Undergraduate Academic Board
Agenda

January 16, 2015
2:00-5:00
ADM 204

I. Roll

() Alberta Harder (FS)	( ) Vacant (CBPP)	() Kevin Keating (LIB)
() Utpal Dutta (FS)	( ) Vacant (COH)	() Rick Adams (KPC)
() Francisco Miranda (Chair)	( ) Vacant (COH)	() Sheri Denison (Mat-su)
() Barbara Harville (CAS)	() Irasema Ortega (COE)	() Jared Griffin (Kod)
( ) Vacant (CAS)	() Carrie King (CTC)	() Christina Stuive (ADV)
( ) Vacant (CAS)	() Jeff Hoffman (SOE)	

Ex-Officio Members
() Susan Kalina
() Lora Volden
() Scheduling and Publications

II. **Approval of the Agenda** (pg. 1)

III. **Approval of Meeting Summary** (pg. 2-3)

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

  B. **University Registrar Lora Volden**

V. **Chair's Report**
  A. **UAB Chair- Francisco Miranda**

  B. **GERC**

VI. **Program/Course Action Request- Second Readings**

VII. **Program/Course Action Request- First Readings**
  Chg   Post-Baccalaureate Certificate, Elementary Education
                                   (with Teacher Certification K-6)(pg. 4-13)

  Chg   ME A280   Solid Modeling for Engineers (3 cr)9(3+0)(pg. 14-17)

  Chg   BA A461   Negotiation and Conflict Management (3 cr)(3+0)(pg. 18-22)

  Add   MUS A433   Choral Arranging (3 cr)(3+0)(pg. 23-25)

VIII. **Old Business**

IX. **New Business**

X. **Informational Items and Adjournment:**
  A.   Changes to the College of Arts and Sciences Bachelor of Science Requirements (pg. 26-34)

December 12, 2014
2:00-5:00
ADM 204

I. Roll

(P) Alberta Harder (FS)	( ) Vacant (CBPP)	(P) Kevin Keating (LIB)
(P) Utpal Dutta (FS)	( ) Vacant (COH)	(P) Rick Adams (KPC)
(P) Francisco Miranda (Chair)	( ) Vacant (COH)	(P) Sheri Denison (Mat-su)
(P) Barbara Harville (CAS)	(P) Irasema Ortega (COE)	(P) Jared Griffin (Kod)
( ) Vacant (CAS)	(E) Carrie King (CTC)	(P) Christina Stuive (ADV)
( ) Vacant (CAS)	(P) Jeff Hoffman (SOE)	

Ex-Officio Members
(P) Susan Kalina
(P) Lora Volden
(P) Scheduling and Publications

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

III.   Approval of Meeting Summary (pg. 3-4)
        Approved

IV.   Administrative Report
        A.   Vice Provost for Undergraduate Academic Affairs Susan Kalina
                The BA in Environment and Society has been suspended
                The BS in Chemistry has been suspended temporarily
                DNP was on the BOR consent agenda December 12, 2014
                Full report can be found on the agenda website

        B.   University Registrar Lora Volden
                Reminded faculty that grades are due by midnight Wednesday, December 17th

V.   Chair's Report
        A.   UAB Chair- Francisco Miranda
                No report

        B.   GERC
                No report

VI.   Program/Course Action Request- Second Readings

VII.   Program/Course Action Request- First Readings
        Chg   Associate of Applied Science, Process Technology (pg. 5-15)
        Waive first reading, approve for second

        Add   Bachelor of Science, Mechanical Engineering (pg. 16-33)
        Waive first reading, approve for second

        Add   Bachelor of Science, Electrical Engineering (pg. 34-72)
        Waive first reading, approve for second

        Add   Bachelor of Science, Computer Systems Engineering (pg. 73-87)
        Waive first reading, approve for second

Chg   EDEL A205   Becoming an Elementary Teacher (3 cr)(2.5+1.5)(pg. 88-93)
Waive first reading, approve for second

Chg   EDEL A206   Introduction to Assessment in Elementary Education
                                    (2 cr)(2+0)(pg. 94-99)
Waive first reading, approve for second

Chg   EDEL A327   Teaching Social Studies in Elementary Schools
                                    (3 cr)(3+0)(pg. 100-105)
Waive first reading, approve for second

Chg   EDEL A428   Teaching Science in Elementary Schools (3 cr)(3+0)(pg. 106-111)
Waive first reading, approve for second

Chg   Bachelor of Arts in Elementary Education (BAEL)(pg. 112-130)
Waive first reading, approve for second

Add   COHI A478   Interdisciplinary Exploration of Alaska's Critical Behavioral
                                    Health Issues (stacked with COHI A678)(3 cr)(3+0)(pg. 131-144)
Waive first reading, approve for second

VIII.   Old Business

IX.   New Business

X.   Informational Items and Adjournment:

TO: Undergraduate Academic Board

FR: Tim Jester, Associate Professor: Elementary Education
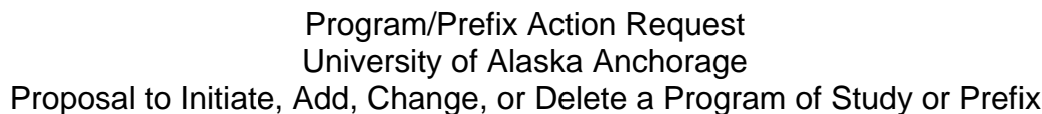
DT: April 18, 2014

SB: Catalog Changes to the Post-baccalaureate Certificate, Elementary Education (with Teacher
         Certification, K-6)

The Elementary Education Preservice Program in the College of Education is proposing changes to the catalog copy of the Post-baccalaureate Certificate, Elementary Education program. The catalog is being revised to reflect changes made to the BA in Elementary Education in recent years, the program platform on which the Post-baccalaureate program is based.

Summary of Changes:

- Language updates to reflect changes in the College of Education's structure (e.g., the Department of Teaching and Learning no longer exists).

- Admission to Field Experiences to align with the new structure of the Elementary preservice program.

