Graduate Academic Board

Agenda

April 14, 2006
9:30 – 11:30 am
ADM 204

I. Roll Call

( ) Carlos Alsua	( ) Jocelyn Krebs	( ) Peter Olsson	( ) FS Vacant
( ) Tracey Burke	( ) Nyree McDonald	( ) Patricia Sandberg	( ) Vanessa von Biela
( ) Alpana Desai	( ) George Mastroyanis	( ) Arlene Schmuland	- USUAA
( ) Tim Hinterberger	( ) Terri Olson	( ) Toby Widdicombe	

II. Approval of Agenda (pg. 1-4)

III. Approval of Meeting Summary – March 31, 2006 (pg. 5-13)

IV. Administrative Reports

A. Vice Provost Tom Miller

B. Vice Provost for Research and Graduate Studies Doug Causey

V. Chair's Report

A. GAB Chair – Jocelyn Krebs

1. Graduate School White Paper (refer to 3/31 agenda, pages 457-463)

B. Faculty Alliance - Tim Hinterberger

VI. Program/Course Action Requests - Second Reading

A. CHSW - NS

Cover memo and Catalog Copy (pg. 14-37)

Chg Master in Nursing, Nursing Education Specialty Track (pg. 38)

Chg Certificate in Nursing Education (pg. 39)

Chg Master of Science and Nursing (pg. 40)

Chg Nursing Education Specialty Track (pg. 41)

Add NS A611 Psychopharmacology (3 cr) (3+0) (pg. 42-48)

Add NS A696 Individual Project (5 cr) (2-3+0) (pg. 49-53)

VII. Program/Course Action Request - First Reading

A. CHSW - NS

Chg NS A699 Thesis (5cr) (2-3+0) (pg. 54-57)

B. AAVI – Prefixes

Add ATA – Aviation Technology / Administration / Management (pg. 58-59)

Add ATC – Aviation Technology / Air Traffic Control (pg. 60)

Add ATP – Aviation Technology / Professional Piloting (pg. 61)

C. CEL – Prefix

Add CEL Add CEL Prefix (pg. 62)

D. COE *(Packet continued from 3/31 meeting, page numbers from 3/31 packet)*

Chg Master of Arts in Teaching *(pg. 224-238)*

Chg CTE A643A Career and Technical Education Methods I (3 cr) (3+0) *(pg. 239-247)*

Chg CTE A643B Career and Technical Education Methods II (2 cr) (2+0) *(pg. 248-253)*

Del CTE A649 Capstone Seminar: Inquiry in Teaching and Learning (3 cr) (3+0) *(pg. 254)*

Chg CTE A695A Internship I (3 cr) (0+9) *(pg. 255-263)*

Chg CTE A695B Internship II (6 cr) (0+18) *(pg. 264-271)*

Chg EDFN A601 Foundations: Philosophy of Education (2 cr) (2+0) *(pg. 272-275)*

Chg EDFN A602 Foundations: Educational Psychology (2 cr) (2+0) *(pg. 276-281)*

Chg EDFN A603 Foundations: Educational History and Sociology (2 cr) (2+0) *(pg. 282-287)*

Chg EDFN A647 Developing Literacies Across the K-12 Continuum (1 cr) (1+0) *(pg. 288-292)*

Chg EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning (2 cr) (2+0) *(pg. 293-297)*

Chg EDFN A695A Internship I (3 cr) (0+9) *(pg. 298-306)*

Chg EDFN A695B Internship II (6 cr) (0+18) *(pg. 307-314)*

Add EDFN A695C K-12 Internship: Secondary (6 cr) (0+18) *(pg. 315-324)*

Add EDFN A695D K-12 Internship: Elementary (6 cr) (0+18) *(pg. 325-333)*

Add EDSE A637 Inclusive Teaching and Learning in Secondary Schools (2 cr) (2+0) *(pg. 334-339)*

Chg EDSY A630 Language, Culture, and Teaching in Secondary Schools (2 cr) (2+0) *(pg. 340-347)*

Chg EDSY A644 Developing a Community of Learners in Middle/High School (3 cr) (3+0) *(pg. 348-354)*

Chg EDSY A648 Developing Literacies in the Secondary Content Areas (1 cr) (1+0) *(pg. 355-359)*

Chg EDSY A663A Middle/High School English/Language Arts Methods I (3 cr) (3+0) *(pg. 360-366)*

Chg EDSY A633B Middle/High School English/Language Arts Methods II (2 cr) (2+0) (*pg. 367-374)*

Chg EDSY A664A Middle/High School Social Studies Methods I (3 cr) (3+0) *(pg. 375-382)*

Chg EDSY A664B Middle/High School Social Studies Methods II (2 cr) (2+0) *(pg. 383-387)*

Chg EDSY A665A Middle/High School Mathematics Methods I (3 cr) (3+0) *(pg. 389-397)*

Chg EDSY A665B Middle/High School Mathematics Methods II (2 cr) (2+0) *(pg. 398-404)*

Add EDSY A667A Middle/High School Second-Language Teaching I (3+0) *(pg. 405-411)*

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Add EDSY A667C Middle/High School Methods for Teaching English as a Second Language (2 cr) (2+0) *(pg. 418-423)*

Chg EDSY A669A Middle/High School Science Methods I (3 cr) (3+0) *(pg. 424-430)*

Chg EDSY A669B Middle/High Science School Science Methods II (2 cr) (2+0) *(pg. 431-437)*

E. CAS – LANG (*Packet continued from 3/31 meeting, page numbers from 3/31 packet)*

Chg LANG A667A Middle/High School Second-Language Teaching I (3cr) (3+0) *(pg. 438-444)*

Chg LANG A667B Middle/High School Second-Language Teaching II (2 cr) (2+0) *(pg. 445-450)*

Chg LANG A667C Middle/High School Methods for Teaching English as a Second Language (2 cr) (2+0) *(pg. 451-456)*

F. CTC – CTE

Chg Master of Science, Career and Technical Education (pg. 63-75)

Chg CTE A611 Historical and Philosophical Foundations CTE (3 cr) (3+0) (pg. 76-81)

Chg CTE A633 Current Issues in Career and Technical Education (3 cr) (3+0) (pg. 82-86)

Chg CTE A690 Selected Topics in Career and Technical Education (1-6 cr) (1-6+0) (pg. 87-90)

Chg	CTE	A695C	Advanced Professional Experiences (1-6 cr) (0+5-30) (pg. 91-96)
Chg	CTE	A698	Individual Research (1-6 cr) (1+5-30) (pg. 97-100)

G. COE - EDAE

Chg	M. Ed. In Adult Education (pg. 101-123)		
Add	EDAE	A615	Introduction to Adult Education (3 cr) (3+0) (pg. 124-128)
Add	EDAE	A637	Design of e-Learning (3 cr) (3+0) (pg. 129-134)
Add	EDAE	A638	Facilitation of Learning with Technology (3 cr) (3+0) (pg.135-140)
Chg	EDAE	A650	Principles of Human Resource Development (3 cr) (3+0) (pg. 141-147)
Del	EDAE	A657	Leadership (3 cr) (3+0) (pg. 148)
Add	EDAE	A675	Design of Programs for Adults (3 cr) (3+0) (pg. 149-155)
Add	EDAE	A676	Curriculum and Instructional Design (3 cr) (3+0) (pg.156-162)
Del	EDAE	A678	Curriculum & Program Planning in Adult Education (3 cr) (3+0) (pg. 163)
Add	EDAE	A685	Introduction to Qualitative Research (3 cr) (3+0) (pg. 164-168)
Chg	EDAE	A695	Practicum in Adult Education (1-3 cr) (0+3-9) (pg. 169-174)
Chg	EDAE	A698	Inquiry Project (1-3 cr) (0+3-9) (pg. 175-179)
Chg	EDAE	A699	Thesis (1-3 cr) (0+3-9) (pg. 180-185)

VIII. Old Business

A. 2005-2006 Goals and Objectives
   1. Graduate School

IX. New Business

A. Catalog Changes – Chapter 11 – Graduate Chapter (pg. 186-195)

B. Catalog Changes – Chapter 7 (pg. 196-216)

C. Catalog Changes – Chapter 10 (pg. 217-226)

D. Curriculum Handbook Revisions (pg. 227-308)

E. Purge List (pg. 309-316)

X. Informational Items and Adjournment

A. Curriculum Log available on governance web site.

B. "A College Profile: Graduate Studies", available on governance web site.

C. Academic Freedom and Educational Responsibility
www.aacu.org/About/statements

Graduate Academic Board

Summary

March 31, 2006
9:30 – 11:30 am
LIB 302

I. Roll Call

( ) Carlos Alsua	(x) Jocelyn Krebs	(x) Peter Olsson	( ) FS Vacant
(x) Tracey Burke	(x) Nyree McDonald	(x) Patricia Sandberg	(x) Vanessa von Biela
(x) Alpana Desai	( ) George Mastroyanis	(x) Arlene Schmuland	- USUAA
( ) Tim Hinterberger	(x) Terri Olson	( ) Toby Widdicombe	

II. Approval of Agenda (pg. 1-4)

Approved with changes.

III. Approval of Meeting Summary – February 24, 2006 (pg. 5-10)

Approved.

IV. Administrative Reports

A. Vice Provost Tom Miller

Looking at revisions to the graduate section of the catalog. Elisa is getting comments. We should get together as a team.

B. Vice Provost for Research and Graduate Studies Doug Causey

Doug: We are gathering comments for the graduate chapter of the catalog.
Tom: April 25 is the drop dead date for getting things into catalog. Compile comments by next meeting for GAB.

Doug: At the end of the packet today is a draft white paper for graduate schools. If we don't get to it today, I will discuss this with Jocelyn.

Commencement this year, we will have a separate hooding ceremony for graduate degrees.

Elisa – May 5, hooding ceremony, honor Masters students, at Wendy Williamson, starting at 10:30 a.m. to about 12:00 p.m., about 150 masters graduates. Chancellor, Doug, Deans will do hooding. A reception will be held after. We do need volunteers from colleges and schools to help with ceremony. A letter will be going out to faculty who are involved with graduate students asking to RSVP in full academic regalia. If you have questions, Tami Choquette, Special Events Manager in Advancement, is coordinating the commencement and hooding ceremony. The graduate office is coordinating letters to faculty and departments. They will be issuing letters next week to students to RSVP to find out who will be attending. Elisa's e-mail: anesm@uaa.alaska.edu.

V. Chair's Report

A. Faculty Alliance - Tim Hinterberger – not present.

Jocelyn – Psychology Ph.D. – Everybody knows about the model UAA/UAF put together as a joint program, partnership of equals, approved by the Regents. We got word from our accreditors that it sounded too joint, because UAA is not a Ph.D. accreditated institution, it has to be a UAF degree. What ended up happening is a new prospectus going forward to the accreditors, with existing curriculum. Psychology is comfortable that the intent of the curriculum and equality of governance is still reflected in the prospectus. It is now very clearly stated that the word joint is taken off the table. It is also clearly stated that it is a UAF degree. They were originally going to have both seals on the diploma, but now it will not be that way. John Petraitis will be talking at Faculty Senate about this.

Tom – Things in original agreement preserved, UAA faculty jointly appointed to UAF, UAF faculty jointly appointed to UAA. Chairing dissertation committees, making department decisions, all those provisions have been preserved. The final decisions will be made on the UAF campus. The UAF Provost will be the final arbitrator and final approval on disputes and decisions. This is made more clear on the prospectus. The Psychology faculty are okay with the changes that have been made because of the ability to keep the faculty status at the department level.

Patricia – Even the joint word was a problem, the governance is still joint. From the beginning, that was one of the things that would be a breaking point if we could not keep joint governance. The UAF Psychology faculty has been 100% supportive of us.

Tom - They cannot admit students until the Commission on Colleges approves the program. The prospectus went before them Monday.

Jocelyn - They promised an expedited review.

VI. Program/Course Action Requests - Second Reading

None.

VII. Program/Course Action Request - First Reading

A. CHSW - NS

Jill – offering non thesis option and came through here with package last year, gave A698 number. Didn't seem to work, gave A696 number. Dropping and adding A698 and exchanging with A696. Needed new CCG for Thesis, did clean up of catalog.

Cover memo and Catalog Copy (pg 11 – 34)

Catalog Copy:
Insert period after first paragraph.
Master of Science, Nursing Science,
Admission Requirements:
3. Change "C" to "B".
Program Requirements:
1. Delete credits after NS A699 at end of line "5". (These tie into selecting NS A699 OR NS A696 on the next page. The 5 credits should be listed only once).
2. Family Nurse Practitioner Option, Under Elective Advisor approved, Delete "(3)".

Psychiatric-Mental Health Nursing Option, Elective Advisor approved, Delete "(3)".
Community Health Nursing Option, Advisor approved, Delete "(6)".
Health Care Administration Option, after OR, delete "3" at end of line,
after Electives Advisor approved, delete "6" at end of line.
Nursing Education Option, close parentheses after "(27 credits"
Credits in this section don't add up to 27, they add up to 24.
Delete "," after Electives, delete "(6)" after Advisor Approved.
Certificate in Nursing Education: Insert line between last two paragraphs before "Admission Requirements" section.

Chg Master in Nursing, Nursing Education Specialty Track (pg. 35-39)

CAR: Box 1b, change to "ADSN"
CAR: Box 1c, change to "NUR"
CAR: Box 8, delete check in add box (this course is a change).
CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.

Chg Certificate in Nursing Education (pg. 40-44)

CAR: Box 1a, Remove "HW"
CAR: Box 1b, change to "ADSN"
CAR: Box 1c, change to "NUR"
CAR: Box 6: Change abbreviated title to "Nursing Education Certificate"
CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.
CAR: Box 19, hyphenate "advisor approved".

Chg Master of Science and Nursing (pg. 45-49)

CAR: Box 1a, Remove "HW"
CAR: Box 1b, change to "ADSN"
CAR: Box 1c, change to "NUR"
CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.

Chg Nursing Education Specialty Track (pg. 50-54)

CAR: Box 1b, change to "ADSN"
CAR: Box 1c, change to "NUR"
CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.

Add NS A611 Psychopharmacology (3 cr) (3+0) (pg. 55-63)

CAR: Box 1a, Remove "HW"
CAR: Box 1b, change to "ADSN"
CAR: Box 1c, change to "NUR"
CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.
CCG: Section III. B. Student Outcomes 3. insert dash between "to diet".
CCG: Section IV. Delete percentages.
CCG: Assessment and Outcomes need to be matched up, works better in table form.
CCG: What are the evaluation guidelines for the outcomes?
Section V: "symtomatology", missing "p", should be spelled "symptomatology".

Del NS A690 Selected Topics in Advanced Clinical Nursing (3 cr) (3+0) (pg. 64-68)

Withdrawing this deletion.

Add NS A696 Individual Project (5 cr) (2-3+0) (pg. 69-77)

CAR: Box 1b, change to “ADSN”
CAR: Box 1c, change to “NUR”
CAR: Box 5a. Credits should be “1-5 var.”
CAR: Box 5b. Contact hours should be “(1-5+0)
CAR: Box 8: Take of check in box for Program
CAR: Box 9: Delete Limit “1”.
CAR: Box 11, end date should read: To: /9999, delete “9999” to left of slash.
CAR: Box 17a, delete titles for courses and “or faculty permission”.
CAR: Box 17e, change to “Enrollment in the nursing program”.
CCG: Change first “Number of Credits” reference to “Contact Hours”, “1-5 + 0”
CCG: Change Registration Restrictions to match CAR “Enrollment in the nursing program”.
CCG: Instructional Goals, 3. Delete “the” after “Guide”, add “s” after “student”
CCG: Need assessments.
CCG: Topical Course Outline: Switch bullets to number format, like the rest of the CCG.
CCG: Evaluation, need to discuss how the project will be completed.

Chg NS A699 Thesis (5cr) (2-3+0) (pg. 78-86)

CAR: Box 1b, change to “ADSN”
CAR: Box 1c, change to “NUR”
CAR: Box 5a. Credits should be “1-5 var.”
CAR: Box 5b. Contact hours should be “(1-5+0)
CAR: Box 9: Delete Limit “1”.
CAR: Box 11, end date should read: To: /9999, delete “9999” to left of slash.
CAR: Box 17a, delete titles for courses and “or faculty permission”.
CAR: Box 17e, change to “Enrollment in the nursing program”.
CCG: Need correct CCG.
Table for first reading.

Motion to accept packet for first reading with corrections, except for NS A699.

B. COE – EDSE

Chg M.Ed. in Special Education (pg. 87-141)

CAR: Change Box 1c to “CASE”.
Catalog copy: D. Special Education, end of first paragraph, insert period.
Special Admission Requirements: 2. Add after the words “Department of”, “Counseling &”, also add after the word “Education” the acronym “(CASE)”.
Program Requirements: 2. Change “Electives by advisement” to “Advisor approved electives”.

Add Graduate Certificate in Special Education (pg. 142-147)

CAR: Change Box 1c to “CASE”.
Catalog copy: Title Graduate Certificate in Special “Ecucation”, the word education is misspelled.
Insert period at end of first paragraph.
Program requirements: 2. Delete credits at end of line for EDSE A695E.

Chg EDSE A610 Clinical Assessment: Eligibility and Program Planning (3 cr) (3+0) (pg. 148-153)

CAR: Change Box 1c to "CASE".
CAR: Box 16, change course description, add "Provides a" in front of description.
CCG: Section III – indent 1.0-5.0.
CCG: Section III.4.0, need assessment of outcomes.

Del EDSE A612 Curriculum and Instruction in Special Education (3 cr) (3+0) (pg. 154)

CAR: Change Box 1c to "CASE".

Del EDSE A614 Beginning Internship in Special Education (3 cr) (3+0) (pg. 155)

CAR: Change Box 1c to "CASE".

Del EDSE A620 Advanced Internship in Special Education (3-6 cr) (0+9-18) (pg. 156)

CAR: Change Box 1c to "CASE".

Chg EDSE A622 Theories and Strategies (3cr) (3+0) (pg. 157-162)

CAR: Change Box 1c to "CASE".
CCG: Section III – indent 1.0-6.0.

Add EDSE A623 Language and Literacy: Best Practices in Assessment and Intervention (3cr) (3+0) (pg. 163-169)

CAR: Change Box 1c to "CASE".
CAR: Box 6, Abbreviated title, change: "Lang & Lit: Assess & Interv."
CCG: Section III, 2.0, 2.11 – 2.13, change numbering to "2.1.1", "2.1.2", and "2.1.3". Delete periods at end of number.
CCG: Section III – indent 1.0-5.0.
CCG: Section IV. "5.0", change numbering to "4.10".
CCG: Section VI, 4.10, wording spaced over too far. Bring back to line up under 4.9.

Add EDSE A624 Social/Emotional Development, Assessment, and Intervention (3 cr) (3+0) (pg. 170-176)

CAR: Change Box 1c to "CASE".
CCG: Section VI. 1.1, remove period after "1.1".
CCG: Section VI. 3.5, remove period after "3.5".

Add EDSE A625 Teaching Mathematics to Special Learners (3 cr) (3+0) (pg. 177-183)

CAR: Change Box 1c to "CASE".
CAR: Box 6, modify abbreviated title, "Tchg. Math to Spec. Learners"
CCG: Section III, 2.0, under Outcomes, renumber "2.3-2.6" to "2.2-2.5".
CCG: Section III, 4.0, renumber second instance of "4.2" to "4.3".
CCG: Section IV, 3, move wording after 3.10 – 3.15 back to the left to line up.

Add EDSE A632 Special Education Law: Principles and Practices (3 cr) (3+0) (pg. 184-190)

CAR: Change Box 1c to "CASE".
CAR: Change Box 6, abbreviated title to read "Special Education Law"

Fee Form: Need to hand change date to Spring 2007.

Add EDSE A633 Communication and Social Disorders (3 cr) (3+0) (pg. 191-197)

CAR: Change Box 1c to "CASE".
CCG: Section III, indent 1.0-5.0.
CCG: Section VI, "1.3" and "1.4", change to "1.2" and "1.3".

Add EDSE A634 Support and Supervision of Paraeducators (3 cr) (3+0) (pg. 198-204)

CAR: Change Box 1c to "CASE".
CCG: Section III, indent 1.0-4.0.
CCG: Section VI, indent section 1.0-4.0.
CCG: Section VI, remove period after "1.1" and "2.3".

Del EDSE A640 Advanced Theories of disabilities (3 cr) (3+0) (pg. 205)

CAR: Change Box 1c to "CASE".

Del EDSE A642 Current Trends in Special Education (3 cr) (3+0) (pg. 207)

CAR: Change Box 1c to "CASE".

Del EDSE A671 The Impact of Social Issues on Education (3 cr) (3+0) (pg. 207)

CAR: Change Box 1c to "CASE".

