

The
University of Alaska Anchorage
Curriculum Handbook

Revised 2005

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Section 1 – Introduction

Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University's curricular processes.
- The University's curriculum processes are designed to be efficient and to work within the principles of equity and collegial respect.
- The University evaluates its achievements against appropriate regional and national as well as international benchmarks. The Academic Boards devise evidence-based methods for the curriculum approval . The Curriculum Handbook is periodically revised to provide the most complete guide as to standards, protocols, and timelines for curricular initiatives, revisions, and improvements.
- The Academic Boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.
- The work of the Academic Boards is part of the normal and continuous cycle of curricular planning, monitoring and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the Board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the Curriculum Handbook (2005) describe the University of Alaska Anchorage's process for approving all academic coursework developments. These guidelines should be read in conjunction with departmental requirements as appropriate. The procedures and the accompanying templates have been designed to ensure the following:

- a. Faculty and staff are properly informed about the processes to be followed for planning and approving courses or programs; amending existing courses or programs; or deleting existing courses or programs
- b. Course proposal documentation is adequate in terms of content and format and that proposals meet the relevant criteria for assessment by the faculty and Academic Boards.
- c. Decisions to approve academic developments are timely and well-informed.

These guidelines also include details of specific deadlines to assist those faculty involved in academic planning as listed below:

- a. Proposals for academic developments at UAA are approved according to the procedures and timelines set out in these guidelines. These proposals are considered by the Academic Boards as appropriate and the Faculty Senate.
- b. All templates are available on the Governance website at: www.uaa.alaska.edu/governance.
- c. Proposers of any course action should ensure that templates are completed correctly and refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from College curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.
- d. Proposers of any academic action should ensure that templates are submitted in an appropriate format using Microsoft Word.
- e. College Curriculum Committee chairs should forward proposals to the responsible curriculum managers in the responsible Dean's offices once the proposals have been reviewed and approved.

- f. Curriculum managers must ensure that a hard copy of the proposal signed by the Dean is forwarded to the Governance Office along with an electronic version of the full proposal.

Basis for Academic Board Review

Academic Board approval is required for the following:

- a. New permanent courses that will appear on the student's transcript with academic credit.
- b. New departmental certificates of completion, undergraduate, post-baccalaureate or graduate certificates, or degree programs.
- c. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.
- d. Substantial revision to the academic content of a course including
 - i. additions, modifications or deletions of major subject areas
 - ii. adoption of a new/revised mode of delivery in an entire course
 - iii. any course that has not been offered at least once during the past 5 years (i.e. course on a purge list that the discipline informs the Board it intends to deliver).
- e. Changes having an impact on the study options available to prospective students, including changes to
 - i. selection/admission procedures and standards
 - ii. prerequisites, co-requisites and registration restrictions.
- f. Changes responding to the professions, employers or the wider community, including
 - i. enhancement or diminution of employment opportunities
 - ii. entry into a new segment of the education system or higher education sector; or
 - iii. external standards

Section 2 - Curriculum Screening Criteria

Issues in Curriculum Review

1. A request for a curriculum change should be reviewed in terms of format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

Pertinent academic considerations:

Justification for the change

Effect on resources within the program

Frequency of offerings

Impact on other UAA programs and courses and which ones will be affected

2. The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review bodies may ask to be addressed when curriculum action is presented to the appropriate boards at each level of review.

Academic considerations about a new course proposal:

Complete and clear Course Content Guide (CCG) (See Section 5 for further information)

Appropriate numbering for level and content (See Section 5 for further information)

Course outcomes that match the level of the course (See Section 5 for further information)

Appropriate prerequisites for content and level

Availability of prerequisites for this course

Frequency of scheduling of course

Justification for stacking or cross listing

Duplication with any other existing courses is explained

Documented coordination with the appropriate departments

Identifiable accreditation or nationally accepted practice standards

Elimination of some other requirement as compensation for addition of this course

Rationale for requiring this course in a program

Course Review

The school/college offering this course is the appropriate academic unit

All boxes on Curriculum Action Request (CAR) are filled in (N/A may be appropriate)

All attachments (Library Resource Form, Coordination Form, Fee Request Form and Resource Implication Form) are complete and correct

Course Content Guide reflects and substantiates the information included on the CAR

Section 9 – Board of Regents’ Policy & Regulation Part X Academic Policy – Chapter IV

This is a compilation of policy and regulation related to degree or certificate program proposals that require BOR review.