- Reduce total required credits required for the Post-baccalaureate program to incorporate the revised Elementary program's education courses and field experience structure and provide a more expedient track for post-bacc students to earn an Elementary teaching license—all National and State standards will still be addressed through required entrance exam, program courses, program assessments, and review of prior coursework.

1a. School or College EA COE	1b. Department Undergraduate and Initial Certification: Elementary Education

2. Complete Program Title/Prefix

Post-Baccalaureate Certificate, Elementary Education (with Teacher Certification, K-6)

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: or   Graduate:
   Post Baccalaureate Certificate   CHOOSE ONE

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

4. Type of Action:

PROGRAM	**PREFIX**
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)

From: Fall/2014   To: Spring/2999

6a. Coordination with Affected Units   Department, School, or College: Department of Undergraduate and Initial Certification; Math Department; Special Education (program)

Initiator Name (typed): Tim Jester   Initiator Signed Initials: _____   Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)   Date: 3/5/14

6c. Coordination with Library Liaison   Date: 3/5/14

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

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

8. Justification for Action

Revising catalog copy to reflect changes made to the Elementary preservice curriculum in 2010-2011.

_____	☐ Approved
Initiator (faculty only) Date	☐ Disapproved Dean/Director of School/College Date
Tim Jester	
Initiator (TYPE NAME)	
☐ Approved	☐ Approved
☐ Disapproved Department Chair Date	☐ Disapproved Undergraduate/Graduate Academic Date Board Chair
☐ Approved	☐ Approved
☐ Disapproved College/School Curriculum Committee Chair Date	☐ Disapproved Provost or Designee Date

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4412
www.uaa.alaska.edu/coe/degrees

Post-Baccalaureate Certificate, Elementary Education
(with Teacher Certification, K-6)

Those students who already have a baccalaureate degree may obtain an Elementary Education Post-Baccalaureate Certificate by completing the following requirements.

Program Student Learning Outcomes

The Post-Baccalaureate Certificate in Elementary Education prepares professionals who already have baccalaureate degrees to work with children in elementary school (K-6). Successful completion of the program leads to an institutional recommendation for initial teacher certification with an endorsement in Elementary (K-6).

Student learning outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students' development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students' learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage

See information on Post-Baccalaureate Certificate programs at the beginning of this chapter. Complete the UAA Undergraduate Application for Admission, available on the UAA website at www.uaa.alaska.edu/admissions.

Admission to the College of Education's Elementary Post-Baccalaureate Certificate, Elementary Education Program

In order to be admitted to the program, applicants must meet the following requirements:

1. Complete an application for admission to the Elementary Education Post-Baccalaureate Certificate Program. (For financial aid purposes, applicants must adhere to the deadlines established for the UAA Undergraduate Application for Admission.)
2. Have a cumulative grade point average of 2.75 for the baccalaureate degree from a regionally accredited institution.
3. Have completed a course in child development. An example of an UAA course that meets this requirement is EDSE A212. An alternate course will also be considered.
4. Undergraduate preparation in content areas relevant to Elementary Education: English, mathematics, science, social sciences, art, physical education, and health.
5. 5. Successfully complete the Praxis I examination or other Alaska Early Education and Development (EED) approved basic competency exam requirement (www.eed.state.ak.us/TeacherCertification). . Contact the College of Education for current passing scores.
6. 6. Submit a current Interested Person Report.

Note: Admission to the program is competitive. Qualified applicants are accepted on a space-available basis.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A. Qualified applicants are accepted on a space-available basis. Admission to the Department of Undergraduate and Initial Certification does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate's readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Application Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Undergraduate and Initial Certification as an Elementary Education major.
2. Submit an application form for admission to Praticum II and Internship.
3. Participate in a screening interview, if requested.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact Student Services for current passing scores.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact Student Services for more information.
9. A current Student Teaching Authorization Certificate is necessary for Internship.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

Academic Progress

All Elementary Education Post-Baccalaureate Certificate courses must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. University Requirements for Post-Baccalaureate Certificates

Complete the University Requirements for Post-Baccalaureate Certificates listed at the beginning of this chapter.

B. Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

C. Major Requirements

1. Complete the following foundation area courses. (12 credits)

   Field experience in public schools required as part of most courses.

EDFN A300	Philosophical and Social Context of American Education (3)	3
	or	
EDFN A304	Comparative Education (3)	
EDFN A301	Foundations of Literacy and Language Development	3
EDFN A478	Issues in Alaska Native Education, K-12	3
EDSE A482	Inclusive Classrooms for All Children	3

2. Complete the following method courses. Concurrent enrollment in a practicum is required. See an advisor for details.. (13 credits)

EDEL A327	Teaching Social Studies in

	Elementary Schools	2
EDEL A325	Teaching Literacy in Elementary Schools	6
EDEL A426	Teaching Mathematics in Elementary Schools	3
EDEL A428	Teaching Science in Elementary Schools	2

3. Complete the following practicums, seminars, and internship. (14 credits)

EDEL A395	Elementary Education Practicum I: Literacy and Social Studies	2
EDEL A495A	Elementary Education Practicum II: Mathematics and Science	3
EDEL A492B	Elementary Education Seminar III: Teaching Capstone	3
EDEL A495B	Elementary Education Internship	6

4. Satisfaction of all major requirements, totaling 39credits, must be demonstrated through coursework completed either before or after the award of the baccalaureate degree. However, a minimum of 29 approved credits, including the courses EDEL A395, EDEL A495A and EDEL A495B must be completed after the award of the baccalaureate degree.

Institutional Recommendation, Elementary Teacher Certification (K - 6)

Following are the requirements for an institutional recommendation:

1. All course requirements completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the Elementary Education Post-Baccalaureate Certificate courses.
3. Passing scores on the Praxis I and II examinations.
4. Internship satisfactorily completed.

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4412
www.uaa.alaska.edu/coe/degrees

Post-Baccalaureate Certificate, Elementary Education
(with Teacher Certification, K-6)

Those students who already have a baccalaureate degree may obtain an Elementary Education Post-Baccalaureate Certificate by completing the following requirements.