Chg EDSE A695E Advanced Internship in Special Education: Elementary (3-6 cr) (0+9-18) (pg. 208-215)

CAR: Change Box 1c to "CASE".
CCG: Section III, indent 1.0-7.0.
CCG: Section III, change second occurrence of "2.10" to "2.11".

Chg EDSE A695S Advanced Internship in Special Education: Secondary (3-6 cr) (0+9-18) (pg. 216-223)

CAR: Change Box 1c to "CASE".
CAR: Box 6, modify abbreviated title, change to "Adv. Int. Spec. Ed. Secondary"
CCG: Section III, indent 1.0-7.0.
CCG: Section III, change second occurrence of "2.10" to "2.11".

For EDSE packet: Waive first, approved for second reading.

C. COE (**Packet continued to next meeting)**

Chg Master of Arts in Teaching (pg. 224-238)

Chg CTE A643A Career and Technical Education Methods I (3 cr) (3+0) (pg. 239-247)

Chg CTE A643B Career and Technical Education Methods II (2 cr) (2+0) (pg. 248-253)

Del CTE A649 Capstone Seminar: Inquiry in Teaching and Learning (3 cr) (3+0) (pg. 254)

Chg	CTE	A695A	Internship I (3 cr) (0+9) (pg. 255-263)
Chg	CTE	A695B	Internship II (6 cr) (0+18) (pg. 264-271)
Chg	EDFN	A601	Foundations: Philosophy of Education (2 cr) (2+0) (pg. 272-275)
Chg	EDFN	A602	Foundations: Educational Psychology (2 cr) (2+0) (pg. 276-281)
Chg	EDFN	A603	Foundations: Educational History and Sociology (2 cr) (2+0) (pg. 282-287)
Chg	EDFN	A647	Developing Literacies Across the K-12 Continuum (1 cr) (1+0) (pg. 288-292)
Chg	EDFN	A649	Capstone Seminar: Inquiry in Teaching and Learning (2 cr) (2+0) (pg. 293-297)
Chg	EDFN	A695A	Internship I (3 cr) (0+9) (pg. 298-306)
Chg	EDFN	A695B	Internship II (6 cr) (0+18) (pg. 307-314)
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Chg	EDSY	A630	Language, Culture, and Teaching in Secondary Schools (2 cr) (2+0) (pg. 340-347)
Chg	EDSY	A644	Developing a Community of Learners in Middle/High School (3 cr) (3+0) (pg. 348-354)
Chg	EDSY	A648	Developing Literacies in the Secondary Content Areas (1 cr) (1+0) (pg. 355-359)
Chg	EDSY	A663A	Middle/High School English/Language Arts Methods I (3 cr) (3+0) (pg. 360-366)
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Chg EDSY A669B Middle/High Science School Science Methods II (2 cr) (2+0) (pg. 431-437)

D. CAS – LANG **(Packet continued to next meeting)**

Chg LANG A667A Middle/High School Second-Language Teaching I (3cr) (3+0) (pg. 438-444)

Chg LANG A667B Middle/High School Second-Language Teaching II (2 cr) (2+0) (pg. 445-450)

Chg LANG A667C Middle/High School Methods for Teaching English as a Second Language (2 cr) (2+0) (pg. 451-456)

VIII. Old Business

A. 2005-2006 Goals and Objectives
1. Graduate School

IX. New Business

A. Catalog Changes – Chapter 12 – Graduate Chapter

To be distributed at next meeting.

B. Graduate School White Paper (pg. 457-463)

Not addressed.

Add chapter 7 for approval for next meeting.

X. Informational Items and Adjournment

A. AAVI – Prefixes **(Not addressed – continued to next meeting – move to 1st readings, add CEL prefix also)**

Add ATA – Aviation Technology / Administration / Management (pg. 464-465)

Add ATC – Aviation Technology / Air Traffic Control (pg. 466)

Add ATP – Aviation Technology / Professional Piloting (pg. 467)

B. Curriculum Log available on governance web site.

C. "A College Profile: Graduate Studies", available on governance web site.

D. Academic Freedom and Educational Responsibility
www.aacu.org/About/statements

TO: GAB
FM: UAA School of Nursing, CHSW
RE: Requested changes after first read.

Here is the list of changes I was sent … all were completed, although some of the 'corrections' needed 'correcting' … see comments in red regarding why. Also, I am hoping that You would consider waiving first read on the NS A699, (the wrong CCG was in the packet). The correct one is included this time.

I. Program/Course Action Request - First Reading

Catalog Copy:
☒Insert period after first paragaraph.
Maaster of Science, Nursing Science,
Admission Requirements:
☒3. Change "C" to "B". I double checked old catalog copy, and the "C" was correct; the "3.00" was wrong (typo) and I changed it to a "2.00"
Program Requirements:
☒1. Delete credits after NS A699 at end of line "5". (These tie into selecting NS A699 OR NS A696 on the next page. The 5 credits should be listed only once).
☒2. Family Nurse Practitioner Option, Under Elective Advisor approved, Delete "(3)".
☒Psychiatric-Mental Health Nursing Option, Elective Advisor approved, Delete "(3)".
☒Community Health Nursing Option, Advisor approved, Delete "(6)".
☒Health Care Administration Option, after OR, delete "3" at end of line, after Electives Advisor approved, delete "6" at end of line.
☒Nursing Education Option, close parentheses after "(27 credits"
☒Credits in this section don't add up to 27, they add up to 24.
☒Delete "," after Electives, delete "(6)" after Advisor Approved.
☒Certificate in Nursing Education: Insert line between last two paragraphs before "Admission Requirements" section.

Chg Master in Nursing, Nursing Education Specialty Track (pg. 35-39)

☒CAR: Box 1b, change to "ADSN"
☒CAR: Box 1c, change to "NUR"
☒CAR: Box 8, delete check in add box (this course is a change).
☒CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.

Chg Certificate in Nursing Education (pg. 40-44)

☒CAR: Box 1a, Remove "HW"
☒CAR: Box 1b, change to "ADSN"
☒CAR: Box 1c, change to "NUR"
☒CAR: Box 6: Change abbreviated title to "Nursing Education Certificate"
☒CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.
☒CAR: Box 19, hyphenate "advisor approved".

Chg Master of Science and Nursing (pg. 45-49)

☒CAR: Box 1a, Remove "HW"
☒CAR: Box 1b, change to "ADSN"
☒CAR: Box 1c, change to "NUR"
☒CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.

Chg Nursing Education Specialty Track (pg. 50-54)

☒CAR: Box 1b, change to "ADSN"
☒CAR: Box 1c, change to "NUR"
☒CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.

Add NS A611 Psychopharmacology (3 cr) (3+0) (pg. 55-63)

☒CAR: Box 1a, Remove "HW"
☒CAR: Box 1b, change to "ADSN"
☒CAR: Box 1c, change to "NUR"
☒CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.

☒CCG: Section III. B. Student Outcomes 3. insert dash between "to diet".
☒CCG: Section IV. Delete percentages.
☒CCG: Assessment and Outcomes need to be matched up, works better in table form.
☒CCG: What are the evaluation guidelines for the outcomes?
☒Section V: "symtomatology", missing "p", should be spelled "symptomatology".

Del NS A690 Selected Topics in Advanced Clinical Nursing (3 cr) (3+0) (pg. 64-68)

☒Withdrawing this deletion.

Add NS A696 Individual Project (5 cr) (2-3+0) (pg. 69-77)

☒CAR: Box 1b, change to "ADSN"
☒CAR: Box 1c, change to "NUR"
☒CAR: Box 5a. Credits should be "1-5 var." I changed this to 2-5 var based on catalog copy minimum credits is 'two'
☐CAR: Box 5b. Contact hours should be "(1-5+0) This was changed to (2-5 +0) .. see above comment
☒CAR: Box 8: Take of check in box for Program
☒CAR: Box 9: Delete Limit "1".
☒CAR: Box 11, end date should read: To: /9999, delete "9999" to left of slash.
☒CAR: Box 17a, delete titles for courses and "or faculty permission".
☒CAR: Box 17e, change to "Enrollment in ~~the~~ graduate nursing program".
☒CCG: Change first "Number of Credits" reference to "Contact Hours", "1-5 + 0"
☒CCG: Change Registration Restrictions to match CAR "Enrollment in the nursing program".
☒CCG: Instructional Goals, 3. Delete "the" after "Guide", add "s" after "student"
☒CCG: Need assessments.
☒CCG: Topical Course Outline: Switch bullets to number format, like the rest of the CCG.
☒CCG: Evaluation, need to discuss how the project will be completed. Under assessment: "Project committee approved scholarly product for dissemination/publication" was added.

Chg NS A699 Thesis (5cr) (2-3+0) (pg. 78-86)

☒CAR: Box 1b, change to "ADSN"
☒CAR: Box 1c, change to "NUR"
☒CAR: Box 5a. Credits should be "1-5 var." (2-5 var)
☒CAR: Box 5b. Contact hours should be "(1-5+0) (2-5 + 0)

☒CAR: Box 9: Delete Limit “1”.
☒CAR: Box 11, end date should read: To: /9999, delete “9999” to left of slash.
☒CAR: Box 17a, delete titles for courses and “or faculty permission”.
☒CAR: Box 17e, change to “Enrollment in ~~the~~ graduate nursing program”.
☒CCG: Need correct CCG. Included

COLLEGE OF HEALTH AND SOCIAL WELFARE

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Graduate studies at the master's level place primary emphasis upon advanced professional nursing practice, theory, research, and health care delivery systems. Students may develop a specialized practice focus in Community Health Nursing, Psychiatric-Mental Health Nursing, Health Care Administration, Nursing Education or as a Family Nurse Practitioner. Master's level studies provide the student with a basis for further study at the doctoral level. The graduate program is accredited by the National League for Nursing Accreditation Commission (61 Broadway, New York, NY 100006; (212) 363-5555 ext. 153). Graduates in the Family Nurse Practitioner option are eligible to write the national certification examination for advanced professional practice as a family nurse practitioner. Graduates of the Health Care Administration option are eligible, after nurse executive practice, to write the national certification exam for advanced nursing administration. Graduates of the Psychiatric-Mental Health Nursing Option are eligible to write the national certification for advanced practice as a ~~clinical specialist in psychiatric-mental health nursing or~~ psychiatric-mental health nurse practioner-adult, or psychiatric and mental health nurse practitioner-family. Graduates of the Community Health Nursing Option are eligible to write the national certification examination for advanced practice as a clinical specialist in community health nursing. Graduates of the Nursing Education track are eligible to take either the Nurse Educator certification examination offered by the American Nurses Association or the NLN Certified Nurse Educator Exam.

Comment [jj1]: ADD, accidentally omitted from catalog when we added this option last year

Comment [jj2]: Delete; clean up to reflect certification changes.

Comment [JJ3]: ADD, accidentally omitted from catalog when we added this option last year

Master of Science, Nursing Science

ADMISSION REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Master's Degrees. The following application submission deadlines are recommended to ensure full processing of application and transcripts:

December 15th for March 1 applicants
August 15th for November 1 applicants

Students applying to the Master of Science program in Nursing Science must also submit documentation of having met the following requirements:

1. Earned baccalaureate degree in nursing from a program accredited by the National League for Nursing.

2. Undergraduate (and graduate, if applicable) grade point average of 3.00 on a 4.00 scale.
3. Graduate Record Examination Analytic Writing score of 3.5 or higher. ~~or Miller's Analogy Test.~~
4. Grade of 2.0 ("C" ~~of~~ or higher) in ~~a~~ an undergraduate research methods course and a statistics course that covers descriptive and inferential statistics.
5. Licensure as a registered professional nurse in the State of Alaska concurrent with enrollment in first clinical course.
6. The School of Nursing graduate admission application must be submitted directly to the School of Nursing.
7. Three letters of professional recommendation submitted directly to the School of Nursing. References may be contacted by a member of the Admissions Committee.
8. ~~Essay relative to career goals, career development plans and personal/professional philosophy submitted directly to the School of Nursing.~~
9. Minimum of one year of half-time clinical experience as a Registered Nurse.

Comment [JJ4]: Delete

Comment [jj5]: I double checked against this years catalog and it is supposed to read '2.0 ("C or higher"). The 'B' was a typo.

Comment [JJ6]: ADD

Comment [JJ7]: Delete

Comment [JJ8]: ADD

Comment [jj9]: Changed 'referral' to recommendation

Comment [JJ10]: Delete, we are going to use the analytic writing score to evaluate writing ability.

Application deadlines:

November 1 GRADUATE STUDY only.
March 1 GRADUATE STUDY and/or CLINICAL SPECIALTY.

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Neither does prior acceptance into Graduate Study status guarantee admission into the clinical nursing tracks. Special consideration may be given to candidates with documentation of exceptional clinical experience ~~expertise~~ and a proven record of professional contributions. ~~Such~~ Candidates must submit documentation of their experience ~~expertise~~ and contributions, following SON guidelines, ~~along with their request experience~~ to the Admissions Committee. ~~for special consideration.~~ To the extent that there are limited seats available in the program, preference may be given to residents of the State of Alaska as defined by the University's policy on residency for tuition purposes.

Comment [JJ11]: This was recommended by admission committee.

Comment [JJ12]: Recommended by admission committee.

Comment [jj13]: SON has criteria on formatting

Comment [JJ14]: Delete

ACADEMIC PROGRESS

Students enrolled in the Graduate Nursing Program and Graduate Certificate Programs must maintain a 3.0 "B" GPA in all required course work. Students must earn a grade of "B" or higher in all clinical courses. If a student earns less than a "B" in a clinical course, that student must, on a space-available basis, retake the course the next time it is offered. A clinical course may be retaken only once. A student's Graduate Nursing Program may include a maximum of two "C" grades. Grades below a "C" will not be applied to degree requirements. Noncompliance with this policy will result in academic probation, and possible dismissal from the program.

Comment [jj15]: The words 'graduate nursing program' was inadvertently left off

GRADUATION REQUIREMENTS

See the beginning of this chapter for University Requirements for Master's Degrees.

PROGRAM REQUIREMENTS

1. Complete the following required courses:

NS A620	Nursing Research Methods	3
NS A621	Knowledge Development for Advanced Nursing Practice	4
HS/NS A625	Biostatistics for Health Professionals	3
NS A642	Professional Nursing in Perspective	3
Choose one of the following options		5
NS A699	Thesis ~~(2-3)~~	
	OR	
NS A696	Directed Project~~(2-3)~~	

~~*Not required for the Nursing Education Option~~

Comment [jj16]: ADD; all specialty tracks have the option of thesis or project. We are adding 'NS A698'.

Comment [jj17]: Delete; the new education track that was approved last year didn't give students the option of project OR thesis … a mistake on our part, hence the correction

2. Complete one of the following options:

Family Nurse Practitioner Option (32 credits):

NS A601	Advanced Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
NS A610	Pharmacology for Primary Care	3
NS A660	Family Nurse Practitioner I	4
NS A661	Family Nurse Practitioner II	5
NS A662	Family Nurse Practitioner III	6
NS A663	Family Nurse Practitioner IV	5
Electives	Advisor-approved	3

Comment [jj18]: ADD; editorial, all of our elective are advisor approved … for some reason it was left off this catalog copy

Psychiatric-Mental Health Nursing Option (32 credits):

NS A601	Advanced Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
NS A610	Pharmacology for Primary Care	3
NS A670	Advanced Psychiatric/ Mental Health Nursing I	5
NS A671	Advanced Psychiatric/ Mental Health Nursing II	5
NS A672	Advanced Psychiatric/ Mental Health Nursing III	5
NS A674	Advanced Psychiatric/Mental Health Nursing IV	5
Electives	Advisor-approved	3

Comment [jj19]: ADD; editorial, all of our elective are advisor approved … for some reason it was left off this catalog copy

Community Health Nursing Option (25 credits):

NS A626	Principles of Epidemiology	3
NS A650	Advanced Community Health Nursing I	4
NS A651	Advanced Community Health Nursing II	4
NS A652	Advanced Community Health Nursing III	4
NS A656	Grant Writing for Health Professionals	1
NS A658	Public Health Policy	3
Electives	Advisor-approved	6

Comment [jj20]: ADD 's' Editorial, since 6 credits implies at least two 3 credit courses

Health Care Administration Option (22-23 credits):

NS A658	Public Health Policy	3

NS A681	Analysis of Health Services	3
NS A682	Administrative Services	3
NS A682L	Administrative Services Fieldwork (Optional)	1
NS A695	Practicum in Health Care Administration	4
Choose either set of nine credits from the following:		9
PADM A610	Organizational Theory and Behavior (3)	
PADM A624	Human Resources Administration (3)	
Electives	Advisor-approved ~~approval~~ (3)	
	~~Or~~	
	OR	
BA A632	Organizational Behavior and Human Resource Management (3)	
Electives	Advisor- approved ~~approval~~ (6)	

Nursing Education Option (24 credits):

NS A601	Advanced Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
~~NS A610~~	~~Pharmacology for Primary Care~~	~~3~~
NS A646	Curriculum Development, Teaching, & Learning in Nursing	3
NS A647	Teaching Practicum in Nursing	3
EDAE A655	The Adult Learner	3
EDAE A677	Distance Learning & Adult Education	3
~~NS A690~~	~~Selected Topics in Advanced Clinical Nursing Practice~~	~~3~~
~~Elective, Advisor approved~~		~~3~~
Electives	Advisor approved (6)	6

2. A total of 40-50 credits is required for the degree

CANDIDACY

The student is eligible for advancement to candidacy after demonstration of ability to succeed in graduate study through approval of the thesis proposal by the student's thesis committee and the UAA Institutional Review Board (IRB).

THESIS VERSUS PROJECT OPTION ~~THESIS CREDITS~~

A total of 5 credits of either NS A696 Individual Project OR NS A699 Thesis is required for the degree. Students who are unable to complete the thesis OR project while registered for 5 credits may be given a DF (deferred) grade for one semester; those students will be required to complete the Graduate Continuous Registration procedures (at the beginning of this chapter) and pay all fees. Students who are unable to complete the thesis OR project during these three semesters will be required to register for 2 credits of NS A699, Thesis OR NS A696, Individual Project every semester thereafter

Comment [JJ21]: Delete 'approval' and ADD approved

Comment [jj22]: delete

Comment [jj23]: ADD; editorial – looks better to have both letter capitalized; also stands out more

Comment [JJ24]: Delete 'approval' and ADD approved

Comment [jj25]: Delete; this class is being dropped as a requirement and we are adding another elective; rationale: the course is geared toward practitioners and the education track students may or may not be practitioners; this allows students more flexibility to pursue other areas of interest in education.

Comment [jj26]: Delete; 690 is being deleted and replaced with 698 … we had always intended to offer a project option, but realized that 690 isn't the right number; 698 fits better with the intent.

Comment [jj27]: Delete; clean up of catalog copy

Comment [jj28]: ADD; changing to 6 electives from 3 see comment #12

Comment [jj29]: ADD; since all students will have the thesis or project option this part of the catalog was changed to reflect those options.

Comment [jj30]: Delete

Comment [jj31]: ADD

Comment [JJ32]: ADD

Comment [jj33]: ADD

Comment [jj34]: ADD

Comment [jj35]: ADD

(excluding summer sessions) until the thesis OR project is satisfactorily completed. There is no limit to the number of thesis OR project credits that may be accrued; however, no more than 13 credits of thesis OR project may be accrued without the student being required to take additional course work at the graduate-level. Specific requirements for additional course work will be determined by the Director of the Graduate Program in Nursing and the Thesis OR Project Chair.

Comment [jj36]: ADD

Comment [jj37]: ADD

Comment [jj38]: ADD

Comment [jj39]: ADD

PART-TIME/FULL-TIME STUDY

Options are available for full-time and part-time study. Prior to being formally admitted to graduate study, students may complete up to nine credits of degree applicable course work, either UAA credit (with permission of the instructor) or transfer credit.
For part-time students, admission to Graduate Study only is recommended, with formal admission to a specialty track being delayed until core course requirements have been completed. Enrollment in any clinical course requires formal admission to graduate study and to the specialty track.

ADDITIONAL REQUIREMENTS

All students enrolled in UAA nursing programs must provide documentation of continuous current certification in Cardiopulmonary Resuscitation (CPR) for adults, infants, and children; continuous professional malpractice insurance in amounts of $1 million/$3 million, and evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by titer), documentation of diphtheria/tetanus immunization within the past 10 years, annual PPD skin test or health exam indicating freedom from active tuberculosis, and documentation of an annual HIV test (results not required); and the results of a national level criminal background check.

Students are required to provide their own transportation to clinical sites. Students are also responsible for their portion of the cost of audio-conferencing. It is recommended that students have access to a personal computer, fast internet connectivity and that they gain basic skills in computerized word processing prior to entry into the nursing programs.

