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

Undergraduate Academic Board
Agenda

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

Ex-Officio Members
() Susan Kalina
() Lora Volden
() Schedule 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)
I. Roll
(P) Alberta Harder (FS) (P) Vacant (CBPP) (P) Kevin Keating (LIB)
(P) Utpal Dutta (FS) (P) Vacant (COH) (P) Rick Adams (KPC)
(P) Francisco Miranda (Chair) (P) 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.
**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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<td>Undergraduate and Initial Certification: Elementary Education</td>
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<td>2. Complete Program Title/PREFIX:</td>
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<td>3. Type of Program</td>
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This program is a Gainful Employment Program: ☑ Yes or ☐ No

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<td>5. Implementation Date (semester/year):</td>
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<td>6a. Coordination with Affected Units:</td>
<td>Department, School, or College: Department of Undergraduate and Initial Certification; Math Department; Special Education (program)</td>
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Initiator Name (typed): Tim Jester  
Initiator Signed Initials: Date:

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<td>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.ualaska.edu">uaa-faculty@lists.ualaska.edu</a>)</td>
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<td>6c. Coordination with Library Liaison</td>
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<td>7. Title and Program Description - Please attach the following:</td>
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<td>8. Justification for Action</td>
<td>Revising catalog copy to reflect changes made to the Elementary preservice curriculum in 2010-2011.</td>
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<td>Tim Jester</td>
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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. 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.

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 Practicum 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.

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)
   - 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
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 39 credits, 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.ed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. 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.ed.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 Learning Undergraduate and Initial Certification

Admission to the Department of Teaching and Learning is a prerequisite for all education coursework with the exceptions of EDSE A101 Introduction to Education, EDEN A100 Philosophical and Social Context of American Education, and EDEN A201 Comparative Education. In order to be admitted to the Department of Teaching and Learning Undergraduate and Initial Certification as an Elementary Education Post-Baccalaureate Certificate candidate program, applicants must meet the following requirements:

1. Complete an Elementary Education Post-Baccalaureate Certificate Program by one of the following dates: March 1, August 1, or November 1. (Please be aware that the application deadline for UAA may vary from those of the Department of Teaching and Learning Undergraduate 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 3.00 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. 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 EDEN A101 Introduction to Education, EDEN A300 Philosophical and Social Context of American Education, and EDEN 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.

6. Submit a current Interested Person Form. Note: Admission to the program, Department of Teaching and Learning, Undergraduate 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.
3. Practicum II and Internship.
4. Participate in a screening interview if requested.
5. Complete all prerequisite courses.
6. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact Student Services/Post-baccalaureate Elementary Education program for current passing scores.
7. Have a cumulative GPA of 2.75.
8. Have a GPA of 3.00 in Major Requirements.
9. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required.
10. Contact COE Student Services/admissions for more information.
11. 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 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. Interview.
8. Fingerprinting and criminal background check.

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8. Provide evidence of current physical examination. This service is available free at the UAA Student Health and Counseling Center for current UAA students.

9. Maintain health insurance throughout internship. Students may purchase this insurance through UAA.

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 foundation area courses. (21-22 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 A301   Foundations of Literacy and Language Development 3
   EDFN A302   Foundations of Educational Technology 2
   EDFN A303   Foundations of Teaching and Learning 3
   EDFN A317   Human Development and Learning (3) 3
   or
   PSY A365   Child and Adolescent Development (3) 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 or internship may be required. See an advisor for details. See Admission to Internship. (18-21 credits)

   EDEL A327   Teaching Social Studies in Elementary Schools 2
   EDEL A425   Teaching Reading in Elementary Schools 4
   EDEL A335   Teaching Literacy in Elementary Schools 6
   EDEL A426   Teaching Mathematics in Elementary Schools 3
   EDEL A428   Teaching Science in Elementary Schools 2
   EDFN A430   Teaching Language Arts in
3. Complete the following practicums, seminars, and internships. (144 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 (EDFN 299)  6

4. Satisfaction of all major requirements, totaling 128 credits, 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 Native 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. Internships satisfactorily completed.