Degree and Certificate Program Approval

R10.04.02

All degree and certificate programs must be approved by the Board of Regents prior to their being offered. Institutions and programs may issue statements certifying that students have successfully completed a series of courses, but such certificates, to be called “certificates of completion,” must be clearly distinguished from degree or certificate programs approved by the Board of Regents.

Guidelines for the presentation of proposals to the Board of Regents to add, delete, or make major revisions in degree and certificate programs or to offer existing programs outside the State of Alaska are as follows.

- A. Proposals will be submitted to Statewide Office of Academic Affairs at least 60 days prior to a scheduled Academic and Student Affairs Committee meeting in order to allow for statewide review and lead time for distribution in the committee meeting agenda. Review of program proposals will focus on Alaska’s need for the program, effective use of resources, and consistency with institutional mission and program priorities. The nature and extent of program duplication and coordination of delivery among the universities and community colleges will also be evaluated.
- B. New degree or certificate program proposals must address the following points:
 1. degree or certificate title, university or community college unit responsible for program (e.g. Bachelor of Arts in English, UAA);
 2. educational objectives and rationale for the new program;
 3. relevance to the university or community college mission, goals, and objectives;
 4. collaboration with other universities and community colleges within the University of Alaska;
 5. if at the graduate level, identification of other universities in the WICHE region which offer similar programs and an explanation why it is necessary to provide a similar offering in Alaska;
 6. demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program;
 7. outline of schedule for implementation of the program;
 8. projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years;
 9. availability and quality and/or requirement for new faculty and/or staff to support the program;
 10. library, equipment, and similar resource requirement, availability, appropriateness, and quality;
 11. new facility or renovated space requirements;
 12. projected cost of items 9, 10, and 11 and budgetary plan for acquiring resources;
 13. consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal;
 14. concurrence of appropriate advisory councils; and

15. an executive summary of about one page.
- C. Program deletion proposals address the following points:
1. degree or certificate title, university or community college unit responsible for program;
 2. rationale for deleting the program (lack of relevance, drop in enrollment, loss of quality, cost containment, etc., as determined through program review); and
 3. concurrence of appropriate advisory councils.
- D. Major revisions of program proposals must address the following points:
- (This applies to revision of degree or certificate programs that substantially alter the purpose of the program. It does not mean changes, additions, or deletion of a major or minor.)
1. degree or certificate title, university or community college unit responsible for program;
 2. rationale for revision (change in focus, demand, budget, etc. as determined through program review);
 3. justification if the revision results in duplication of a program at another University of Alaska unit, and description of collaboration with other university and community colleges within the University of Alaska;
 4. impact the revision will have on other programs within the University of Alaska (enhance, interact, result in deletion, etc.);
 5. requirements the revision will have for addition of new faculty and staff, new library, equipment or related resources, or new or altered space;
 6. budgetary impacts resulting from the revision;
 7. concurrence of appropriate advisory councils; and
 8. an executive summary of about one page.
- E. For offering existing programs outside the state of Alaska, proposals must address the following points:
1. degree level, program, university or community college unit responsible for program;
 2. educational objectives and rationale for offering program outside of Alaska;
 3. relevance of offering to university or community college mission, goals, and objectives;
 4. outline of schedule for implementation of program;
 5. projection of enrollments (FTE and headcount) and graduates over next several years;
 6. faculty availability and quality and/or requirement for new faculty and/or staff to support the proposed program;
 7. projection of costs and revenues and analyze the fiscal implications for the university unit and the campus program;
 8. provisions for student services, physical facilities, equipment, library, and learning resources;
 9. authorizations from governmental or other agencies (e.g. Northwest Association of Schools and Colleges, state higher education commissions) which will be needed to operate and grant degrees; and
 10. an executive summary of about one page.