Comment [jj40]: ADD; rationale - many courses are on Blackboard and this is essential

Comment [jj41]: Delete; editorial

SCHEDULING OF COURSES

Graduate nursing courses are offered in an alternative scheduling format consisting of intensive classroom sessions presented in short time blocks on the UAA campus AND/OR ~~followed by~~ periodic class meetings throughout the semester that are available via computer and/or audio-conference. Thus, it is possible for students who reside outside of Anchorage to take advantage of the opportunity to pursue graduate study at UAA. In addition, all students have the opportunity to take advantage of clinical learning opportunities throughout the State, including both urban and rural settings.

Comment [jj42]: ADD; cleaning up language … many courses are now totally distance based and students never have to come to Anchorage; however, there are still some that require in-person attendance.

Comment [jj43]: Delete

Comment [jj44]: ADD; see comment 28

GRADUATE NURSING CERTIFICATE PROGRAMS

Comment [jj45]: Delete; editorial to fit first sentence underneath

This program is designed for individuals who have previously acquired their master's degree from a regionally accredited institution with a nursing program accredited by a nationally recognized accrediting agency (the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education), who wish to expand their nursing competencies or practice to include either the role of a family nurse practitioner or psychiatric mental health nurse practitioner.

The 15-29 credit graduate certificate curriculum integrates core courses with theory-based advanced practice nursing courses and clinical practice.

CERTIFICATE IN FAMILY NURSE PRACTITIONER

The family nurse practitioner (FNP) graduate certificate for psychiatric nurse practitioners was developed for nurses who are already certified as psychiatric nurse practitioners. This program expands their scope of practice to assist them to acquire the theory, knowledge, and skills needed to provide primary care for families. Courses and seminars are scheduled to allow students to attend classes with content specific to expand their speciality practice to include a family scope. The curriculum includes didactic, seminar, and approximately 720 clinical hours in practicum course work. Students who successfully complete the graduate certificate program will be eligible to take the family nurse practitioner examination offered by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP) to become certified as an FNP. These examinations are given nationwide throughout the year.

The family nurse practitioner (FNP) graduate certificate for primary care specialities was developed for nurses who are already certified in one of the primary care nurse practitioner specialities (adult, child, or women). Students who successfully complete will be eligible to take the family nurse practitioner examination offered by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP) to become certified as an FNP. These examinations are given nationwide throughout the year.

CERTIFICATE IN PSYCHIATRIC AND MENTAL HEALTH NURSE PRACTITIONER

The Psychiatric and Mental Health Nurse Practitioner (PMH) graduate certificate for advanced nurse practitioners was developed for nurses who are already certified as advanced nurse practitioners. Students who successfully complete the graduate certificate program will be eligible to take the psychiatric and mental health nurse practitioner examination offered by the American Nurses Credentialing Center (ANCC). This examination is given nationwide throughout the year.

ADMISSIONS REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Graduate Certificates.

Application Deadlines:

November 1	GRADUATE CERTIFICATE STUDY only
March 1	GRADUATE CERTIFICATE STUDY and/or CLINICAL SPECIALITY

Special consideration may be given to applicants with clinical expertise and a proven record of professional contributions. Such applicants must submit documentation of their expertise and contributions along with their request for the School of Nursing Admissions Committee for special consideration. To the extent that there is limited space available in the graduate certificate program, preferences may be given to residents of the State of Alaska as defined by the University's policy on residency for tuition purposes.

ADDITIONAL DEPARTMENTAL ADMISSION REQUIREMENTS

Students applying to the graduate certificate program in Nursing must also submit documentation of having met the following requirements:

1. Earned a master's degree in nursing (MN or MSN) from a school of nursing accredited by the National League for Nursing.
2. Graduate grade point average of 3.00 on a 4.00 scale.
3. Current licensure as an advanced practice nurse in the State of Alaska, concurrent with enrollment in first clinical course;
4. Must hold national certification as an advanced nurse practitioner;
5. A minimum of 500 hours of documented, supervised practicum;
6. Adequate computer skills. Students are expected to have the following basic computer skills prior to enrollment;
    a. Basic word processing (preferably MS Word).
    b. Sending and receiving e-mail, including e-mail with attachments.
    c. Accessing and navigating the internet/world wide web.
    d. Basic functionality of hardware, software, and operating systems. It is also recommended students secure access to local technical support. For example, this might include the technical support staff at a place of employment, a computer-wise teenager, or a point of contact at a local computer store or training center.
7. Successful completion with a grade of "C" or better of graduate-level courses in pathophysiology, pharmacology, and physical assessment. If these courses have not been completed, they must be taken concurrently with the program.

ACADEMIC PROGRESS

Students enrolled in the graduate certificate programs must maintain a 3.0 "B" GPA in all required course work. Students must earn a grade of "B" or higher in all clinical courses. If a student earns less than a "B" in a clinical course, that student must, on a space-available basis, retake the course the next time it is offered. A clinical course may be retaken only once. A student's graduate certificate program track may include a maximum of one "C" grade. Grades below a "C" will not be applied to graduate certificate requirements. Noncompliance with this policy will result in academic probation and possible remove from the program.

GRADUATION REQUIREMENTS

See the beginning of this chapter for Graduate Certificate University Requirements.

PROGRAM REQUIREMENTS

CERTIFICATE IN FAMILY NURSE PRACTITIONER (FNP)

1. Complete one of the following tracks:

Adult Nurse Practitioner (15 credits)

NS A660	Family Nurse Practitioner I	6
NS A661	Family Nurse Practitioner II	3
NS A663	Family Nurse Practitioner IV	6

Pediatric Nurse Practitioner (15 credits)

NS A631	Family Nurse Practitioner Focus on Women's Health and Obstetrics I	2
NS A635	Family Nurse Practitioner Focus on Women's Health and Obstetrics II	2
NS A662	Family Nurse Practitioner III	5
NS A663	Family Nurse Practitioner IV	6

Women's Health Nurse Practitioner (15 credits)

NS A632	Family Nurse Practitioner Focus on Pediatrics I	2
NS A636	Family Nurse Practitioner Focus on Pediatrics II	2
NS A662	Family Nurse Practitioner III	5
NS A663	Family Nurse Practitioner IV	6

Psychiatric Mental Health Nurse Practitioner (29 credits)

NS A601	Advance Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
NS A610	Pharmacology for Primary Care	3
NS A660	Family Nurse Practitioner I	4
NS A661	Family Nurse Practitioner II	5
NS A662	Family Nurse Practitioner III	5
NS A663	Family Nurse Practitioner IV	6

2. A total of 15-29 credits is required for the certificate.

CERTIFICATE IN PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMH)

1. Complete the following required courses (20 credits):

NS A670	Advanced Psychiatric/Mental Health Nursing I	5
NS A671	Advanced Psychiatric/Mental Health Nursing II	5
NS A672	Advanced Psychiatric/Mental Health Nursing III	5
NS A674	Advanced Psychiatric/Mental Health Nursing IV	5

2. A total of 20 credits is required for the certificate.

CERTIFICATE IN NURSING EDUCATION

This speciality certificate in nursing education is designed for nurses who have previously acquired a minimum of a Baccalaureate degree in Nursing and are seeking to develop advanced knowledge and skills in order to teach in academic or clinical settings.

The coursework leading to the certificate emphasizes instruction in teaching, program and course/development, implementation, and evaluation.

The curriculum is based on standards for master's education outlined in the Essentials for Master's Education in Nursing published by the American Association of Colleges of Nursing (AACN, 1996), as well as the newly developed Core Competencies of Nurse Educators proposed by the National League for Nursing (NLN).

All courses for this certificate will be offered using either standard classroom format or distance technologies, including but not limited to Blackboard Web-based approaches, CD-ROMS, and audio-conferencing or video-conferencing as appropriate and available. Teaching practica may be completed in the student's own community, or in some cases may require visits to the UAA campus. Faculty may also validate teaching competencies through site visits and/or conference calls.

The 15-credit graduate certificate includes graduate-level coursework in nursing education and in adult education, with practicum opportunities in classroom and clinical settings.

ADMISSION REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Graduate Certificates.

APPLICATION DEADLINES:

November 1	GRADUATE CERTIFICATE STUDY only
March 1	GRADUATE CERTIFICATE STUDY and/or CLINICAL SPECIALITY

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GRADUATION REQUIREMENTS

See the beginning of this chapter for Graduate Certificate University Requirements.

PROGRAM REQUIREMENTS

1. Complete the following required courses (15 credits):

NS A646	Curriculum Development, Teaching & Learning in Nursing	3
NS A647	Teaching Practicum in Nursing	3
~~NS A690~~	~~Selected Topics in Advanced Clinical Nursing Practice~~	~~3~~
EDAE A655	The Adult Learner	3
EDAE A667	Distance Learning & Adult Education	3

Comment [jj46]: We have deleted this course.

Elective	Advisor approved (3)	3	

Comment [JJ47]: ADD

2. A total of 15 credits are required for the certificate.

FACULTY

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Fredericka Gilje, Associate Professor, AFFLG@uaa.alaska.edu

Comment [jj48]: Add

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Patricia Hong, Emerita Professor, AFPAH@uaa.alaska.edu
Jill Janke, Graduate Program Chair, Professor, AFJRJ@uaa.alaska.edu

Comment [JJ49]: Add

~~Helena Jermalovic, Assistant Professor, AFHLJ@uaa.alaska.edu~~

Comment [JJ50]: Delete, no longer on faculty

Karen Kincaid, Assistant Professor, AFKDK@uaa.alaska.edu
Elizabeth Mosher, Assistant Professor, AFELM@uaa.alaska.edu
Christina Mumma, Professor, AFCMM@uaa.alaska.edu
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Comment [JJ51]: Add

Comment [JJ52]: Delete

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Comment [jj53]: Add

Dianne Toebe, Associate Professor, AFDMT@uaa.alaska.edu
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Shirley Valek-Wilson, Assistant Professor, AFSV@uaa.alaska.edu

COLLEGE OF HEALTH AND SOCIAL WELFARE

SCHOOL OF NURSING

http://nursing.uaa.alaska.edu
Professional Studies Building (PSB), Room 103, (907) 786-4550

Graduate studies at the master's level place primary emphasis upon advanced professional nursing practice, theory, research, and health care delivery systems. Students may develop a specialized practice focus in Community Health Nursing, Psychiatric-Mental Health Nursing, Health Care Administration, Nursing Education or as a Family Nurse Practitioner. Master's level studies provide the student with a basis for further study at the doctoral level. The graduate program is accredited by the National League for Nursing Accreditation Commission (61 Broadway, New York, NY 100006; (212) 363-5555 ext. 153). Graduates in the Family Nurse Practitioner option are eligible to write the national certification examination for advanced professional practice as a family nurse practitioner. Graduates of the Health Care Administration option are eligible, after nurse executive practice, to write the national certification exam for advanced nursing administration. Graduates of the Psychiatric-Mental Health Nursing Option are eligible to write the national certification for advanced practice as a psychiatric-mental health nurse practioner-adult, or psychiatric and mental health nurse practitioner-family. Graduates of the Community Health Nursing Option are eligible to write the national certification examination for advanced practice as a clinical specialist in community health nursing. Graduates of the Nursing Education track are eligible to take either the Nurse Educator certification examination offered by the American Nurses Association or the NLN Certified Nurse Educator Exam.

Master of Science, Nursing Science

ADMISSION REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Master's Degrees. The following application submission deadlines are recommended to ensure full processing of application and transcripts:

December 15th for March 1 applicants
August 15th for November 1 applicants

Students applying to the Master of Science program in Nursing Science must also submit documentation of having met the following requirements:

1. Earned baccalaureate degree in nursing from a program accredited by the National League for Nursing.
2. Undergraduate (and graduate, if applicable) grade point average of 3.00 on a 4.00 scale.

3. Graduate Record Examination Analytic Writing score of 3.5 or higher.
4. Grade of 2.0 ("C" or higher) in an undergraduate research methods course and a statistics course that covers descriptive and inferential statistics.
5. Licensure as a registered professional nurse in the State of Alaska concurrent with enrollment in first clinical course.
6. The School of Nursing graduate admission application must be submitted directly to the School of Nursing.
7. Three letters of professional recommendation submitted directly to the School of Nursing. References may be contacted by a member of the Admissions Committee.
8. Minimum of one year of half-time clinical experience as a Registered Nurse.

Application deadlines:

November 1 GRADUATE STUDY only.
March 1 GRADUATE STUDY and/or CLINICAL SPECIALTY.

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Neither does prior acceptance into Graduate Study status guarantee admission into the clinical nursing tracks. Special consideration may be given to candidates with documentation of exceptional clinical experience and a proven record of professional contributions. Candidates must submit documentation of their experience and contributions, following SON guidelines, to the Admissions Committee. To the extent that there are limited seats available in the program, preference may be given to residents of the State of Alaska as defined by the University's policy on residency for tuition purposes.

ACADEMIC PROGRESS

Students enrolled in the Graduate Nursing Program and Graduate Certificate Programs must maintain a 3.0 "B" GPA in all required course work. Students must earn a grade of "B" or higher in all clinical courses. If a student earns less than a "B" in a clinical course, that student must, on a space-available basis, retake the course the next time it is offered. A clinical course may be retaken only once. A student's Graduate Nursing Program may include a maximum of two "C" grades. Grades below a "C" will not be applied to degree requirements. Noncompliance with this policy will result in academic probation, and possible dismissal from the program.

GRADUATION REQUIREMENTS

See the beginning of this chapter for University Requirements for Master's Degrees.

PROGRAM REQUIREMENTS

1. Complete the following required courses:

NS A620	Nursing Research Methods	3
NS A621	Knowledge Development for Advanced Nursing Practice	4
HS/NS A625	Biostatistics for Health Professionals	3
NS A642	Professional Nursing in Perspective	3
Choose one of the following options		5

NS A699	Thesis	
	OR	
NS A696	Directed	

2. Complete one of the following options:

Family Nurse Practitioner Option (32 credits):

NS A601	Advanced Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
NS A610	Pharmacology for Primary Care	3
NS A660	Family Nurse Practitioner I	4
NS A661	Family Nurse Practitioner II	5
NS A662	Family Nurse Practitioner III	6
NS A663	Family Nurse Practitioner IV	5
Electives	Advisor-approved	3

Psychiatric-Mental Health Nursing Option (32 credits):

NS A601	Advanced Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
NS A610	Pharmacology for Primary Care	3
NS A670	Advanced Psychiatric/ Mental Health Nursing I	5
NS A671	Advanced Psychiatric/ Mental Health Nursing II	5
NS A672	Advanced Psychiatric/ Mental Health Nursing III	5
NS A674	Advanced Psychiatric/Mental Health Nursing IV	5
Electives	Advisor-approved	3

Community Health Nursing Option (25 credits):

NS A626	Principles of Epidemiology	3
NS A650	Advanced Community Health Nursing I	4
NS A651	Advanced Community Health Nursing II	4
NS A652	Advanced Community Health Nursing III	4
NS A656	Grant Writing for Health Professionals	1
NS A658	Public Health Policy	3
Electives	Advisor-approved	6

Health Care Administration Option (22-23 credits):

NS A658	Public Health Policy	3
NS A681	Analysis of Health Services	3
NS A682	Administrative Services	3
NS A682L	Administrative Services Fieldwork (Optional)	1
NS A695	Practicum in Health Care Administration	4
Choose either set of nine credits from the following:		9
PADM A610	Organizational Theory and Behavior (3)	

PADM A624	Human Resources Administration (3)	
Electives	Advisor-approved (3)	
	OR	
BA A632	Organizational Behavior and Human Resource Management (3)	
Electives	Advisor- approved (6)	

Nursing Education Option (24 credits):

NS A601	Advanced Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
NS A646	Curriculum Development, Teaching, & Learning in Nursing	3
NS A647	Teaching Practicum in Nursing	3
EDAE A655	The Adult Learner	3
EDAE A677	Distance Learning & Adult Education	3
Electives	Advisor approved (6)	6

2. A total of 40-50 credits is required for the degree

CANDIDACY

The student is eligible for advancement to candidacy after demonstration of ability to succeed in graduate study through approval of the thesis proposal by the student's thesis committee and the UAA Institutional Review Board (IRB).

THESIS VERSUS PROJECT OPTION

A total of 5 credits of either NS A696 Individual Project OR NS A699 Thesis is required for the degree. Students who are unable to complete the thesis OR project while registered for 5 credits may be given a DF (deferred) grade for one semester; those students will be required to complete the Graduate Continuous Registration procedures (at the beginning of this chapter) and pay all fees. Students who are unable to complete the thesis OR project during these three semesters will be required to register for 2 credits of NS A699, Thesis OR NS A696, Individual Project every semester thereafter (excluding summer sessions) until the thesis OR project is satisfactorily completed. There is no limit to the number of thesis OR project credits that may be accrued; however, no more than 13 credits of thesis OR project may be accrued without the student being required to take additional course work at the graduate-level. Specific requirements for additional course work will be determined by the Director of the Graduate Program in Nursing and the Thesis OR Project Chair.

PART-TIME/FULL-TIME STUDY

Options are available for full-time and part-time study. Prior to being formally admitted to graduate study, students may complete up to nine credits of degree applicable course work, either UAA credit (with permission of the instructor) or transfer credit.
For part-time students, admission to Graduate Study only is recommended, with formal admission to a specialty track being delayed until core course requirements have been completed. Enrollment in any clinical course requires formal admission to graduate study and to the specialty track.

ADDITIONAL REQUIREMENTS

All students enrolled in UAA nursing programs must provide documentation of continuous current certification in Cardiopulmonary Resuscitation (CPR) for adults, infants, and children; continuous professional malpractice insurance in amounts of $1 million/$3 million, and evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by titer), documentation of diphtheria/tetanus immunization within the past 10 years, annual PPD skin test or health exam indicating freedom from active tuberculosis, and documentation of an annual HIV test (results not required); and the results of a national level criminal background check.

Students are required to provide their own transportation to clinical sites. Students are also responsible for their portion of the cost of audio-conferencing. It is recommended that students have access to a personal computer, fast internet connectivity and that they gain basic skills in computerized word processing prior to entry into the nursing programs.

SCHEDULING OF COURSES

Graduate nursing courses are offered in an alternative scheduling format consisting of intensive classroom sessions presented in short time blocks on the UAA campus AND/OR periodic class meetings throughout the semester that are available via computer and/or audio-conference. Thus, it is possible for students who reside outside of Anchorage to take advantage of the opportunity to pursue graduate study at UAA. In addition, all students have the opportunity to take advantage of clinical learning opportunities throughout the State, including both urban and rural settings.

GRADUATE NURSING CERTIFICATE PROGRAMS

This program is designed for individuals who have previously acquired their master's degree from a regionally accredited institution with a nursing program accredited by a nationally recognized accrediting agency (the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education), who wish to expand their nursing competencies or practice to include either the role of a family nurse practitioner or psychiatric mental health nurse practitioner.

The 15-29 credit graduate certificate curriculum integrates core courses with theory-based advanced practice nursing courses and clinical practice.

CERTIFICATE IN FAMILY NURSE PRACTITIONER

The family nurse practitioner (FNP) graduate certificate for psychiatric nurse practitioners was developed for nurses who are already certified as psychiatric nurse practitioners. This program expands their scope of practice to assist them to acquire the theory, knowledge, and skills needed to provide primary care for families. Courses and seminars are scheduled to allow students to attend classes with content specific to expand their speciality practice to include a family scope. The curriculum includes didactic, seminar, and approximately 720 clinical hours in practicum course work. Students who successfully complete the graduate certificate program will be eligible to take the family nurse practitioner examination offered by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP) to become certified as an FNP. These examinations are given nationwide throughout the year.

The family nurse practitioner (FNP) graduate certificate for primary care specialities was developed for nurses who are already certified in one of the primary care nurse practitioner specialities (adult, child, or women). Students who successfully complete will be eligible to take the family nurse practitioner examination offered by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP) to become certified as an FNP. These examinations are given nationwide throughout the year.

CERTIFICATE IN PSYCHIATRIC AND MENTAL HEALTH NURSE PRACTITIONER

The Psychiatric and Mental Health Nurse Practitioner (PMH) graduate certificate for advanced nurse practitioners was developed for nurses who are already certified as advanced nurse practitioners. Students who successfully complete the graduate certificate program will be eligible to take the psychiatric and mental health nurse practitioner examination offered by the American Nurses Credentialing Center (ANCC). This examination is given nationwide throughout the year.

ADMISSIONS REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Graduate Certificates.

Application Deadlines:

November 1	GRADUATE CERTIFICATE STUDY only
March 1	GRADUATE CERTIFICATE STUDY and/or CLINICAL SPECIALITY

Special consideration may be given to applicants with clinical expertise and a proven record of professional contributions. Such applicants must submit documentation of their expertise and contributions along with their request for the School of Nursing Admissions Committee for special consideration. To the extent that there is limited space available in the graduate certificate program, preferences may be given to residents of the State of Alaska as defined by the University's policy on residency for tuition purposes.

