April 21, 2017
2:00-5:00pm
Physical location: ADM 204
Audio Conference: 786-6755, Passcode: 284572

I. Roll
[ ] Carrie King, Chair (FS) [-] Vacant (CBPP) [ ] Casey Rudkin (KPC)
[ ] Sandy Pence (FS) [ ] Troy Payne (COH) [ ] Luke Grabarek (Mat-su)
[ ] Cheryl Smith (FS) [ ] Yvonne Chase (COH) [ ] Kathryn Hollis-Buchanan (Kod)
[-] Vacant (FS, CAS) [-] Vacant (COE) [-] Vacant (PWSC)
[ ] Alberta Harder (CAS) [ ] Darrin Marshall (CTC) [ ] Bettina Kipp Lavea (SA)
[ ] Barbara Harville (CAS) [ ] Utpal Dutta (COENG) [ ] Ian Minnock (USUAA)
[ ] Grant Cochran (CAS) [ ] Robin Hanson (LIB)

Ex-Officio Members
[ ] Susan Kalina, Vice Provost for Academic Affairs
[ ] Lindsey Chadwell, Interim Registrar

II. Review of Agenda (pg. 1-2)

III. Review of Meeting Summary (pg. 3-4)

IV. Administrative Report
A. Vice Provost for Academic Affairs, Susan Kalina
   i. Self-Study Update

   B. Interim University Registrar, Lindsey Chadwell

V. Chair’s Report
A. UAB Chair, Carrie King

   B. GERC Chair, Sandy Pence

VI. WICHE Discussion, Dan Kline and Jane Sherman

VII. Policy Related Issues
A. Writing placement and written communication GER policy alignment with UAF and UAS (pg. 5-6)
   i. Proposed changes to catalog copy for ACT and SAT writing placement, Jackie Cason (pg. 7)
   ii. Policy Recommendation regarding DSST (Formerly DANTES), Patricia Jenkins (pg. 8)
B. Chemistry AP Scores Catalog Change, Patrick Tomco (pg. 9)
C. New Proposed UNIV Prefix, Varla Allen-Jones (pg. 10)

VIII. Program/Course Action Request- Second Readings

IX. Program/Course Action Request- First Readings
| Chg | JPC A403 Communications and Media Research |
| Chg | ENG-BS Bachelor of Science in Electrical Engineering |
| Add | ATP A103 Part 61 Private Pilot |
| Add | PSY A499A Developing Psychological Research |
| Chg | ET A101 Basic Electronics: DC Circuits |
| Chg | ET A102 Basic Electronics: AC Circuits |
| Chg | ET A126 Digital Electronics |
| Chg | ET A240 Computer Systems Interfacing |
| Chg | ET A243 Programmable Logic Controllers |
| Chg | ET A246 Electronic Industrial Instrumentation |
| Chg | PETR A101 Industrial Hand Tools |
| Chg | PETR A155 Blueprint Reading |
| Chg | PETR A244 Industrial Process Instrumentation IV |
| Add | WELD A295 Welding Nondestructive Testing Internship |
| Chg | NDTT-OECERT Occupational Endorsement Certificate in Nondestructive Testing Technology |
| Chg | WLD-OECERT Occupational Endorsement Certificate in Welding |
| Chg | WTNT-AAS Associate of Applied Science in Welding and Nondestructive Testing Technology |
| Chg | AWEL-OECERT Occupational Endorsement Certificate in Advanced Welding |

**X. New Business**

A.

**XI. Informational Items and Adjournment:**

A. UNIV 194 Prefix Change (pg. 11-14)

B. PSY Topical Non-credit Workshop (pg. 15-18)
March 31, 2017
2:00-5:00pm
Physical location: ADM 204
Audio Conference: 786-6755, Passcode: 284572