Credit Hour Requirements for Degree and Certificate Programs

P10.04.03

The minimum number of credits which may be required by a degree or certificate program approved by the Board of Regents will be for each level:

Certificate – 30 credits

Associate degree- 60 credits

Bachelor's degree – 120 credits

Master's degree – 30 credits

Graduate certificate – 12 credits

Post-Baccalaureate certificate – 24 credits

With the exception of Graduate and Post-Baccalaureate Certificates, programs of less than 30 credits do not require Board of Regents approval. The award for completion of such programs will be a "certificate of completion" that must be clearly distinguished from a certificate awarded by the Board of Regents.

The maximum number of credits which may be required by the degree or certificate program approved by the Board of Regents is, for each level:

Certificate 60 credits

Associate degree 75 credits

Bachelor's degree 132 credits

Master's degree 45 credits

Graduate certificate 29 credits

Post Baccalaureate certificate – 60 credits

The actual number of credits required for each degree and certificate, including prerequisites for required courses, will be specified in the current catalog of each university or community college.

The President may make exceptions to minimum or maximum credit hours for individual programs on the recommendation of the appropriate Chancellor.

While no minimum or maximum credit hours are required for the doctorate, a student is expected to be affiliated with the university for at least two years and complete all requirements for the degree within ten years.

General Education Requirements

P10.04.04

University of Alaska general education requirements will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality. Each MAU will have a common core general education requirements consisting of a minimum of 34 credits of coursework distributed among categories as described in the accompanying University Regulation. This core will be the minimal requirements for the general education curriculum for baccalaureate degrees. The definitions of distribution categories for the common core of general education requirements and the distribution of credit among these categories will be established in the accompanying University Regulation by the President, following review by the faculty and the MAU chief academic officers and the recommendation of the Chancellors.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

R10.04.04

1. *Oral Communication Skills*

Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.

2. *Written Communication Skills*

Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating ideas and information through expository writing.

3. *Quantitative Skills*

Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data

4. *Natural Sciences*

Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.

5. *Humanities*

Courses that fulfill this requirement are those that provide the student with an introduction to the fine arts (visual arts and performing arts) as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions. (Note: For the purpose of meeting common core requirements, history may be applied to either the humanities or the social sciences requirement but not to both.)

6. *Social Sciences*

Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.

B. Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

<i>Written Communication Skills</i>	<i>6 credits minimum</i>
<i>Oral Communication Skills</i>	<i>3 credits minimum</i>
<i>Humanities/Social Sciences</i>	<i>15 credits minimum</i> <i>at least 3 credits in the arts</i> <i>at least 3 credits in general humanities</i> <i>at least 6 credits in the social sciences, from 2 different disciplines</i>
<i>Quantitative Skills/Natural Sciences</i>	<i>10 credits minimum</i> <i>at least 3 credits in mathematics</i> <i>at least 7 credits in the natural sciences, including a laboratory</i>
<i>Total</i>	<i>34 credits minimum</i>

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

- a. All credits must be at 100 level or above.
- b. Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
- c. Credit may be counted towards general education or a degree major requirement, but not both.
- d. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.

Appendix A –Links to Forms

Curriculum Action Request Form

Refer to page numbers identified in boxes for specific information.

