

Undergraduate Academic Board Agenda

January 30, 2015

2:00-5:00

ADM 142

I. Roll

- | | | |
|--|---|---|
| <input type="checkbox"/> Alberta Harder (FS) | <input type="checkbox"/> Vacant (CBPP) | <input type="checkbox"/> Kevin Keating (LIB) |
| <input type="checkbox"/> Utpal Dutta (FS) | <input type="checkbox"/> Vacant (COH) | <input type="checkbox"/> Rick Adams (KPC) |
| <input type="checkbox"/> Francisco Miranda (Chair) | <input type="checkbox"/> Vacant (COH) | <input type="checkbox"/> Sheri Denison (Mat-su) |
| <input type="checkbox"/> Barbara Harville (CAS) | <input type="checkbox"/> Irasema Ortega (COE) | <input type="checkbox"/> Jared Griffin (Kod) |
| <input type="checkbox"/> Vacant (CAS) | <input type="checkbox"/> Carrie King (CTC) | <input type="checkbox"/> Christina Stuiwe (ADV) |
| <input type="checkbox"/> Vacant (CAS) | <input type="checkbox"/> 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

VII. Program/Course Action Request- First Readings

- | | | |
|-----|-----------|---|
| Add | MUS A433 | Choral Arranging (3 cr)(3+0)(pg. 4-6) |
| Chg | RE A150 | Basics of Ground-Source Heat Pump Systems (1 cr)(1+0)(pg. 7-10) |
| Chg | RE A160 | Basics of Biodiesel and Vegetable Oil Fuel Systems (1 cr)(1+0)(pg. 11-14) |
| Add | RE A290 | Selected Topics in Sustainable Energy (1-4 cr)(0-4+0-12)(pg. 15-18) |
| Dlt | PSY A427 | Field Experience in Psychology (3 cr)(1+6)(pg. 19-20) |
| Chg | PSY A495A | Psychology Practicum (3 cr)(1+6)(pg. 21-24) |
| Chg | | Bachelor of Science, Psychology (pg. 25-31) |
| Chg | | Bachelor of Arts, Psychology (pg. 32-38) |

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment:

Undergraduate Academic Board Summary

January 16, 2015

2:00-5:00

ADM 204

I. Roll

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

Ex-Officio Members

() Susan Kalina
(x) Lora Volden
(x) Scheduling and Publications

II. Approval of the Agenda (pg. 1)

Amend the agenda with the addition of review of the UAB Values Statement under New Business.

Approved as amended

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

Amend the summary for Vice Provost for Undergraduate Academic Affairs Susan Kalina's Administrative Report to read: Please see the Vice Provost's written report for updates. Of note, UAA has suspended two programs, the BA in Environment and Society and the BS in Chemistry. Related to graduate programs, the DNP was passed by the Board of Regents at the December meeting.

Approved as amended

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

Attended the Graduate Academic Board to discuss the issues related to graduate and undergraduate courses and how this will be reviewed in the future.

UAB discussion focused on the disparities of the Graduate Academic Board reviewing the differences between the graduate and undergraduate courses instead of focusing on the substance of the graduate course itself.

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)

Waive first, approve for second

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

Waive first, approve for second

Chg BA A461 Negotiation and Conflict Management (3 cr)(3+0)(pg. 18-22)
Waive first , approve for second

Add MUS A433 Choral Arranging (3 cr)(3+0)(pg. 23-25)
Faculty initiator not present, postponed until further notice

VIII. Old Business

IX. New Business

A. Review of the Motion to Approve the UAB Values Statement
Approved

X. Informational Items and Adjournment:

A. Changes to the College of Arts and Sciences Bachelor of Science Requirements (pg. 26-34)
Waive first, approve for second



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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats 0 Max Credits 3		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): <u>Grant Cochran</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>10/31/2014</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>10/31/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Principles and practices in transcribing, modifying and adapting pre-existing music for various choral ensembles with and without accompaniment.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MUS A232. Minimum grade of C or better.			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action 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.					
Initiator (faculty only) _____ Date _____ <u>Grant Cochran</u> Initiator (TYPE NAME)				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____	
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Department Chair _____ Date _____				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____	
<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____				<input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____	

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:

College of Arts and Sciences / Department of Music

Date:

October 31, 2014

Course Title:

MUS A433: Choral Arranging

Credits:

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

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.



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

1a. School or College MA Mat-SU		1b. Division No Division Code		1c. Department n/a	
2. Course Prefix RE	3. Course Number A150	4. Previous Course Prefix & Number RE 194E	5a. Credits/CEUs 1	5b. Contact Hours (Lecture + Lab) (1+0)	
6. Complete Course Title Basics of Ground-Source Heat Pump Systems Basics GSHP Systems <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date <small>semester/year</small> From: SPRING /2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <small>Cross-Listed Coordination Signature</small>		
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 .					
<small>Impacted Program/Course</small>		<small>Date of Coordination</small>		<small>Chair/Coordinator Contacted</small>	
1. _____		_____		_____	
2. Refrigeration and Heating Program		_____		Dan Mielke	
3. UAF-Bristol Bay Sustainable Energy OCE		_____		Dr. Tom Marsik	
Initiator Name (typed): <u>Mark Masteller</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: _____ <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>09/18/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<small>suggested length 20 to 50 words</small>) Presents basics of ground-source heat pump geexchange systems and their use for space heating/cooling and domestic hot water production. Introduces physical concepts related to harvesting shallow geothermal energy, system components, common installation configurations, cost/benefit considerations, and safety.					
16a. Course Prerequisite(s) (<small>list prefix and number or test code and score</small>) None		16b. Co-requisite(s) (<small>concurrent enrollment required</small>) n/a			
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16d. Registration Restriction(s) (<small>non-codable</small>) n/a			
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Changing course to permanent status					
Initiator (faculty only) <u>Mark Masteller</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____			<input type="checkbox"/> Approved Undergraduate/Graduate Academic Date _____ <input type="checkbox"/> Disapproved Board Chair		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____		