ADDITIONAL DEPARTMENTAL ADMISSION REQUIREMENTS

Students applying to the graduate certificate program in Nursing must also submit documentation of having met the following requirements:

1. Earned a master's degree in nursing (MN or MSN) from a school of nursing accredited by the National League for Nursing.
2. Graduate grade point average of 3.00 on a 4.00 scale.
3. Current licensure as an advanced practice nurse in the State of Alaska, concurrent with enrollment in first clinical course;
4. Must hold national certification as an advanced nurse practitioner;
5. A minimum of 500 hours of documented, supervised practicum;
6. Adequate computer skills. Students are expected to have the following basic computer skills prior to enrollment;
    a. Basic word processing (preferably MS Word).
    b. Sending and receiving e-mail, including e-mail with attachments.
    c. Accessing and navigating the internet/world wide web.
    d. Basic functionality of hardware, software, and operating systems. It is also recommended students secure access to local technical support. For example, this might include the technical support staff at a place of employment, a computer-wise teenager, or a point of contact at a local computer store or training center.
7. Successful completion with a grade of "C" or better of graduate-level courses in pathophysiology, pharmacology, and physical assessment. If these courses have not been completed, they must be taken concurrently with the program.

ACADEMIC PROGRESS

Students enrolled in the graduate certificate programs must maintain a 3.0 "B" GPA in all required course work. Students must earn a grade of "B" or higher in all clinical courses. If a student earns less than a "B" in a clinical course, that student must, on a space-available basis, retake the course the next time it is offered. A clinical course may be retaken only once. A student's graduate certificate program track may include a maximum of one "C" grade. Grades below a "C" will not be applied to graduate certificate requirements. Noncompliance with this policy will result in academic probation and possible remove from the program.

GRADUATION REQUIREMENTS

See the beginning of this chapter for Graduate Certificate University Requirements.

PROGRAM REQUIREMENTS

CERTIFICATE IN FAMILY NURSE PRACTITIONER (FNP)

1. Complete one of the following tracks:

Adult Nurse Practitioner (15 credits)

NS A660	Family Nurse Practitioner I	6
NS A661	Family Nurse Practitioner II	3
NS A663	Family Nurse Practitioner IV	6

Pediatric Nurse Practitioner (15 credits)

NS A631	Family Nurse Practitioner Focus on Women's Health and Obstetrics I	2
NS A635	Family Nurse Practitioner Focus on Women's Health and Obstetrics II	2
NS A662	Family Nurse Practitioner III	5
NS A663	Family Nurse Practitioner IV	6

Women's Health Nurse Practitioner (15 credits)

NS A632	Family Nurse Practitioner Focus on Pediatrics I	2
NS A636	Family Nurse Practitioner Focus on Pediatrics II	2
NS A662	Family Nurse Practitioner III	5
NS A663	Family Nurse Practitioner IV	6

Psychiatric Mental Health Nurse Practitioner (29 credits)

NS A601	Advance Pathophysiology	3
NS A602	Advanced Health Assessment in Primary Care	3
NS A610	Pharmacology for Primary Care	3
NS A660	Family Nurse Practitioner I	4
NS A661	Family Nurse Practitioner II	5
NS A662	Family Nurse Practitioner III	5
NS A663	Family Nurse Practitioner IV	6

2. A total of 15-29 credits is required for the certificate.

CERTIFICATE IN PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMH)

1. Complete the following required courses (20 credits):

NS A670	Advanced Psychiatric/Mental Health Nursing I	5
NS A671	Advanced Psychiatric/Mental Health Nursing II	5
NS A672	Advanced Psychiatric/Mental Health Nursing III	5
NS A674	Advanced Psychiatric/Mental Health Nursing IV	5

2. A total of 20 credits is required for the certificate.

CERTIFICATE IN NURSING EDUCATION

This speciality certificate in nursing education is designed for nurses who have previously acquired a minimum of a Baccalaureate degree in Nursing and are seeking to develop advanced knowledge and skills in order to teach in academic or clinical settings.

The coursework leading to the certificate emphasizes instruction in teaching, program and course/development, implementation, and evaluation.

The curriculum is based on standards for master's education outlined in the Essentials for Master's Education in Nursing published by the American Association of Colleges of Nursing (AACN, 1996), as well as the newly developed Core Competencies of Nurse Educators proposed by the National League for Nursing (NLN).

All courses for this certificate will be offered using either standard classroom format or distance technologies, including but not limited to Blackboard Web-based approaches, CD-ROMS, and audio-conferencing or video-conferencing as appropriate and available. Teaching practica may be completed in the student's own community, or in some cases may require visits to the UAA campus. Faculty may also validate teaching competencies through site visits and/or conference calls.

The 15-credit graduate certificate includes graduate-level coursework in nursing education and in adult education, with practicum opportunities in classroom and clinical settings.

ADMISSION REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Graduate Certificates.

APPLICATION DEADLINES:

November 1	GRADUATE CERTIFICATE STUDY only
March 1	GRADUATE CERTIFICATE STUDY and/or CLINICAL SPECIALITY

Special consideration may be given to applicants with clinical expertise and a proven record of professional contributions. Such applicants must submit documentation of their expertise and contributions along with their request to the School of Nursing Admissions Committee for special consideration. To the extent that there is limited space available in the graduate certificate program, preferences may be given to residents of the State of Alaska as defined by the University's policy on residency for tuition purposes.

GRADUATION REQUIREMENTS

See the beginning of this chapter for Graduate Certificate University Requirements.

PROGRAM REQUIREMENTS

1. Complete the following required courses (15 credits):

NS A646	Curriculum Development, Teaching & Learning in Nursing	3
NS A647	Teaching Practicum in Nursing	3
EDAE A655	The Adult Learner	3
EDAE A667	Distance Learning & Adult Education	3
Elective	Advisor approved (3)	3

2. A total of 15 credits are required for the certificate.

FACULTY

Jean Ballantyne, Director, AFJEB@uaa.alaska.edu
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Lori Brown, Assistant Professor, AFLAB1@uaa.alaska.edu
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Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College	1b. Division	1c. Department
CHSW	ADSN	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (+)

6. Complete Course/Program Title
Master in Nursing, Nursing Education specialty track

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions
☐ Class ☐ College ☐ Level ☐ Major
☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Corequisites ☐ Registration Restrictions

☒ Other Allow Master of Nursing, Nursing Education specialty track the option of taking NS A699 Thesis or NS A696 Individual Project.

9. Repeat Status Limit Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. Coordinate with Affected Units: N/A
Department, School, or College
Initiator Signature Date

14. List any programs or college requirements that require this course
N/A

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
N/A

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☐ Mark if course has fees N/A

19. Justification for Action
All of the other Master in Nursing, specialty track options (Family Nurse Practitioner, Psychiatric/Mental Health, Health Care Administration, and Community Health) allow students the option of taking NS A699 Thesis or NS A696 Individual Project, this change allows the Nursing Education specialty track to have the same options as the rest of the specialty tracks.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
HW CHSW	ADNS	SON

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (+)

6. Complete Course/Program Title
Certificate in Nursing Education
Nursing Education Certificate
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major

☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions

☒ Other Drop A690 Selected Topics in Advanced Nursing as a requirement and add a 3 credit advisor approved elective

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
NS A690 Selected Topics in Advanced Nursing is being deleted from our program as an option to NS 699 Thesis for the Master's of Science in Nursing program.

14. Coordinate with Affected Units: N/A
Department, School, or College

_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
N/A

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A		

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	

18. ☐ Mark if course has fees

19. Justification for Action
NS A690 Selected Topics in Advanced Nursing is being replaced with an advisor-approved elective. The Nurse Educator certificate is a non-master's certificate that does not require advanced knowledge of research. Allowing students the option of an elective gives more latitude for students to pursue specialty areas of interest.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
HW CHSW	ADNS	SON

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
N/A	N/A	N/A	N/A	(N/A+N/A)

6. Complete Course/Program Title
Master of Science in Nursing

Abbreviated Title for Transcript (30 character)

7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☒ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Admissions Requirements

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats N/A Max Credits N/A

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: 9999/9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: N/A
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
N/A

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☐ Mark if course has fees N/A

19. Justification for Action
We are changing our admission requirements so that students no longer have the option of taking either the GRE or MAT. Instead, we want them to take the GRE and will be looking for a minimum score of 3.5 on the analytic writing portion. We have also modified the language to make it clear that being admitted is a competitive process. We are also deleting the required essay on career goals, career development plans and personal/professional philosophy.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
CHSW	ADSN	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
				(+)

6. Complete Course/Program Title
Nursing Education specialty track
Master of Science in Nursing
Abbreviated Title for Transcript (30 character)

7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

☒ Other Drop NS A610 Advanced Pharmacology as a requirement and add advisor approved elective

9. Repeat Status Limit Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. Coordinate with Affected Units: College of Education
Department, School, or College
Initiator Signature Date

14. List any programs or college requirements that require this course
NS A610 Advanced Pharmacology is required for the Family Nurse Practitioner Track (Master of Science in Nursing)

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
N/A

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
N/A

18. ☐ Mark if course has fees N/A

19. Justification for Action
NS A610 Pharmacology for Primary Care is designed for primary care practitioners who will be prescribing medications. Students in the Nursing Education track do not provide primary care; by allowing them to take an elective, they will be able to pursue knowledge of interest and consistent with their learning goals.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
CHSW	ADSN	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
NS	A611	NS A694A	3.0	(3+0)

6. Complete Course/Program Title
Psychopharmacology
Psychopharmacology
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status Yes # of Repeats 1 Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: N/A
Department, School, or College
_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Focuses on psychopharmacological principles and therapeutic practices used to safely and effectively select, prescribe, and monitor psychotropic agents utilized in treating mental health problems and psychiatric disorders across the lifespan.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

17e. Registration Restriction(s) (non-codable)
Graduate standing OR permission of instructor
Current licensure to practice as a registered nurse in Alaska

18. ☒ Mark if course has fees

19. Justification for Action
Has been successfully offered as a temporary course. Increases nursing elective options for graduate students.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

Course Content Guide
School of Nursing
Master of Science Program

I.	**Date of Initiation:**	Spring 2006
II.	**Course Information**	
	Course Subject/Number:	NS A611
	Credits and Contact Hours:	3.0 credits, 3 + 0 Contact Hours
	Course Title:	Psychopharmacology
	Grading Base:	A – F
	Course Description:	Focuses on psychopharmacological principles and therapeutic practices used to safely and effectively select, prescribe, and monitor psychotropic agents utilized in treating mental health problems and psychiatric disorders across the lifespan
	Prerequisites:	Graduate standing; current licensure to practice as a registered nurse in Alaska; or permission of instructor
	Co-requisites:	None
	Course Fee:	$45.00

III. Instructional Goals

A. Instructional Goals

Instructor will guide students in:

1. Understanding the neurophysiological and neuroanatomical basis of psychopharmacological agents in the treatment of mental health problems and psychiatric disorders.
2. Developing a critically reflective, client-centered, and evidence-based approach to the psychopharmacological management of mental health problems and psychiatric disorders.
3. Formulating an ethical and legal basis for the clinical decisions that involve psychopharmacological interventions in managing mental health problems and psychiatric disorders.

B. Student Outcomes and Evaluation Methods

Student Outcomes **Student will be able to:**	**Assessment/Evaluation Methods**
Apply pharmacokinetic, neurophysiologic, and ethno-cultural principles to the selection, prescription, and management of psychotropic agents.	▪Case formulation, analysis and presentation ▪Examination and quizzes
Recommend appropriate psychotropic agents for mental health problems and psychiatric disorders based on an individualized assessment and analysis of clinical data.	▪Case formulation, analysis and presentation ▪Peer consultation and critique ▪Examination and quizzes
Recognize potential for adverse drug reactions based on drug-to-drug, drug-to-diet, drug-to-disease interactions.	▪Case formulation, analysis and presentation ▪Peer consultation and critique ▪Examination and quizzes
Demonstrate ability to anticipate, monitor for, respond to, and evaluate adverse effects of psychotropic agents.	▪Case formulation, analysis and presentation ▪Peer consultation and critique ▪Examination and quizzes
Integrate psychoeducation as an integral component of psychopharmacological interventions.	▪Case formulation/analysis/ and presentation ▪Peer consultation and critique ▪Diagnosis-specific psychoeducation plan
Acknowledge the role of psychotherapy as a complement to psychopharmacological interventions	▪Case formulation, analysis and presentation ▪Peer consultation and critique Peer consultation and critique
Evaluate the literature regarding the efficacy and effectiveness of psychopharmacological agents in the treatment of mental health problems and psychiatric disorders.	▪Annotated bibliography ▪Expert panel presentation
Appraise the ethical, legal, and professional scope of practice governing prescriptive authority in advanced practice nursing and the accountability and implications associated with that authority.	▪Reflection paper on advanced practice role relative to prescriptive authority

IV. Course Level Justification

Designed primarily for graduate level advanced practice nursing students who have knowledge of basic pharmacology and the symptomatology, diagnosis, and treatment of mental health problems and psychiatric disorders.

V. Topical Course Outline

A. Principles of psychopharmacology
1. Neuroanatomy
2. Neurobiology
3. Psychopharmacokinetics
4. Ethno-cultural considerations

B. Medication management for major disorders
1. Medication management for client with schizophrenia and psychotic disorder
2. Medication management for client with anxiety
3. Medication management for client with mood disorder
4. Medication management for client with attention deficit and/or hyperactivity
5. Medication management for client with dementia

C. Medication management in special population
1. Prescribing medications for children and adolescents
2. Prescribing medications for older clients
3. Pregnancy and psychotropic medications
4. Substance dependence and psychotropic medications

D. Individualizing medication management
1. Essentials of the prescriptive interview
2. Follow-up and monitoring strategies
3. Psychotherapy and psychopharmacological interventions
4. Psycho-education and therapeutic support

E. Ethical and legal considerations of medication management
1. Scope of practice and state laws
2. Prescription writing and record keeping
3. Ethical principles of practice

F. Maintaining clinical competency in psychopharmacological interventions
1. Consultation and peer support
2. Clinical literature and practice guidelines
3. Specialty organizations

VI. Suggested Texts

Doran, C.M. (2003). *Prescribing mental health medications: The practitioner's guide.* New York: Routledge.

Janicak, P. G., Davis, J. M., Perskorn, S. H., and Ayd, Jr., F. J. (2001). *Principles and practice of psychopharmacotherapy*. Philadelphia: Lippincott, Williams & Wilkins.

National Organization of Nurse Practitioner Faculties (2003). *Psychiatric-mental health nurse practitioner competencies.* Washington, DC: Author.

Ruiz, P. (2000). *Psychopharmacotherapy in context of culture and ethnicity.* Washington, D. C.: American Psychiatric Press.

Stahl, S. M. (2000). *Essential psychopharmacology.* Cambridge, MA: Cambridge University Press.

VIII. Bibliography

Allison, D. B., Mentore, J. L., Heo, M., Chandler, L. P., Cappelleri, J. C., Infante, M. C., et al. (1999). Antipsychotic-induced weight gain: A comprehensive research synthesis. *American Journal of Psychiatry, 156*(11), 1686-1696.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders.* (4th ed., Text Revision). Washington, D. C.: Author.

Backman, L., Ginovart, N., Dixon, R. A., Wahlin, T. R., Wahlin, A., & Halldin, C. (2000). Age-related cognitive deficits mediated by changes in the striatal dopamine system. *American Journal of Psychiatry, 157*(4), 635-637.

Bauer, M., Bschor, T., Kanz, D., Berghofer, A., Strohle, A., & Muller-Oerlinghausen, B. (2000). Double-blind, placebo-controlled trial of the use of lithium to augment antidepressant medication in continuation treatment of unipolar major depression. *American Journal of Psychiatry, 157*(9), 1429-1435.

Black, I. B. (2001). *Life, death, and the changing brain*. New York: McGraw-Hill.

Brown, R. P., Gerbarg, P. L., & Bottiglieri, T. (2000). S-adenosylmethionine in the clinical practice of psychiatry, neurology, and internal medicine. *Clinical Practice of Alternative Medicine, 1*(4), 230-241.

Dilts, S. L. (2001). *Model of the mind*. York, PA: Wellspan Health System.

Foa, E. B., Davidson, J. R. T., & Frances, A. (1999). The expert consensus guideline series: Treatment of posttraumatic stress disorder. (Ed.), *The Journal of Clinical Psychiatry, 60* (suppl 16).

Glod, C. A., & Baisden, N. (1999). Seasonal affective disorder in children and adolescents. *Journal of the American Psychiatric Nurses Association, 5*(1), 29-33.

Greene, R. W. (2001). *The explosive child: A new approach for understanding and parenting easily frustrated, "chronically inflexible" children*. New York: Harper Collins.

Hechtman, L., Greenfield, B. (2003). Adult attention deficit/hyperactivity disorder: Recognition and treatment. *Contemporary Psychiatry, 1*(12), 1-8.

Howland, R. H. (2005). Pharmacotherapy for insomnia. *Journal of Psychosocial Nursing & Mental Health Services, 43*(12), 13-17.

Keller, S. E. (2000). Stress, depression, immunity, and health. In K. Goodkin & A. P. Visser (Eds.). *Psychoneuroimmunology: Stress, mental disorders, and health* (pp. 1-25). Washington, D. C.: American Psychiatric Press.

Keltner, N. L. (2000). Neuroreceptor function and psychopharmacologic response. *Issues in Mental Health Nursing, 21*(1), 31-50.

Klein, D. N., Schwartz, J. E., Rose, S., & Leader, J. B. (2000). Five-year course and outcome of dysthymic disorder. *American Journal of Psychiatry, 157*(6), 931-939.

Kraus, T., Himmerich, H., et al. (2003). Review: epidemiology, implications, and mechanisms underlying drug-induced weight gain in psychiatric patients. *Journal of Psychiatric Research, 37*(3), 193-220.

Linton, A. (2005). The benefits of cholinesterase inhibitors: Managing the behavioral and neuropsychiatric symptoms of Alzheimer's Disease. *Journal of Gerontological Nursing. 31*(12), 4 – 11.

McDowell, D. (2006). Club drugs and their treatment. *Psychiatric Times, 23*(1), 83-88.

Melonas, J. M.(2005). Preventing and reducing professional liability risk related to psychopharmacology. *Psychiatric Times, 22*(14), 32-35.

Minton, M. S., & Hickey, J. V. (1999). A primer of neuroanatomy and neurophysiology. *Nursing Clinics of North America, 34*(3), 555-572.

Patel, N. C., DelBello, M. P., Keck, P. E., Strkowski, S. M. (2005). Ethnic differences in maintenance antipsychotic prescription among adolescents with bipolar disorder. *Journal of Child and Adolescent Psychopharmacology, 15*(6), 938- 942.

Pavuluri, M. N., Janicak, P. G. (2003). *Psychopharmacotherapy 'at your fingertips' for children, adolescents, and adults*. Psychiatric Clinical Research Center, University of Illinois at Chicago.

Pavuluri, M. N., Naylor, M. W., Janicak, P. G. (2002). Recognition and treatment of pediatric bipolar disorder. *Contemporary Psychiatry, 1*(1), 1-9.

Peden, A. R., Hall, L. A., Rayens, M. K., & Beebe, L. (2000). Negative thinking mediates the effect of self-esteem on depressive symptoms in college women. *Nursing Research, 49*(4), 201-207.

Smita, X. A., Sholevar, E. H., & Baron, D.A. (2005). Overdoses and ingestions of second-generation antipsychotics in children and adolescents. *Journal of Child and Adolescent Psychopharmacology, 15*(6), 970.

Snyder, S. H., & Ferris, C. D. (2000). Novel neurotransmitters and their neuropsychiatric relevance. *American Journal of Psychiatry, 157*(11), 1738-1751.

Thase, M. (2005). Pharmacologic strategies for treatment-resistant depression: An update on the state of the evidence. *Psychiatric Annals, 35*(12), 970-979.

Wang, P.S., Schneeweiss, S, Avorn, J., Fischer, M. A. (2005). Risk of death in elderly users of conventional vs. atypical antipsychotic medications. *The New England Journal of Medicine,353*(22), 2335-2343.

Waxmonsky, J. G., & Wilens, T. E. (2005). Pharmacotherapy of adolescent substance abuse disorders: A review of the literature. *Journal of Child and Adolescent Psychopharmacology, 15*(5), 810-815.

Worrel, J. A., Marken, P. A., Beckman, S. E., Ruehter, V. L. (2000). Atypical antipsychotic agents: A critical review. *American Journal of Health-Systems Pharmacology, 57*, 238-258.