1a. School or College Page 27		1b. Division Page 27		1c. Department Page 28	
2. Course Prefix Page 28	3. Course Number Page 28	4. Previous Course Prefix & Number Page 34	5a. Credits/CEU Page 34	5b. Contact Hours (Lecture + Lab) (+) Page 34	
6. Complete Course/Program Title Page 35 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development Page 36					
8. Type of Action Page 37 <input type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross- Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			9. Repeat Status # of Repeats Max Credits Page 37		
			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG Page 37		
			11. Implementation Date semester/year From: / / To: / / Page 37		
			12. <input type="checkbox"/> Cross Listed with <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature Page 38		
14. List any programs or college requirements that require this course Page 39					
13. Coordinate with Affected Units: Page 39 Department, School, or College _____ Initiator Signature Date					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Page 40 <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Page 40					
17a. Course Prerequisite(s) <small>(list prefix and number)</small> Page 41		17b. Test Score(s) Page 41		17c. Co-requisite(s) (concurrent enrollment required) Page 41	
17d. Registration Restriction(s) (non-codable) Page 41					
18. <input type="checkbox"/> Mark if course has fees Page 41					
19. Justification for Action Page 41					

Curriculum Coordination Form

Notifies affected units of pending curriculum proposals.

Fee Request Form

Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost's approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information <http://www.alaska.edu/bor/policy/policy.xml>

Resource Implication Form

Identifies fiscal impacts of a proposed action.

Four Year Course Offering Plan

Identifies the four year course offering plan for a new program or a major or minor program change

Library Resource Form

Identifies library and information resource impacts of a proposed action.

Board of Regents Summary Form

Provides detailed information required by Statewide for new programs or major program changes.

Faculty matrix

Provides detailed information on existing and new faculty needed for a new program or a major or minor program change.

Budget worksheet

Provides detailed budget information for a new program.

Outcomes Assessment Plan

Identifies the outcomes and assessment strategies for a new program or a major or minor program change.

Approval to Admit Form

To be used for new programs that have been completely approved, but have not been published in a printed catalog. Without final approval of this form, the department shall not admit students to the program. This form and attachments (approved catalog copy describing the program and the courses) must be on file and available to faculty and students at the department after process completion by

Enrollment Services. Form will be completed by the Governance Office and submitted to Enrollment Services.

Appendix B – Links to Examples

[CAR](#)

[CCG](#)

[Board of Regents Summary Form](#)

[Prospectus](#)

[Budget Worksheet](#)

[Program Outcomes Assessment Plan](#)

[Faculty Matrix](#)

[Risk Management Plan](#)

Appendix C

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge.

Go to <http://www.it.utk.edu/~jklittle/edsmrt521/cognitive.html> for more suggestions.

<i>Knowledge</i>	<i>Application</i>	<i>Analysis</i>	<i>Synthesis</i>
<i>Recalls information</i>	<i>Uses knowledge or generalizations in a new situation</i>	<i>Breaks down knowledge into parts and shows relationships among parts</i>	<i>Brings together parts of knowledge to forms a whole and builds relationships for new situations</i>
Comprehends	Associates	Analyzes	Arranges
Arranges	Chooses	Appraises	Assembles
Counts	Compares	Calculates	Collects
Describes	Computes	Categorizes	Combines
Draws	Contrasts	Compares	Compiles
Duplicates	Converts	Concludes	Composes
Identifies	Defends	Constructs	Constructs
Indicates	Differentiates	Contrasts	Creates
Labels	Discusses	Correlates	Designs
Lists	Distinguishes	Criticizes	Develops
Matches	Dramatizes	Debates	Devises
Memorizes	Estimates	Deduces	Formulates
Names	Explains	Detects	Generalizes
Orders	Extends	Determines	Generates
Outlines	Extrapolates	Develops	Integrates
Points to	Generalizes	Diagnoses	Manages
Produces	Gives Examples	Differentiates	Organizes
Quotes	Infers	Discriminates	Plans
Reads	Interprets	Distinguishes	Prescribes
Recalls	Picks	Estimates	Prepares
Recites	Reports	Evaluates	Produces
Recognizes	Restates	Examines	Proposes
Records	Reviews	Experiments	Predicts
Relates	Rewrites	Generalizes	Rearranges
Repeats	Schedules	Identifies	Reconstructs
Reproduces	Sketches	Infers	Reorganizes
Selects	Summarizes	Inspects	Revises
Tabulates	Translates	Initiates	Sets up
Traces		Inventories	Specifies
Writes		Predicts	Synthesizes
		Questions	Systematizes
		Relates	Writes
		Separates	
		Solves	
		Tests	
		Transforms	