Program Student Learning Outcomes

Student outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. The The Post-Baccalaureate Certificate in Elementary Education prepares professionals who already have baccalaureate degrees to work with children in elementary school (K-6). Successful completion of the program leads to an institutional recommendation for initial teacher certification with an endorsement in Elementary (K-6).

Student learning outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students' development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students' learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage

See information on Post-Baccalaureate Certificate programs at the beginning of this chapter. Complete the UAA Undergraduate Application for Admission, available on the UAA website at www.uaa.alaska.edu/admissions.

Admission to the College of Education's Elementary Post-Baccalaureate Certificate, Elementary Education Program Department of Teaching and LearningUndergraduate and Initial Certification

Admission to the Department of Teaching and Learning is a prerequisite for all education coursework with the exceptions of EDFN A101 Introduction to Education, EDFN A300 Philosophical and Social Context of American Education, and EDFN A304 Comparative Education. In order to be admitted to the Department of Teaching and LearningUndergraduate and Initial Certification as an Elementary Education Post-Baccalaureate Certificate candidate program, applicants must meet the following requirements:

1. Complete an Department of Teaching and LearningUndergraduate and Initial Certification, College of Education, application for admission to the Elementary Education Post-Baccalaureate Certificate Program by one of the following dates: March 1, August 1, or November 1. (Please be aware that the admission deadlines for UAA may vary from those of the Department of Teaching and LearningUndergraduate and Initial Certification. (For financial aid purposes, applicants must adhere to the deadlines established for the UAA Undergraduate Application for Admission.)
2. Have a cumulative grade point average of 3.002.75 for the baccalaureate degree from a regionally accredited institution.
3. Have completed a course in child development. An example of an UAA course that meets this requirement is EDSE A212. An alternate course will also be considered.

4. Undergraduate preparation in content areas relevant to Elementary Education: English, mathematics, science, social sciences, art, physical education, and health.

3.5. 5. Successfully complete the Praxis I examination or other Alaska Early Education and Development (EED) approved basic competency exam requirement (www.eed.state.ak.us/TeacherCertification), and Praxis II: Elementary Content Knowledge examination. With the exceptions of EDFN A101 Introduction to Education, EDFN A300 Philosophical and Social Context of American Education, and EDFN A304 Comparative Education, students may not enroll in education courses without passing these examinations at the level established by the College of Education. Contact the College of Education for current passing scores.

4.6. 6. Submit an current Interested Person Report.

Note: Admission to the program Department of Teaching and LearningUndergraduate and Initial Certification is competitive. Qualified applicants are accepted on a space-available basis.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A. Qualified applicants are accepted on a space-available basis. Admission to the Department of Undergraduate and Initial Certification does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate's readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Application Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Undergraduate and Initial Certification as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department's published deadline Praticum II and Internship.
3. Participate in a screening interview, if requested.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact Student Servicesthe Post-baccalaureate Elementary Education program for current passing scores.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE Student Servicesadvisors for more information.
9. A current Student Teaching Authorization Certificate is necessary for Internship.

Admission to Internship

The Admission Committee has the responsibility of determining a candidate's readiness to enroll in and continue progress in methods and the internship. The candidate must realize that standards set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content, methodology, or classroom experience.

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education Post-Baccalaureate Certificate candidate.
2. Submit an application form for admission to methods and internship by February 15.
3. Submit one letter of recommendation from someone who can speak to the student's potential as a future elementary teacher.
4. Demonstrate general content knowledge competency through successful completion of a baccalaureate degree and a passing score on Praxis II: Elementary Content Knowledge. Contact the College of Education for details.
5. Provide evidence of successful experiences working with children.
6. Interview.
7. Initiate fingerprinting and criminal background check.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

Academic Progress

All Elementary Education Post-Baccalaureate Certificate courses must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. University Requirements for Post-Baccalaureate Certificates

Complete the University Requirements for Post-Baccalaureate Certificates listed at the beginning of this chapter.

B. Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

C. Major Requirements

~~It is recommended that candidates complete EDFN A101 Introduction to Education prior to enrolling in a 300-level education course.~~

1. Complete the following ~~core~~ foundation area courses. (~~21~~ 12 credits)

    Field experience in public schools required as part of most courses.

EDFN A300	Philosophical and Social Context of American Education (3)	3
	or	
EDFN A304	Comparative Education (3)	
EDFN A301	Foundations of Literacy and Language Development	3
~~EDFN A302~~	~~Foundations of Educational Technology~~	~~2~~
~~EDFN A303~~	~~Foundations of Teaching and Learning~~	~~3~~
~~EDSE A212~~	~~Human Development and Learning (3)~~	~~3~~
	~~or~~	
~~PSY A365~~	~~Child and Adolescent Development (3)~~	
~~EDSE A212L~~	~~Human Development and Learning Lab~~	~~1~~
EDFN A478	Issues in Alaska Native Education, K-12	3
EDSE A482	Inclusive Classrooms for All Children	3
~~MATH A205~~	~~Communicating Mathematical Ideas~~	~~3~~

2. Complete the following method courses. Concurrent enrollment in a practicum ~~n internship may~~ is ~~be~~ required. See an advisor for details.~~See Admission to Internship~~. (~~19~~ 13 credits)

EDEL A327	Teaching Social Studies in Elementary Schools	2
~~EDEL A425~~	~~Teaching Reading in Elementary Schools~~	~~4~~
EDEL A325	Teaching Literacy in Elementary Schools	6
EDEL A426	Teaching Mathematics in Elementary Schools	3
EDEL A428	Teaching Science in Elementary Schools	2
~~EDEL A430~~	~~Teaching Language Arts in~~	

11

~~Elementary Schools~~ ~~3~~

~~EDEL A431~~ ~~Creative Expression: Music, Art,~~

~~and Drama for Elementary Teachers~~ ~~3~~

~~PEP A345~~ ~~Incorporating Health and Physical~~

~~Activity into the Pre-K-6 Classroom~~ ~~2~~

3. Complete the following practicums, seminars, and internship~~s~~. (14~~9~~ credits)

EDEL A395 Elementary Education Practicum I:

Literacy and Social Studies 2

EDEL A495A Elementary Education Practicum II:

Mathematics and Science ~~Internship I~~ 3

EDEL A492B Elementary Education Seminar III:

Teaching Capstone 3

EDEL A495B Elementary Education Internship ~~(6-9)~~ 6

4. Satisfaction of all major requirements, totaling 4~~9~~ 39credits, must be demonstrated through coursework completed either before or after the award of the baccalaureate degree. However, a minimum of 29 approved credits, including the courses EDEL A395, EDEL A495A and EDEL A495B must be completed after the award of the baccalaureate degree.