Zimmerman, M., McDermut, W., & Mattia, J. K. (2000). Frequency of anxiety disorders in psychiatric outpatients with major depressive disorder. *American Journal of Psychiatry, 157*(8), 1337-1340.

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

1a. School or College	1b. Division	1c. Department
CHSW	ADSN	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
NS	A696	N/A	2-5 var	(2 - 5 +0)

6. Complete Course/Program Title
Individual Project
Indiv Project
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add ☐ Change ☐ Delete (mark appropriate boxes)

☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ College ☐ Major

☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Corequisites ☐ Registration Restrictions

☒ Other This course will replace NS A690 Selected Topics in Advanced Clinical Nursing and will be an option to the existing NS A699 Thesis.

9. Repeat Status Yes Limit Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. Coordinate with Affected Units: N/A
Department, School, or College
Initiator Signature Date

14. List any programs or college requirements that require this course
Master of Science in Nursing Science: all graduate specialty tracks (Nursing Education, Family Nurse Practitioner, Community Health Nursing, Health Care Administration, Psychiatric-Mental Health) will have the option of taking this new course, NS A696 Individual Project , or NS A699 Thesis

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
Development and implementation of a theory-based practice project in a clinical, educational or administrative setting. Students identify a topic of current concern within the specialty, review and synthesize the relevant literature, examine and address a specific issue.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NS A620, NS A621, NS A625, NS A642	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☒ Level	Enrollment in graduate nursing program

18. ☒ Mark if course has fees $55.00

19. Justification for Action
NS A696 Individual Project better reflected faculty intent to add a non-thesis, or project option. NS A690 Selected Topics in Advanced Clinical Nursing is listed as 'specialty topics' and did not clearly convey this was a project.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Health and Social Welfare

I.	Date of initiation		Spring 2006
II.	Information from the Course Action Request		
	A.	College/School	College of Health and Social Welfare/School of Nursing
	B.	Program	Master of Science in Nursing Science
	C.	Course Subject	NS
	D.	Course Number	A696
	E.	Credits	2-5 var
	F.	Contact Hours	2-5 + 0
	G.	Course Title	Individual Project
	H.	Grading Basis	A - F
	I.	Course Description	Development and implementation of a theory-based practice project in a clinical, educational or administrative setting. Students identify a topic of current concern within the specialty, review and synthesize the relevant literature, examine and address a specific issue.
	J.	Course Prerequisites:	NS A620, NS A621, NS A625, NS A642
	K.	Course Co-requisites:	N/A
	L.	Registration Restrictions:	Enrollment in graduate nursing program

III. Instructional Goals:

The instructor will:

A. Guide students through a critical examination of the literature relevant to the particular clinical practice specialty area.

B. Facilitate the selection of a clinical issue within the specialty area for examination through completion of a scholarly product.

C. Guide the student through the application of nursing theory and scholarly (evidence-based) approaches to clinical problem solving.

D. Promote the dissemination of information to the community and to other professionals by assisting students to communicate the results of their work in written and presentation formats.

IV. Student Outcomes & Assessment	
Student Outcomes	Assessments
A. Analyze literature specific to a selected specialty area of clinical practice.	Annotated bibliography Peer critique
B. Integrate nursing theory and research in developing solutions to an identified clinical practice problem within the specialty.	Literature analysis and synthesis Project proposal approved by project committee
C. Collaborate with health care agencies to find and implement solutions to identified clinical problem.	Class discussion Project proposal approved by project committee Project committee approved scholarly product for dissemination/publication
D. Synthesize work in a scholarly product.	Peer critique Project committee approved scholarly product for dissemination/publication
E. Communicate professional knowledge verbally and in writing in a manner adapted to the level of the intended audience.	Class presentation Project committee approved scholarly product for dissemination/publication

V. Outline

A. Class overview: research utilization in practice
   1. What constitutes *Evidence* in Nursing Practice?
   2. Clinical Issues/Project Possibilities (brainstorm ideas)
   3. Relevant data bases & literature for advanced practice

B. Topic development
   1. Methods & approaches/Linking theory to issue
   2. Critical analysis & synthesis (what/how)

C. From idea to publication
   1. Targeting the audience
   2. Selecting the journal/author guidelines
   3. Communicating findings
   4. Facilitating change

D. Research Utilization student seminars
   1. Student topics
   2. Process

VI. Suggested Texts and Selected Readings

Alaska Department of Health and Social Services (2001). *Target and strategies for improved health.* Juneau, AK: Author.

Anonymous. (2002). The preparation of nurse educators. *Nursing Education Perspectives, 23*(5), 267-269.

Malloch, K., & Porter-O'Grady, T. (2006). *Introduction to evidence-based practice in nursing & health care.* Jones & Bartlett: Sudbury, MA.

O' Callaghan, N. (2005). The use of expert practice to explore reflection. *Nursing Standard, 19*(39), 41-48.

U.S. Department of Health and Social Services. (2000). *Healthy people 2010: Understanding and improving health*. Washington, DC: Author.

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Agency for Healthcare Research and Quality. (2003). *Outcomes and effectiveness*. Retrieved December 16th, 2003, from http://www.ahcpr.gov/clinic/outcomix.htm

Billings, D. M. (2003). What does it take to be a nurse educator? *Journal of Nursing Education, 42*(3), 99-100.

Conyers, V. (2003). Posters: An assessment strategy to foster learning in nursing education. *Journal of Nursing Education, 42*(1), 38-40.

Cooper, S. S. (2003). Some lecturing dos and don'ts. *Journal of Continuing Education in Nursing, 34*(3), 99-100.

Dowd, D. R. (1997). The art of giving an effective presentation. *Health Care Supervisor, 15*(3), 25-31.

Dyer, J. A. (2003). Multidisciplinary, interdisciplinary, and transdisciplinary educational models and nursing education. *Nursing Education Perspectives, 24*(4), 186-188.

Federal Interagency Forum on Child and Family Statistics. (2002). *America's children: Key national indicators of well-being 2002*. Federal Interagency Forum on Child and Family Statistics. Washington, DC: US Government Printing Office.

Forsyth, D. M., Rhudy, L., & Johnson, L. M. (2002). The consultation role of a nurse educator. *The Journal of Continuing Education in Nursing, 33*(5), 197.

Greiner, A. C., & Knebel, E. (2003). (Eds.). *Health professions education: A bridge to quality*. National Academy Press.

Harriman & Lederberg. (Eds.). (1998). *Antimicrobial resistance: Issues and options*. Institute of Medicine. National Academy Press.

Hadfield-Law, L. (1999). *Effective presentations for health care professionals*. Butterworth-Heinemann Medical.

Hendricks, C. S. (2002). Addressing health disparities among vulnerable populations. *ABNF Journal*, *13*(4), 71.

Institute of Medicine Committee on Quality of Health Care. (2001). *Crossing the quality chasm: A new health system for the 21st century*. National Academy Press: Washington, D.C.

Kohn, L. T., Corrigan, J. & Donaldson, M. S. (Eds.). (2000). *To err is human: Building a safer health system*. National Academy Press: Washington, D.C.

MacIntosh, J. A. (2001). Learner concerns and teaching strategies for video-conferencing. *Journal of Continuing Education in Nursing*, *32*(6), 260.

Smedley, B. D., Stith, A. Y., & Nelson, A. R. (2002). *Unequal treatment: Confronting racial & ethnic disparities in health care*. National Academy Press: Washington, D.C.

Smith-Stoner, M. & Willer, A. (2003). Video streaming in nursing education: Bringing life to online education. *Nurse Educator, 28*(2), 66-70.

Stevens, K., & Cassidy, V. R. (1999). *Evidence-based teaching: Current research in nursing education*. NLN Press; Jones & Bartlett Publishers: Sudbury, MA.

Thurmond, V. (2003). Defining interaction and strategies to enhance interactions in web-based courses. *Nurse Educator, 28*(5), 237-241.

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

1a. School or College	1b. Division	1c. Department
CHSW	ADSN	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
NS	A699	N/A	2-5 var	(2-5+0)

6. Complete Course/Program Title
Thesis
Thesis
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☒ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☒ Contact Hours
☒ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Corequisites
☒ Registration Restrictions

9. Repeat Status Yes Limit Max Credits

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. Coordinate with Affected Units: N/A
Department, School, or College
Initiator Signature Date

14. List any programs or college requirements that require this course
Master of Science in Nursing: all graduate specialty tracks (Nursing Education, Family Nurse Practitioner, Community Health Nursing, Health Care Administration, Psychiatric-Mental Health) have the option of NS A696 Individual Project or NS A699 Thesis

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
Under the guidance of the thesis advisor and in conjunction with thesis committee, student develops, refines and implements a research proposal.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NS A620, NS A621, NS A625, NS A642	N/A	N/A

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

17e. Registration Restriction(s) (non-codable)
Enrollment in graduate nursing program

18. ☒ Mark if course has fees $55.00

19. Justification for Action
Students in Master of Science in Nursing, Family Nurse Practitioner, Nursing Education, Health Care Administration, Community Health and Psychiatric-Mental Health specialty track options have the option to take NS A699 Thesis or NS A696 Individual Project. This change makes the pre-requisites for NS A699 the same as for NS A696.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Health and Social Welfare

I.	Date of initiation	Spring 2006
II.	Information from the Course Action Request	
A.	College/School	College of Health and Social Welfare/School of Nursing
B.	Program	Master of Science in Nursing Science
C.	Course Subject	NS
D.	Course Number	A699
E.	Credits	2-5 var
F.	Contact Hours	2-5 + 0
G.	Course Title	Thesis
H.	Grading Basis	P/F
I.	Course Description	Enable students to refine research questions, develop research proposal, and complete thesis project.
J.	Course Prerequisites	NS A620, NS A621, NS A625, NS A642
K.	Course Co-requisites	N/A
L.	Registration Restrictions	Enrollment in graduate nursing program

III. Instructional Goals

The instructor will:

A. Facilitate the selection of a researchable problem.

B. Guide the student through the process of writing a research proposal that is acceptable to the Thesis chair and the Institutional Review Board.

C. Assist students to communicate the results of their proposal in written and presentation formats.

IV. Student Outcomes & Evaluation/Assessment:

Student Outcomes		Assessment
A.	Define a researchable question in measurable terms.	In class discussions Peer critique

		Written proposal
B.	Prepare nursing research proposal which is approved by thesis committee, and Institutional Review Board.	Peer critique Written proposal Thesis committee approval of proposal IRB approval of proposal
C.	Present proposal formally	Formal class presentation of proposal

V. Outline

A. Identification of a researchable problem
   1. What constitutes a researchable problem?
   2. Methods of identifying and developing a researchable problem.

B. Proposal development
   1. Methods & approaches to proposal development
   2. Critical analysis & synthesis of the literature
   3. Protection of Human Subjects

C. Thesis proposal student seminars
   1. Student topics & process
   2. Critical review by peers and faculty
   3. Formal presentation & peer critique

VI. Suggested Texts and Selected Readings:

Burns, N., & Grove, S.K. (2005). *The practice of nursing research: Conduct, critique, and utilization*. Elsevier Saunders: St. Louis, MO.

Leedy, P.D., & Ormrod, J.E. (2005). *Practical research: planning and design*. Prentice Hall: Upper Saddle River, NJ.

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DATE: February 15, 2006

TO: UAB

FROM: Ron Haney

RE: Add Additional Aviation Prefix(es)

Currently, all degree related courses within the Aviation Technology Division share the same course prefix with the exception of Aviation Maintenance Technology. The purpose of the attached Curriculum Action Request forms is to assign discrete course prefixes for the Aviation Administration/Management, Air Traffic Control, and Professional Piloting departments.

This change is being made to conform to the Community and Technical College Mapping Initiative. I have corresponded with the Academic Affairs office and Mary Howard, Registrar, and found that the prefixes “ATA, ATC, and ATP” have not been previously used and are therefore available.

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAVI	AVIATION ADMINISTRATION/MANAGEMENT

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
ATA	N/A	N/A	N/A	(N/A+N/A)

6. Complete Course/Program Title
Aviation Technology / Administration/Management

Abbreviated Title for Transcript (30 character)

7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☒ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2006 To: /9999

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

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: UAA LIST SERVE
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
N/A

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	NONE	NONE

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	NONE

18. ☐ Mark if course has fees

19. Justification for Action
The Aviation Technology Division is requesting the addition of a prefix of ATA for those courses associated with the Aviation Administration/Management department. This action is taken at the request of CTC to facilitate the CTC mapping initiative.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAVI	AIR TRAFFIC CONTROL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
ATC	N/A	N/A	N/A	(N/A+N/A)

6. Complete Course/Program Title
Aviation Technology / Air Traffic Control

Abbreviated Title for Transcript (30 character)

7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

(mark appropriate boxes)

☒ Add
☐ Change
☐ Delete

☒ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2006 To: /9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: UAA LIST SERVE
Department, School, or College

_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
N/A

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	NONE	NONE

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	NONE

18. ☐ Mark if course has fees

19. Justification for Action
The Aviation Technology Division is requesting the addition of a prefix of ATC for those courses associated with the Air Traffic Control department. This action is taken at the request of CTC to facilitate the CTC mapping initiative.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAVI	PROFESSIONAL PILOTING

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
ATP	N/A	N/A	N/A	(N/A+N/A)

6. Complete Course/Program Title
Aviation Technology / Professional Piloting

Abbreviated Title for Transcript (30 character)

7. Type of Course ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☒ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2006 To: /9999

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

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: UAA LIST SERVE
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
N/A

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	NONE	NONE

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	NONE

18. ☐ Mark if course has fees

19. Justification for Action
The Aviation Technology Division is requesting the addition of a prefix of ATP for those courses associated with the Professional Piloting department. This action is taken at the request of CTC to facilitate the CTC mapping initiative.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department		
HW CHSW				
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
CEL				(+)

6. Complete Course/Program Title
Civic Engagement and Learning

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☐ Program

☒ Add ☐ Change (mark appropriate boxes) ☐ Delete

☒ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other

☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
Department, School, or College

_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
As part of putting forth materials for a new undergraduate Certificate program, we are requesting approval of a new prefix for Certificate-specific courses within the CHSW.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

Date: April 4, 2006

To: Jocelyn Krebs
Graduate Academic Board Chair

From: Sally Spieker
Assistant Professor, Career and Technical Education

Re: Revision Master of Science, Career and Technical Education

The Career and Technical Education Department is proposing the following revisions to the Master of Science, Career and Technical Education degree and courses:

1. Change name of program and degree from Vocational Education to Career and Technical Education.
2. Change prefix on courses from VE to CTE.
3. Change Vocational Education in titles to Career and Technical Education.
4. Identify and/or revise goals, outcomes, assessments, and course descriptions.
    - CTE A633 Current Issues in Career and Technical Education
    - CTE A611 Historical and Philosophical Foundations of Career and Technical Education
    - CTE A690 Selected Topics in Career and Technical Education
    - CTE A695C Advanced Professional Experiences
    - CTE A698 Individual Research
5. Change the degree requirements including the following:
    - Replace VE A622 with one of the following selectives:
        - EDAE A650
        - BA A632
        - EDL A647
        - PADM A610
    - Expand the technology choices to one of the following selectives:
        - ED A626
        - EDAE A637
        - EDAE A638
    - Add EDAE A685 as a research selective.

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

1a. School or College	1b. Division	1c. Department
CT	AAPT	Career and Technical Education

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
NA	NA	NA	NA	NA

6. Complete Course/Program Title

Master of Science, Career and Technical Education

Abbreviated Title for Transcript (30 character)

7. Type of Course NA ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prequisites
☐ Other Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☒ Other: Courses

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status NA Limit NA Max Credits NA

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG NA

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with NA

☐ Stacked with NA Cross-Listed Coordination Signature

13. Coordinate with Affected Units: College of Education, College of Business and Public Policy, Listserve
Department, School, or College

Initiator Signature Date

14. List any programs or college requirements that require this course
NA

15. ☐ General Education Requirement NA ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
NA

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NA	NA	NA

17d. Other Restriction(s) NA
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
NA

18. ☐ Mark if course has fees NA

19. Justification for Action
Change name of degree from Vocational Education to Career and Technical Education to update to name used in field. Revise courses to meet current topics and issues. Change requirements to share courses across programs.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

MASTER OF SCIENCE, CAREER AND TECHNICAL EDUCATION

University Center (UC), Suite 130, (907) 786-6423

Admission to the MSCTE program has been suspended. Please contact the department for information.

The Master of Science in Career and Technical Education program at UAA provides instruction for teachers, administrators, industry trainers, and workforce development professionals specializing in career and technical education at the secondary and postsecondary level. Face-to-face and distance delivery options meet the learning needs of students while making instruction available statewide. Each student's program is jointly designed by the student and a faculty advisor.

ADMISSION REQUIREMENTS

1. See the beginning of this chapter for Admission Requirements for Master's Degrees.

2. Technical Competency
   Students must demonstrate technical competency appropriate to technical education using one of the following methods:
   - A. An occupational credential that documents at least one year's experience beyond the apprentice level. Examples include journey-level union card, certified dental assistant, etc.
   - B. Three or more years of documented experience beyond the apprentice level in a field of employment such as automobile mechanics, construction trades, or culinary arts.
   - C. An associate degree or higher in a career or technical area.
   - D. At least 30 credits of course work of subject matter corresponding to a major. Up to 9 credits of 400-level course work may be applied toward the Master of Science degree.
   - E. A combination of academic and employment experience.

3. Computer Competency
   Students must demonstrate computer competency appropriate to career and technical education using one of the following methods:
   - A. A 3-credit or equivalent course using one or more of the following applications: word processing, spreadsheets, databases, email, Internet, or an introductory course in data processing or microcomputers.
   - B. Work-related experience in computer competency as approved by the student's graduate advisor.
   - C. Computer competency as approved by the student's graduate advisor.

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Deleted: vocational

Deleted: , vocational administrators, and industry trainers

Deleted: Department faculty and administrative offices are located at UAA in the Community and Technical College, but instruction is delivered across the State through the use of video- and audio-conferencing, the University of Alaska Computer Network, and traveling instructional faculty who deliver on-site instruction. To meet the needs of distance education students a portion of the degree program offers the option of completing Performance Based Teacher Education (PBTE) modules or web based courses.

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<#>See the beginning of this chapter for University Requirements for Master's Degrees.¶
<#>An official program developed jointly between the student and faculty advisor must be approved before completion of 12 credits of course work.¶
<#>Only 9 credits may be at the 400-level.¶
<#>Completion of a minimum of 36 credits of approved course work in the program.¶
<#>Successfully complete VE A698: Individual Research (project or thesis) with committee approval.¶
<#>Once the final project or thesis ... [1]

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GRADUATION REQUIREMENTS

1. See the beginning of this chapter for University Requirements for Master's Degrees.
2. Develop an Official Graduate Studies Plan with faculty adviser and get approved before completion of 12 credits of course work.
3. Up to 9 credits may be at the 400-level.
4. Complete 36 credits of approved course work.
5. Earn committee approval for completed individual research project or thesis.
6. Pass a comprehensive oral or written examination based on the core program of study.

PROGRAM REQUIREMENTS

1. Complete the Career and Technical Education core courses (11 credits):

CTE A611	Historical and Philosophical Foundations of Career and Technical Education	3*
CTE A633	Current Issues in Career and Technical Education	3
CTE A643A	Career and Technical Education Methods I	3
CTE A643B	Career and Technical Education Methods II	2

**If credit was earned for CTE A411, students must substitute a three credit, CTE 600-level course approved by the advisor for CTE A611.*

2. Complete a human resources and leadership component using one of the following courses. (3 credits):

EDAE A650	Principles of Human Resource Development (3)
BA A632	Organizational Behavior & Human Resource Management (3)
EDL A637	Educational Leadership and Organizational Behavior (3)
PADM A610	Organizational Theory and Behavior (3)

3. Complete a technology education component using one of the following courses. (3 credits).

ED A626	Technology in Teaching and Learning (3)
EDAE A637	The Design of e-Learning (3)
EDAE A638	Facilitation of Learning with Technology (3)

Complete the research component (a minimum of 6 credits):

EDFN A627	Educational Research *or*	3
EDAE A685	Introduction to Qualitative Research	
CTE A698	Individual Research (1-6 credits)	3

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5. Complete 13 credits of electives jointly selected with the graduate advisor. 13
   Electives may be in a technical area. Up to 6 credits of Performance
   Based Teacher Education (PBTE) modules, 9 credits of CTE A690, and 3
   credits of CTE A695C or EDAE A695 may be used in partial fulfillment of
   this requirement.

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GRADUATION REQUIREMENTS

See the beginning of this chapter for University Requirements for Master's Degrees.

An official program developed jointly between the student and faculty advisor must be approved before completion of 12 credits of course work.

