



RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Completion of DEVM 105 or placement in higher

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

\$100 on campus
\$250 off campus

17. PREVIOUS HISTORY

1. **Objetivo**
 2. **Justificativa**
 3. **Metodologia**
 4. **Resultados**
 5. **Conclusões**
 6. **Referências**

Este trabalho tem como objetivo principal analisar o impacto da implementação de um novo sistema de gestão na produtividade das equipes de trabalho. A justificativa para esta pesquisa reside na necessidade de compreender como as mudanças tecnológicas afetam o desempenho organizacional. A metodologia utilizada foi a pesquisa qualitativa, com entrevistas semiestruturadas e análise de conteúdo. Os resultados indicam que a adoção do sistema trouxe benefícios significativos em termos de eficiência e redução de erros, embora tenha enfrentado desafios de adaptação por parte dos colaboradores. As conclusões sugerem que a capacitação adequada dos funcionários é essencial para maximizar o potencial do novo sistema.

A metodologia adotada para esta pesquisa foi a pesquisa qualitativa, caracterizada pela exploração de temas e a compreensão de fenômenos sociais e humanos. Foram realizadas entrevistas semiestruturadas com profissionais das áreas envolvidas na implementação do sistema. A análise dos dados foi realizada por meio da análise de conteúdo, permitindo a identificação de temas e padrões recorrentes nas respostas dos participantes.

Os resultados da pesquisa demonstram que a implementação do novo sistema de gestão impactou positivamente a produtividade das equipes, com uma redução de 15% no tempo médio para conclusão das tarefas. No entanto, observou-se um período de adaptação inicial, onde houve uma queda temporária na produtividade devido à curva de aprendizado dos usuários. As conclusões apontam para a importância de investir em treinamento e suporte técnico durante a fase de implantação para garantir a adoção bem-sucedida do sistema.

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Date

Signature, Dean, College/School of:

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ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout

NUMBER: CHEM 114Y (on campus CBN: TBD; Distance CBN: TBD)

CREDITS: 3
PREREQUISITES: DEVM 105 or higher placement

ent and the implications of human-caused perturbations of these systems and integrated remediation strategies.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

2. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

3. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

4. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

5. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

6. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

7. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

8. Analyze and interpret data from across the state and interpret data to address the needs of ecosystems.

will comprise 2 on-campus and 1 distance students) will generate lab-based replicate data sets of surface water quality data from communities across the state. Student groups will work closely and engage in peer mentoring (some students will develop expertise on the field site while others develop expertise in instrumentation) and build a community of learners across the state of Alaska

COURSE SCHEDULE

See attached.

COURSE POLICIES

personnel during the exam period.

Successful timely completion of this course is a prerequisite for

the following courses: [illegible text]

[illegible text]

[illegible text]

[illegible text]

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[illegible text]

[illegible text]

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- Safety map and contracts
- Data interpretation and data presentation: observations
 - Neutralization of acids and bases

Week 2 – Air Quality

Reading: Environmental Science, Ch 3, 25

Case study: Bear Trouble

Lab 2: PHET simulation- pH scale basics

• PHET simulation- pH scale basics

• PHET simulation- pH scale basics

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Case study: PCBs in salmon causing accumulation in spawning lake sediments

Lab 7: Contaminant Partitioning

- Contaminant partitioning in the environment

Week 8– Weathering and Soil Formation

Reading: Environmental Science, Ch 19, 23

Case study- How permanent is permafrost?

Lab 8: Weathering and Soil Formation

- Rocks into soil
- Exploring Alaskan soils

Reading: Environmental Science, Ch 24

Case study – Pebble mine: Tension between mineral recovery, fishing, and community health

Lab 9: Soil Quality and Contamination

- Soil contamination
- Treating acid mine drainage

Week 10 – Environmental Microbiology I

Reading: Environmental Science, Ch 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Tentative Course Schedule

Wk.	Date	Topic	Laboratory
1	Sept 4	Introduction to the course	Introduction
2	Sept 11	Cellular respiration	Cellular respiration
3	Sept 18	Photosynthesis	Photosynthesis
4	Sept 25	Cellular structure and organization	Cellular structure and organization
5	Oct 2	Cellular signaling	Cellular signaling
6	Oct 9	Gene expression and regulation	Gene expression and regulation
7	Oct 16	Genetics	Genetics
8	Oct 23	Evolution	Evolution
9	Oct 30	Ecology and environmental biology	Ecology and environmental biology
10	Nov 6	Plant biology	Plant biology
11	Nov 13	Animal biology	Animal biology
12	Nov 20	Human biology	Human biology
13	Nov 27	Microbiology	Microbiology
14	Dec 4	Immunology	Immunology
15	Dec 11	Developmental biology	Developmental biology
16	Dec 18	Neurobiology	Neurobiology
17	Dec 25	Behavioral biology	Behavioral biology
18	Jan 1	Physiology	Physiology
19	Jan 8	Biotechnology	Biotechnology
20	Jan 15	Current topics in biology	Current topics in biology

CNSM committee comments on CHEM 111X Introduction to Environmental Chemistry of the Arctic

This proposal is to make CHEM 111X a new core course in the Chemistry department. The course has a split local-distance delivery format and is a lab course. The course is currently being delivered as a trial course Fall 2015, which is its first trial offering. Although approved last year as a trial course, the CNSM curriculum committee has a few concerns about the new course proposal and core designation.

Major comments:

- 1) A core designation is requested for this course, but it is only 3 credits. Core science courses

3) How is the distance lab component currently working in the trial semester? Are the students able to receive, unpack, and employ their kits successfully in the distance environment? Are they functioning well performing the lab activities on their own?

Dr. Conrad and myself collaborated with eScience Labs to generate high quality

experiments, a 166-pg lab manual, and a beautiful lab kit for distance students. Students have received the kits, and been using them without trouble to perform the lab experiments. We have been available to troubleshoot during the on-campus lab time as well as via email and have had

Minor comments:

1) Course is referred to as both CHEM 104 and CHEM 111 in both format and syllabus. For

Change implemented.