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2014

II. Course Information

- A. College: Mat-Su College
B. Course Prefix: RE – Renewable Energy
C. Course Number: RE A150
D. Credit Hours: 1.0 (1+0) Contact Time
E. Course Title: Basics of Ground-Source Heat Pump Systems
F. Grading Basis: A-F
G. Implementation Date: Spring 2015
H. Cross Listing: Not applicable
I. Stacking: Not applicable

J. Course Description:

Presents basics of ground-source heat pump geexchange systems and their use for space heating/cooling and domestic hot water production. Introduces physical concepts related to harvesting shallow geothermal energy, system components, common installation configurations, cost/benefit considerations, and safety.

- K. Course Attributes: Not Applicable
L. Course Prerequisites:
i. Prerequisites: None
ii. Registration Restrictions: None
M. Course/Lab Fees: No

III. Course Level Justification

Provides basic knowledge of ground-source heat pump systems needed for industry knowledge and future course work.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.

Introduces students to the vocabulary and fundamental concepts related to the design, installation, and operation of ground-source heat pump (GSHP) systems. The instructor will:

- Present an overview of GSHP geexchange systems, including Alaskan case studies, and explain their components and functions
- Discuss the relationship between building energy-efficiency measures and GSHP system development
- Present decision-making criteria for development, design, and installation of GSHP systems given financial restraints and other practical considerations
- Introduce operation, maintenance, and safety considerations of GSHP systems

B. Defined Student Learning Outcomes. Student will be able to:

Student Learning Outcomes	Measures
Describe the fundamental components and their functions in common GSHP systems	Quizzes, in-class presentations, independent projects, exams
Explain the relationship between energy-efficiency measures and GSHP system development	Quizzes, in class presentations, independent projects, exams
Describe the general development, design and installation considerations for GSHP systems	In class presentations, independent projects, exams
Discuss basic GSHP system operation, maintenance, and safety considerations	In class presentations, quizzes, independent projects, exams

V. Suggested Course Outline

This course may be delivered in a variety of ways but will typically be delivered as a 5-week course in concert with other 1-credit courses offered in the Sustainable Energy Occupational Endorsement Certificate. It may also be delivered as a weekend intensive course to accommodate both traditional and non-traditional students and to allow for off-site delivery.

- A. Overview and History of Ground-Source Heat Pump (GSHP) Systems
- B. Scientific Context of GSHP Technology
 - 1. Source of energy
 - 2. Transfer of shallow geothermal energy
 - 3. Heat exchange and refrigerants
 - 4. Coefficient of performance
 - 5. Heating and cooling applications
- C. General System Components
 - 1. Exterior ground or water loops
 - 2. Heat pumps
 - 3. Interior heat distribution systems
 - 4. Other components
- D. Common Types of GSHP System Installations
 - 1. Open loop and closed loop
 - 2. Horizontal and vertical
 - 3. Earth-coupled and water-coupled
 - 4. Direct exchange
- E. Economic Considerations of GSHP Systems
 - 1. General cost/benefit
 - 2. Payback and life cycle cost calculations
 - 3. Tax credits and rebates

F. General Design and Installation Considerations

1. Site characteristics
2. Energy load
3. System sizing
4. Contractor coordination

G. System Operation, Maintenance, and Safety

1. Routine system operation and maintenance
2. Controls and power sources
3. Basic safety procedures
4. Code awareness

VI. Suggested Text

Lloyd, D. B. (2011). *The smart guide to geothermal: How to harvest earth's free energy for heating and cooling*. Masonville, CO: PixyJack.

VII. Bibliography and Resources

Boyle, G. (2012). *Renewable energy: Power for a sustainable future* (3rd ed.). New York, NY: Oxford University Press.

Chiras, D. (2011). *The homeowner's guide to renewable energy*. Gabriola Island, Canada: New Society.

Egg, J., & Howard, B. C. (2011). *Geothermal HVAC: Green heating and cooling*. New York, NY: McGraw-Hill.

Kemp, W. H. (2009). *The renewable energy handbook* (3rd ed.). Tamworth, Canada: Aztext.



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

1a. School or College MA Mat-SU		1b. Division No Division Code			1c. Department n/a
2. Course Prefix RE	3. Course Number A160	4. Previous Course Prefix & Number RE 194F	5a. Credits/CEUs 1	5b. Contact Hours (Lecture + Lab) (1+0)	
6. Complete Course Title Basics of Biodiesel and Vegetable Oil Fuel Systems Basics Biodiesel Veg Oil Sys <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: SPRING /2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.					
2. UAF-Bristol Bay Sustainable Energy OEC				Dr. Tom Marsik	
3.					
Initiator Name (typed): <u>Mark Masteller</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: _____ <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>09/18/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents biodiesel processing techniques and straight vegetable oil (SVO) fuel systems and their use in Alaska. Introduces the science of biodiesel and SVO systems, including use of fish oil. Examines safe production techniques, different types of processors and SVO systems, and issues with emissions, collection, and storage. Students will make their own small batches of biodiesel.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) None			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) n/a		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Changing course to permanent status.					
Initiator (faculty only) _____ Date _____ <u>Mark Masteller</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____		

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2014

II. Course Information

- A. College: Mat-Su College
B. Course Prefix: RE – Renewable Energy
C. Course Number: RE A160
D. Credit Hours: 1.0 (1+0) Contact Time
E. Course Title: Basics of Biodiesel and Vegetable Oil Fuel Systems
F. Grading Basis: A-F
G. Implementation Date: Spring 2015
H. Cross Listing: Not applicable
I. Stacking: Not applicable

J. Course Description:

Presents biodiesel processing techniques and straight vegetable oil (SVO) fuel systems and their use in Alaska. Introduces the science of biodiesel and SVO systems, including use of fish oil. Examines safe production techniques, different types of processors and SVO systems, and issues with emissions, collection, and storage. Students will make their own small batches of biodiesel.