Only 9 credits may be at the 400-level.

Completion of a minimum of 36 credits of approved course work in the program.

Successfully complete VE A698: Individual Research (project or thesis) with committee approval.

Once the final project or thesis is approved, students must enroll in at least 3 credits of VE A698, Individual Research, and maintain continuous enrollment every semester (except summer) until project or thesis is completed.

Pass a comprehensive written examination based on the student's program of study.

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with a minimum of 30 credits in a vocational area and two years of successful work experience.

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ED A626	Technology in Teaching and Learning	3
VE A611	Philosophical Foundations of Vocational Education	3*
VE A622	Organization and Administration of Vocational Education	3
VE A633	Current Issues in Vocational Education	3
VE A643	Methods of Instruction in Vocational Education (3)	
	or	
VE A644	Improving Instruction in Vocational Education (3)	
VE A655	Curriculum Development in Vocational Education	3

Page 2: [4] Deleted anmvm 4/3/2006 10:40:00 AM

***VE A643 is recommended if an educational methods course has not been completed.*

Page 2: [5] Deleted anmvm 4/3/2006 10:41:00 AM

ED A627	Educational Research	3
VE A698	Individual Research (1-6 credits)	3

Page 2: [6] Deleted anmvm 4/3/2006 10:45:00 AM

12 credits of electives jointly selected with the graduate advisor. Electives may be in a technical area. Only six credits of Performance Based Teacher Education (PBTE) modules and 6 credits of VE A690 may be used in partial fulfillment of this requirement.

MASTER OF SCIENCE, CAREER AND TECHNICAL EDUCATION

University Center (UC), Suite 130, (907) 786-6423

Admission to the MSCTE program has been suspended. Please contact the department for information.

The Master of Science in Career and Technical Education program at UAA provides graduate instruction for teachers, administrators, industry trainers, and workforce development professionals specializing in career and technical education at the secondary and postsecondary level. Face-to-face and distance delivery options meet the learning needs of students while making instruction available statewide. Each student's program is jointly designed by the student and a faculty advisor.

ADMISSION REQUIREMENTS

1. See the beginning of this chapter for Admission Requirements for Master's Degrees.

2. Technical Competency
   Students must demonstrate technical competency appropriate to career and technical education using one of the following methods:
   A. An occupational credential that documents at least one year's experience beyond the apprentice level. Examples include journey-level union card, certified dental assistant, etc.
   B. Three or more years of documented experience beyond the apprentice level in a field of employment such as automobile mechanics, construction trades, or culinary arts.
   C. An associate degree or higher in a career or technical area.
   D. At least 30 credits of course work in career or technical subject matter corresponding to a major. Up to 9 credits of 400-level course work may be applied toward the Master of Science degree.
   E. A combination of academic and employment experience.

3. Computer Competency
   Students must demonstrate computer competency appropriate to career and technical education using one of the following methods:
   A. A 3-credit or equivalent course using one or more of the following applications: word processing, spreadsheets, databases, email, Internet, or an introductory course in data processing or microcomputers.
   B. Work-related experience in computer competency as approved by the student's graduate advisor.
   C. Computer competency as approved by the student's graduate advisor.

GRADUATION REQUIREMENTS

1. See the beginning of this chapter for University Requirements for Master's Degrees.
2. Develop an Official Graduate Studies Plan with faculty advisor and get approved before completion of 12 credits of course work.
3. Up to 9 credits may be at the 400-level.
4. Complete 36 credits of approved course work.
5. Earn committee approval for completed individual research project or thesis.
6. Pass a comprehensive oral or written examination based on the core program of study.

PROGRAM REQUIREMENTS

1. Complete the Career and Technical Education core courses (11 credits):

CTE A611	Historical and Philosophical Foundations of Career and Technical Education	3*
CTE A633	Current Issues in Career and Technical Education	3
CTE A643A	Career and Technical Education Methods I	3
CTE A643B	Career and Technical Education Methods II	2

**If credit was earned for CTE 411, students must substitute a three credit, CTE 600-level course approved by the advisor for CTE A611.*

2. Complete a human resources and leadership component using one of the following courses. (3 credits): 3

EDAE A650	Principles of Human Resource Development (3)
BA A632	Organizational Behavior & Human Resource Management (3)
EDL A637	Educational Leadership and Organizational Behavior (3)
PADM A610	Organizational Theory and Behavior (3)

3. Complete a technology education component using one of the following courses. (3 credits): 3

ED A626	Technology in Teaching and Learning (3)
EDAE A637	The Design of e-Learning (3)
EDAE A638	Facilitation of Learning with Technology (3)

4. Complete the research component (a minimum of 6 credits):

EDFN A627 EDAE A685	Educational Research *or* Introduction to Qualitative Research	3
CTE A698	Individual Research (1-6 credits)	3

5. Complete 13 credits of electives jointly selected with the graduate advisor. Electives may be in a technical area. Up to 6 credits of Performance Based Teacher Education (PBTE) modules, 9 credits of CTE A690, and 3 credits of CTE A695C or EDAE A695 may be used in partial fulfillment of this requirement. 13

FACULTY

Sally Spieker, afsas3@uaa.alaska.edu

Four Year Course Offering Plan

Program: Master of Science, Career and Technical Education Course Offering Plan

Implementation Date: Fall 2006

Instruction: For each course and semester, enter one of the following:

a. The name of the existing full-time faculty member, regular or term, expected to teach the course.

b. NFTF for those courses expected to be delivered by new full-time faculty.

c. ADJ for those courses expected to be delivered by adjunct faculty.

	2005			2006			2007			2008		
Course (Prefix and Number)	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
CTE A643A	*Spieker*			*Spieker*			*Spieker*			*Spieker*		
CTE A643B		*Spieker*			*Spieker*			*Spieker*			*Spieker*	
CTE A611	*Spieker*			*Spieker*			*Spieker*			*Spieker*		
CTE A633		*Spieker*			*Spieker*			*Spieker*			*Spieker*	
CTE A695C*	*Spieker*	*Spieker*		*Spieker*	*Spieker*		*Spieker*	*Spieker*		*Spieker*	*Spieker*	
CTE A698*	*Spieker*	*Spieker*		*Spieker*	*Spieker*		*Spieker*	*Spieker*		*Spieker*	*Spieker*	
VE 400-490*	*Spieker*	*Spieker*		*Spieker*	*Spieker*		*Spieker*	*Spieker*		*Spieker*	*Spieker*	
CTE A690**	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*	*ADJ*
Leadership	*COE,CBPP*	*COE,CBPP*		*COE,CBPP*	*COE,CBPP*		*COE,CBPP*	*COE,CBPP*		*COE,CBPP*	*COE,CBPP*	
Technology	*COE,CBPP*	*COE,CBPP*		*COE,CBPP*	*COE,CBPP*		*COE,CBPP*	*COE,CBPP*		*COE,CBPP*	*COE,CBPP*	
Research	*COE*	*COE*		*COE*	*COE*		*COE*	*COE*		*COE*	*COE*	
*These courses are delivered as needed to individual students.												
**These will be taught with agency and business partner adjuncts.												

Curriculum Coordination Form

Notification Date: 3/17/06

Initiating unit: Career and Technical Education, CTC

Affected unit(s): CBPP, COE

Course Prefix and Number: NA Previous Prefix and Number: NA

Complete Course/Program Title: Master of Science, Career and Technical Education

Previous Course/Program Title: Master of Science, Vocational Education

Description of Action: Change program and course titles. Identify and revise goals, outcomes, and assessments. Update course descriptions.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title:

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Judith Green

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: :http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   Per my conversation with Judi Green, I will send her a list of high priority books to consider for next year's budget. Current library databases and books fulfill most of my student's needs.

_____

Initiator signature

Resource Implication Form

1. School/College CTC

2. Program/Course Master of Science Career and Technical Education

3. Course Prefix NA

4. Course Number NA

5. Implementation Date Fall 2006

6. Type of Action and Category

☐ Course addition ☐ Course change ☐ Program addition ☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	$
☐ new full-time faculty	$
☒ reassignment of full-time faculty	$
☐ additional class/lab space	$
☐ modification of class/lab space	$
☐ additional library resources	$
☐ additional computer equipment	$
☐ other costs	$

8. Explanation: Currently one faculty member is assigned to this program. She can continue to teach the required classes every other semester. Courses will be shared with College of Education and College of Business and Public Policy. Faculty currently partner with agencies such as Department of Education and Early Development to provide special topic professional development. There should be no requirement for additional resources until the number of students is increased and the demand for services expands.

_____ Approved

_____ Disapproved _____
Department Chair Date

_____ Approved

_____ Disapproved _____
Dean/Director of School/College Date

_____ Approved

_____ Disapproved _____
Provost Date

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

1a. School or College	1b. Division	1c. Department
CT	AAPT	Career and Technical Education

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CTE	A611	VE A611	3 Credits	(3+0)

6. Complete Course/Program Title

Historical and Philosophical Foundations of Career and Technical Education

Abbreviated Title for Transcript (30 character) Philosophical Foundations CTE

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☒ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Goals and Outcomes

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status No Limit NA Max Hours NA

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with NA

☒ Stacked with CTE A411 Cross-Listed Coordination Signature

13. Coordinate with Affected Units: College of Education: Adult Education and Counseling, UAA Listserve
Department, School, or College

Initiator Signature Date

14. List any programs or college requirements that require this course
M. S. Career and Technical Education
M. Ed. Adult Education, Career and Technical Education Concentration (selective)
M. Ed. Counselor Education, Vocational Education Counseling Option

15. ☐ General Education Requirement NA ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
Studies theory, development, and philosophical foundations of career and technical education. Looks at career and technical education in Alaska, including secondary, postsecondary, and applied programs along with models of career education including career clusters.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NA	NA	NA

17d. Other Restriction(s) NONE	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	Graduate standing

18. ☐ Mark if course has fees NONE

19. Justification for Action
Change prefix from VE (Vocational Education) to CTE because (CTE) Career and Technical Education is used by the field. Change title and course description to represent course content. Identify course goals and outcomes. Update content. Continue stacking with CTE 411 to allow integration of learners including teachers, journey persons, technicians, counselors, and workforce development professionals.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Community and Technical College

Division:	AAPT: Applied Technology	March 23, 2006
Programs:	Career and Technical Education Adult Education Counselor Education	
Course Title:	Historical and Philosophical Foundations of Career and Technical Education	
Course Number:	CTE A611	3.0 Credits

I. Course Description:

Studies theory, development, and philosophical foundations of career and technical education. Looks at career and technical education in Alaska, including secondary, postsecondary, and applied programs along with models of career education including career clusters.

II. Course Design:

A. Designed as a course for students seeking a master's degree in counselor, adult, or career and technical education.
B. 3.0 credits.
C. Class includes 45 hours of lecture and class participation and 90 hours outside work.
D. This course is required for M. S. Career and Technical Education; M. Ed. Adult Education, Career and Technical Education Concentration (selective); M. Ed. Counselor Education, Vocational Education Counseling Option
E. No additional fees are charged.
F. This course maybe taught in any time frame, but not less than 3 weeks.
G. This is a revised course.
H. Coordinated with College of Education, UAA Listserve.
I. This course is part of graduate-level professional preparation program that builds upon appropriate baccalaureate degrees.

III. Course Activities: Class is conducted using discussion, projects, written assignments, simulation, debate, lecture, and technology.

IV. Course Prerequisites: N/A

V. Course Evaluation: Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 General classroom safety
- 1.2 General building safety
- 1.3 General campus safety

2.0 Philosophical Foundations
- 2.1 Terminology
  - 2.1.1 Ontology
  - 2.1.2 Epistemology
  - 2.1.3 Axiology
- 2.2 Philosophy and education
  - 2.2.1 General education
  - 2.2.2 Career education
  - 2.2.3 Technical education
  - 2.2.4 Tech Prep and articulation
- 2.3 Components of a philosophy

3.0 Economic Foundations
- 3.1 Stages of U. S. economic history (agrarian, industrial, and information)
- 3.2 Projected labor needs
- 3.3 Cyclical and seasonal unemployment patterns upon the Alaskan economy
- 3.4 Perceptions of skills needed by entry-level workers

4.0 Sociological Foundations
- 4.1 Concept of work
- 4.2 Effect of education on status
- 4.3 Federal and state programs
- 4.4 Effect and implications of expanding technologies
- 4.5 Ethics
- 4.6 Special needs populations
- 4.7 Partnerships

5.0 Psychological Foundations
- 5.1 Learning styles
- 5.2 Teaching methodologies
  - 5.2.1 Contextual teaching and learning
  - 5.2.2 Performance assessment
- 5.3 SCANS and soft skills

6.0 Guidance and Counseling
- 6.1 Career guidance
- 6.2 Career clusters
- 6.3 Rogerian client-centered approach
- 6.4 Participation in nontraditional occupations

7.0 Delivery Systems
- 7.1 Public secondary and postsecondary
- 7.2 Proprietary
- 7.3 Apprenticeship
- 7.4 Industry led
- 7.5 On-the-job experience and work-based learning

7.6 Career and technical student organizations
7.7 Instruction and assessment

8.0 Impact of Federal Legislation
8.1 1862 to the present
8.2 Carl Perkins legislation
8.3 No Child Left Behind
8.4 Workforce Development Act and Alaska Workforce Development Board (AWIB)
8.5 Competitive and formula grants

9.0 Current Issues and Trends
9.1 Implications of current research
9.2 Consequences of current legislation
9.3 Effect of current educational practices
9.4 Significance of current world events
9.5 Standards and certifications

10.0 Influential Leaders
10.1 John Dewey
10.2 Booker T. Washington
10.3 W.E.B. Dubois
10.4 Dale Parnell
10.5 Charles Prosser
10.6 David Snedden
10.7 Dan Hull
10.8 Ellen Swallow Richards

VII. Suggested Texts

Gordon, H. R. D. (2003). *The history and growth of vocational education in America* (2nd ed.). Prospect Heights, IL: Waveland Press.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

VIII. Bibliography

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling: Processes and techniques.* Upper Saddle River, NJ: Pearson Prentice Hall.

Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Hoerner, J., & Wehrley J. (1995). *Work-based learning: The key to school-to-work transition.* Westerville, OH: Glencoe/McGraw Hill.

Hull, D., & Parnell, D. (1991). T*ech-prep associate degree: A win/win experience.* Waco, TX: Center for Occupational Research and Development.

Johnson, E. (2002). *Contextual teaching and learning: What it is and why it is here to stay.* Thousand Oaks, CA: Corwin Press.

Martinello, M., & Cook, G. (2000). *Interdisciplinary inquiry in teaching and learning*. Columbus, OH: Merrill.

Miller, M.D. (1985). *Principles and a philosophy for vocational education*. Columbus, Ohio: NCRVE.

Miller, W. R., & Miller, M. F. (2002). *Instructors and their jobs* (3rd ed.). Homewood, IL: American Technical.

Miller, W. R., & Miller, M. F. (2005) *Hints for the highly effective instructor: Survival skills for the technical trainer.* Homewood, IL: American Technical.

National Board for Professional Teaching Standards. (2001). *Career and technical education standards*. Washington, DC: Author.

Parnell, D. (1985). *The neglected majority.* Washington, DC: Community College Press.

Parnell, D. (1995). *Why do I have to learn this?*: *Teaching the way children learn best.* Waco, TX: CORD Communications.

Pautler, A. (1999). *Workforce education: Issues for the new century.* Ann Arbor, MI: Prakken.

Scott; J. L., & Sarkees-Wircenski, M. (2004). *Overview of career and technical education* (3rd ed.). Homewood, IL: American Technical.

Storm, G. (1998) *Managing the occupational education laboratory*. Ann Arbor, MI: Prakken.

Washington, B. T. (1978). *Up from slavery: An autobiography*. Williamstown, MA: Corner House. (Original work published 1901)

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal: Prepare students to use literature and personal experience to develop and defend a philosophy of career and technical education.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	**Assessment Procedures**
State and defend a personal philosophy of career and technical education using peer reviewed literature and APA style writing guidelines for the purposes of planning and decision making.	Discussion Written work Simulation
Identify landmark federal legislation and describe the influence upon career and technical education.	Discussion Written work
Apply principles of career and technical education in program planning and development.	Discussion Written work Project
Compare and contrast current economic, political, and social trends to new developments in career and technical education.	Discussion Written work
Facilitate discussions on and advocate for or argue against career and technical education.	Written work Simulation Project

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

1a. School or College	1b. Division	1c. Department
CT	AAPT	Career and Technical Education

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CTE	A633	VE A633	3 Credits	(3+0)

6. Complete Course/Program Title

Current Issues in Career and Technical Education

Abbreviated Title for Transcript (30 character) Current Issues CTE

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☒ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Goals and Outcomes

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status No Limit NA Max Hours NA

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: / 9999

12. ☐ Cross Listed with NA

☐ Stacked with NA Cross-Listed Coordination Signature

13. Coordinate with Affected Units: College of Education: Adult Education and Counseling
Department, School, or College

Initiator Signature Date

14. List any programs or college requirements that require this course
M. S. Career and Technical Education
M. Ed. Adult Education, Career and Technical Education Concentration
M. Ed. Counselor Education, Vocational Education Counseling Option

15. ☐ General Education Requirement NA ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
Studies and analyzes recent trends, research, and issues concerning career and technical education, with a focus on evaluation, interpretation and sources. Identifies national and statewide problems, including legislation and special populations.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NA	NA	NA

17d. Other Restriction(s) NONE
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
Graduate standing

18. ☐ Mark if course has fees NONE

19. Justification for Action
Change prefix from VE (Vocational Education) to CTE because (CTE) Career and Technical Education is used by the field. Change title and course description to represent course content. Identify course goals, outcomes, and assessments. Update content.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Community and Technical College

Division:	AAPT: Applied Technology	March 23, 2006
Program:	Career and Technical Education Adult Education Counselor Education	
Course Title:	Current Issues in Career and Technical Education	
Course Number:	CTE A633	3.0 Credits

I. Course Description:

Studies and analyzes recent trends, research, and issues concerning career and technical education, with a focus on evaluation, interpretation and sources. Identifies national and statewide problems, including legislation and special populations.

II. Course Design:

A. Designed as a course for students seeking a master's degree in counselor, adult, or career and technical education.
B. 3.0 credits.
C. Class includes 45 hours of lecture and class participation and 90 hours outside work.
D. This course is required for M. S. Career and Technical Education; M. Ed. Adult Education, Career and Technical Education Concentration; M. Ed. Counselor Education, Vocational Education Counseling Option
E. No additional fees are charged.
F. This course maybe taught in any time frame, but not less than 3 weeks.
G. This is a revised course.
H. Coordinated with College of Education, UAA Listserve.
I. Course level justification: This course is part of graduate-level professional preparation program that builds upon appropriate baccalaureate degrees.

III. Course Activities:

Class is conducted using discussion, projects, written assignments, simulation, debate, lecture, and technology.

IV. Course Prerequisites: N/A

V. Course Evaluation: Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 General classroom safety
- 1.2 General building safety
- 1.3 General campus safety

2.0 Terminology
- 2.1 National definitions
- 2.2 Alaska usage of terms
- 2.3 Local variations

3.0 Literature/Current Information
- 3.1 Identification and analysis of periodicals
  - 3.1.1 Proprietary and professional journals
  - 3.1.2 Discipline-oriented periodicals
- 3.2 Other sources of information
  - 3.2.1 Educational Resources Information Center (ERIC)
  - 3.2.2 National Centers for Career and Technical Education
  - 3.2.3 Internet and other electronic sources
- 3.3 Analyzing and Interpreting Research
  - 3.3.1 Statistical data
  - 3.3.2 Report findings and recommendations
  - 3.3.3 Methods to evaluate reports
  - 3.3.4 Recent pertinent findings
  - 3.3.5 Alaska research

4.0 Career Education
- 4.1 Definitions and concepts
- 4.2 General education practices
- 4.3 Uses in career and technical education
- 4.4 Guidance
- 4.5 Alaska Career Information System
- 4.6 Career Clusters

5.0 Trends in Delivery Systems
- 5.1 Instruction
  - 5.1.1 Brain research based
  - 5.1.2 Standards based
  - 5.1.3 Project based
  - 5.1.4 Place based
- 5.2 Performance based assessment
- 5.3 Contextual teaching and learning
- 5.4 Standards and certifications
- 5.5 Distance delivery
- 5.6 Secondary/postsecondary connections

6.0 Serving Diverse Populations
- 6.1 Handicapped
- 6.2 Disadvantaged
- 6.3 Adult learners
- 6.4 Part-time students
- 6.5 Career changers
- 6.6 Others

7.0 Resources
- 7.1 Local sources/methods
- 7.2 State sources and foundation funding
- 7.3 National sources
- 7.4 Trends and concerns

8.0 Advocacy
- 8.1 Recruitment and retention
- 8.2 School/business partnerships
- 8.3 Professional and business organizations

9.0 Legislation
- 9.1 Federal Career and Technical Education
- 9.2 Reauthorization of legislation
- 9.3 Alaska laws, regulations, and proposed legislation
- 9.4 Other legislation that impacts CTE

10.0 Economic and Workforce Development
- 10.1 Population trends and characteristics
- 10.2 Employment-related predictions
- 10.3 Impact of technology
- 10.4 CTE teacher preparation

VII. Suggested Texts

No specific textbook is appropriate for this class. However, extensive use will be made of periodicals, topical reports, and other documents.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

VIII. Bibliography

Alaska Career Information System Homepage. (n.d.). Retrieved March 7, 2006, from http://www.akcis.org/

Alaska Department of Education and Early Development Homepage. (n.d.). Retrieved March 7, 2006, from http://www.eed.state.ak.us/

Alaska Department of Labor and Workforce Development Homepage. (n.d.). Retrieved March 7, 2006, from http://labor.state.ak.us/

Association for Career and Technical Education Homepage. Retrieved March 7, 2006, from http://www.acteonline.org/

Education Resources Information Center (ERIC) Homepage. (n.d.). Retrieved March 7, 2006, from http://www.eric.ed.gov/

National Centers for Career and Technical Education Homepage. (n.d.). Retrieved March 7, 2006, from http://nccte.org/

IX. Instructional Goals, Student outcomes, and Assessment Procedures

A. Instructional Goal: Prepare students to use literature and other sources of information to represent, utilize, and promote career and technical education.