<p><i>Comprehension – Interpret information in one’s own words</i></p> <ul style="list-style-type: none"> Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates 			<p><i>Evaluation – Make judgments on basis of given criteria</i></p> <ul style="list-style-type: none"> Appraises Argues Assesses Attacks Chooses Compares Concludes Critiques Defends Determines Estimates Evaluates Grades Judges Justifies Measures Predicts Ranks Rates Revises Scores Selects Supports Tests Validates Values
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Affective Domain Observable Verbs

The affective domain contains skills that deal with emotions, feelings, and values. You will notice that these verbs span differently than cognitive verbs as pertains to level.

Go to <http://www.it.utk.edu/~jklittle/edsmrt521/affective.html> for examples of affective outcomes.

<i>Receiving – Ability to attend to a particular stimuli</i>	<i>Responding Active participation when attending to stimuli</i>	<i>Valuing Worth or value student attaches to something</i>	<i>Organization Bringing together different values, resolving conflicts between them</i>	<i>Internalization Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</i>
Asks Chooses Follows Gives Holds Selects Shows interest	Accepts responsibility Answers Assists Be willing to Complies Conforms Enjoys Greets Helps Obey Performs Practices Presents Reports Selects Tells	Associates with Assumes responsibility Believes in Be convinced Completes Describes Differentiates Has faith in Initiates Invites Joins Justifies Participates Proposes Selects Shares Subscribes to Works	Adheres to Alters Arranges Classifies Combines Defends Establishes Forms judgments Identifies with Integrates Organizes Weighs alternatives	Acts Changes behavior Develops a code of behavior Develops a philosophy of life Influences Judges problems/issues Listens Performs Practices Proposes Qualifies Questions Serves Shows mature attitude Solves Verifies

Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

Go to <http://its.foxvalley.tec.wi.us/iss/curric-assessment/psychomotordomain.html> for a list of verbs that also might be used.

<i>Imitating</i>	<i>Manipulating</i>	<i>Perfecting</i>	<i>Articulating</i>	<i>Naturalizing</i>
<i>Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.</i>	<i>Performs the skill or produces the product in a recognizable fashion by following general instructions.</i>	<i>Independently performs the skill or produces the product, with apparent ease, at an expert level.</i>	<i>Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.</i>	<i>Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.</i>
Attempts Copies Duplicates Imitates Mimics Reproduces Responds Starts Tries to Using a model	Completes Does Follows Manipulates Plays Performs Produces	Achieves Automatically Excels Expertly Masterfully with Improvements with Refines	Adapts Advances Alters Customizes Originates With fundamental revisions With great skill	Naturally Perfectly

Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3(a-d)).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each extended college, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four Senators to serve on the Board as follows:

- Arts and Sciences (1)
- At Large Members (3)

Students may appoint one undergraduate degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the USUAA to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the Board must be faculty involved in graduate programs. This includes non-senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four Senators to serve on the Board as follows:

- Arts and Sciences (1)
- At Large Members (3)

Students may appoint one graduate degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Non-Voting Members

One representative from the Office of Academic Affairs, appointed by the Provost; one representative from the Records Office; and one representative from the Curriculum Office shall be ex-officio and non-voting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member's department/school/college.
- Members must inform departments in their school/college when their proposals are on

the agenda.

- Members must review the agenda and attachments prior to each meeting.

Chair

- The presiding chairs of UAB/GAB are elected by their respective Boards and must have served on the respective Board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB, and others as necessary.
- The chairs sign Curriculum Action Requests and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets each Friday at 2:00 p.m., except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year.