- K. Course Attributes: Not Applicable
L. Course Prerequisites/Other Restrictions:
i. Prerequisites: None
ii. Registration Restrictions: None
M. Course/Lab Fees: Yes

III. Course Level Justification

Provides basic knowledge of biodiesel and vegetable/fish oil processing and use for industry knowledge and future course work.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.

Introduces students to the fundamental concepts and vocabulary related to processing and using biodiesel and straight vegetable or fish oil fuels. The instructor will:

- Overview biodiesel and SVO use in Alaska
- Explore the science of biodiesel and SVO production and use
- Discuss different types of biodiesel processors and SVO systems
- Discuss biodiesel/SVO emissions
- Discuss oil collection and storage issues
- Demonstrate safe production techniques for making biodiesel from vegetable and fish oils and testing oils for biodiesel suitability
- Demonstrate design of straight vegetable or fish oil fuel systems

B. Defined Student Learning Outcomes. Student will be able to:

Student Learning Outcomes	Measures
Discuss the current state of biodiesel and SVO use in Alaska and the basic scientific concepts of biodiesel and SVO use	Quizzes
Explain safe and effective biodiesel processing, oil collection, and storage	Quizzes, practical exam
Produce a design for a simple SVO fuel system	Class project, presentation
Develop a plan to implement a biodiesel and/or SVO system	Class project, presentation
Produce a small batch of biodiesel	In-class project

V. Suggested Course Outline

This course can be delivered in a variety of ways but will typically be delivered as a 5-week course in concert with other 1-credit courses offered in the Occupational Endorsement Certificate. It can also be delivered as a weekend intensive course to accommodate both traditional and non-traditional students and allow for off-site delivery.

A. Overview and History of Biodiesel and Straight Vegetable Oil (SVO) Use

1. Diesel engine technology and theory
2. Differences in biodiesel and SVO fuels
3. Biodiesel/SVO for transportation fuel and heating fuel
4. Oil collection, storage, and pre-treatment
5. State of SVO and fish oil use in Alaska
6. Marine diesel injection systems

B. SVO Systems and Processing

1. Theory and application
2. Blending SVO with other fuels
3. System components
4. Kits
5. Troubleshooting

C. Biodiesel Systems and Processing

1. Processing and chemistry
2. Oil testing and titration, glycerin separation, washing, and drying
3. Troubleshooting
4. Types of biodiesel processors
5. Advanced techniques: acid-base, methanol recovery, and dry-washing

- D. Performance, Health Effects, and Emissions
 - 1. Biodiesel and SVO versus fossil fuels
 - 2. Vegetable oil versus fish oil
- F. Implementation of Local Biodiesel/SVO Systems
 - 1. Permitting and tax issues
 - 2. Cooperative ventures

VI. Suggested Text

Resources from multiple industry sources.

VII. Bibliography and Resources

Boyle, G. (2012). *Renewable energy: Power for a sustainable future* (3rd ed.). New York, NY: Oxford University Press.

Chiras, D. (2011). *The homeowner's guide to renewable energy*. Gabriola Island, Canada: New Society.

Kemp, W. H. (2009). *The renewable energy handbook* (3rd ed.). Tamworth, Canada: Aztext.

Make Biodiesel. (n.d.). Resources. Retrieved from the Make Biodiesel website:
<http://www.make-biodiesel.org>

Pahl, G. (2008). *Biodiesel: Growing a new energy economy*. White River Junction, VT: Chelsea Green.



Course Action Request

University of Alaska Anchorage

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

1a. School or College MA Mat-SU		1b. Division No Division Code			1c. Department n/a			
2. Course Prefix RE	3. Course Number A290	4. Previous Course Prefix & Number none	5a. Credits/CEUs 1-4	5b. Contact Hours (Lecture + Lab) (0-4+0-12)				
6. Complete Course Title Selected Topics in Sustainable Energy Selected Topics Sustain Energy <small>Abbreviated Title for Transcript (30 character)</small>								
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development								
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status Yes # of Repeats Max Credits 9				
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG				
				11. Implementation Date <small>semester/year</small> From: SPRING /2015 To: 9999/9999				
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature				
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>								
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>				
1. _____		_____		_____				
2. UAF-Bristol Bay Sustainable Energy OEC		_____		Tom Marsik				
3. _____		_____		_____				
Initiator Name (typed): <u>Mark Masteller</u> Initiator Signed Initials: _____ Date: _____								
13b. Coordination Email Date: _____ <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>				13c. Coordination with Library Liaison Date: _____				
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone								
15. Course Description (<i>suggested length 20 to 50 words</i>) Various topics of interest related to sustainable energy systems and development, including energy conservation, energy efficiency, and renewable energy production. (Special Note: May be repeated 6 times with change of subtitle for a maximum of 9 credits.)								
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) n/a			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a					
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) n/a					
17. <input type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course					
19. Justification for Action Student and community interest; course offers opportunity to strengthen existing program with timely material.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;"> Initiator (faculty only) _____ Date _____ <u>Mark Masteller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </td> <td style="width: 55%; border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </td> </tr> </table>							Initiator (faculty only) _____ Date _____ <u>Mark Masteller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____
Initiator (faculty only) _____ Date _____ <u>Mark Masteller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____							