I. Roll
[X] Carrie King, Chair (FS)  [-] Vacant (CBPP)  [X] Casey Rudkin (KPC)
[X] Sandy Pence (FS)  [X] Troy Payne (COH)  [X] Luke Grabarek (Mat-su)
[X] Cheryl Smith (FS)  [X] Yvonne Chase (COH)  [X] Kathryn Hollis-Buchanan (Kod)
[-] Vacant (FS, CAS)  [-] Vacant (COE)  [-] Vacant (PWSC)
[X] Alberta Harder (CAS)  [X] Darrin Marshall (CTC)  [X] Bettina Kipp Lavea (SA)
[X] Barbara Harville (CAS)  [X] Utpal Dutta (COENG)  [E] Ian Minnock (USUAA)
[X] Grant Cochran (CAS)  [X] Robin Hanson (LIB)

Ex-Officio Members
[X] Susan Kalina, Vice Provost for Academic Affairs
[X] Lindsey Chadwell, Interim Registrar (Alyona Selhay)

II. Review of Agenda (pg. 1-2)

III. Review of Meeting Summary (pg. 3-4)

IV. Administrative Report
A. Vice Provost for Academic Affairs, Susan Kalina
   i. Self-Study Update: The draft of all five standards, will go out today.
      ii. MATH and STATS Placement exam: Students will have access to information about the
          ALEKS exam and to the exam itself on a statewide site accessible from UAOnline. On the
          UAA Registrar’s website there is also a new Course Placement page, from which students
          can access the statewide site.

B. Interim University Registrar, Lindsey Chadwell

V. Chair’s Report
A. UAB Chair, Carrie King

B. GERC Chair, Sandy Pence
   Approved the following courses:
   Chg  HUMS A496  Human Services Integrative Capstone
   Chg  IPC A403  Communications and Media Research
   Chg  MUS A221  History of Western Art Music I
   Chg  MUS A222  History of Western Art Music II
   Chg  PSY A370  Behavioral Neuroscience

VI. Policy Related Issues
A. Academic Dispute Resolution Revision, 2nd reading (pg. 5-14)
   Approved for Faculty Senate
VII. Program/Course Action Request - Second Readings

A. 2017-18 Course Purge Lists (pg. 15-27)

Chg BAEC-BA Bachelor of Arts in Early Childhood Education

Approved

VIII. Program/Course Action Request - First Readings

Chg HUMS A496 Human Services Integrative Capstone GERC
Chg IPC A403 Communications and Media Research GERC
Chg MUS A221 History of Western Art Music I GERC
Chg MUS A222 History of Western Art Music II GERC
Chg PSY A370 Behavioral Neuroscience GERC
Chg PSY A442 Psychopathology of Childhood and Adolescence

Chg PSYC-MNR Minor in Psychology
Chg CMHL-MNR Minor in Children’s Mental Health
Chg EDSE A486 Transition Planning for Secondary Students with Disabilities

*Rebuilt from EDSE A485*

Chg ENGL A309 Texts of American Cultures and Regions
Chg ENGL A404 Topics in Women’s Literature

Approved

IX. New Business

A.

X. Informational Items and Adjournment:

A. ED A194 Secondary Transition Conference
B. EMS Continuing Education Courses (pg. 28-34)
   i. American Heart Association – Basic Life Support for Healthcare Professionals (CPR)
   ii. American Heart Association – Advanced Cardiac Life Support (ACLS)
   iii. American Heart Association – Pediatric Advanced Life Support (PALS)
   iv. National Association of EMT’s (NAEMT) – Prehospital Trauma Life Support (PHTLS)
   v. National Association of EMT’s (NAEMT) – Advanced Medical Life Support (AMLS)
   vi. National Association of EMT’s (NAEMT) – Emergency Pediatric Care (EPC)
   vii. National Association of EMT’s (NAEMT) – Geriatric Education for Emergency Medical Services (GEMS)
   viii. National Association of EMT’s (NAEMT) – Principles of Ethics and Personal Leadership (PEPL)
   ix. National Association of EMT’s (NAEMT) – EMS Safety
   x. American Heart Association – Heartsaver CPR/AED
   xi. American Heart Association – First Aid
Dear Colleagues,

Please find attached a memorandum from faculty in the English Department requesting that we align our campus policies with UAF and UAS regarding writing placement and the six-credit general education requirement for written communication.

If faculty have any questions or thoughts to share, you are welcome to write to me directly. Additionally, if other programs would like to explore writing courses that may support students in your program, you are invited to consult with us.