~~Alaska certification note: If the candidate is seeking certification in the State of Alaska, the candidate must complete a state-approved Alaska studies course (EDFN A478 Issues in Alaska Native Education, K-12 or HIST A341 Alaska History or ANTH A200 Natives of Alaska is recommended).~~

Institutional Recommendation, Elementary Teacher Certification (K - 6)

Following are the requirements for an institutional recommendation:

1. All course requirements completed with a grade of C or higher.

2. Cumulative GPA of 3.00 in the Elementary Education Post-Baccalaureate Certificate courses.

3. Passing scores on the Praxis I and II examinations.

4. Internship~~s~~ satisfactorily completed.

FACULTY

Paul Ongtooguk, Term Assistant Professor, AFPO@uaa.alaska.edu
Jim Powell, Associate Professor, AFJHP2@uaa.alaska.edu
Marc Robinson, Assistant Professor, MRobinson@matsu.alaska.edu
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Jim Seitz, MAT Program Coordinator, AFJAS2@uaa.alaska.edu
Sheila Sellers, Term Assistant Professor, AFSRS1@uaa.alaska.edu
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Allan Turner, Professor, AFAAT@uaa.alaska.edu
Amina Turton, Assistant Professor, AFAT1@uaa.alaska.edu

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

1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department ME

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

6. Complete Course Title
Solid Modeling for Engineers

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

☐ Course Number
☒ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions
☐ General Education Requirement

9. Repeat Status choose one # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2015 To: /99999

12. ☐ Cross Listed with _____

☐ Stacked with _____
Cross-Listed Coordination Signature

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

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

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
1. Mechanical Engineering	Sept. 8, 2014	Dr. Jennifer Brock (Dept. Chair)
2.		
3.		

Initiator Name (typed): JAH Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 11-20-14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11-20-14

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

15. Course Description *(suggested length 20 to 50 words)*
   This course is an introduction to the use of solid modeling in engineering. The process of creating solid parts, assemblies, and fabrication-ready drawings in addition to kinematics of linkages will be covered. Rapid prototyping technologies such as three dimensional printing will be used as laboratory exercises.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
(ENGR 105A and ENGR105B and ENGR105C) witha minimum grade of C

16b. Co-requisite(s) *(concurrent enrollment required)*

16c. Automatic Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16d. Registration Restriction(s) *(non-codable)*

17. ☒ Mark if course has fees Standard CoEng Fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
   This course is being converted to a 3+0 to meet student needs.

☐ Approved	
_____ Date	☐ Approved
Initiator (faculty only)	☐ Disapproved Dean/Director of School/College Date
Jeff Hoffman	
Initiator (TYPE NAME)	
☐ Approved	☐ Approved
☐ Disapproved Department Chair Date	☐ Disapproved Undergraduate/Graduate Academic Date Board Chair
☐ Approved	☐ Approved
☐ Disapproved College/School Curriculum Committee Chair Date	☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

1. **Change Date:** November 2014

2. **Course Information**
    A.   College: College of Engineering
    B.   Course Prefix: ME
    C.   Course Number: A280
    D.   Number of Credits and Contact Hours
            Number of Credits: 3
            Contact Hours: 3 + 0
    E.   Course Title: Solid Modeling for Engineers
    F.   Grading Basis: A-F
    G.   Implementation Date: Fall 2015
    H.   Cross Listing: none
    I.   Course Description: This course is an introduction to the use of solid
modeling in engineering. The process of creating solid parts, assemblies, and fabrication-ready
drawings in addition to kinematics of linkages will be covered. Rapid prototyping technologies
such as three dimensional printing will be used as laboratory exercises.
    J.   Course Prerequisites: ENGR A105A and
                                  ENGR A105B and
                                  ENGR A105C with a minimum grade of C

    K.   Course Fee: Yes, Standard CoEng Fee

3. **Course Level Justification**
This course assumes proficiency of two dimensional computer aided design software and
trigonometry which is the competency of a sophomore level student.

4. **Instructional Goals and Student Learning Outcomes**

Instructional Goals
The instructor will:
1. Cover the solid modeling software and the techniques commonly used within parametric modeling software packages for creating solid parts, assemblies, and drawings.
2. Introduce the concept of evaluating and designing linkages (and mechanisms) as software based assemblies.
3. Provide instruction on how to tolerance drawings effectively to overcome stack up issues created by manufacturing variability.
4. Explore the use of solid models for creating solid parts through hands on exercises using a three dimensional printer.
5. Encourage creativity of the design process through assignments where the students model unique solutions using the solid modeling software.

Student Learning Outcomes
The student will be able to:

Outcome	Assessment
Interface with the solid modeling software showing proficiency in creating unique parts, assemblies, and drawings.	Assignments, quizzes, exams, discussions, and projects.
Apply common techniques for designing and evaluating the kinematics of linkages.	Assignments, quizzes, exams, discussions, and projects.
Calculate acceptable tolerances required to effectively manufacture parts and their subsequent assemblies considering manufacturing variability.	Assignments, quizzes, exams, discussions, and projects.
Apply the abilities of a virtual build of parts and assemblies to provide creatively engineered solutions.	Assignments, quizzes, exams, discussions, and projects.
Build solid plastic parts created in the software through the use of a three dimensional printer.	Assignments, quizzes, exams, discussions, and projects.