B. Student Outcomes/Assessment Procedures

Student Outcomes	**Assessment Procedures**
Utilize CTE terminology to articulate a vision for career and technical education.	Discussion Written work Simulation
Research, summarize, and analyze literature in career and technical education.	Discussion Annotated bibliography Written essay
Compare, contrast, and critique trends in career and technical education.	Discussion Presentation Written essay
Evaluate funding sources and delivery systems to develop strategies for serving all populations.	Discussion Written work
Synthesize information to develop strategies for influencing policies and practices.	Letter Presentation Written work

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

1a. School or College	1b. Division	1c. Department
CT	AAPT	Career and Technical Education

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CTE	A690	VE A690	1-6 credits	(1-6+0)

6. Complete Course/Program Title
Selected Topics in Career and Technical Education

Selected Topics CTE
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☒ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Goals, Outcomes, Assessments

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status yes Number of Repeats NA Max Credits 9

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with NA

☐ Stacked with NA Cross-Listed Coordination Signature

13. Coordinate with Affected Units: Listserve
Department, School, or College

Initiator Signature Date

14. List any programs or college requirements that require this course
NA

15. ☐ General Education Requirement NA ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
Studies emerging trends, standards and theories of learning that Career and Technical educators may integrate into their curriculum. Explores opportunities for application of models using work experiences to test the models. Special Note: A maximum of nine credits may be applied toward the M.S., Career and Technical Education. May be repeated for credit under a different topic.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NA	NA	NA

17d. Other Restriction(s) NONE
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
Graduate standing or faculty permission

18. ☐ Mark if course has fees NONE

19. Justification for Action
Change prefix from VE (Vocational Education) because (CTE) Career and Technical Education is used by the field. Edit course description, course goal, course outcomes, and assessment language.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE (CCG)
UNIVERSITY OF ALASKA ANCHORAGE
Community and Technical College

Division: AAPT: Applied Technology Date: April 3, 2006
Programs: Career and Technical Education
Course Title: Selected Topics in Career and Technical Education
Course Number: CTE A690 1-6 Credits

I. Course Description:
Studies emerging trends, standards and theories of student learning that Career and Technical educators may integrate into their curriculum. Explores opportunities for application of models using work experiences to test the models. Special Note: A maximum of 9 credits may be applied toward the M.S. Career and Technical Education. May be repeated for credit under a different topic.

II. Course Design:
- A. Designed as an elective course to cover emerging trends for students seeking a Master's Degree in Career and Technical Education.
- B. 1-6 credits
- C. Class includes 15 hours of lecture/class participation and 30 hours of outside work per credit.
- D. A maximum of nine (9) credits may be applied as an elective toward the M.S., Career and Technical Education degree. May be repeated for credit under a different topic.
- E. Lab fees: No instructional fees are anticipated.
- F. Course may be taught in any time frame, but not less than (1) week per credit.
- G. This is a revised course
- H. UAA listserve
- I. This course requires participants to apply knowledge and skills required of a professional in Career and Technical Education by demonstrating integration of emerging trends, standards, and teaching and learning methods in their profession.

III. Course Activities:

Class sessions will consist of lecture, discussions, and learning activities related to career and technical education selected topics.

IV. Course Prerequisite: NA

V. Course Evaluation: Grading for this course is A-F. Grading policies and requirements will be explained at the beginning of the course. Evaluation will be formative and/or summative and based on successful completion of assigned tasks.

VI. Outline:
- 1.0 Safety and procedures
  - 1.1 University policies
  - 1.2 Building Safety

1.3 Classroom safety
1.4 Hazardous materials

2.0 Policies and Procedures
2.1 University policies
2.2 Department policies
2.3 Course procedures
2.4 Professional conduct

3.0 Enhancing performance standards in CTE through use of technology in the classroom

4.0 Exploring challenges and opportunities in CTE
4.1 Career and technical occupations
4.2 Non traditional occupations
4.3 Labor market impact
4.4 Impact of federal and state laws

5.0 Emerging trends
5.1 Global
5.2 National
5.3 State

6.0 Standards
6.1 Business-labor-industry validated skill standards
6.2 Academic standards

7.0 Teaching/learning methods

8.0 Curriculum models

9.0 Curriculum design and delivery

10.0 Performance of topical activities
10.1 Supervision of topics
10.2 Progress reports

11.0 Evaluation

VII. Suggested Texts:

Texts will vary based on the topic.

VIII. Bibliography:

Bottoms, G., & Sharpe, D. (n.d.). *Teaching for understanding through integration of academic and technical education.* Atlanta, GA: Southern Regional Education Board.

Daniels, H., & Bizar, M. (2005). *Teaching the best practice way: Methods that matter, K-12.* Portland, ME:

Johnson, E. (2002). *Contextual teaching and learning: What it is and why it is here to stay.* Thousand Oaks, CA: Corwin Press.

Lee, H. D., & Nelson, O. (2006). *Instructional analysis and course development.*

Homewood, IL: American Technical.

Martinello, M., & Cook, G. (2000). *Interdisciplinary inquiry in teaching and learning*. Columbus, OH: Merrill.

Miller, W. R., & Miller, M. F. (2002). *Instructors and their jobs* (3rd ed.). Homewood, IL: American Technical.

Miller, W. R., & Miller, M. F. (2005) *Hints for the highly effective instructor: Survival skills for the technical trainer.* Homewood, IL: American Technical.

National Board for Professional Teaching Standards. (2001). *Career and technical education standards*. Washington, DC: Author.

Pautler, A. (1999). *Workforce education: Issues for the new century.* Ann Arbor, MI: Prakken.

Storm, G., (1998). *Managing the occupational education laboratory*. Ann Arbor, MI: Prakken.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

Instructional Goal: Provide the opportunity for updating skills and knowledge related to new technology, modern equipment, and educational trends in career and technical education.

Student Outcomes:	**Assessment Procedures**
Analyze and evaluate opportunities to implement safety practices and enhance performance standards in CTE.	Written assignment
Interpret and integrate information into instructional programs.	Project
Examine curriculum design as it relates to learner centered, competency based, and standards based instruction.	Written assignment
Formulate a plan involving an aspect of the course compatible with the context of the work environment.	Written assignment Action plan Project
Create a summative evaluation report documenting the design, procedures, results, recommendations and rationale.	Written assignment
Critique and analyze how the themes relate to participants' practice and lifework.	Written assignment

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

1a. School or College	1b. Division	1c. Department
CT	AAPT	CTE

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CTE	A695C	VE A695	1-6 Credits	(0+5-30)

6. Complete Course/Program Title

Advanced Professional Experiences

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☒ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other: Goals and outcomes

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status Yes Number of Repeats 5 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with NA

☐ Stacked with NA Cross-Listed Coordination Signature

13. Coordinate with Affected Units: UAA Listserve, College of Education
Department, School, or College

Initiator Signature Date

14. List any programs or college requirements that require this course
M.S., Adult Education (Selective)
M.S., Career and Technical Education (Selective)

15. ☐ General Education Requirement NA ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
Provides academic rigor to internships, externships, and other structured professional development activities in career and technical education. Applies all aspects of industry and supports students' professional objectives.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NA	NA	NA

17d. Other Restriction(s) NONE
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
Graduate standing and faculty permission

18. ☒ Mark if course has fees

19. Justification for Action
Change prefix from VE (Vocational Education) to CTE because (CTE) Career and Technical Education is used by the field. Update content. Change title and course description to represent course content. Identify course goals, outcomes, and assessments.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Community and Technical College

Division:	AAPT: Applied Technology	April 3, 2006
Programs:	M. S., Career and Technical Education M. Ed., Adult Education, Career and Technical Education Concentration	
Course Title:	Advanced Professional Experiences	
Course Number:	CTE A695C	1-6 Credits

I. Course Description:

Provides academic rigor to internships, externships, and other structured professional development activities in career and technical education. Applies all aspects of industry and supports students' professional objectives.

II. Course Design:

A. Designed for graduate students pursuing a Master's degree.
B. Variable 1-6 credits (0+5-30).
C. At least 75 hours work experience per credit hour and additional instructor time may be required.
D. NA
E. A fee will be charged for internships coordinated through the Career Services Office. Activities cosponsored by other agencies may require additional fees.
F. This course may be taught in any time frame, but not more than one credit per week and may be repeated for a maximum of 6 total credits.
G. This is a revised course.
H. Coordinated with COE, UAA Listserve.
I. Course level justification: This course is part of graduate-level professional preparation program that builds upon appropriate baccalaureate degrees.

III. Course Activities:

Formal written proposals including expected outcomes submitted for review, evaluation, and approval prior to registration. Plan for assessment of outcomes is approved before activity. Application of theories, ideas, and methods that

- fit each student's education goals.
- provide an experience which is new.
- provide challenge and growth.

IV. Course Prerequisites:

Permission of instructor required for registration.

V. Course Evaluation:

Graded A-F based on achievement of outcomes assessed as agreed upon in proposal.

VI. Course Curriculum:

1.0 Safety
- 1.1 Campus
- 1.2 Class or work site
- 1.3 Professional conduct
- 1.4 Documentation

2.0 Student Objectives
- 2.1 Understand the goals and objectives of the business, industry, or sponsoring organization
- 2.2 Understand the personnel and organization of the worksite
- 2.3 Align with industry skill standards or certifications
- 2.4 Experience all aspects of an industry
  - 2.4.1 Business planning
  - 2.4.2 Community issues
  - 2.4.3 Technical and production skills
  - 2.4.4 Management
  - 2.4.5 Principles of technology
  - 2.4.6 Personnel issues
  - 2.4.7 Finance
  - 2.4.8 Health, safety, and environment
  - 2.4.9 Personal work habits

3.0 Employer or Sponsoring Agency Objectives
- 3.1 Improve personnel selection process
- 3.2 Increase access to minority and/or disabled students
- 3.3 Enhance company or agency relations with university and/or school district staff and students
- 3.4 Develop on-the-job performance evaluation criteria

4.0 Program Objectives
- 4.1 Develop strong relationships between education and business
- 4.2 Enhance curriculum development and instruction
- 4.3 Access latest and most sophisticated personnel and equipment in the field

VII. Suggested Texts

Submitted as necessary to fulfill the academic requirements of the course and will vary with topic area.

VIII. Bibliography

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling: Processes and techniques.* Upper Saddle River, NJ: Pearson Prentice Hall.

Andrew, E. N. (Ed.). (1996). *As teachers tell it: Implementing all aspects of the industry: The case studies.* Retrieved March 23, 2006, from http://www.nccte.org/publications/ncrve/mds-08xx/mds-885.asp#Heading4

Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Hoerner, J., & Wehrley J. (1995). *Work-based learning: The key to school-to-work transition*. Westerville, OH: Glencoe/McGraw Hill.

Johnson, E. (2002). *Contextual teaching and learning: What it is and why it is here to stay.* Thousand Oaks, CA: Corwin Press.

Lee, H. D., & Nelson, O. (2006). *Instructional analysis and course development.* Homewood, IL: American Technical.

U.S. Equal Employment Opportunity Commission. (n.d.). *Home page*. Retrieved March 23, 2006, from http://www.eeoc.gov/

Wang, J., & Odell, S. (2002). Mentored learning to teach according to standards-based reform: A critical review. *Review of Educational Research, 72*(3), 481-564.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal: Provide a structured environment for formalized programs of professional up-grading and business and industry experience.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures**
Demonstrate safe practices in the workplace.	Site evaluation
Evaluate safety concerns and policies.	Technical report Oral discussion
Demonstrate specific learning outcomes related to current issues and innovations in career and technical education and/or business and industry as agreed upon in proposal.	Student plan Midterm Final report Field visits and critique Employer/sponsor evaluation
Evaluate management plans and assess current organizational effectiveness.	Summary, evaluation, and reflection
Document job site issues that address organizational structure, key personnel, work assignments, work records, customer relations, and/or government requirements.	Summary and reflection
Summarize and formulate skills needed for technical or professional job placement.	Summary and reflection
Reflect and evaluate the experience using academic writing skills.	Summary and reflection

Fee Request Form

1. School/College CT

2. Course Prefix and Number CTE A695C

3. Title Advanced Professional Experiences

4. Lab Fee Account Number:
   Org 15108 Obj Fund

5. Type of Action:
   Add ☒ Deletion ☐ Change ☐ (☐ Increase or ☐ Decrease)

6. Fee Amount: $ 95 If a Change, please indicate the *current* approved lab fee $

7. Anticipated Student enrollment per class section: 1

8. Projected costs of material per class section: $ 95
   (Provide details under #10 Justification for lab fee)

9. Implementation Date Fall 2006

10. Justification for fee (include materials/supplies used and the cost per item).
    This is the self support fee charged by the Career Services Center.

_____ Approved
_____ Disapproved _____
Department Chair Date

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

_____ Approved
_____ Disapproved _____
Provost Date

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

1a. School or College	1b. Division	1c. Department
CT	AAPT	CTE

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CTE	A698	VE A698	1-6 Credits	(1+5-30)

6. Complete Course/Program Title

Individual Research

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

- ☐ Add
- ☒ Change
- ☐ Delete

- ☒ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major

- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Corequisites
- ☐ Registration Restrictions

☒ Other: Added goals, outcomes, and assessments

9. Repeat Status yes # of repeats NA Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with NA

☐ Stacked with NA Cross-Listed Coordination Signature

13. Coordinate with Affected Units:

Department, School, or College: Listserve

Initiator Signature Date

14. List any programs or college requirements that require this course
Master of Science Career and Technical Education

15. ☐ General Education Requirement NA ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences

16. Course Description
Facilitates the development of a research paper/project or thesis, and presentation jointly approved by the student's graduate committee and the student. Supports research that coincides with the student's professional objectives.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
(Or concurrent enrollment in) EDFN A627 or EDAE A685	NA	NA

17d. Other Restriction(s) NONE	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	Graduate standing and advisor permission

18. ☐ Mark if course has fees NONE

19. Justification for Action
Change prefix from VE (Vocational Education) to CTE because (CTE) Career and Technical Education is used by the field. Clarify language in course description. Identify course goals, outcomes, and assessments. Update content. Add course prerequisite to help assure students have skills needed for research.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Community and Technical College

Division:	AAPT: Applied Technology	April 3, 2006
Programs:	Career and Technical Education	
Course Title:	Individual Research	
Course Number:	CTE A698	1-6 Credits

I. Course Description:

Facilitates the development of a research paper/project or thesis, and presentation jointly approved by the student's graduate committee and the student. Supports research that coincides with the student's professional objectives.

II. Course Design:

A. Designed as a course for students seeking a master's degree in career and technical education.
B. 1 - 6 credits. (1+5-30)
C. Class includes 15 hours of lecture and class participation and 75 hours outside work per credit.
D. This course is required for the M. S. Career and Technical Education
E. No additional fees are charged.
F. This course may be taught in any time frame, but not less than 1 week per credit.
G. This is a revised course.
H. Coordinated with UAA Listserve.
I. Course level justification: This course is part of graduate-level professional preparation program that builds upon appropriate baccalaureate degrees.

III. Course Activities:

A. Periodic seminar-type meetings with others completing individual research projects or theses to discuss IRB requirements, research proposals, statistical design, and writing format.
B. Individual conferences with instructor and/or committee.
C. Submittal of drafts for feedback.
D. Approval by and presentation to committee.

IV. Course Prerequisites:

Completion or concurrent enrollment in EDFN A627 or EDAE A685.

V. Course Evaluation:

Graded A-F

VI. Course Curriculum:

1.0 Safety
- 1.1 General classroom safety
- 1.2 General building and campus safety

2.0 Research Preparation
- 2.1 IRB approval
- 2.2 Other approvals
- 2.3 Research questions
- 2.4 Choosing methodology

3.0 Writing Standards
- 3.1 APA format
- 3.2 Organization of paper
- 3.3 References
- 3.4 Appendices
- 3.5 Editing
- 3.6 Comparing and contrasting

4.0 Research and Analysis
- 4.1 Resources
- 4.2 Quantitative analysis
- 4.3 Statistical analysis
- 4.4 Qualitative analysis
- 4.5 Grounded theory analysis

VII. Suggested Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

VIII. Bibliography

Black, T. R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics*. London: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.

Glaser, B. G. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Mill Valley, CA: Sociology Press.

Patton, M. Q. (2001). *Qualitative research & evaluation methods* (3rd ed.) Thousand Oaks, CA: Sage.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal: Prepare students to choose, develop, analyze, summarize, and defend individual research required as a final requirement for a master of science degree.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	**Assessment Procedures**
Choose topic, design study, seek appropriate permission, and conduct research.	Discussion IRB application Written letters/emails
Analyze and synthesize current research findings related to chosen research topic.	Research paper/thesis Presentation
Summarize and defend knowledge and understanding of current research related to chosen topic.	Research paper/thesis Presentation
Develop, organize, write, and critically analyze findings for a specific audience, typically professional groups, using APA format effectively.	Research paper/thesis (introduction; review of related literature; methods and procedures; results and interpretation; and conclusions and recommendations)
Plan and complete a project or thesis that reflects the educational level and expertise developed in the master's program using original research, replication of existing studies, application and testing of an instructional principle, or development of a needed model.	Research paper/thesis Presentation

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (+)

6. Complete Course/Program Title
M.Ed. in Adult Education

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☒ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: CTC; CBPP; CAS, CHSW
Department, School, or College

_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action

The M.Ed. in Adult Education is being revised following a self-study and program review. The following revisions were made: 1) Introductory core courses: added EDAE A615 Intro. to Adult Education and EDAE A675 Design of Programs for Adults and dropped EDAE A645 The Teaching of Adults; 2) Program concentrations: Increased from 6 to 12 credits; added a) Teaching, Learning, and Development, b) Career and Technical Education, and c) Student Designed concentrations, and deleted concentrations in a) Curriculum and Instruction, b) Counselor Education, and c) Distance Learning and Technology; 3) Final Core: EDAE A695 Practicum in Adult Education is no longer a final core requirement, added EDAE A685 Intro to Qualitative Research to satisfy the research requirement, and revised CCGs for EDAE A698/699.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

violation of professional ethics, or other factors may result in removal from the field experience and denial of the Institutional Recommendation for teacher certification.

Internship placements are made in partnership with participating school districts, which may request additional information and/or preparation from candidates according to the district's established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placements may become competitive if the number of applicants exceeds the number of spaces. Districts also reserve the right to refuse or terminate placements when candidates do not meet a minimum standard of performance. Thus, while the University will make every effort to identify appropriate field experiences, admission to the Master of Arts in Teaching degree program does not guarantee an internship placement.

INSTITUTIONAL RECOMMENDATION

To obtain an Institutional Recommendation for teacher certification, candidates must have:

1. Completed all program courses with a minimum grade of "C" or "B" where specified;
2. Maintained a cumulative 3.00 GPA in the MAT;
3. Achieved passing scores on the Praxis exams;
4. Satisfactorily completed internships;
5. Met all standards listed in the standards-based "Initial Endorsement Content Preparation Review."