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2014

II. Course Information

- A. College: MA
- B. Course Prefix: RE – Renewable Energy
- C. Course Number: RE A290
- D. Credit Hours: 1-4 + 0-12 Contact Time
- E. Course Title: Selected Topics in Sustainable Energy
- F. Grading Basis: A-F
- G. Implementation Date: Spring 2015
- H. Cross Listing: Not applicable
- I. Stacking: Not applicable

J. Course Description:
Various topics of interest related to sustainable energy systems and development, including energy conservation, energy efficiency, and renewable energy production. (Special Note: May be repeated 6 times with change of subtitle for a maximum of 9 credits.)

- K. Course Attributes: Not applicable
- L. Course Prerequisites: None
- M. Course Fees: May vary with topic

III. Course Level Justification

Topics build upon introductory knowledge, skills, and vocabulary from foundational courses to further develop skills required to pursue employment and further training in the field of sustainable energy.

IV. Instructional Goals, Student Learning Outcomes, and Assessment Methods

Instructional Goals <i>The instructor will:</i>	Student Learning Outcomes <i>Students will be able to:</i>	Assessment Methods*
Provide an overview of definitions and terminology.	Define key terms related to the course topic.	Reading exercises Homework and quizzes
Introduce theories and local and national perspectives related to the course topic.	Explain and apply concepts associated with the course topic in order to analyze issues associated with the course topic.	Reading exercises Homework and quizzes Laboratory exercises
Address the practices and places associated with the course topic.	Discuss and demonstrate practices and applications.	Reading exercises Research projects Writing assignments Laboratory demonstrations Quizzes and exams

*Assessment methods may vary at the discretion of the instructor

V. Example Topics

Community energy security and clean energy in Alaska (see sample course outline below)

Measuring the solar resource

Wood biomass energy systems

Energy security and community policy

Battery systems installation, operation, and maintenance

Concentrating solar power

Air-source heat pump systems

Building codes and standards

VI. Sample Course Outline

Community energy security and clean energy in Alaska

A. Terminology and definitions

B. Historical energy use in Alaska

1. Statewide energy use
2. Community energy use

C. Concepts related to energy security in the 21st century

1. Energy cost trends and volatility for both fossil and clean energy supply
2. Distributed generation versus centralized generation
3. Energy supply chain

D. Energy costs and community economic vitality

1. Understanding where local energy dollars go
2. Estimating economic impacts of keeping energy dollars in the local economy

E. Role of energy conservation and energy efficiency

1. Understanding factors in energy demand and energy supply
2. Measuring cost-effectiveness of conservation and efficiency measures

F. Role of local renewable energy resources

1. Assessing local resource availability
2. Working with local, state, and federal agencies

G. Transition strategies to move from fossil to clean energy

1. Understanding local opportunities, barriers, and key players
2. Developing strategies, policies, and local incentives

H. Case studies from Alaska and other regions

VII. Suggested Text

Texts will vary depending on topic.

VIII. Bibliography and Resources

Bibliography will vary by topic.

To: John Mun
CAS Course and Curriculum Committee

From: Veronica Howard, Associate Professor of Psychology

Subject: Changes to Psychology Department Practicum Courses

Date: November 21, 2014

This memorandum is in regard to the proposed change to the current The Psychology Department is proposing a merger of our two current field experience courses – PSY A427 Field Experience in Psychology and PSY A495A Behavior Analysis Practicum. Completed Program Action Request (PAR) forms for the affected programs, proposed catalog copy revisions, Course Action Request (CAR) forms for PSY A427 and PSY A495A, and a CCG for the proposed course revision (PSY A495A) are being submitted with this memo.

We propose to offer the combined course under the course number and title PSY A495A Psychology Practicum. Based on enrollments, the department believes that combining our two practicum courses (PSY A427 and PSY A495A) into one course will allow the department to continue to offer a practicum-based course each semester without sacrificing quality of education.



Course Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science			1c. Department PSY	
2. Course Prefix PSY	3. Course Number A427	4. Previous Course Prefix & Number	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (1+6)		
6. Complete Course Title Field Experience in Psychology						
Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete				9. Repeat Status No # of Repeats Max Credits		
If a change, mark appropriate boxes:				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)				11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999		
<input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____				Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .						
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted		
1. Psychology BS		November 17, 2014		Claudia Lampman		
2. Psychology BA		November 17, 2014		Claudia Lampman		
3. Psychology Minor		November 17, 2014		Claudia Lampman		
Initiator Name (typed): <u>Veronica Howard</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>November 21, 2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)				13c. Coordination with Library Liaison Date: <u>November 19, 2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (<i>suggested length 20 to 50 words</i>) Arranged placement in supervised settings that provide psychological experience. Focus on policy, communication skills, intervention skills, assessment, service planning, and evaluation. Students are expected to complete 90 hours of supervised experience. Special note: meets the departmental capstone requirement for Psychology major.						
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) [(PSY A111, PSY A150, PSY A260, PSYA260L, and PSY A261) and (ENGL A211, ENGL A212, ENGL A213, or ENGL A214)] with a minimum grade of C				16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level				16d. Registration Restriction(s) (<i>non-codable</i>) Instructor permission		
17. <input checked="" type="checkbox"/> Mark if course has fees				18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Based on enrollments, the department believes that combining our two practicum courses (PSY A427 and PSY A495A) into one course will allow the department to continue to offer a practicum-based course each semester without sacrificing quality of education. PSY A427 will be deleted, and PSY A495A will continue to be offered in a modified format.						