Graduate Academic Board

During the academic year, GAB meets the second and fourth Friday of each month at 9:30 a.m.. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

- I. **Roll**
- II. **Approval of the Agenda**
- III. **Approval of Meeting Summary**
- IV. **Administrative Report**
- V. **Chair's Report**
- VI. **Curriculum Action Request-Second Reading**
- VII. **Curriculum Action Request-First Reading**
- VIII. **Old Business**
- IX. **New Business**
- X. **Informational Items**
- XI. **Adjournment**

Definitions

Meeting Summary

The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading

- Representatives from the department/school/college **must** attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Requirements Subcommittee.
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

Curriculum Action Request (CAR)

- Program, course, and prefix CARs initiated by faculty are required to request curriculum actions. For more information, see the chapter on Curriculum Action Requests.
- Academic Policy A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading

- Second readings usually occur at the next regularly scheduled meeting, usually seven days after the first reading.
- All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items

- The Board may discuss these items and/or request that the items be placed on a future agenda for action.

Meeting Procedure

UAB/GAB meetings are governed by *Robert's Rules of Order*.

A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

Note: Proxy voting is not permitted by any UAA Faculty Boards and Committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the Boards and prepares and distributes the agendas, summaries, and reports. The agendas, summaries, and reports can also be found on the governance webpage at www.uaa.alaska.edu/governance. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.

Appendix E

Northwest Commission on Colleges and Universities

The Northwest Commission on Colleges and Universities (NWCCU) has numerous applicable definitions, standards, and policies regarding continuing education courses that are for credit or non-credit. The Continuing Education Unit (CEU) applies only to non-credit courses. A few policies and standards are presented here for convenience (see the NWCCU Website at: <http://www.nwccu.org/index.htm>)

Operational Policy A-9

Among the systems currently in use is the Continuing Education Unit (CEU), an adaptable unit of measure for non-credit activities. The CEU can be used to record an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of non-credit education, including various forms of independent, informal, and experiential study and learning.

The CEU or comparable measures apply only to non-credit courses, programs, and experiences, however, and care must be taken to prevent uses for which they are not intended or which would distort their limited purposes. It is especially important that the CEU or comparable units not be used to inhibit or impede educational innovation and experimentation.

Standard 2.H.3

When offering courses that award Continuing Education Units (CEU), the institution follows national guidelines for awarding and recording such units which call for one CEU being equivalent to 10 hours of instruction and appropriate to the objectives of the course.

Standard 2.G.7

The granting of credit for continuing education courses and special learning activities is based upon institutional policy, consistent throughout the institution, and applied wherever located and however delivered. The standard of one quarter hour of credit for 30 hours one semester hour of credit for 45 hours of student involvement is maintained for instructional programs and courses.

Appendix F

Guidelines on Student Outcomes for Courses and Programs (From Council on Higher Education Accreditation – Statement on Shared Responsibilities)

Student Outcomes should be:

- Verifiable through replication on third party inspection
- Relevant to what is being claimed
- Representative on the program performance

Measurements should be both direct and indirect measurements. Examples of each are below:

- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect Measurements: student self perceptions, employer surveys or job placement, focus groups

Further, assessment of student outcomes should use properties of good evidence:

- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance

Appendix G

Guidelines for UAA Distance Education Courses

The following are guidelines for developing distance education courses and are not part of the Graduate Academic Board or the Undergraduate Academic Board approval process. The guidelines are based on national standards broadly agreed upon by a range of national education organizations and universities. The purpose of these recommendations (which are designed to apply to all the UAA campuses) is to ensure that the quality of distance-delivered courses at the University of Alaska Anchorage is acceptably high in terms of instructional delivery, "classroom" experience, and learning outcomes.