FACULTY

Jeff Bailey, Professor, AFKDO@uaa.alaska.edu
Johna Bailey, Term Assistant Professor, AFKDO@uaa.alaska.edu
Leann Barstow, Term Assistant Professor, AFRAB@uaa.alaska.edu
Nancy Barstow, Assistant Professor, AFRAB@uaa.alaska.edu
Allen Brigham, Term Assistant Professor, AFMFB@uaa.alaska.edu
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Robert Capuzzo, Assistant Professor, AFPRC@uaa.alaska.edu
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Cathy Cottle, Assistant Associate Professor, AFPRC@uaa.alaska.edu
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Claudia Dykholt, Professor, AFPRC@uaa.alaska.edu
Alice Farnum, Assistant Professor, AFPRC@uaa.alaska.edu
Suean Cozet, Associate Professor, AFPRC@uaa.alaska.edu
Christine Cockett, Associate Professor, AFPRC@uaa.alaska.edu
Jetaile Cott, Associate Dean, AFPRC@uaa.alaska.edu
Sunny Dummy, Term Assistant Professor, AFPRC@uaa.alaska.edu
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George Mendignyeck, Professor, AFPRC@uaa.alaska.edu
A.J. McLean, Associate Professor, AFPRC@uaa.alaska.edu
Kathleen O'Dell, Professor Emeritus, AFPRC@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  ☒ Change  ☐ Delete

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

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.

13b. Coordination Email  
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) with 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.

Initiator (faculty only)  
Jeff Hoffman
Initiator Signed Initials: _________  Date:____________

Dean/Director of School/College  
Date:

Undergraduate/Graduate Academic  
Date:

Board Chair  
Date:

Provost or Designee  
Date:
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

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

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
   5. Cuts
   6. Patterns
   7. Sheet metal options
   8. 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**

8. **Bibliography**


# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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6. **Complete Course Title**

Negotiation and Conflict Management

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

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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<td># of Repeats</td>
<td>☑ A-F</td>
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<td>☐ P/NP</td>
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<tr>
<td>From: Fall/2015</td>
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<td>To: 9/999</td>
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12. ☑ Cross Listed with

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

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<th>Chair/Coordinator Contacted</th>
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<tr>
<td>Management, BBA</td>
<td>11/21/2014</td>
<td>Ed Forrest</td>
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<td>11/21/2014</td>
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<td>Rocky Capozzi</td>
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Initiator Name (typed): **Frank Jeffries**

Initiator Signed Initials: __________________________ Date: __________

13b. **Coordination Email**

Date: 11/21/2014

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

<table>
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Initiator (TYPE NAME)

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Disapproved

Dean/Director of School/College Date

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Disapproved

Department Chair Date

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Disapproved

College/School Curriculum Committee Chair Date

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Disapproved

Undergraduate/Graduate Academic Board Chair Date

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Disapproved

Provost or Designee Date
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:

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>1. Compare and contrast differences between integrative and distributive negotiation</td>
<td>Reflection papers and examinations</td>
</tr>
<tr>
<td>2. Demonstrate command of various negotiation strategies and their appropriate uses</td>
<td>Reflection papers, journal, and examinations</td>
</tr>
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</table>
3. Develop an effective strategy or coping plan for dealing with difficult people

4. Plan for an effective negotiation

5. Describe the Best Alternative to a Negotiated Agreement, goals, and limits, and demonstrate their effective use in a negotiation context

6. Critique one’s own performance and the performance of one’s opponent after negotiating

<table>
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<tr>
<th>VII. Suggested Texts</th>
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<td>*customized text (2014)</td>
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<table>
<thead>
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## Course Action Request

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

<table>
<thead>
<tr>
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<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
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<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
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If a change, mark appropriate boxes:

- Prefix
- Credits
- Course Number
- Title
- Repeat Status
- Grading Basis
- Course Description
- Co-requisites
- Grade
- Test Score Prerequisites
- Credit Restrictions
- Registration Restrictions
- College
- Major
- Class
- Level
- Other