**University of Alaska Anchorage
Course Content Guide**

I. Initiation Date: 11/18/2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Psychology Practicum
3. **Course Prefix:** PSY A495A
4. **Credit Hours:** 3.0 Credits
5. **Contact Time:** Lecture Hours: 1
Practicum Hours: 6
6. **Grading Information:** A - F
7. **Course Description:** Arranged placement in a supervised setting that provides psychological, behavioral, or social services. Focus on development of professional skills, communication skills, implementation and evaluation of client assessments and interventions, and basic ethics for helping professionals. Students are expected to complete 90 hours of supervised experience. Special note: meets the departmental capstone requirement for Psychology major.
8. **Status of course relative to degree or certification program:** Departmental capstone selective for the BA and BS in Psychology, required for concentration in Behavior Analysis
9. **Course Fees:** Yes
10. **Coordination:** UAA faculty list-serve, Library Liaison, Psychology Department Director
11. **Cross-listed/Stacked:** N/A
12. **Course Prerequisites:** [(PSY A111, PSY A150, PSY A260, PSYA260L, and PSY A261) and (ENGL A211, ENGL A212, ENGL A213, or ENGL A214)] with a minimum grade of C
or
[PSY A400 and (PSY A447 or PSY A455 or PSY A467 or PSY A478)] with a minimum grade of B.
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Instructor Permission

III. Course Activities

Lecture: Students will attend lectures and complete projects related to ethics, professional conduct, identification of treatment options, and practicum activities.

Agency Placement: Prior to beginning placement, students will submit a practicum placement agreement signed by the student, a practicum representative, and the instructor. Students will regularly complete 6-8 hours per week across the semester (up to 90 hours total), and are required to keep a certified activity log of their experiences.

IV. Course Level Justification

This course requires well-developed writing skills and the ability to survey and apply the published empirical literature; skills developed in PSY A260, PSY A260L, and PSY A261, or in PSY A400. This course is intended for students who have a developing understanding of psychology or behavior analysis in order to gain hands-on experience. This course is designed to allow synthesis and application of learned concepts to the treatment and support of clients and to help students develop professional work skills related to the many positions requiring knowledge of human behavior.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Describe the skills required for a professional working within an intervention team.
2. Provide specific feedback on student performance in class and in field placements to engender improvement.
3. Structure the learning environment to facilitate critical thinking, problem solving, and decision making and the integration of formal knowledge with practicum experiences.
4. Structure the learning environment to guide development of professional behavior.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will:	The student learning outcome will be assessed by one or more of the following:
Identify and apply communication skills, ethics, and professional behavior when providing services.	Graded class activities, quizzes, and on-site supervisor evaluation(s).
Apply critical thinking, problem solving, and decision making skills related to service delivery.	Graded class activities, discussion, quizzes, and on-site supervisor evaluation(s).
Research and evaluate the published literature for effective intervention options and disseminate findings.	Graded class activities, presentations, and reports/papers.
Document placement activities and contribution to the service setting.	Graded reflection activities, journals, and certified hourly log.

VI. Topical Course Outline

1. Ethics
2. Professional behavior and competencies
 - a. Documentation
 - b. Time Management
 - c. Making the most of supervision
 - d. Working within a team
 - e. Stress and self-care
3. Respecting diversity
 - a. Self-awareness
 - b. Obtaining cultural development
 - c. Person-first language
4. Service Planning
 - a. Person-centered planning
 - b. Identifying effective interventions
 - c. Linking to community resources
 - d. Program evaluation

VII. Suggested Texts

Bailey, J., & Burch, M. (2011). *Ethics for Behavior Analysts: 2nd expanded edition*. New York, NY: Routledge.

Bailey, J., & Burch, M. (2009). *25 essential skills and strategies for the professional behavior analyst: Expert tips and maximizing consulting effectiveness*. New York, NY: Routledge.

Baird, B. (2014). *The internship, practicum, and field placement handbook: a guide for the helping professions* (7th Ed.). Upper Saddle River, NJ: Prentice-Hall.

Carnegie, D. (1998). *How to win friends and influence people*. New York: Simon & Schuster.

Nagy, T. F. (2005). *Ethics in plain English: An illustrative casebook for psychologists* (2nd Ed.). Washington, DC: American Psychological Association.

Matthews, J. R., & Walker, C. E. (2006). *Your practicum in psychology: A guide for maximizing knowledge and competence*. Washington, DC: American Psychological Association.



