Undergraduate Academic Board
Agenda

January 30, 2015
2:00-5:00
ADM 142

I. Roll
()- Alberta Harder (FS)
()- Utpal Dutta (FS)
()- Francisco Miranda (Chair)
()- Barbara Harville (CAS)
()- Vacant (CAS)
()- Vacant (CAS)
()- Vacant (CAS)
()- Vacant (CBPP)
()- Vacant (COH)
()- Vacant (COH)
()- 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

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
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<th>3. Course Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>MUS</td>
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<tr>
<td>Choral Arranging</td>
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<tr>
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<td>☐ CEU</td>
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<td>☐ Professional Development</td>
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| 8. Type of Action: | ☑ Add | ☐ Change | ☐ Delete |

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Automatic Restrictions
- ☐ Other

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<tr>
<td>☐ P/NP</td>
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<td>To: /9999</td>
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Cross-Listed Coordination Signature

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<th>List any programs or college requirements that require this course.</th>
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<tbody>
<tr>
<td></td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Grant Cochran
Initiator Signed Initials: _________ Date:________________

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<tr>
<th>13b. Coordination Email</th>
<th>Date: 10/31/2014</th>
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<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uas-faculty@lists.uaa.alaska.edu">uas-faculty@lists.uaa.alaska.edu</a>)</td>
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<td>☐ Natural Sciences</td>
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<tr>
<td>☐ Integrative Capstone</td>
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| 15. Course Description (suggested length 20 to 50 words) | Principles and practices in transcribing, modifying and adapting pre-existing music for various choral ensembles with and without accompaniment. |

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

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<td>☐ Class</td>
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<tr>
<td>☐ Level</td>
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| 16d. Registration Restriction(s) (non-codable) |   |

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

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

Initiator (faculty only) Grant Cochran
Initiator (TYPE NAME) ____________________________ Date: ______________________

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

Approved ☑ Disapproved ☐ Date: ______________________
Undergraduate/Graduate Academic

Approved ☑ Disapproved ☐ Date: ______________________
Board Chair

Approved ☑ Disapproved ☐ Date: ______________________
Provost or Designee

Approved ☑ Disapproved ☐ Date: ______________________
College/School Curriculum Committee Chair

Approved ☑ Disapproved ☐ Date: ______________________
Department Chair
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>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to write arrangements for a variety of choral ensembles</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>Utilize knowledge of music-software programs to create useable and functional arrangements</td>
<td>Exams and assignments</td>
</tr>
<tr>
<td>Apply abilities in and knowledge of music theory, text</td>
<td>Exams and assignments</td>
</tr>
</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:
### Course Action Request

**University of Alaska Anchorage**

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

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<thead>
<tr>
<th>1a. School or College</th>
<th>MA Mat-SU</th>
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<tbody>
<tr>
<td>1b. Division</td>
<td>No Division Code</td>
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<tr>
<td>1c. Department</td>
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<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(1+0)</td>
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</tbody>
</table>

#### 6. Complete Course Title

**Basics of Ground-Source Heat Pump Systems**

**Basics GSHP Systems**

Abbreviated Title for Transcript (30 character)

#### 7. Type of Course

- [ ] Academic
- [x] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

#### 8. Type of Action:

- [ ] Add
- [x] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Other Restrictions
- [ ] Repeat Status
- [ ] Contact Hours
- [ ] Cross-Listed/Stacked
- [ ] Text Score Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- Class Level
- College Major

(please specify)

#### 9. Repeat Status No #: # of Repeats: Max Credits:

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

#### 10. Implementation Date: semester/year:

- [ ] From: SPRING /2015  
- [ ] To: /9999

#### 11. Cross Listed with

- [x] Stack with

Cross-Listed Coordination Signature

#### 12. Coordination Email

Date:

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

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<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
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<tbody>
<tr>
<td>Refrigeration and Heating Program</td>
<td>Dan Mielke</td>
<td></td>
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<tr>
<td>UAF-Bristol Bay Sustainable Energy OCE</td>
<td>Dr. Tom Marsik</td>
<td></td>
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Initiator Name (typed): Mark Masteller  
Initiator Signed Initials:  
Date:

13b. Coordination Email

Date: 09/18/2014

13c. Coordination with Library Liaison

Date: 09/18/2014

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)

Presents basics of ground-source heat pump geothermal 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) (list prefix and number or test code and score)

None

16b. Co-requisite(s) (concurent enrollment required)

n/a

16c. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

n/a

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Changing course to permanent status

Initiator (faculty only)

Mark Masteller

Initiator (TYPE NAME)

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<th>Dean/Director of School/College</th>
<th>Date</th>
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<th>Provost or Designee</th>
<th>Date</th>
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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 geoexchange 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 geoexchange 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:

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

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

VII. Bibliography and Resources


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1. School or College</th>
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<td>6. Complete Course Title</td>
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<td>Basics of Biodiesel and Vegetable Oil Fuel Systems</td>
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<td>Basics Biodiesel Veg Oil Sys</td>
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<tr>
<td>8. Type of Action:</td>
<td>Add</td>
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**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.

| 16a. Course Prerequisite(s) (list prefix and number or test code and score) | None |
| 16b. Co-requisite(s) (concurrent enrollment required) | n/a |
| 16c. Other Restriction(s) | College Major Class Level |
| 16d. Registration Restriction(s) (non-codable) | n/a |
| 17. Mark if course has fees | ☒ |
| 18. Mark if course is a selected topic course | ☐ |

**Initiator (faculty only)**

Mark Masteller

Initiator (TYPE NAME)

<table>
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**Initiator Signed Initials**

Date:

**Dean/Director of School/College**

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**Department Chair**

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**Board Chair**

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**Provost or Designee**

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**Cross-Listed Coordination Signature**

Date: 09/18/14
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:

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

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


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
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
☐ Title
☐ Grading Basis
☐ Course Description
☐ Other Restrictions
☐ Level (please specify)
☐ College
☐ Major
☐ Class
☐ Level

9. Repeat Status
Yes ☐ # of Repeats ☐ Max Credits 9

10. Grading Basis
☐ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: SPRING 2015 To: 9999/9999

12. ☐ Cross Listed with
☐ Stacked with
Cross-Listed Coordination Signature

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. UAF-Bristol Bay Sustainable Energy OEC</td>
<td>Tom Marsik</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Mark Masteller  Initiator Signed Initials: _______ Date:________________

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

13c. Coordination with Library Liaison
Date: ________

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)
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) (list prefix and number or test code and score)
n/a

16b. Co-requisite(s) (concurrent enrollment required)
n/a

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

16d. Registration Restriction(s) (non-codable)
n/a

17. ☐ Mark if course has fees

18. ☐ 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.

Initiator (faculty only)
Mark Masteller
Initiator (TYPE NAME)

☐ Approved Date
☐ Disapproved Date

Dean/Director of School/College date

Undergraduate/Graduate Academic Board Chair Date

Provost or Designee Date
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

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Methods*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>Provide an overview of definitions and terminology.</td>
<td>Define key terms related to the course topic.</td>
<td>Reading exercises</td>
</tr>
<tr>
<td>Introduce theories and local and national perspectives related to the course topic.</td>
<td>Explain and apply concepts associated with the course topic in order to analyze issues associated with the course topic.</td>
<td>Reading exercises</td>
</tr>
<tr>
<td>Address the practices and places associated with the course topic.</td>
<td>Discuss and demonstrate practices and applications.</td>
<td>Reading exercises</td>
</tr>
</tbody>
</table>

*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

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

<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PSY</td>
<td>A427</td>
<td></td>
<td>3.0</td>
<td>(1+6)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Field Experience in Psychology

7. Type of Course
- [X] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action:
- [ ] Add
- [ ] Change
- [X] Delete

<table>
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<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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10. Grading Basis
- [X] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date
- From: Fall/2015
- To: Fall/9999

