

X Discontinue

Implementation Semester:

Year:

International Studies BA
Natural Sciences BS

Anticipated Effect
Loss of Geography (GEOG) options as electives for BA in International Studies

Page number of attached summary where effects on other programs are discussed: ____

None

See pp. 10-11 and pp. 13-14 in the attached.

8. Teachout Plan (attached) TBD

Submitted by:

Chancellor/Provost

Date:

Consensus support of AC

Not supported by AC

Recommend approval by VPASR

Date:

Recommend disapproval by VPASR

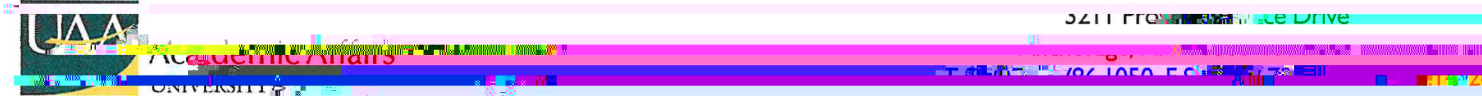
Date:

Revised: 11/11/2019

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Date: March 9, 2020

To: Shannon Sangeen, Chancellor

From: John Stalvey, Interim Dean *John Stalvey*

Cc: John Petraitis, Interim Dean, College of Arts and Social Sciences
Shannon Donovan, Associate Professor, Child Development, Psychology and Environmental Science
Dorn van Dommelen, Professor
Audrey Lyvior, Associate Professor
Susan Kaur, Professor
Claudia Le...

Re: AY20 Expedited Program Review Template for the Environmental & Society BS

I have reviewed the article submitted in program's response to the AY20 Expedited Program Review Template for the Environmental & Society BS.

Recommendations

My recommendation is to accept the program. The program is modest. Despite the program's modest size, students enrolled in this field will have access to the Environmental and Social Sciences at U of A.

Decision

Recommendation: Deletion

what this reductionist view does not account for is the fact that our demanding major produces graduates who are workforce ready. We have the data to demonstrate this point

Delet

Submission date: February, 7, 2020

faculty is small, it prides itself on being flexible and responsive to changing professional needs and the changing landscape of university pedagogy.

As described above, the program was developed in consultation with professionals in environmental fields. Since the program's inception, we have made incremental changes to our program. We have stayed attuned with the professional field for a variety of reasons: 1) All of our students are required to take internships, keeping us in touch with student work experiences and coordinating with professional work supervisors, 2) several of our courses have strong professionally-driven objectives including our environmental planning and problem solving course and our field methods course, and 3) all students take two professional development courses which bring them and our faculty into close touch with our professional peers.

These professional development courses themselves are pedagogically innovative. They require students to develop electronic portfolios which they are then able to use in their job search. In addition, the portfolios are used to assess student learning outcomes in the major program. Other courses also employ high-impact practices. Most of our courses have a community-engagement component and many include service-learning and/or undergraduate research. This is particularly the case for our capstone environmental planning and problem solving course which is a studio and field-based course with required service-learning work.

It is important to note that the fields of geography and environmental studies have always employed field experiences and many of our courses continue to do this, even with the growth of online classes. Our department has also sponsored several short-term faculty-led study abroad initiatives.

Since the program began granting degrees, about ten years ago, we have granted approximately 113 degrees.

A list of 10 notable positions our students have secured post-graduation are:

Environmental Science and Engineering Officer, US Army

Large Project Coordinator, Alaska Department of Natural Resources

Planning & Environmental Coordinator, BLM Aq0 0(s)TJETQq0 0 612 792 reW*nBT/TT0 12 Tf437.23