Keep in mind that the following guidelines are *suggested recommendations*. They are not meant to dictate behavior or to limit freedom when it comes to the delivery and instruction of distance education courses. Instead, they are designed to suggest a course of action for strengthening the quality of learning and the quality of experience associated with distance education at UAA.

For the purposes of this document, distance education is defined as follows:

"Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements." *Moore, M. G. & Kearsley, G. (1996). Distance education: A systems view. Washington: Wadsworth Publishing.*

Guidelines for Institutional Support Services

- The institution shall provide faculty and students access to reliable and appropriate technologies for carrying out the instructional goals of distance education courses (this includes a stable, password-protected learning platform for e-learning).
- The institution shall provide faculty and students appropriate levels of training and/or training materials related to the use of distance education technologies.
- The institution shall provide and/or administer a "pre-course assessment form" that asks students to indicate their preparedness for taking a distance education course (preparedness in terms of skills, access to required technologies, and learning styles).
- The institution shall provide distance education faculty and students access to a centralized technical support center that will provide timely assistance on technology questions and problems.
- The institution shall provide a course coding system that will allow instructors and departments to flag specific courses as distance-delivered courses in published course schedule offerings.
- The institution shall provide distance education faculty and students electronic access to library services, materials, and resources.
- The institution shall ensure that distance education students have adequate access to the following key administrative and support services: enrollment services, financial aid services, book store services, advising and counseling services, and disability support services.
- The institution shall provide students with timely information on the technical equipment and skills required for success in the different kinds of distance education courses offered at UAA. This includes information on how to log in to the university's primary course management system (e.g., Blackboard).

- The institution shall provide a centralized organization/department that is responsible for coordinating, implementing, and overseeing the major support services applicable to distance education students and faculty.

Guidelines for Student Support Services

- UAA students shall be made aware of the major technologies used in the course before the start of the course.
- UAA students shall be made aware of the minimum technical equipment and skill requirements of the course before the start of the course.
- UAA students shall be provided with a comprehensive course syllabus by the first day of the start of the course (note: if required textbook information is only available to the student through the course syllabus, then this document should be distributed to students in advance of the course start date).
- UAA students shall be made aware of all required synchronous (i.e., “real time”) activities as well as their dates and times with as much advanced notice as possible (preferably two weeks before the event date).
- UAA students shall be granted frequent (and free) access to technical “help desk” services for the duration of the course.
- UAA students shall have a defined means of voicing complaints about courses to appropriate departments and deans.
- UAA students shall have reasonable access to enrollment services, financial aid services, book store services, advising and counseling services, disability support services, and library services.
- UAA students shall be provided access to training materials related to the course technologies when and where appropriate.

Guidelines for Faculty Support Services

- UAA faculty shall have access to instructional design support services (i.e., a course development team) to ensure the sound planning and approved quality of distance education courses.
- UAA faculty shall have access to training workshops and mentoring opportunities that will assist faculty in learning how to teach at a distance and how to translate face-to-face courses for distance delivery.
- UAA faculty shall be provided with incentives to participate in distance education course development training opportunities and technical training opportunities offered by the institution.
- UAA faculty shall be provided appropriate and reasonable access to new technologies and technical equipment for use in distance education instruction.
- UAA faculty shall be granted convenient (and free) access to technical “help desk” services.
- UAA distance education faculty shall have convenient (and free) access to centralized distance education course delivery services such as homework collection, materials duplication and distribution, exam proctoring, content digitization, etc.
- UAA faculty shall receive assistance in researching and interpreting current copyright law on the use of published and non-published instructional materials.

- UAA faculty shall receive assistance from library personnel in obtaining and organizing online and print library resources.