5. **Evaluation and Assessment Methods**
Students will be evaluated through homework assignments, midterm exams, lab assignments, projects, and a final comprehensive exam.

6. **Topical Course Outline**

A. Two dimensional sketching

B. Creation of parts
   1. Extrusions
   2. Revolutions
   3. Sweeps
   4. Lofts
   4. Cuts
   5. Patterns
   6. Sheet metal options
   7. Fillets and Chamfers

C. Assemblies
   1. Mating commands
   2. Kinematic studies of assemblies
   3. Using parametric modeling variables for assemblies
   4. Animation of assemblies

D. Drawings
   1. Creation of drawings
   2. The use of drawing template standards
   3. Detailing drawings for manufacture
   4. Stack up analysis of assemblies for manufacturing

5. Introduction to geometric dimensional and tolerancing schemes.
6. Stack up analysis of assemblies

E. Rapid prototyping
    1. Three dimensional printing

7.   **Suggested Text**

Tickoo S., *SolidWorks 2013 for Designers,* CADCIM Technologies, 2013.

8.   **Bibliography**

Bertoline, G., et. al., *Fundamentals of Graphics Communication*, McGraw-Hill Science/Engineering/Math, 6th edition, 2010.

Planchard, D., Planchard, M., *Engineering Design with SolidWorks 2010 and Multimedia CD,* Schroff Development Corp., 2010.

Planchard, D., Planchard., M., *Drawing and Detailing with Solidworks 2010*, Schroff Development Corp., 2010.

Planchard, D., Planchard., M., *Assembly Modeling with SolidWorks 2010*, SCC Publications, 2010.

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 BA

2. Course Prefix BA	3. Course Number A461	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)

6. Complete Course Title
Negotiation and Conflict Management

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions
☐ General Education Requirement

9. Repeat Status No   # of Repeats   Max Credits

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

11. Implementation Date *semester/year*
From: Fall/2015   To: /9999

12. ☐ Cross Listed *with*

☐ Stacked   *with*

_____
Cross-Listed Coordination Signature

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

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

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
1. Management, BBA	11/21/2014	Ed Forrest
2. Aviation Technology, BS	11/21/2014	Rocky Capozzi
3. ATC A440	11/21/2014	Rocky Capozzi

Initiator Name (typed): Frank Jeffries   Initiator Signed Initials: _____   Date:_____

13b. Coordination Email Date: 11/21/2014 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)	13c. Coordination with Library Liaison Date: 11/21/2014

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

15. Course Description *(suggested length 20 to 50 words)*
Provides students with a forum to develop and practice negotiation skills and offers opportunities to make positive changes in negotiation behavior and habits.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)* N/A	16b. Co-requisite(s) *(concurrent enrollment required)* N/A

16c. Automatic Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	16d. Registration Restriction(s) *(non-codable)* College of Business and Public Policy majors must be admitted to upper division standing

17. ☒ Mark if course has fees Standard CBPP computer lab fee	18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update text, bibliography, and course activities as part of the CBPP five year review program

	☐ Approved
Initiator (faculty only) Date Frank Jeffries Initiator (TYPE NAME)	☐ Disapproved Dean/Director of School/College Date
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

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

I.   **Date Initiated**   January 12, 2015

II.   **Course Information**
            College/School: College of Business and Public Policy
            Department: Business Administration
            Program: Bachelor of Business Administration, Management;
                                   Bachelor of Science, Aviation Technology
            Course Title: Negotiation and Conflict Management
            Course Number: BA A461
            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 hours
                                   to 135 hours
            Grading Basis: A-F
            Course Description: Provides students with a forum to develop and practice
            negotiation skills and offers opportunities to make positive changes in negotiation
            behavior and habits.
            Course Prerequisites: N/A
            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 and lectures augmented by case analyses
   B. Role plays in realistic individual and group negotiation scenarios
   C. Debrief and feedback sessions after the role plays
   D. Occasional videos and/or guest speakers

IV.   **Course Level Justification**

   Requires the successful student to develop a clear understanding of negotiation from
   both a theoretical and practical point of view. Requires the ability to synthesize
   multiple negotiation strategies and tactics into an effective and coherent plan.

V.   **Outline**

    A. The nature of negotiation situations

    B. Single issue bargaining where the relationship does not matter

    C. Multiple issue bargaining where the relationship does matter

    D. Useful steps for planning an effective negotiation strategy

    E. The influence of communication and cognitive biases in the negotiation context

    F. Issues with and constructive approaches to improve negotiation in groups

    G. The sources of and constructive use of power and influence in negotiation

    H. The influence of bystanders, constituencies, and others on negotiation

    I. Effective and appropriate use of moderators, mediators, and arbitrators in negotiation

    J. Constructive approaches to handling difficult people in negotiation situations

    K. The influence of individual differences on the process and outcomes of negotiation

VI.   **Instructional Goals and Student Learning Outcomes**

A. Instructional Goals.   **The instructor will:**
1. Present information and theory of negotiation explaining the principles and application of effective negotiation strategy
2. Facilitate case discussions demonstrating both successful and unsuccessful application of negotiation strategies
3. Cultivate students' ability to develop and use effective negotiation strategies by observing negotiation behavior and coaching students
4. Help students learn to perform effective debriefings of negotiations in order to facilitate their learning from their negotiation experiences both during the class and after it ends
5. Provide written feedback and coaching on all reflection papers and journals

B. Student Learning Outcomes. **Students will be able to:**	**Assessment Method**
1. Compare and contrast differences between integrative and distributive negotiation	Reflection papers and examinations
2. Demonstrate command of various negotiation strategies and their appropriate uses	Reflection papers, journal, and examinations

3. Develop an effective strategy or coping plan for dealing with difficult people	Reflection papers, journal, and examinations
4. Plan for an effective negotiation	Reflection papers, journal, and examinations
5. Describe the Best Alternative to a Negotiated Agreement, goals, and limits, and demonstrate their effective use in a negotiation context	Reflection papers, journal, and examinations
6. Critique one's own performance and the performance of one's opponent after negotiating	Reflection papers and journal

VII. Suggested Texts

*BA 461 Negotiation and Conflict Management. McGraw-Hill Create ISBN: 978-1-3080973-4-3

*customized text (2014)

VIII. Bibliography

Friedman, R., Tidd, S., Currall, S., and Tsai, J. (2000). What goes around comes around: The impact of personal conflict style on work conflict and stress. The International Journal of Conflict Management. 11(1), 32-55.