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 PSY												
2. Complete Program Title/Prefix BS in Psychology													
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Science or Graduate: CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No													
4. Type of Action: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate										
PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate												
5. Implementation Date (semester/year) From: Fall/2015 To: Fall/9999													
6a. Coordination with Affected Units Department, School, or College: College of Arts and Sciences Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date: _____													
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: November 21, 2014													
6c. Coordination with Library Liaison Date: November 18, 2014													
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function													
8. Justification for Action Based on enrollments, the department believes that combining our two practicum courses (PSY A427 and PSY A495A) into one course will allow the department to continue to offer a practicum-based course each semester without sacrificing quality of education. PSY A427 will be deleted, and PSY A495A will continue to be offered in a modified format.													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; vertical-align: bottom;">Initiator (faculty only) _____ Date _____</td> <td style="width: 50%; border-bottom: 1px solid black; vertical-align: bottom;"><input type="checkbox"/> Approved _____ Date _____</td> </tr> <tr> <td style="padding-top: 5px;">Veronica Howard Initiator (TYPE NAME)</td> <td style="padding-top: 5px;"><input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</td> </tr> <tr> <td style="border-bottom: 1px solid black; vertical-align: bottom;"><input type="checkbox"/> Approved _____ Date _____</td> <td style="border-bottom: 1px solid black; vertical-align: bottom;"><input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____</td> </tr> <tr> <td style="padding-top: 5px;"><input type="checkbox"/> Disapproved Department Chair _____ Date _____</td> <td style="padding-top: 5px;"><input type="checkbox"/> Disapproved Board Chair _____ Date _____</td> </tr> <tr> <td style="border-bottom: 1px solid black; vertical-align: bottom;"><input type="checkbox"/> Approved _____ Date _____</td> <td style="border-bottom: 1px solid black; vertical-align: bottom;"><input type="checkbox"/> Approved _____ Date _____</td> </tr> <tr> <td style="padding-top: 5px;"><input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</td> <td style="padding-top: 5px;"><input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</td> </tr> </table>		Initiator (faculty only) _____ Date _____	<input type="checkbox"/> Approved _____ Date _____	Veronica Howard Initiator (TYPE NAME)	<input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____	<input type="checkbox"/> Approved _____ Date _____	<input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____	<input type="checkbox"/> Disapproved Department Chair _____ Date _____	<input type="checkbox"/> Disapproved Board Chair _____ Date _____	<input type="checkbox"/> Approved _____ Date _____	<input type="checkbox"/> Approved _____ Date _____	<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Disapproved Provost or Designee _____ Date _____
Initiator (faculty only) _____ Date _____	<input type="checkbox"/> Approved _____ Date _____												
Veronica Howard Initiator (TYPE NAME)	<input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____												
<input type="checkbox"/> Approved _____ Date _____	<input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____												
<input type="checkbox"/> Disapproved Department Chair _____ Date _____	<input type="checkbox"/> Disapproved Board Chair _____ Date _____												
<input type="checkbox"/> Approved _____ Date _____	<input type="checkbox"/> Approved _____ Date _____												
<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Disapproved Provost or Designee _____ Date _____												

Bachelor of Science in Psychology

- [Overview](#)
- [Learning Outcomes](#)

Admission Requirements

Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#). In addition, students wishing to declare Psychology as a major must have earned a minimum GPA of 2.5.

Academic Progress Requirements

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

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the [College of Arts and Sciences Requirements](#).
- Complete the Major Requirements below.

Major Requirements

Core Requirements

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

A capstone course is required of all Psychology majors (BA or BS). Each capstone option is designed

to synthesize and apply material from the Psychology major. Choice of a capstone should be based, at least in part, on the student's future career plans. Students planning to work in human service jobs following graduation should consider taking [PSY A495A](#). Students planning on graduate work in Psychology should consider taking [PSY A412](#), [PSY A420](#) or [PSY A499](#). Students may elect to take all of these courses as upper-division electives.

[PSY A412](#) Foundations of Modern Psychology

[PSY A420](#) Conducting Research in Psychology

[PSY A428](#) Evolutionary Psychology

[PSY A495A](#) Psychology Practicum

[PSY A499](#) Senior Thesis

Psychology Electives

12

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

*All of the above psychology capstone courses have rigorous prerequisites. Grades of C or higher in these prerequisites are required for admission into psychology's capstone courses.

All Psychology majors are required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation. The exam is taken in the Advising and Testing Center and a fee will be charged to students.

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

Concentration in Behavior Analysis

This concentration provides foundational knowledge and professional skills to apply the science of behavior analysis across a range of settings and client populations, including staff in the workplace, children and adults with intellectual and cognitive disabilities, and individuals with autism spectrum disorder. Completing the coursework below, in addition to required supervised practicum experience with a Board Certified Behavior Analyst, helps prepare students to apply for the Behavior Analysis Certification Board examination for becoming a Board Certified Assistant Behavior Analyst.

Concentration requirements:

[PSY A200](#) Introduction to Behavior Analysis 3

[PSY A400](#) Strategies of Behavior Change 3

[PSY A495A](#) Psychology Practicum 3

Complete a minimum of 6 credits of the following: 6

[PSY A447](#) Behavioral Treatment of Autism Spectrum Disorder

PSY A455	Interventions for Challenging Behavior
PSY A467	Organizational Behavior Management
PSY A478	Applications of Behavior Analysis

Total Credits

15

Honors in Psychology

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

1. Satisfy all requirements for a BA or BS degree in Psychology.
2. Maintain a cumulative GPA of 3.50.
3. Take [PSY A412](#).
4. Take [PSY A420](#).
5. Complete [PSY A499](#). The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
6. Students intending to graduate with departmental honors must notify the Departmental Honors Committee in writing on or before the date they file their Application for Graduation with the Office of the Registrar.

Honors Student Learning Outcomes

Students graduating with departmental honors in Psychology will possess:

- An advanced understanding and application of descriptive and inferential statistics and use of statistical software in data analysis.
 - A broad knowledge of psychology's historical foundation.
 - The ability to conduct a critical review and analysis of existing psychological literature.
 - The ability to design and execute empirical research that tests clearly stated hypotheses or addresses clearly articulated research questions.
 - A clear understanding of research ethics and the responsible conduct of research in the field of psychology.
 - The ability to communicate effectively in writing, in poster format, and in oral presentations, including mastery of APA style.
 - The ability to draw conclusions from research findings, including recognition of the limitations, applications, and implications of the data, and a discussion of alternative explanations of the results.
- See more at: <http://catalog.uaa.alaska.edu/undergraduateprograms/cas/psychology/bs-psychology/#sthash.evUkWQuw.dpuf>

Bachelor of Science in Psychology

- [Overview](#)
- [Learning Outcomes](#)

Admission Requirements

Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#). In addition, students wishing to declare Psychology as a major must have earned a minimum GPA of 2.5.