Guidelines for Course Content & Course Delivery

- UAA faculty shall assume full responsibility for the oversight and quality of distance education courses; this includes full responsibility for the selection and design of course content, course activities, and course assessments; the selection and use of appropriate course technologies; the facilitation of course activities and course interactions; the evaluation of course assignments and tests; etc.
- UAA faculty shall ensure that the major tasks and learning outcomes of a given distance education course are comparable to the major tasks and learning outcomes of the course's face-to-face counterpart.
- UAA faculty shall ensure that all course materials, course requirements, course links, course policies, etc. are revised and up to date by the first day of the start of the course.
- UAA faculty shall ensure that distance education students have access to a copy of the course syllabus by the first day of the start of the course (note: if syllabus content is needed before the start of the course, then it shall be provided at an earlier time as the instructor sees fit). In addition to standard items such as "course objectives" and "course grading protocols," the syllabus should contain information particularly relevant to distance education, such as
 - course access information
 - course format and pacing
 - course technologies
 - course equipment requirements
 - technical skill requirements
 - book purchasing information
 - IT Call Center information
 - library access information
 - required synchronous activities
 - assignment submission instructions, etc.

(For more information, please view a copy of the CAS Distance Education Course Syllabus Template at the following address:

<http://uaaonline.alaska.edu/faculty/courseDev/documents/CASSyllabusTemplate.rtf>)

- UAA faculty shall give distance education students at least two reliable methods of contacting the course instructor throughout the semester (e.g., email, discussion board, telephone, in-person meeting, online chat room, etc.).
- UAA faculty shall respond to student questions and inquiries within a timely manner (preferably within two working days).
- UAA faculty shall provide useful and corrective feedback on assignments, tests, papers, and activities in a timely manner (preferably within seven working days).
- UAA faculty shall build mechanisms into their distance education courses that foster student-to-student interactions as well as student-to-instructor interactions.
- UAA faculty shall adopt teaching strategies and course design strategies that will verify a given student's work as his/her own. UAA faculty shall attempt to address different learning styles in the design and development of course materials and activities.
- UAA faculty shall assess student learning through multiple means rather than relying solely on the use of standardized tests.

- UAA faculty shall provide students with advance notice of required synchronous activities.
- UAA faculty shall ensure that borrowed print and electronic materials are used in accordance with current copyright law.
- UAA faculty shall carefully assess and review third party courseware (e.g, publishers' course cartridges, telecourse tapes, etc.) before integrating such content into a given course.
- UAA faculty shall assess distance education courses through formal means (e.g, peer review, student review, departmental review, etc.) to ensure that appropriate learning outcomes are being met.
- UAA faculty shall ensure that course content is accessible to students with disabilities when and where appropriate. This may include presenting material in alternative formats, such as printable text files.

Guidelines for Student Participation

- UAA students shall take the initiative to learn about the technical equipment and technical skill requirements for the course in advance of the course start date.
- UAA students shall be advised to complete a university-sponsored "pre-course assessment form" in which they are asked to indicate their preparedness for taking a distance education course (preparedness in terms of skills, access to required technologies, and learning styles).
- UAA students shall be advised that an instructor may drop a student from a course if he/she is unable to demonstrate the necessary technical skills for the class.
- UAA students shall adhere to the UAA Student Code of Conduct.
- UAA students shall use their UAA email account for the duration of the distance education course and shall be responsible for checking it on a frequent basis (preferably every two working days).
- UAA students shall respond to instructor-initiated emails and inquiries within a timely manner (preferably within two working days).
- UAA students shall demonstrate participation in a given distance education course within the first three weeks of the class or become immediately eligible for an instructor-initiated drop/withdrawal (note: some instructors may make exceptions to this policy for self-paced courses and other courses with alternative formats).
- UAA students shall be advised that frequent participation in a distance education course (e.g., completing assignments, responding to emails, posting messages, accessing course content, taking course exams, etc.) is a requirement for most classes. Therefore, failure to participate in a course for three weeks in a row will make a student eligible for an instructor-initiated drop/withdraw (note: some instructors may make exceptions to this policy for self-paced courses and other courses with alternative formats).
- UAA students shall take the time to complete and submit the university-sponsored course evaluation form made available to them at the end of the semester.

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