Best regards,

Jackie

--

Jackie Cason
Associate Professor of English
English Curriculum Committee Chair
University of Alaska Anchorage
3211 Providence Dr., ADM 101
Anchorage, AK 99508-4614
(w) 907-786-4367

Policy Alignment Memo_Placement GER Written Communication.pdf
76K
MEMORANDUM

TO: Carrie King, Undergraduate Academic Board Chair  
FROM: Jackie Cason, English Curriculum Committee Chair  
SUBJECT: Writing Placement and Written Communication GE Requirements  
DATE: April 6, 2017  
CC: Susan Kalina, Vice Provost for Academic Affairs  
Monique Marron, Governance Coordinator  
John Stalvey, Dean for the College of Arts and Sciences  
Daniel Kline, Director for English and for General Education  
Alberta Harder, CAS Course and Curriculum Chair

Requesting Policy Alignment
Faculty within the Department of English are requesting that we align our campus policies with UAF and UAS regarding writing placement and the six-credit general education requirement for written communication. We make this request with the caveat that our campus would do well to coordinate efforts to support students in their development as writers, throughout the curriculum. Three to six credits of writing is a minimal requirement.

Current Policy and Practice
A small percentage of students admitted to the university enter with ACT or SAT scores high enough to place directly into 200 level writing courses. When that is the case, students may choose to enroll in the introductory WRTG A111 course or, alternately, they may choose to start with a 200-level offering. Historically, higher-placing students would still be required to complete two writing courses offered by the English Department in order to fulfill the six credit GER for written communication, either by taking a second 200 level course or by taking an upper division writing course. UAF and UAS, in that same case, do not require students to take the second course but consider that they do not need to complete six-credits of written communication in light of the initial competency demonstrated by a high standardized test score. We are requesting that UAA align with the policies at our other campuses with the caveat mentioned above.

Writing Across the Curriculum Support Needed
Faculty within the Department of English understand that the six credit lower division written communication requirement serves to introduce students to knowledge about writing and early practice with academic types of writing that require them to engage in inquiry, to cite credible sources, and to conform to genre expectations within a community of practice. We also adhere to the professional wisdom of our field, writing studies—that two courses minimally enable freshman writers to rise to the level of participation in disciplinary knowledge communities as they will be expected to do by the time they graduate. Developing writers will need continued practice and explicit instruction throughout the curriculum. Although our program provides a menu of 200-level courses that introduce students to discipline-specific writing practices; upper-division courses in technical writing, professional writing, and research writing; and a professional writing minor, sufficient writing instruction cannot come from only one department. We take this opportunity to encourage programs to provide writing support within the major, and we seek the support and opportunity to consult with our colleagues so that students are provided the necessary guidance to develop as writers.
Proposed Catalog copy change for writing placement

1 message

Jacqueline Cason <jecason@alaska.edu>       Wed, Apr 12, 2017 at 2:21 PM
To: uaa_faculty_dl@lists.uaa.alaska.edu, Carrie D King <cdking@alaska.edu>, Susan Kalina <smkalina@alaska.edu>
Cc: Alberta M Harder <amharder@alaska.edu>, John Mun <jcmun@alaska.edu>, John Stalvey <jstalvey@alaska.edu>,
Monique Marron <mdmarron@alaska.edu>

To: Carrie King, Chair, UAB
Susan Kalina, Vice Provost for Academic Affairs

Cc: Dan Kline, English Department Director
College of Arts and Sciences Course and Curriculum Committee
John Stalvey, Dean, College of Arts and Sciences
Monique Marron, Coordinator, Governance

From: Jackie Cason, English Curriculum Committee Chair

Re: Proposed change to catalog language for ACT and SAT writing placement

The faculty of the English Department have reviewed how UAF manages the initial placement of students into 200-level writing courses and subsequently provides eligibility for advanced placement credit for the 100-level writing course as a way to meet the 6-credit written communication requirement.

We therefore propose the following two changes to the Catalog.

1. In the UAA Catalog, delete the following sentences: A student choosing this option is required to choose an additional 3 credits from the GER Written Communications Skills list for a total of 6 credits. Call the English Department at (907) 786-4355 for questions on test scoring.