Academic Progress Requirements

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

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the [College of Arts and Sciences Requirements](#).
- Complete the Major Requirements below.

Major Requirements

Core Requirements

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

A capstone course is required of all Psychology majors (BA or BS). Each capstone option is designed

to synthesize and apply material from the Psychology major. Choice of a capstone should be based, at least in part, on the student's future career plans. Students planning to work in human service jobs following graduation should consider taking [PSY A427](#) or [PSY A495A](#). Students planning on graduate work in Psychology should consider taking [PSY A412](#), [PSY A420](#) or [PSY A499](#). Students may elect to take all of these courses as upper-division electives.

PSY A412	Foundations of Modern Psychology
PSY A420	Conducting Research in Psychology
PSY A427	Field Experience in Psychology
PSY A428	Evolutionary Psychology
PSY A495A	Psychology Applied Behavior Analysis Practicum and Professional Issues
PSY A499	Senior Thesis

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Psychology Electives 12

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

*All of the above psychology capstone courses have rigorous prerequisites. Grades of C or higher in these prerequisites are required for admission into psychology's capstone courses.

All Psychology majors are required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation. The exam is taken in the Advising and Testing Center and a fee will be charged to students.

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

Concentration in Behavior Analysis

This concentration provides foundational knowledge and professional skills to apply the science of behavior analysis across a range of settings and client populations, including staff in the workplace, children and adults with intellectual and cognitive disabilities, and individuals with autism spectrum disorder. Completing the coursework below, in addition to required supervised practicum experience with a Board Certified Behavior Analyst, helps prepare students to apply for the Behavior Analysis Certification Board examination for becoming a Board Certified Assistant Behavior Analyst.

Concentration requirements:

PSY A200	Introduction to Behavior Analysis	3
PSY A400	Strategies of Behavior Change	3
PSY A495A	Psychology Practicum Applied Behavior Analysis Practicum and Professional Issues	3

Complete a minimum of 6 credits of the following: 6

PSY A447	Behavioral Treatment of Autism Spectrum Disorder
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[PSY A455](#) Interventions for Challenging Behavior

[PSY A467](#) Organizational Behavior Management

[PSY A478](#) Applications of Behavior Analysis

Total Credits

15

Honors in Psychology

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

1. Satisfy all requirements for a BA or BS degree in Psychology.
2. Maintain a cumulative GPA of 3.50.
3. Take [PSY A412](#).
4. Take [PSY A420](#).
5. Complete [PSY A499](#). The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
6. Students intending to graduate with departmental honors must notify the Departmental Honors Committee in writing on or before the date they file their Application for Graduation with the Office of the Registrar.

Honors Student Learning Outcomes

Students graduating with departmental honors in Psychology will possess:

- An advanced understanding and application of descriptive and inferential statistics and use of statistical software in data analysis.
- A broad knowledge of psychology's historical foundation.
- The ability to conduct a critical review and analysis of existing psychological literature.
- The ability to design and execute empirical research that tests clearly stated hypotheses or addresses clearly articulated research questions.
- A clear understanding of research ethics and the responsible conduct of research in the field of psychology.
- The ability to communicate effectively in writing, in poster format, and in oral presentations, including mastery of APA style.
- The ability to draw conclusions from research findings, including recognition of the limitations, applications, and implications of the data, and a discussion of alternative explanations of the results.
- See more at: <http://catalog.uaa.alaska.edu/undergraduateprograms/cas/psychology/bs-psychology/#sthash.evUkWQuw.dpuf>



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 PSY						
2. Complete Program Title/Prefix BA in Psychology							
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No							
4. Type of Action:							
PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate						
5. Implementation Date (semester/year) From: Fall/2015 To: Fall/9999							
6a. Coordination with Affected Units Department, School, or College: College of Arts and Sciences Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date: _____							
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: November 21, 2014							
6c. Coordination with Library Liaison Date: November 18, 2014							
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function							
8. Justification for Action Based on enrollments, the department believes that combining our two practicum courses (PSY A427 and PSY A495A) into one course will allow the department to continue to offer a practicum-based course each semester without sacrificing quality of education. PSY A427 will be deleted, and PSY A495A will continue to be offered in a modified format.							
<table style="width:100%; border: none;"> <tr> <td style="width:50%; border: none;"> _____ Initiator (faculty only) Date Veronica Howard Initiator (TYPE NAME) </td> <td style="width:50%; border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date </td> <td style="border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date </td> <td style="border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date </td> </tr> </table>		_____ Initiator (faculty only) Date Veronica Howard Initiator (TYPE NAME)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date
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<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date						

Bachelor of Arts in Psychology

- [Overview](#)
- [Learning Outcomes](#)

Admission Requirements

Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#).

In addition, students wishing to declare Psychology as a major must have earned a minimum GPA of 2.50.

Academic Progress Requirements

All prerequisites for required Psychology courses must be completed with a grade of C or better. Students who audit or are unable to earn a grade of C or better in a lower division (100 or 200 level) PSY course may repeat the course two additional times on a space-available basis.

Students who audit or wish to repeat an upper division (300 or 400 level) PSY course may repeat the course one additional time on a space-available basis. Students repeating a course are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated.

Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the [College of Arts and Sciences Requirements](#).
- Complete the Major Requirements below.