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<tr>
<td></td>
<td>List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<table>
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<tr>
<th>Initiator Name (typed): Grant Cochran</th>
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<th>14. General Education Requirement</th>
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<td>Integrative Capstone</td>
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<td>Choral Arranging is a standard upper-division course. The choral and voice offerings of the Music department are growing and this will meet new needs of students.</td>
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<th>Date</th>
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23
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
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<tbody>
<tr>
<td>Demonstrate ability to write arrangements for a variety of</td>
<td>Exams and assignments</td>
</tr>
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<td>choral ensembles</td>
<td></td>
</tr>
<tr>
<td>Utilize knowledge of music-software programs to create</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>useable and functional arrangements</td>
<td></td>
</tr>
<tr>
<td>Apply abilities in and knowledge of music theory, text</td>
<td>Exams and assignments</td>
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</tbody>
</table>
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:

VIII. Bibliography:
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.
# Program/Prefix Action Request

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

## 1a. School or College
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: Bachelor of 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/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.ualaska.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.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Dorn Van Dommelen</td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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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
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CHEM A103L</td>
<td>Survey of Chemistry Laboratory</td>
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<tr>
<td>CHEM A104</td>
<td>Introduction to Organic Chemistry and Biochemistry</td>
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<tr>
<td>GEOL A121</td>
<td>Physical Geology for Science and Engineering Majors</td>
</tr>
<tr>
<td>GEOL A221</td>
<td>Historical Geology</td>
</tr>
<tr>
<td>PHYS A123</td>
<td>Basic Physics I</td>
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<td>Basic Physics I Laboratory</td>
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<td>PHYS A124</td>
<td>Basic Physics II</td>
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<td>PHYS A124L</td>
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<td>PHYS A212</td>
<td>General Physics II</td>
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<td>PHYS A212L</td>
<td>General Physics II Laboratory</td>
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</table>

** 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:  

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ANTH A202</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH A210</td>
<td>Introduction to Linguistic Anthropology</td>
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<tr>
<td>ANTH A211</td>
<td>Fundamentals of Archaeology</td>
</tr>
<tr>
<td>ANTH A415</td>
<td>Applied Anthropology</td>
</tr>
<tr>
<td>ANTH A430</td>
<td>Research Methods in Cultural Anthropology</td>
</tr>
<tr>
<td>GEOG A375</td>
<td>Environmental Applications of Geographic Information Systems***</td>
</tr>
<tr>
<td>PSY A200</td>
<td>Introduction to Behavioral Analysis</td>
</tr>
<tr>
<td>PSY A260</td>
<td>Statistics for Psychology</td>
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</tbody>
</table>
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

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</tr>
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<td>STAT A253</td>
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</tr>
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<td>or STAT A307</td>
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Computer Programming

Select one of the following:

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<th>Title</th>
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<tbody>
<tr>
<td>CS A109</td>
<td>Computer Programming (Languages Vary)</td>
<td>3-4</td>
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<tr>
<td>CS A110</td>
<td>Java Programming</td>
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</tr>
<tr>
<td>CS A111</td>
<td>Visual Basic .NET Programming</td>
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</tr>
<tr>
<td>CSCE A201</td>
<td>Computer Programming I</td>
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<tr>
<td>CSCE A222</td>
<td>Object Oriented Programming I</td>
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Language/Humanities

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

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<td>ART A261</td>
<td>History of Western Art I</td>
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<tr>
<td>ART A262</td>
<td>History of Western Art II</td>
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<tr>
<td>ENGL A201</td>
<td>Masterpieces of World Literature I</td>
<td></td>
</tr>
<tr>
<td>ENGL A202</td>
<td>Masterpieces of World Literature II</td>
<td></td>
</tr>
<tr>
<td>MUS A221</td>
<td>History of Music I</td>
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<td>PHIL A211</td>
<td>History of Philosophy I</td>
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