2. From the UAF Catalog, insert the following sentences in lieu of the passage above, with slight modification to numbering and prefix: Students with ACT or SAT scores that place them in WRTG A211, A212, A213, or A214 may receive local advanced placement credit for WRTG A111 upon completion of WRTG A211, A212, A213, or A214 with a grade of C or better. To receive this credit, students must submit the Application for WRTG A111 Credit form to the Office of Admissions and the Registrar.

--
Jackie Cason
Associate Professor of English
University of Alaska Anchorage
3211 Providence Dr., ADM 101
Anchorage, AK 99508-4614
(w) 907-786-4367
The Department of English recommends the following policy with regard to the DSST (formerly DANTES): A score of 400 or higher on the DSST Principles of Advanced English Composition Exam will place students into a 200-level UAA composition course (WRTG A211, 212, 213, 214). Upon completion of the 200-level course with a grade of C or higher, the student is eligible to receive credit for WRTG A111. In order to receive credit for WRTG A111, the student must complete the appropriate form in the Office of the Registrar and pay an administrative fee.
To: Carrie King, Chair, UAB
Cc: College of Arts and Sciences Course and Curriculum Committee
    John Stalvey, Dean, College of Arts and Sciences
    Monique Marron, Coordinator, Governance
Fr: Patrick Tomco, Adeline Schlabaugh, Eric Holmberg
Re: UAA Recognition of AP Chemistry Examination

The faculty of the Chemistry Department have reviewed how UAA recognizes the AP examination in Chemistry. In their review, the faculty considered the ACE Guidelines and consulted with the faculty at UAF. They also researched WICHE schools, particularly Montana State University.

The UAA Chemistry faculty propose the following:

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Score</th>
<th>UAA Course</th>
<th>UAA Credits</th>
</tr>
</thead>
</table>
| Chemistry | 4, 5 | Chem A105  
            Chem A105L  
            Chem A106  
            Chem A106L | 8 |
|          | 3    | Chem A105  
            Chem A105L | 4 |

--

Patrick Tomco, Ph.D.
Department of Chemistry
University of Alaska Anchorage
CPISB Room 302G
3211 Providence Dr.
Anchorage, Ak 99507
(907) 786-1260
Request - Addition of UNIV prefix and trial course

Vara Allen-Jones <vdallenjones@alaska.edu>  Thu, Apr 13, 2017 at 10:18 PM
To: uaa-faculty@lists.uaa.alaska.edu
Cc: Leesa Arnes <lmarnes@alaska.edu>

Greetings UAA faculty,
The Community and Technical College's College Preparatory and Developmental Studies Department proposes the addition of a prefix, UNIV, and trial course, UNIV 194. This course replaces GUID 194 after Fall 2017 while a permanent UNIV course to replace GUID 150 and 194 is proposed. Variable credit allows for a variety of audiences and contexts, including bridging efforts and specific student cohorts. The UNIV prefix better reflects the nature of our college success courses as they currently exist and as we expect them to evolve. UNIV university studies coursework will also help us develop college bridging efforts with the community, including Anchorage School District and the Alaska Center for Rural Health.

Sincerely,
Vara Allen-Jones

Vara Allen-Jones, Assistant Professor Counseling
Community & Technical College
University of Alaska Anchorage
Email: vdallenjones@alaska.edu  Dir 907.786.4317  Fax 907.786.4828
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

| 1a. School or College | 1b. Division | 1c. Department |
| CT CTC | APRS Division of Preparatory Study | CPDS |

| 2. Course Prefix | 3. Course Number | 4. Previous Course Prefix & Number | 5a. Credits/CEUs | 5b. Contact Hours |
| UNIV | A194 | GUID A150 | 1-3 | (Lecture + Lab) |

Complete Course Title
University Studies

Abbreviated Title: Transcript (30 character)

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

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

If a change, mark appropriate boxes:
- [x] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Class
- [ ] College
- [ ] Major
- [ ] Other