Major Requirements

Core Requirements

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

Each capstone option is designed to synthesize and apply material from the Psychology major. Choice of a capstone should be based, at least in part, on the student's future career plans. Students planning to work in human service jobs following graduation should consider taking [PSY A495A](#). Students planning on graduate work in Psychology should consider taking [PSY A412](#), [PSY A420](#) or [PSY A499](#). Students may elect to take all of these courses as

upper division electives. *

[PSY A412](#) Foundations of Modern Psychology
[PSY A420](#) Conducting Research in Psychology

[PSY A428](#) Evolutionary Psychology
[PSY A495A](#) Psychology Practicum
[PSY A499](#) Senior Thesis

Psychology Electives 12

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

All of the psychology capstone courses have rigorous prerequisites. Grades of C or higher in these prerequisites are required for admission into the capstone courses. See course

**descriptions of each capstone course for more details.*

All Psychology majors are also required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation. This exam is taken in the Advising and Testing Center and a fee will be charged to students.

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

Concentration in Behavior Analysis

This concentration provides foundational knowledge and professional skills to apply the science of behavior analysis across a range of settings and client populations, including staff in the workplace, children and adults with intellectual and cognitive disabilities, and individuals with autism spectrum disorder. Completing the coursework below, in addition to required supervised practicum experience with a Board Certified Behavior Analyst, helps prepare students to apply for the Behavior Analysis Certification Board examination for becoming a Board Certified Assistant Behavior Analyst.

Concentration requirements:

[PSY A200](#) Introduction to Behavior Analysis 3
[PSY A400](#) Strategies of Behavior Change 3
[PSY A495A](#) Psychology Practicum 3

Complete a minimum of 6 credits of the following: 6

[PSY A447](#) Behavioral Treatment of Autism Spectrum Disorder
[PSY A455](#) Interventions for Challenging Behavior
[PSY A467](#) Organizational Behavior Management
[PSY A478](#) Applications of Behavior Analysis

Total Credits 15

Honors in Psychology

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

1. Satisfy all requirements for a BA or BS degree in Psychology.

2. Maintain a cumulative GPA of 3.50.
3. Take [PSY A412](#).
4. Take [PSY A420](#).
5. Complete [PSY A499](#). The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
6. Students intending to graduate with departmental honors must notify the Departmental Honors Committee in writing on or before the date they file their Application for Graduation with the Office of the Registrar.

Honors Student Learning Outcomes

Students graduating with departmental honors in Psychology will possess:

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

- See more at:

<http://catalog.uaa.alaska.edu/undergraduateprograms/cas/psychology/ba-psychology/#sthash.hAnqmBLf.dpuf>

Bachelor of Arts in Psychology

- [Overview](#)
- [Learning Outcomes](#)

Admission Requirements

Satisfy the [Application and Admission Requirements for Baccalaureate Programs](#).

In addition, students wishing to declare Psychology as a major must have earned a minimum GPA of 2.50.

Academic Progress Requirements

All prerequisites for required Psychology courses must be completed with a grade of C or better. Students who audit or are unable to earn a grade of C or better in a lower division (100 or 200 level) PSY course may repeat the course two additional times on a space-available basis.

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Graduation Requirements

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the [College of Arts and Sciences Requirements](#).
- Complete the Major Requirements below.

Major Requirements

Core Requirements

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

Each capstone option is designed to synthesize and apply material from the Psychology major.

Choice of a capstone should be based, at least in part, on the student's future career plans.

Students planning to work in human service jobs following graduation should consider

taking ~~PSY A427~~ or [PSY A495A](#). Students planning on graduate work in Psychology should consider taking [PSY A412](#), [PSY A420](#) or [PSY A499](#). Students may elect to take all of these

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PSY A427	Field Experience in Psychology	
PSY A428	Evolutionary Psychology	
PSY A495A	Psychology Practicum Applied Behavior Analysis Practicum and Professional Issues	
PSY A499	Senior Thesis	

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Psychology Electives 12

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

*All of the psychology capstone courses have rigorous prerequisites. Grades of C or higher in these prerequisites are required for admission into the capstone courses. See course *descriptions of each capstone course for more details.*

All Psychology majors are also required to take the exit examination, a standardized test of knowledge of psychology approved by the Psychology Department. There is no minimum score required for graduation. This exam is taken in the Advising and Testing Center and a fee will be charged to students.

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

Concentration in Behavior Analysis

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Assistant Behavior Analyst.

Concentration requirements:

PSY A200	Introduction to Behavior Analysis	3
PSY A400	Strategies of Behavior Change	3
PSY A495A	Psychology Practicum Applied Behavior Analysis Practicum and Professional Issues	3

Complete a minimum of 6 credits of the following:

PSY A447	Behavioral Treatment of Autism Spectrum Disorder	6
PSY A455	Interventions for Challenging Behavior	
PSY A467	Organizational Behavior Management	
PSY A478	Applications of Behavior Analysis	

Total Credits 15

Honors in Psychology

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

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2. Maintain a cumulative GPA of 3.50.
3. Take [PSY A412](#).
4. Take [PSY A420](#).
5. Complete [PSY A499](#). The thesis project must be approved in advance by the Undergraduate Studies Committee and carried out by following applicable departmental guidelines.
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Honors Student Learning Outcomes

Students graduating with departmental honors in Psychology will possess:

- An advanced understanding and application of descriptive and inferential statistics and use of statistical software in data analysis.
- A broad knowledge of psychology's historical foundation.
- The ability to conduct a critical review and analysis of existing psychological literature.
- The ability to design and execute empirical research that tests clearly stated hypotheses or addresses clearly articulated research questions.
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- The ability to communicate effectively in writing, in poster format, and in oral presentations, including mastery of APA style.
- The ability to draw conclusions from research findings, including recognition of the limitations, applications, and implications of the data, and a discussion of alternative explanations of the results.

- See more at:

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