, Associate Professor, jccallahan@uaa.alaska.edu
Peter Dedych, Assistant Professor, ptdedych@uaa.alaska.edu
Donald Ketner, Assistant Professor/Chair, dketner1@uaa.alaska.edu
Alan Peabody, Assistant
April 2, 2013 Updates for April 12th review by UAB and GAB

Clean Version

The revised draft policies and cover memo reflect two changes.

1. Input received from both academic boards (through the joint meeting on March 22nd and the UAB meeting on March 29th) have been incorporated.

2. The cover memo template now includes the requirements necessary for approval by the Board of Regents and the NWCCU. These additions are intended to reduce the number of forms faculty are required to complete program deletions. We propose including these in a second section that would not need to be submitted to the academic boards, both to allow the boards to focus on curricular actions and to gather necessary financial and personnel information in a confidential manner.

Original Memo

Date: February 8, 2013

To: Graduate Academic Board
   Undergraduate Academic Board

From: Susan Kalina, Vice Provost for Undergraduate Academic Affairs
      David Yesner, Associate Dean, Graduate School
      Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer
      Lora Volden, University Registrar

Re: Draft Academic Program Suspension and Deletion Policies and Cover Memo Template

Currently, UAA has no formal policies on academic program suspension or deletions. Our offices need to be able to give guidance to programs considering suspensions or deletions. The attached draft policies are designed to provide this guidance and address accreditation and Board of Regents requirements.

Input from the Policy Advisory Committee, the academic deans, and community campus directors have been incorporated into this draft, and we are submitting it to the academic boards for consideration.

The policies are designed to apply to a variety of purposes for program suspension and deletion, such as addressing temporary circumstances, making major program revisions, or deleting programs which have been suspended for several years.
We look forward to receiving your feedback on the draft.
Academic Program Suspension and Deletion Policies

When planning to suspend or delete an academic program, a number of considerations must be addressed to comply with the policies of the University of Alaska (UA)¹ and the Northwest Commission on Colleges and Universities (NWCCU).² These considerations include, but are not limited to, the impact on students currently enrolled in the program, the impact on the community in which the program is offered, and the impact on other academic programs in the University of Alaska System.

Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

Steps for Program Suspension (see Diagram 1)

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission.³ Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impacts on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.⁴
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

4. **Administrative Protocols:** The following are non-curricular considerations for program deletion.

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³ Decisions to limit enrollment or admission to a program are administrative decisions that do not require completion of this approval process.
⁴ In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.
a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.

b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
Diagram 1: UAA Degree and Certificate Suspension Approval Process

Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

OAA/Provost Approval

Northwest Commission on Colleges and Universities

Notification

Statewide Academic Council

Notification

Chancellor

Notification

Faculty Curriculum Listserv

Notification

Undergraduate Academic Board

Notification (Undergrad Progs)

Graduate Academic Board

Notification (Grad Progs)

Registrar

Notification
Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

Steps for Program Deletion (see Diagram 2)

1. **Program Suspension**: Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program. 5

2. **Consultation with Academic Affairs**: To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. *OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.*
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impacts on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program**: This proposal should be developed using the established curriculum approval process. 6 If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a **program change** so that deletion of the existing program and initiation of its replacement are approved simultaneously.

4. **UA System and Accreditation Approval**: Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).

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5 In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

6 See the Curriculum Handbook on the Governance site [http://www.uaa.alaska.edu/governance/](http://www.uaa.alaska.edu/governance/)
a. **Note:** Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
   a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
   b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
   c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.

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7 University Policy P10.04.020
Diagram 2: UAA Degree and Certificate Deletion Approval Process

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(See suspension approval process for greater detail)

Consult With Office of Academic Affairs

Develop Proposal Based on Relevant Considerations

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Notification

*Requires 60-day advance notice to have items placed on the agenda
Definitions

Academic Program: A specific degree, certificate, or minor approved by the Board of Regents (BOR) and/or the Northwest Commission on Colleges and Universities (NWCCU), such as a Bachelor of Arts in English. Program levels include occupational endorsement certificates, undergraduate certificates, associate degrees, baccalaureate degrees, post-baccalaureate certificates, graduate certificates, master’s degrees, and doctoral degrees.

In some cases, a portion of an academic program (such as one of two tracks) may be suspended or deleted while other portions of the program remain available.

Program Suspension: While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion. Program suspension requires notification to the Statewide Academic Council (SAC) and NWCCU.

Program Deletion: Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete. When program deletion is final, the program is no longer listed as an academic program, and no students may graduate or remain enrolled in the program. Program deletion requires approval by BOR and NWCCU.

Approval: The relevant decision making authority grants approval for the requested program action. The action cannot proceed until this approval has been received.