9. Repeat Status:
- [x] Choose one
- [ ] # of Repeats
- [ ] Max Credits

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

11. Implementation Date
- [ ] Semester/year
  - From: Summer/2017
  - To: /

12. [ ] Cross Listed with
- [ ] Stacked with

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>
<thead>
<tr>
<th>Impacted Programs/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Vara Allen-Jones
Initiator Signed Initials: [Initials]

13b. Coordination Email
- [ ] Date: 04/13/2017
- [ ] submitted to Faculty Listserv: (uas-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- [ ] Date: __________

14. General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Social Sciences
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Natural Sciences
- [ ] Fine Arts
- [ ] Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Introduces students to college and university study at UAA. Through engagement with a specific interdisciplinary theme or topic, the course enhances habits of mind and strategies for college success, introduces students to academic and campus resources, and guides them to develop academic and professional plans.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
- [ ] N/A

16b. Co-requisite(s) (concurrent enrollment required)
- [ ] N/A

16c. Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

16d. Registration Restriction(s) (non-codeable)
- [ ] N/A

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action
The UNIV prefix better reflects the nature of our college success courses as they currently exist and as we expect them to evolve.

Initiator (faculty only)
Vara Allen-Jones
Initiator (TYPE NAME)

[Signature] 4/13/2017

[Approved] [Disapproved]

[Department Chair] [Date]
[Approved] [Disapproved]

[Undergraduate/Graduate Academic Chair] [Date]
[Approved] [Disapproved]

[Board Chair] [Date]
[Approved] [Disapproved]

[Provost or Designee] [Date]
Course Content Guide University of Alaska Anchorage

March 3, 2017

School/College  Community and Technical College
Course Subject  UNIV
Course Number  194
Number of Credits  1-3
Course Title  University Studies
Grading Basis  A-F

Course Description

Welcomes and introduces students to college and university study at UAA. Through engagement with a specific interdisciplinary theme or topic, the course enhances habits of mind and strategies for college success, introduces students to available academic and campus resources, and guides them to develop academic and professional plans. Through the course, students will gain ownership of their educational experience while also being integrated into the UAA community.

Prerequisite(s)  None
Fees  None

Registration Note

Instructional Goals and Student Outcomes

The instructor will:

1. Create an environment and use approaches designed to engage students with each other, the instructor, the university, and, as appropriate, the broader community.
2. Create assignments that incorporate students’ perspectives and cultures in ways that demonstrate the benefits of having diverse perspectives for approaching questions/issues/problems.
3. Engage in learning and reflection along with the students in order to model the habits of mind and learning practices of a successful college student.
4. Integrate success skills, such as note taking, into assignments and activities.
5. Encourage students to apply the metacognitive skills and learning strategies developed in this class to their other classes, assist them in discovering how their personal strengths, previous learning experiences, and this class contribute to future academic success, and create assignments that facilitate the above.

6. Guide students to articulate their professional and academic goals.

The student will:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Engage in critical thinking, inquiry, and presentation related to a specific theme, issue, or topic.</em></td>
<td>Papers, Presentations, Projects, Exams</td>
</tr>
<tr>
<td><em>Demonstrate the habits of mind and learning practices of a successful college student.</em></td>
<td>Reflective writing, Attendance and participation</td>
</tr>
<tr>
<td><em>Reflect critically and creatively upon their own learning and goals</em></td>
<td>Reflective Writing, College plan</td>
</tr>
<tr>
<td><em>Identify and practice how best to take advantage of college/university assistance.</em></td>
<td>Assignments, Presentations, Reflective writing</td>
</tr>
</tbody>
</table>

**Topical Outline**

1. Engaging in critical thinking, inquiry, and presentation related to an interdisciplinary theme or topic
   a. Reflect on prior knowledge about theme or topic
   b. Engage in critical reading about theme or topic
   c. Engage in verbal and written discourse about theme or topic
   d. Locate and use university resources to support inquiry
   e. Present findings verbally, in writing, and/or through multimedia

2. Demonstrating the habits of mind and learning practices of a successful college student.
   a. Develop time management strategies
   b. Develop note taking strategies
   c. Develop reading strategies
d. Develop test taking strategies  
e. Develop strategies for seeking assistance/finding support  
f. Demonstrate strategies for becoming more resilient