12. [ ] Cross Listed
- [ ] Stacked

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<td>Claudia Lampman</td>
</tr>
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<td>Claudia Lampman</td>
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Initiator Name (typed): Veronica Howard  
Initiator Signed Initials: ______________________  
Date: ______________________

13b. Coordination Email  
Date: November 21, 2014  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: November 19, 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)
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) (list prefix and number or test code and score)
([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) (concurrent enrollment required)
N/A

16c. Other Restriction(s)
- [X] Mark if course has fees

16d. Registration Restriction(s) (non-codable)
Instructor permission

17. [X] Mark if course has fees

18. [ ] 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.
# Course Action Request
## University of Alaska Anchorage
### Proposal to Initiate, Add, Change, or Delete a Course

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<td>A495A</td>
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<td>(Lecture + Lab)</td>
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<td>Psychology Practicum</td>
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<th>7. Type of Course</th>
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| 8. Type of Action: | Add | Change | Delete |

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other update CCG (please specify)

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<th>11. Implementation Date</th>
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<th>12. Cross Listed with</th>
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<tr>
<td>Stacked with</td>
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| 13a. Impacted Courses or Programs: | List any programs or college requirements that require this course. |

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Initiator Name (typed): Veronica Howard  
Initiator Signed Initials: __________  
Date: __________

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<th>13b. Coordination Email</th>
<th>Date: November 21, 2014</th>
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submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

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<th>13c. Coordination with Library Liaison</th>
<th>Date: November 18, 2014</th>
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14. General Education Requirement

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<th>Mark appropriate box:</th>
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<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
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<td></td>
<td></td>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
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15. Course Description (suggested length 20 to 50 words)

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.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

([[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.

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

N/A

16c. Other Restriction(s)

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

Instructor permission

17. Mark if course has fees

18. 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.
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.

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

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**


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: ☐ 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: College of Arts and Sciences
   Initiator Name (typed): Veronica Howard
   Initiator Signed Initials: _______

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:
   ☑ Cover Memo ☑ Catalog Copy in Word using the track changes function

8. Justification for Action
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Initiator (faculty only)
Veronica Howard
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved
Provost or Designee Date
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.

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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.

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<td>Strategies of Behavior Change</td>
<td>3</td>
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<td>Psychology Practicum</td>
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Honors in Psychology

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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.
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Bachelor of Science in Psychology

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- Learning Outcomes

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**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 PracticumApplied Behavior Analysis Practicum and Professional Issues
**PSY A499**  Senior Thesis

Psychology Electives 12

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

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Concentration requirements:

**PSY A200**  Introduction to Behavior Analysis 3
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Complete a minimum of 6 credits of the following: 6

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Honors in Psychology

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

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:
   [ ] Yes or [ ] No

4. Type of Action:
   PROGRAM
   [ ] Add
   [X] 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: College of Arts and Sciences
   Initiator Name (typed): Veronica Howard
   Date: _______________
   Initiator Signed Initials: __________

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

   [ ] Approved
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   Board Chair

   [ ] Approved
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   Provost or Designee

   Initiator (faculty only)
   Veronica Howard
   Initiator (TYPE NAME)

   Date
Bachelor of Arts in Psychology

- **Overview**
- **Learning Outcomes**

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

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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

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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:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSY A200</td>
<td>Introduction to Behavior Analysis</td>
</tr>
<tr>
<td>PSY A400</td>
<td>Strategies of Behavior Change</td>
</tr>
<tr>
<td>PSY A495A</td>
<td>Applied Behavior Analysis Practicum and Professional Issues</td>
</tr>
</tbody>
</table>

Complete a minimum of 6 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A447</td>
<td>Behavioral Treatment of Autism Spectrum Disorder</td>
</tr>
<tr>
<td>PSY A455</td>
<td>Interventions for Challenging Behavior</td>
</tr>
<tr>
<td>PSY A467</td>
<td>Organizational Behavior Management</td>
</tr>
<tr>
<td>PSY A478</td>
<td>Applications of Behavior Analysis</td>
</tr>
</tbody>
</table>

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.
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