Notification: The relevant individual or body is notified of the approved program action. The body being notified does not have decision making authority over the action.
April 2, 2013 Updates for April 12th review by UAB and GAB

The revised draft policies and cover memo reflect two changes:
1. Input received from both academic boards (through the joint meeting on March 22nd and the UAB meeting on March 29th) have been incorporated.
2. The cover memo template now includes the requirements necessary for approval by the Board of Regents and the NWCCU. These additions are intended to reduce the number of forms faculty are required to complete program deletions. We propose including these in a second section that would not need to be submitted to the academic boards, both to allow the boards to focus on curricular actions and to gather necessary financial and personnel information in a confidential manner.

Original Memo

Date: February 8, 2013

To: Graduate Academic Board
Undergraduate Academic Board

From: Susan Kalina, Vice Provost for Undergraduate Academic Affairs
David Yesner, Associate Dean, Graduate School
Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer
Lora Volden, University Registrar

Re: Draft Academic Program Suspension and Deletion Policies and Cover Memo Template

Currently, UAA has no formal policies on academic program suspension or deletions. Our offices need to be able to give guidance to programs considering suspensions or deletions. The attached draft policies are designed to provide this guidance and address accreditation and Board of Regents requirements.

Input from the Policy Advisory Committee, the academic deans, and community campus directors have been incorporated into this draft, and we are submitting it to the academic boards for consideration.

The policies are designed to apply to a variety of purposes for program suspension and deletion, such as addressing temporary circumstances, making major program revisions, or deleting programs which have been suspended for several years.

We look forward to receiving your feedback on the draft.
Academic Program Suspension and Deletion Policies

When planning to suspend or delete an academic program, a number of considerations must be addressed to comply with the policies of the University of Alaska (UA)\(^1\) and the Northwest Commission on Colleges and Universities (NWCCU).\(^2\) These considerations include, but are not limited to, the impact on students currently enrolled in the program, the impact on the community in which the program is offered, and the impact on other academic programs in the University of Alaska System.

Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

Steps for Program Suspension (see Diagram 1)

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission.\(^3\) Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impacts on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, programs the academic dean or campus director must request, in consultation with program faculty, to must reinstate admission, request extension of the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.\(^4\)
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.
2.3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

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\(^1\) Board of Regents and University Regulation Part X: Academic Policy Regulation [http://www.alaska.edu/bor/policy/10-04.doc](http://www.alaska.edu/bor/policy/10-04.doc)


\(^3\) Decisions to limit enrollment or admission to a program are administrative decisions that do not require completion of this approval process.

\(^4\) In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.
3.4. Administrative Logistics Protocols: The following are non-curricular considerations for program deletion.

a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.

b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
Diagram 1: UAA Degree and Certificate Suspension Approval Process

Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

OAA/Provost Approval

Northwest Commission on Colleges and Universities

Statewide Academic Council

Chancellor

Faculty Curriculum Listserv

Undergraduate Academic Board

Graduate Academic Board

Registrar

Notification

Notification

Notification

Notification

Notification

Notification (Undergrad Progs)

Notification

Programs Offered on One Campus

Field Code Changed

Comment [MAC4]: Chart modified to include Faculty Curriculum Listserv and UAB/GAB
Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Notification

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

OAA/Provost Approval

Notification

Northwest Commission on Colleges and Universities

Statewide Academic Council

Chancellor

Registrar

Program Deletion & Suspension Policy for academic boards 4-2-13
**Academic Program Deletion**

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

**Steps for Program Deletion (see Diagram 2)**

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should include the implementation date, reason for the suspension, planned duration, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impacts on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a program change so that deletion of the existing program and initiation of its replacement are approved simultaneously.

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).

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5 In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

6 See the Curriculum Handbook on the Governance site [http://www.uaa.alaska.edu/governance/](http://www.uaa.alaska.edu/governance/).
a. **Note:** Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Logistics Protocols:** The following are non-curricular considerations for program deletion.

   a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.

   b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.

   c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.

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7 University Policy P10.04.020
Program Deletion & Suspension Policy for academic boards 4-2-13

Diagram 2: UAA Degree and Certificate Deletion Approval Process

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(See suspension approval process for greater detail)

Consult With Office of Academic Affairs

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

Accommodation for Existing Students

Impact on Other Departments and Colleges

Input from External Stakeholders

Considerations

Develop Proposal Based on Relevant Considerations

Workforce Credentials

Undergraduate Programs

Graduate Programs

*Requires 60-day advance notice to have items placed on the agenda
Definitions

Academic Program: A specific degree, certificate, or minor approved by the Board of Regents (BOR) and/or the Northwest Commission on Colleges and Universities (NWCCU), such as a Bachelor of Arts in English. Program levels include occupational endorsement certificates, undergraduate certificates, associate degrees, baccalaureate degrees, post-baccalaureate certificates, graduate certificates, master’s degrees, and doctoral degrees.

In some cases, a portion of an academic program (such as one of two tracks) may be suspended or deleted while other portions of the program remain available.

Program Suspension: While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion. Program suspension requires notification to the Statewide Academic Council (SAC) and NWCCU.

Program Deletion: Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete. When program deletion is final, the program is no longer listed as an academic program, and no students may graduate or remain enrolled in the program. Program deletion requires approval by BOR and NWCCU.