Galinsky, A. & Schweitzer, M. (2007). Negotiators: Think before you drink. Negotiation. 10(7) 4-6.

Lewicki, R. (2007). Walk the line: Ethical dilemmas in negotiation. Negotiation. 10(5) 4-6.

Liljenquist, K. & Galinsky, A. (2006). How to defuse threats at the bargaining table. Negotiation. 9(9) 1-4.

Pradel, D., Bowels, H., & McGinn, K. (2005). When does gender matter in negotiation? Negotiation, 8(11) 3-5.

Purdy, J. and Nye, P. (2000). The impact of communication media on negotiation outcomes. The International Journal of Conflict Management. 11(2), 162-187.

Sebenius, J. (2001). Six habits of merely effective negotiators. Harvard Business Review. 79(4) 87-95.

Tinsley, C. & O'Connor, K. (2006). What the best deal? Cultivate a cooperative reputation. Negotiation. 9(12) 1-4.

Volkema, R., Fleck, D., and Hofmeister, A. (2010). Predicting competitive-unethical negotiating behavior and its consequences. Negotiation Journal, 26(3): 263-286.

Westbrook, K., Arendall, C., and Padelford, W. (2011). Gender, competitiveness, and unethical negotiation strategies. Gender in Management, 26(4): 289-310.

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

1a. School or College AS CAS	1b. Division AFAR Division of Fine Arts		1c. Department Music

2. Course Prefix MUS	3. Course Number A 433	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)

6. Complete Course Title
Choral Arranging

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix ☐ Course Number
☐ Credits ☐ Contact Hours
☐ Title ☐ Repeat Status
☐ Grading Basis ☐ Cross-Listed/Stacked
☐ Course Description ☐ Course Prerequisites
☐ Test Score Prerequisites ☐ Co-requisites
☐ Automatic Restrictions ☐ Registration Restrictions
　☐ Class ☐ Level ☐ General Education Requirement
　☐ College ☐ Major
☐ Other (please specify)

9. Repeat Status No # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2015 To: /9999

12. ☐ Cross Listed with _____

☐ Stacked with _____
Cross-Listed Coordination Signature

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

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

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
1.		
2.		
3.		

Initiator Name (typed): Grant Cochran　　Initiator Signed Initials: _____　　Date:_____

13b. Coordination Email　　Date: 10/31/2014 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)	13c. Coordination with Library Liaison　　Date: 10/31/2014

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

15. Course Description *(suggested length 20 to 50 words)*
Principles and practices in transcribing, modifying and adapting pre-existing music for various choral ensembles with and without accompaniment.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)* MUS A232. Minimum grade of C or better.	16b. Co-requisite(s) *(concurrent enrollment required)* n/a

16c. Automatic Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

16d. Registration Restriction(s) *(non-codable)*

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

19. Justification for Action
Choral Arranging is a standard upper-divisioncourse. The choral and voice offerings of the Music department are growing and this will meet new needs of students.

		☐ Approved	
Initiator (faculty only)	Date	☐ Disapproved	Dean/Director of School/College　　Date
Grant Cochran Initiator (TYPE NAME)			
☐ Approved		☐ Approved	Undergraduate/Graduate Academic　　Date
☐ Disapproved　Department Chair	Date	☐ Disapproved	Board Chair
☐ Approved		☐ Approved	
☐ Disapproved　College/School Curriculum Committee Chair	Date	☐ Disapproved	Provost or Designee　　Date

C O U R S E   C O N T E N T   G U I D E
University of Alaska Anchorage

College/Unit:	Date:
College of Arts and Sciences / Department of Music	October 31, 2014

Course Title:	Credits:
MUS A433: Choral Arranging	3

I. Course Description: Principles and practices in transcribing, modifying and adapting pre-existing music for various choral ensembles with and without accompaniment.

II. Course Design:
- **A. Overview:** Techniques and skills of transcribing, modifying and adapting music for different combinations of choral ensembles (both accompanied and *a cappella*). Emphasis on creating arrangements that are functional with particular attention to current practices. Students will develop the ability to analyze and critically assess the quality and effectiveness of different styles of choral arrangements.
- **B. Credits:** 3
- **C. Contact hours:** 3 + 0
- **D. Degree requirements met:** satisfies requirement for Bachelor of Music degrees
- **E. Grading mode:** A – F
- **F. Prerequisite:** MUS A232. Minimum grade of C or better.

III. Course Activities: Lecture, listening, score analysis, class discussion, exercises and written assignments in choral arranging. Students are required to complete written assignments using a music-notation program.

IV. Evaluation:
- A. Written exercises and assignments
- B. Large-scale projects and exams

V. Instructional Goals and Student Learning Outcomes:
Instructor will:
- **A.** Demonstrate the techniques to arrange for varied choral ensembles
- **B.** Demonstrate the techniques to use a music notation program to create arrangements
- **C.** Demonstrate the proper concepts of music theory, text setting, vocal technique and accompaniment scoring in creating choral arrangements

Student will:

Student Learning Outcomes	Assessment Procedures
Demonstrate ability to write arrangements for a variety of choral ensembles	Exams and assignments
Utilize knowledge of music-software programs to create useable and functional arrangements	Exams and assignments
Apply abilities in and knowledge of music theory, text	Exams and assignments

setting, vocal technique and accompaniment scoring through practical application	

VI. Course Outline:

    A. Overview of ranges and techniques used in choral writing

    B. Development of listening skills and evaluating techniques in score analysis

    C. Arrange for a variety of vocal scorings (2-, 3- and 4-part texture)

    D. Create arrangement with piano accompaniment and 1 or 2 obbligato instruments

    E. Development of music-notation program skills to create choral arrangements

VII. Suggested text:

    Hines, Robert Stephan. (2001). *Choral Composition*. Westport, CT: Greenwood Press.