3. Reflecting critically and creatively upon learning and goals

   a. Identify examples when the student has overcome past challenges or difficulties and connect them to the college experience.  
   b. Define personal strengths and learning styles  
   c. Employ strengths and styles to a personal academic plan  
   d. Reflect on learning how theme or topic relates to own goals

4. Identifying and practicing how best to take advantage of college/university assistance.

   a. Navigate the physical campus and locate student support resources, including tutoring and other academic assistance, health and wellbeing resources, and the financial aid office and financial literacy resources  
   b. Navigate systems including UAOnline, Blackboard, email  
   c. Locate and access resources for information literacy skills  
   d. Access academic advising and degree planning resources and assistance  
   e. Access career and major exploration resources

Suggested Text


Resources for Faculty

UAA Academic Coaching Center (https://www.uaa.alaska.edu/academics/community-and-technical-college/departments/learning-commons/academic-coaching-center/index.cshtml)

National Resource Center for The First Year Experience and Students in Transition (www.sc.edu/fye )

Numerous student success strategies; University of Minnesota’s Counseling and Consulting Services (http://www.uccs.umn.edu/counseling/self_service/study.htm )

On Course Student Success Strategies (http://oncourseworkshop.com/best-practices/ )
March 29, 2017

TO: Susan Kalina  
Vice Provost for Academic Affairs  
University of Alaska Anchorage  
907-786-1988  
smkalina@alaska.edu

re: Proposal for Workshop entitled, *Topical Workshop in Psychology*

Dear Dr. Kalina,

I am writing to request approval for a proposal describing a new, non-credit workshop series the Psychology Department would like to offer to community practitioners within the field of psychology. Our objective is to provide participants with a non-credit organized learning experience, under the responsible sponsorship, capable direction and qualified instruction of our department’s faculty. Topics covered will vary by workshop and be related to the individual instructor’s area of expertise (e.g., motivational interviewing, complex verbal behavior, substance abuse treatment, etc.). Our ultimate objective is to provide opportunities for earning professional development credits that participants can apply to their relicensure or recertification (e.g., American Psychological Association, Behavior Analyst Certification Board, etc.).

I have appended the proposal to this message for your review. If there is any other information I can provide to assist you in your review, please do not hesitate to contact me via phone (907-786-1625) or email (mmachado2@alaska.edu).

Thank you for your consideration. I look forward to your response.

Respectfully,

Mychal Machado

Mychal Machado, Ph.D., BCBA-D, LBA  
Psychology Department  
University of Alaska Anchorage
Topical Workshop in Psychology

Mychal Machado
907-786-1625
mmachado2@alaska.edu

University of Alaska Anchorage
Schedule: Varies by Instructor

Description:
Community practitioners within the field of psychology will participate in a non-credit organized learning experience, under responsible sponsorship, capable direction and qualified instruction. The objective is to provide opportunities for earning professional development credits that participants can apply to their relicensure or recertification (e.g., American Psychological Association, Behavior Analyst Certification Board, etc.).

Each workshop will include the following:
- Coverage of one or more of the knowledge domains related to the instructor’s field (e.g., motivational interviewing, staff training, embracing diversity)
- A clear statement of rationale, purposes and goals related to each activity
- Written evidence of participation to the attendees (i.e., professional credit)
- An evaluation procedure to measure the effectiveness of the event design and operation

Objectives:
Upon successful completion of each workshop, participants will:
- Describe the knowledge domain covered and the rationale for its importance
- Provide evidence of acquiring the skills targeted through scored/non-scored activities, role-plays, discussion activities, and quizzes
- Specify the theoretical and practical implications of the skills targeted
- Generate independent discussion questions related to the topic area

Format:
Lecture and classroom-based activities, which can include contribution to class discussion, participation in small and large group activities, and “hands-on” application of targeted skills with feedback. At the end of each workshop, participants will have the opportunity for a question and answer session and will receive evidence of attendance and participation.