Approval: The relevant decision making authority grants approval for the requested program action. The action cannot proceed until this approval has been received.

Notification: The relevant individual or body is notified of the approved program action. The body being notified does not have decision making authority over the action.
To: (Undergraduate or Graduate) Academic Board  
From: Faculty Initiator, Department  
Date:       
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)  

Section One: Academic Board Approval Requirements

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This cover memo should be no longer than one page. You may remove the instructions after you have completed the form.

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension.

Justification for Program Deletion: Why is this program deletion proposed? Some examples might include enrollment trends, employment data, or shifting priorities within the department, school, or college. What other options were considered to resolve the concerns which led to the proposed deletion?

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments?

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students?

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program?

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
Section Two: External Approval Requirements

This form is intended to meet the needs of the Board of Regents and NWCCU. It will not be reviewed by the curriculum bodies.

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This section should be no longer than one page. You may remove the instructions after you have completed the form.

Specialized Accreditation or Other External Program Certification: Does the program have any specialized accreditation (beyond the institution’s accreditation) or external program certification? If so, please describe any implications for the deletion and how they will be addressed.

Program Resources: Are there any resources currently dedicated to this program? How will they be maintained while the remaining students are completing the program or otherwise being accommodated? How will the program’s fiscal and other resources be reallocated when the program deletion is complete (e.g., assignment to other department offerings, internal reallocation)?

Projected Enrollments: Please indicate the projected enrollments during the teach-out of the program.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Year 3:</th>
<th>Year 4:</th>
</tr>
</thead>
</table>

Personnel Implications: Will any positions be eliminated as a result of this program deletion? If so, please indicate the number and type in the table below.

<p>| Number of positions planned for elimination: |</p>
<table>
<thead>
<tr>
<th>Graduate TA:</th>
<th>Adjunct:</th>
<th>Term Faculty:</th>
<th>Tenure Track Faculty:</th>
</tr>
</thead>
</table>

Alignment with UA or Campus Strategic Plans: How does the proposed program deletion support the UA Academic Master Plan or the UAA Strategic Plan 2017? In almost every case, this will be UAA Strategic Plan Priority A. You may also briefly address other strategic contributions, if the proposed deletion will accompany a new or revised program which better supports student completion or meeting community needs.

This page should be completed along with the cover memo and the Program Action Request (PAR) form submitted to curriculum bodies for program deletions. Catalog copy does not need to be submitted for program deletions.
Section One: Academic Board Approval Requirements

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This cover memo should be no longer than one page. You may remove the instructions after you have completed the form.

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension.

Justification for Program Deletion: Why is this program deletion proposed? Some examples might include enrollment trends, employment data, or shifting priorities within the department, school, or college. What other options were considered to resolve the concerns which led to the proposed deletion?

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments?

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students?

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program?

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted with program deletions.

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
This template is intended to meet the needs of the UAA curriculum bodies. Initiating faculty should contact Academic Affairs for assistance with the forms and approval processes for the Board of Regents and Northwest Commission on Colleges and Universities.
Program Deletion Cover Memo Template

To: Office of Academic Affairs
From: Faculty Initiator, Department
Date: 
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)

Section Two: External Approval Requirements

This form is intended to meet the needs of the Board of Regents and NWCCU. It will not be reviewed by the curriculum bodies.

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This section should be no longer than one page. You may remove the instructions after you have completed the form.

Specialized Accreditation or Other External Program Certification: Does the program have any specialized accreditation (beyond the institution’s accreditation) or external program certification? If so, please describe any implications for the deletion and how they will be addressed.

Program Resources: Are there any resources currently dedicated to this program? How will they be maintained while the remaining students are completing the program or otherwise being accommodated? How will the program’s fiscal and other resources be reallocated when the program deletion is complete (e.g., assignment to other department offerings, internal reallocation)?

Projected Enrollments: Please indicate the projected enrollments during the teach-out of the program.

Projected enrollments (headcount of majors) during teach-out:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>

Personnel Implications: Will any positions be eliminated as a result of this program deletion? If so, please indicate the number and type in the table below.

Number of positions planned for elimination:

<table>
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<tr>
<th>Graduate TA</th>
<th>Adjunct</th>
<th>Term Faculty</th>
<th>Tenure Track Faculty</th>
</tr>
</thead>
</table>

Alignment with UA or Campus Strategic Plans: How does the proposed program deletion support the UA Academic Master Plan or the UAA Strategic Plan 2017? In almost every case, this will be UAA Strategic Plan Priority A. You may also briefly address other strategic contributions, if the proposed deletion will accompany a new or revised program which better supports student completion or meeting community needs.

This page should be completed along with the cover memo and the Program Action Request (PAR) form submitted to curriculum bodies for program deletions. Catalog copy does not need to be submitted for program deletions.

Comment [MAC1]: We suggest including the items that will be required by the BOR and NWCCU as a second section of this template, so that faculty will only have to complete one form.