VIII. Bibliography:

    Ades, Hawley. (1966). *Choral Arranging*. Nashville, TN. Shawnee Press.

    Anderson, Doug. (1978). *Jazz and Show Choir Handbook*. Chapel Hill, NC. Hinshaw Music.

    Cacavas, John. (1975). *Music Arranging and Orchestration*. Los Angeles, CA. Alfred Music Publishing.

    Harlow, Barbara. (1995). *How to Get Your Choral Composition Published*. Santa Barbara. CA. Santa Barbara Music Publishing

    Ostrander, Arthur. (1986). *Contemporary Choral Arranging.* Upper Saddle River, New Jersey. Pearson.

    Sharon, Deke. *A Cappella Arranging.* (2013). Milwaukee, WI. Hal Leonard Books.

    Wine, Tom, ed. (2007). *Composers on Composing for Choir*. Chicago, IL. GIA Publications.

Date: 14 November 2014

To: CAS Course and Curriculum Committee
        Undergraduate Academic Board, Faculty Senate

From: Dorn Van Dommelen, Chair, Geography and Environmental Studies

Re: Changes to the CAS BS Requirements

Beginning in spring 2013 and continuing through the 2013-14 academic year, a College of Arts and Sciences committee developed and proposed a set of program outcomes for both the BA and the BS in the college. In the spring semester of 2014, these outcomes were approved by a vote of the college's faculty.

I struck an ad hoc committee of the chairs of all departments that offer a BS in the College of Arts and Sciences this semester. This committee met several times and consulted with faculty members in their disciplines in faculty and departmental curricular committee meetings.

On November 3rd, the committee reached agreement on a series of changes to the CAS BS requirements that would better align those requirements with the new BS outcomes. In addition, the natural science course list has been updated and a social science requirement has been added. Attached, please find these proposed changes and a Program Action Request form.

These changes were approved by the following departments in the College of Arts and Sciences, constituting seven of the eight departments offering a BS: Anthropology, Biological Sciences, Chemistry, Geological Sciences, Geography and Environmental Studies, Psychology, Sociology. The Department of Mathematical Sciences indicated "no objection" to the proposed changes.

1a. School or College AS CAS	1b. Department

2. Complete Program Title/Prefix
College of Arts and Sciences, BS

3. Type of Program

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

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

4. Type of Action:

PROGRAM	**PREFIX**
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2015　　　To: Fall/9999

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

Initiator Name (typed): Dorn Van Dommelen　　　　　　　Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)　　Date: 14 Nov 14

6c. Coordination with Library Liaison　　Date: 14 Nov 14

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

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

8. Justification for Action
　The CAS recently adopted a set of BS outcomes. The new requirements better align with these outcomes. Natural science course list has been updated. Social science requirement has been added.

	☐ Approved	
Initiator (faculty only)　　　　　　　　　Date	☐ Disapproved	Dean/Director of School/College　　　Date
Dorn Van Dommelen		
Initiator (TYPE NAME)		
☐ Approved	☐ Approved	
☐ Disapproved　Department Chair　　　Date	☐ Disapproved	Undergraduate/Graduate Academic　Date Board Chair
☐ Approved	☐ Approved	
☐ Disapproved　College/School Curriculum Committee Chair　Date	☐ Disapproved	Provost or Designee　　　　　　　　　Date

Bachelor of Science

Students who earn a Bachelor of Science degree demonstrate knowledge of the scientific method and an ability to apply it and to think critically about the practice of science.

Mathematics and Statistics

MATH A200	Calculus I	3-4
or MATH A272	Applied Calculus	
STAT A253	Applied Statistics for the Sciences	4
or STAT A307	Probability and Statistics	

Writing

Select one of the following courses: 3

ENGL A212	Technical Writing	3
ENGL A213	Writing in the Social and Natural Sciences	3
ENGL A312	Advanced Technical Writing	3
ENGL A478	Public Science Writing	3

Natural Sciences **

Select 9 credits from the following: 9

ANTH A205	Biological Anthropology
ASTR A103	Solar System Astronomy
ASTR A104	Stars, Galaxies and Cosmology
BIOL A102	Introductory Biology
BIOL A103	Introductory Biology Laboratory
BIOL A108	Principles and Methods in Biology
BIOL A111	Human Anatomy and Physiology I
BIOL A112	Human Anatomy and Physiology II
BIOL A113	Lectures in Human Anatomy and Physiology I
BIOL A114	Lectures in Human Anatomy and Physiology II
BIOL A115	Fundamentals of Biology I
BIOL A116	Fundamentals of Biology II
BIOL/GEOL A178	Fundamentals of Oceanography
BIOL/GEOL A179	Fundamentals of Oceanography Laboratory
CHEM A103	Survey of Chemistry

CHEM A103L   Survey of Chemistry Laboratory
CHEM A104   Introduction to Organic Chemistry and Biochemistry
CHEM A104L   Introduction to Organic Chemistry and Biochemistry Laboratory
CHEM A105   General Chemistry I
CHEM A105L   General Chemistry I Laboratory
CHEM A106   General Chemistry II
CHEM A106L   General Chemistry II Laboratory
ENVI A211   Environmental Science: System and Processes
ENVI A211L   Environmental Science: System and Processes Laboratory
GEOL A111   Physical Geology
GEOLA111L   Physical Geology Laboratory
GEOL A115   Environmental Geology
GEOL A115L   Environmental Geology Laboratory
GEOL A121   Physical Geology for Science and Engineering Majors
GEOL A221   Historical Geology
PHYS A123   Basic Physics I
PHYS A123L   Basic Physics I Laboratory
PHYS A124   Basic Physics II
PHYSA124L   Basic Physics II Laboratory
PHYS A211   General Physics I
PHYS A211L   General Physics I Laboratory
PHYS A212   General Physics II
PHYS A212L   General Physics II Laboratory

** The total natural science requirement of each student includes 16 credits (7 credits from the natural science GER and 9 credits from the CAS Bachelor of Science requirement). 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.