Workshop Policies:
- No grades will be assigned. A certificate of participation will recognize participation after completion of the workshop.
- While not required, the instructor may choose to arrange with accreditation bodies (e.g., APA, BACB, NASW) for approved sponsorship of the training event. If so, the burden for making such arrangements is on the instructor.
**Example Program**

*Behaviors Cusps and Teaching Language*

**Description:** This workshop will teach attendees working with individuals diagnosed with autism about five different verbal behavior developmental cusps (generalized imitation, listener literacy, auditory matching, observational learning, and naming) necessary to access a variety of contingencies in school and in life. The instructor will present assessment and treatment procedures, sources of reinforcement, and appropriate candidates for these interventions. Skill and next steps once the cusps/capabilities are acquired will be discussed.

**Learning Objectives:** At the conclusion of the workshop, participants should be able to: (1) detail vocally how to probe for and establish five cusps/capabilities; (2) role play and run errorless instruction (probe and intervention); (3) list the change in the source of reinforcement once each cusp is established; (4) describe a candidate for each intervention; and (5) describe how they can teach the child differently once each cusp is established.

**Activities:** Workshop objectives will be met through a balanced presentation of lecture, guided practice, video observation, and group discussion. Core content will be taught through lecture and video demonstrations of strategies will be provided. Supplemental materials will be provided in order to support student learning (e.g., handouts, practice sheets).

**Audience:** The target audience for this workshop includes BACB certificants in-training (e.g., RBTs), behavior analysts (BCaBAs, BCBA, BCBA-Ds), licensed psychologists, speech therapists, supervisors, behavioral health aides or direct care workers who are working with children with or without disabilities. Behavior Analyst Certification Board (BACB) credit (3 credits) is offered. Students may use their certificate of participation to apply to BACB for credit.

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am – 9:00 am</td>
<td>Arrival &amp; Welcome</td>
<td>Sign-in &amp; Coffee</td>
</tr>
<tr>
<td>9:00 am – 10:00 am</td>
<td>Cusps to Language &amp; Errorless Learning</td>
<td>Lecture – Behavioral Cusps &amp; Reinforcement</td>
</tr>
<tr>
<td>10:00 am – 10:10 am</td>
<td>Break</td>
<td>N/A</td>
</tr>
<tr>
<td>10:10 am – 11:10 am</td>
<td>Errorless Learning &amp; Teaching Cusps</td>
<td>Lecture – Errorless Learning</td>
</tr>
<tr>
<td>11:10 am – 11:20 am</td>
<td>Break</td>
<td>N/A</td>
</tr>
<tr>
<td>11:20 am – 12:30 pm</td>
<td>Identifying Candidates &amp; Moving Forward</td>
<td>Lecture – Client Criteria</td>
</tr>
<tr>
<td>12:30 pm – 12:40 pm</td>
<td>Break</td>
<td>N/A</td>
</tr>
<tr>
<td>12:40 pm – 1:00 pm</td>
<td>Wrap-up &amp; Evaluation</td>
<td>Concluding Comments</td>
</tr>
</tbody>
</table>

Evaluation Certificate Instructions
Example Budget for Workshop
- One day Salary for instructor(s) ($900 – $2100/workshop) furnished by tuition.
- No benefits, Rental (lab fees) for room, or F&A costs will be required.
- Supplies such as printouts, role-play materials, and evaluation instruments will be provided by the instructor(s).

<table>
<thead>
<tr>
<th>Item</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>Varies ($900 – $2100)</td>
</tr>
<tr>
<td>Benefits (38.8%)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Rental (Lab) Fees</td>
<td>$0.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>Varies ($0.00 - $50)</td>
</tr>
<tr>
<td>Direct</td>
<td>Varies ($900 – $2100)</td>
</tr>
<tr>
<td>Indirect (52.1%)</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total</td>
<td>Varies ($750 – $2100)</td>
</tr>
</tbody>
</table>

- Participants rates will be:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Price per Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee if 6 people or More</td>
<td>Varies ($150 – $350)</td>
</tr>
<tr>
<td>Fee if 5 people</td>
<td>Varies ($175 – $399)</td>
</tr>
</tbody>
</table>

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**Faculty Sponsor**

March 30, 2017

Date

**Director of Psychology Department Approval**

March 31, 2017

Date

**Senior Associate Dean of CAS Approval**

March 31, 2017

Date

**Vice Provost for Academic Affairs Approval**

4/10/17

Date