Social Sciences*

Select one of the following courses outside of major: 3-4

ANTH A202   Cultural Anthropology
ANTH A210   Introduction to Linguistic Anthropology
ANTH A211   Fundamentals of Archaeology
ANTH A415   Applied Anthropology
ANTH A430   Research Methods in Cultural Anthropology
GEOG A375   Environmental Applications of Geographic Information Systems***
PSY A200   Introduction to Behavioral AnalysisPSY A260   Statistics for Psychology

PSY A261	Research Methods in Psychology
PSY/SOC A362	Social Science Statistics
PSY/SOC A420	Conducting Research in Psychology
PSY A473	Psychological Testing
PSY A486	Forensic Psychology
SOC A307	Demography
SOC/PS A361	Social Science Research Methods

*The total social science requirement of each student includes 9 credits (6 credits for the social science GER and 3 credits from the CAS Bachelor of Science requirement). These two requirements may be met by any combination of applicable courses that combines to 9 credits. ***Environment and Society majors may not use this course to fulfill the CAS Bachelor of Science requirement.*

Bachelor of Science

Students who earn a Bachelor of Science degree demonstrate knowledge of the scientific method and an ability to apply it and to think critically about the practice of science.

Mathematics and Statistics

MATH A200	Calculus I	3-4
or MATH A272	Applied Calculus	
STAT A253	Applied Statistics for the Sciences	4
or STAT A307	Probability and Statistics	

Writing

Select one of the following courses: 3

ENGL A212	Technical Writing	3
ENGL A213	Writing in the Social and Natural Sciences	3
ENGL A312	Advanced Technical Writing	3
ENGL A478	Public Science Writing	3

Computer Programming

Select one of the following: 3-4

CS A109	Computer Programming (Languages Vary)	
CS A110	Java Programming	
CS A111	Visual Basic .NET Programming	
CSCE A201	Computer Programming I	
CSCE A222	Object-Oriented Programming I	

Language/Humanities

Any two-semester sequence in French, German, Japanese, Russian or Spanish, or one of the following humanities sequences: 6-8

ART A261	History of Western Art I	
ART A262	History of Western Art II	
ENGL A201	Masterpieces of World Literature I	
ENGL A202	Masterpieces of World Literature II	
MUS A221	History of Music I	
MUS A222	History of Music II	
PHIL A211	History of Philosophy I	

PHIL A212   History of Philosophy II
PHIL A313   Eastern Philosophy and Religion
PHIL A314   Western Religions
PS A332   History of Political Philosophy I: Classical
PS A333   History of Political Philosophy II: Modern
THR A311   Representative Plays I
THR A312   Representative Plays II
THR A411   History of the Theatre I
THR A412   History of the Theatre II

Natural Sciences **

Select 9 credits from the following: 9
ANTH A205   Biological Anthropology
ASTR A103   Solar System Astronomy
ASTR A104   Stars, Galaxies and Cosmology
BIOL A102   Introductory Biology
BIOL A103   Introductory Biology Laboratory
BIOL A108   Principles and Methods in Biology
BIOL A111   Human Anatomy and Physiology I
BIOL A112   Human Anatomy and Physiology II
BIOL A113   Lectures in Human Anatomy and Physiology I
BIOL A114   Lectures in Human Anatomy and Physiology II
BIOL A115   Fundamentals of Biology I
BIOL A116   Fundamentals of Biology II
BIOL/GEOL A178   Fundamentals of Oceanography
BIOL/GEOL A179   Fundamentals of Oceanography Laboratory
CHEM A103   Survey of Chemistry
CHEM A103L   Survey of Chemistry Laboratory
CHEM A104   Introduction to Organic Chemistry and Biochemistry
CHEM A104L   Introduction to Organic Chemistry and Biochemistry Laboratory
CHEM A105   General Chemistry I
CHEM A105L   General Chemistry I Laboratory
CHEM A106   General Chemistry II
CHEM A106L   General Chemistry II Laboratory
ENVI A211   Environmental Science: System and Processes
ENVI A211L   Environmental Science: System and Processes Laboratory
GEOL A111   Physical Geology
GEOLA111L   Physical Geology Laboratory
GEOL A115   Environmental Geology
GEOL A115L   Environmental Geology Laboratory
GEOL A121   Physical Geology for Science and Engineering Majors

GEOL A221   Historical Geology
PHYS A123   Basic Physics I
PHYS A123L   Basic Physics I Laboratory
PHYS A124   Basic Physics II
PHYSA124L   Basic Physics II Laboratory
PHYS A211   General Physics I
PHYS A211L   General Physics I Laboratory
PHYS A212   General Physics II
PHYS A212L   General Physics II Laboratory

* The total natural science requirement of each student includes 16 credits (7 credits from the natural science GER and 9 credits from the CAS Bachelor of Science requirement). 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.

Social Sciences* ~~Social Sciences~~

Select one of the following courses outside of major: 3-4

ANTH A202   Cultural Anthropology
ANTH A210   Introduction to Linguistic Anthropology
ANTH A211   Fundamentals of Archaeology
ANTH A415   Applied Anthropology
ANTH A430   Research Methods in Cultural Anthropology
GEOG A375   Environmental Applications of Geographic Information Systems***
PSY A200   Introduction to Behavioral Analysis
PSY A260   Statistics for Psychology
PSY A261   Research Methods in Psychology
PSY/SOC A362   Social Science Statistics
PSY/SOC A420   Conducting Research in Psychology
PSY A473   Psychological Testing
PSY A486   Forensic Psychology
SOC A307   Demography
SOC/PS A361   Social Science Research Methods

*The total social science requirement of each student includes 9 credits (6 credits for the social science GER and 3 credits from the CAS Bachelor of Science requirement). These two requirements may be met by any combination of applicable courses that combines to 9 credits.

*_***Environment and Society majors may not use this course to fulfill the CAS Bachelor of Science requirement._*