MASTER OF EDUCATION

Within the curriculum of the M.Ed. program are several options, each with its own set of specific requirements. Each is designed to provide the student with advanced preparation in professional education. Some also lead to endorsement or certification. M.Ed. options are:

A. Master Teacher with Specialty Options
- Middle School Education - admission suspended
- Curriculum and Instruction
- Early Childhood (without endorsement)
- Early Childhood (with endorsement through UAS)
- Educational Technology (without endorsement)
- Educational Technology (with endorsement)

B. Counselor Education
- Counseling (K-8)
- Counseling (7-12)
- Counseling (K-8 & 7-12)
- General Counseling
- Adult Counseling
- Vocational Education Counseling

C. Educational Leadership
- Principal (K-8)
- Principal (7-12)
- Principal (K-8 & 7-12)

D. Special Education

E. Early Childhood Special Education

F. Adult Education

~~Counselor Education~~
~~Distance Learning and Technology~~
~~Human Resource Development and Leadership~~
~~Curriculum and Instruction~~

PROFESSIONAL FIELD PRACTICE

Prior to permitting the candidate to enter the final stage of preparation, which is characterized in most options by participation in a practicum or internship, a faculty committee will evaluate the candidate's performance in the program. Admission into this final phase of professional preparation is a faculty decision and is separate from entry into the graduate program. Difficulties including inadequate academic performance, unprofessional behavior, unsatisfactory field reports, or other factors, may result in denial of entry to practicum or internship. Performance in practicum and internship is closely monitored, with stated minimum competencies and the development of individual objectives. Since this is the practice and application phase of professional development, it is assumed that candidates will demonstrate appropriate professional dispositions with respect to their professional actions, attitude, and performance. The Alaska Department of Education and Early Development issues certificates/endorsements as a result of successful program completion as verified by the department chair and the dean.

FIELD PLACEMENTS

Practica, internships, and other field placements are made only in cooperation with participating school districts and agencies. The school districts and agencies that work with the College of Education reserve the right to request additional information and/or preparation from candidates, in accordance with their established policies/practices. Cooperating districts and agencies also determine the number of available spaces and placements for candidates. Placements may become competitive if the number of applicants exceeds the number of spaces. Districts and agencies also reserve the right to refuse or terminate placements when candidates do not meet an acceptable standard of performance. Thus, while the University makes every effort to find appropriate field placements for candidates, admittance to a degree/certificate/endorsement program does not guarantee acceptance by cooperating school districts or agencies.

Candidates who have taken all or part of an approved program at another university must take at least nine credits of approved education courses at the University of Alaska prior to being admitted to an advanced practicum or internship.

ADMISSION REQUIREMENTS

See the beginning of this chapter for Admission Requirements for Master's Degrees. Applicants applying for the Master of Education must also complete the following:

1. Take the General Test portion of the Graduate Record Examination (GRE), or Miller Analogies Test (MAT), as required. Contact each academic department for specific tests. Adult Education does not require either test for admission.
2. Prepare materials for a file in the College of Education by completing an application form and submitting other required materials. Information about specific programs is available on the web site. Applicants without appropriate and recent experience in the field may be required to sign up for a supervised practicum prior to admission.
3. Applicant files are reviewed three times each year. May 1, November 1, and April 1. It is the applicant's responsibility to have the file completed and submitted by these dates.
4. An official Graduate Studies Plan must be approved before completion of more than nine credits of course work.

ADMISSION PROCEDURES

When all official transcripts, examination scores, and other required materials are received by Enrollment Services, a copy of the applicant's file is forwarded to the College of Education and combined with the College of Education admission materials for consideration by a Graduate Committee (see admission requirements above). Applicants may be contacted for

Summary of Comments on ch-11 graduate prog 6-20-05.qxp

Page: 1

Author: andmo
Subject: Cross-Out
Date: 3/22/2006 4:15:39 PM

Author: andmo
Subject: Inserted Text
Date: 3/22/2006 4:25:10 PM
Teaching, Learning, and Development
Human Resource Development and Leadership
Career and Technical Education
Student Designed Concentration

Status
andmo Accepted 3/22/2006 4:16:53 PM

6. Required endorsement courses:

EDSE A482	Inclusive Classrooms for All Children	3
EDSE A610	Assessment: Learning and Behavior	3
EDSE A612	Curriculum and Instruction in Special Education	3
EDSE A614	Beginning Internship in Special Education	3
EDSE A620	Advanced Internship in Special Education	6
EDSE A622	Educational Strategies in Special Education	3
EDSE A671	The Impact of Social Issues on Education	3

7. The development of a professional portfolio is required.
8. A total of 24 credits is required for the endorsement. In addition, prerequisites of up to 12 credits may be required. The degree and endorsement course work, excluding prerequisites, total 39 credits.

E. EARLY CHILDHOOD SPECIAL EDUCATION*

http://ed.uaa.alaska.edu/ecse

The M.Ed. in Early Childhood Special Education is designed for individuals who desire initial professional preparation in early intervention and early childhood special education. The program encompasses theory, research, and practice relating to children birth to five years of age who experience disabilities.

SPECIAL ADMISSION REQUIREMENTS

1. At least two years of appropriate professional experience. See Department for more information.
2. Acceptable scores on the GRE or Miller Analogies Test. Contact the Department of Counseling and Special Education for passing scores.
3. Two letters of professional recommendation.

PROGRAM REQUIREMENTS

1. Required Courses:

ED A627	Education Research	3
EDSE A474	Special Children from Birth through Five	3
EDSE A610Y	Assessment: Early Childhood Special Education	3
EDSE A620Y	Advanced Internship: Early Childhood	6
EDSE A622Y	Strategies: Early Childhood Special Education	3
EDSE A674	Families: Developing Parent Professional Partnerships	3
EDSE A681	Issues in Early Childhood Special Education	3
EDSE A685	Young Children with Complex Needs	3
Electives by advisement		9

2. A total of 36 credits is required for the degree.

Note: ED A302 or ED A626 may be required prerequisites if student lacks previous appropriate course work or skills.

* Students who enter this program with a Type A Certificate will exit with an Endorsement in Birth to Five and a Master of Education in Early Childhood Special Education. Candidates who do not possess a Type A Certificate may exit with a Master of Education in Early Childhood Special Education with or without certification.

F. ADULT EDUCATION

~~***http://ed.uaa.alaska.edu/adulted***~~

The Master of Education in Adult Education is designed for working professionals who will develop, lead, and implement educational programs for adults across an entire range of professions, including higher education, health care, human services, non-profit organizations, government, and business. ~~The program is learner-centered and designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to adults.~~

SPECIAL ADMISSION REQUIREMENTS

~~1. Qualified applicants will be invited to campus to complete an on-site writing exercise.~~
~~2. The application process concludes with an interview with the Adult Education program faculty.~~

Note: Program admission does not require GRE or MAT.

~~1. Beginning core courses:~~

~~EDAE A645~~	~~The Teaching of Adults~~	~~3~~
~~EDAE A655~~	~~The Adult Learner~~	~~3~~
~~EDAE A665~~	~~History and Philosophy of Adult Education~~	~~3~~
~~ED A627~~	~~Education Research~~	~~3~~

~~2. Complete one of four emphasis areas:~~

~~a. Curriculum and Instruction~~

~~EDAE A678~~	~~Curriculum and Program Planning in Adult Education~~	~~3~~
~~EDAE A679~~	~~Methods and Materials in Adult Education~~	~~3~~

~~b. Human Resource Development and Leadership~~

~~EDAE A650~~	~~Principles of Human Resource Development~~	~~3~~
~~EDAE A657~~	~~Leadership (3)~~	~~3~~
	~~or~~	
~~EDAE A658~~	~~Organization and Administration of Adult Education (3)~~	

~~c. Counselor Education~~

~~COUN A616~~	~~Counseling Theories~~	~~3~~
~~COUN A623~~	~~Counseling Skills~~	~~3~~

~~d. Distance Learning and Technology~~

~~EDAE A667~~	~~Distance Learning and Adult Education~~	~~3~~
~~ED A626~~	~~Technology in Teaching and Learning (3)~~	
	~~or~~	
~~ED A629~~	~~Multimedia Tools for Learning (3)~~	~~3~~

~~3. Final core courses:~~

~~EDAE A691~~	~~Professional Seminar~~	~~3~~
~~EDAE A695~~	~~Advanced Practicum in Adult Education~~	~~1-6~~
~~EDAE A698~~	~~Individual Research (1-3)~~	~~3~~
	~~or~~	
~~EDAE A699~~	~~Thesis (1-3)~~	~~3~~

~~4. Electives by advisement 6-11~~

~~5. In lieu of a comprehensive examination, M.Ed. candidates in Adult Education prepare a portfolio throughout the program to verify their knowledge and skill in adult education excellencies. At program conclusion candidates will present their portfolios to their committee members.~~

~~6. A total of 36 credits is required for the degree.~~

GRADUATE EDUCATIONAL LEADERSHIP CERTIFICATES

EDUCATIONAL LEADERSHIP

The Educational Leadership Certificate Programs are designed for individuals seeking advanced professional preparation to become principals or superintendents.

ADMISSION REQUIREMENTS

See the beginning of this chapter for admission requirements for graduate certificates.

Individuals applying to the Educational Leadership Certificate Programs must complete UAA's graduate application and the College of Education Department of Educational Leadership application. Applicant files are reviewed three times each year: May 1, November 1, and April 1. It is the applicant's responsibility to have the file completed and submitted by these dates. The Department application requires the following:

Page: 2

Author: andmo
Subject: Replacement Text
Date: 3/22/2006 4:19:31 PM

1. The Adult Education program application packet (see website link above or contact us directly) contains instructions and a complete list of required documents.
2. Qualified applicants will be asked to complete a writing exercise.
3. The application process concludes with an interview with the Adult Education program faculty.

Status
andmo Accepted 3/22/2006 4:19:30 PM

Author: andmo
Subject: Replacement Text
Date: 3/22/2006 4:22:45 PM

Program REQUIREMENTS

1. Introductory Program Sequence (12 credits):

EDAE A615	**Introduction to Adult Education**	**3**
EDAE A655	**The Adult Learner**	**3**
EDAE A665	**History and Philosophy of Adult Education**	**3**
EDAE A675	**Design of Programs for Adults**	**3**

Status
andmo Accepted 3/22/2006 4:22:44 PM

Author: andmo
Subject: Replacement Text
Date: 3/30/2006 6:21:08 PM

Program Concentration (12 credits): The program concentration focuses students' academic efforts in a specific arena of practice. The concentration consists of a minimum of 12 credits with course options listed under each concentration. Up to 3 credits not listed in the course options may be selected as appropriate, in consultation with the academic advisor. Complete one of the following concentrations.

a. Teaching, Learning, and Development

EDFN A654	**Brain, Mind, and Education**	**3**
PSYC A450	**Adult Development and Aging**	**3**
EDAE A676	**Curriculum and Instructional Design**	**3**
EDAE A679	**Methods and Materials in Adult Education**	**3**
EDAE A638	**Facilitation of Learning with Technology**	**3**
OR		
EDAE A637	**Design of e-Learning**	**3**
EDAE A695	**Practicum in Adult Education**	**1-3**

b. Human Resource Development and Leadership

EDAE A650*	**Principles of Human Resource Development**	**3**
BA A632	**Organizational Behavior & Human Resource Management**	**3**
EDL A637	**Educational Leadership and Organizational Behavior**	**3**
OR		
PADM A610	**Organizational Theory and Behavior**	**3**
EDAE A638	**Facilitation of Learning with Technology**	**3**
OR		
EDAE A637	**Design of e-Learning**	**3**
EDAE A695	**Practicum in Adult Education**	**1-3**

**** Required***

c. Career and Technical Education

CTE A611	**Historical and Philosophical Foundations of Career and Technical Education**	**3**
CTE A633*	**Current Issues in Career and Technical Education**	**3**
CTE A643A	**Career and Technical Education Methods**	**3**
EDAE A638	**Facilitation of Learning with Technology**	**3**
OR		
EDAE A637	**Design of e-Learning**	**3**
CTE A695C	**Advanced Professional Experiences**	**1-3**

**** Required***

d. Student Designed Concentration

Comments from page 2 continued on next page

6. Required endorsement courses:

EDSE A482	Inclusive Classrooms for All Children	3
EDSE A610	Assessment: Learning and Behavior	3
EDSE A612	Curriculum and Instruction in Special Education	3
EDSE A614	Beginning Internship in Special Education	3
EDSE A620	Advanced Internship in Special Education	6
EDSE A622	Educational Strategies in Special Education	3
EDSE A671	The Impact of Social Issues on Education	3

7. The development of a professional portfolio is required.
8. A total of 24 credits is required for the endorsement. In addition, prerequisites of up to 12 credits may be required. The degree and endorsement course work, excluding prerequisites, total 39 credits.

E. EARLY CHILDHOOD SPECIAL EDUCATION*

http://ed.uaa.alaska.edu/ecse

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SPECIAL ADMISSION REQUIREMENTS

1. At least two years of appropriate professional experience. See Department for more information.
2. Acceptable scores on the GRE or Miller Analogies Test. Contact the Department of Counseling and Special Education for passing scores.
3. Two letters of professional recommendation.

PROGRAM REQUIREMENTS

1. Required Courses:

ED A627	Education Research	3
EDSE A474	Special Children from Birth through Five	3
EDSE A610Y	Assessment: Early Childhood Special Education	3
EDSE A620Y	Advanced Internship: Early Childhood	6
EDSE A622Y	Strategies: Early Childhood Special Education	3
EDSE A674	Families: Developing Parent Professional Partnerships	3
EDSE A681	Issues in Early Childhood Special Education	3
EDSE A685	Young Children with Complex Needs	3
Electives by advisement		9

2. A total of 36 credits is required for the degree.

Note: ED A302 or ED A626 may be required prerequisites if student lacks previous appropriate course work or skills.

* Students who enter this program with a Type A Certificate will exit with an Endorsement in Birth to Five and a Master of Education in Early Childhood Special Education. Candidates who do not possess a Type A Certificate may exit with a Master of Education in Early Childhood Special Education with or without certification.

F. ADULT EDUCATION

~~***http://ed.uaa.alaska.edu/adulted***~~

The Master of Education in Adult Education is designed for working professionals who will develop, lead, and implement educational programs for adults across an entire range of professions, including higher education, health care, human services, non-profit organizations, government, and business. ~~The program is learner-centered and designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to adults.~~

SPECIAL ADMISSION REQUIREMENTS

~~1. Qualified applicants will be invited to campus to complete an on-site writing exercise.~~
~~2. The application process concludes with an interview with the Adult Education program faculty.~~

Note: Program admission does not require GRE or MAT.

~~1. Beginning core courses:~~

~~EDAE A645~~	~~The Teaching of Adults~~	~~3~~
~~EDAE A655~~	~~The Adult Learner~~	~~3~~
~~EDAE A665~~	~~History and Philosophy of Adult Education~~	~~3~~
~~ED A627~~	~~Education Research~~	~~3~~

~~2. Complete one of four emphasis areas:~~

~~a. Curriculum and Instruction~~

~~EDAE A678~~	~~Curriculum and Program Planning in Adult Education~~	~~3~~
~~EDAE A679~~	~~Methods and Materials in Adult Education~~	~~3~~

~~b. Human Resource Development and Leadership~~

~~EDAE A650~~	~~Principles of Human Resource Development~~	~~3~~
~~EDAE A657~~	~~Leadership (3)~~	~~3~~
	~~or~~	
~~EDAE A658~~	~~Organization and Administration of Adult Education (3)~~	

~~c. Counselor Education~~

~~COUN A616~~	~~Counseling Theories~~	~~3~~
~~COUN A623~~	~~Counseling Skills~~	~~3~~

~~d. Distance Learning and Technology~~

~~EDAE A667~~	~~Distance Learning and Adult Education~~	~~3~~
~~ED A626~~	~~Technology in Teaching and Learning (3)~~	
	~~or~~	
~~ED A629~~	~~Multimedia Tools for Learning (3)~~	~~3~~

~~3. Final core courses:~~

~~EDAE A691~~	~~Professional Seminar~~	~~3~~
~~EDAE A695~~	~~Advanced Practicum in Adult Education~~	~~1-6~~
~~EDAE A698~~	~~Individual Research (1-3)~~	~~3~~
	~~or~~	
~~EDAE A699~~	~~Thesis (1-3)~~	~~3~~

~~4. Electives by advisement~~ ~~9-11~~
~~5. In lieu of a comprehensive examination, M.Ed. candidates in Adult Education prepare a portfolio throughout the program to verify their knowledge and skill in adult education excellencies. At program conclusion candidates will present their portfolios to their committee members.~~
~~6. A total of 36 credits is required for the degree.~~

GRADUATE EDUCATIONAL LEADERSHIP CERTIFICATES

EDUCATIONAL LEADERSHIP

The Educational Leadership Certificate Programs are designed for individuals seeking advanced professional preparation to become principals or superintendents.

ADMISSION REQUIREMENTS

See the beginning of this chapter for admission requirements for graduate certificates.

Individuals applying to the Educational Leadership Certificate Programs must complete UAA's graduate application and the College of Education Department of Educational Leadership application. Applicant files are reviewed three times each year: May 1, November 1, and April 1. It is the applicant's responsibility to have the file completed and submitted by these dates. The Department application requires the following:

Students electing to design a program concentration must submit a concentration plan by the end of their first semester after acceptance into the program. The plan should be constructed in consultation with the student's assigned academic advisor. The proposed plan must include the courses (minimum of 12 credits) that will compose the concentration and copies of recent syllabi for the proposed courses. The student must identify a core focus of the concentration and major learning goals that will be met by its completion.

Status
andmo Accepted 3/22/2006 4:21:29 PM

Author: andmo
Subject: Replacement Text
Date: 3/22/2006 4:23:09 PM
Final program sequence (12 credits):

EDFN A627	Education Research	3
OR		
EDAE A685	Introduction to Qualitative Research	3
EDAE A691	Professional Seminar	3
EDAE A698	Inquiry Project (1-3)	3
OR		
EDAE A699	Thesis (1-3)	3
Electives, Advisor Approved		3

Status
andmo Accepted 3/22/2006 4:23:08 PM

Author: andmo
Subject: Replacement Text
Date: 3/22/2006 4:23:50 PM
4. M.Ed. candidates in Adult Education prepare a portfolio throughout the program to document their progress through the program and their development as reflective practitioner-scholars. At program conclusion candidates will present their portfolios to committee members.
5. A total of 36 credits is required for the degree.

Status
andmo Accepted 3/22/2006 4:23:48 PM

Author: andmo
Subject: Replacement Text
Date: 3/22/2006 4:18:20 PM
http://coe.uaa.alaska.edu/programs/leadership/adult/

Status
andmo Accepted 3/22/2006 4:18:18 PM

Author: andmo
Subject: Replacement Text
Date: 3/22/2006 4:18:58 PM
A learner-centered, interdisciplinary program, it is designed to develop a reflective practitioner-scholar and strengthen culturally responsive teaching of adults. Learner outcomes for this program are described on the website above.

Status
andmo Accepted 3/22/2006 4:18:57 PM

New Catalog Copy

F. Adult Education

http://coe.uaa.alaska.edu/programs/leadership/adult/

The Master of Education in Adult Education is designed for working professionals who will develop, lead, and implement educational programs for adults across an entire range of professions, including higher education, health care, human services, non-profit organizations, government, and business. A learner-centered, interdisciplinary program, it is designed to develop a reflective practitioner-scholar and strengthen culturally responsive teaching of adults. Learner outcomes for this program are described on the website above.

SPECIAL ADMISSION REQUIREMENTS

1. The Adult Education program application packet (see website link above or contact us directly) contains instructions and a complete list of required documents.
2. Qualified applicants will be asked to complete a writing exercise.
3. The application process concludes with an interview with the Adult Education program faculty.

Note: Program admission does not require GRE or MAT.

PROGRAM REQUIREMENTS

1. Introductory Program Sequence (12 credits):

EDAE A615	Introduction to Adult Education	3
EDAE A655	The Adult Learner	3
EDAE A665	History and Philosophy of Adult Education	3
EDAE A675	Design of Programs for Adults	3

2. Program Concentration (12 credits):

The program concentration focuses students' academic efforts in a specific arena of practice. The concentration consists of a minimum of 12 credits with course options listed under each concentration. Up to 3 credits not listed in the course options may be selected as appropriate, in consultation with the academic advisor. Complete one of the following concentrations.

a. **Teaching, Learning, and Development**

EDFN A654	Brain, Mind, and Education	3
PSY A450	Adult Development and Aging	3
EDAE A676	Curriculum and Instructional Design	3
EDAE A679	Methods and Materials in Adult Education	3
EDAE A638	Facilitation of Learning with Technology	3
OR		
EDAE A637	Design of e-Learning	3
EDAE A695	Practicum in Adult Education	1-3

b. **Human Resource Development and Leadership**

EDAE A650*	Principles of Human Resource Development	3
BA A632	Organizational Behavior & Human Resource Management	3
EDL A637	Educational Leadership and Organizational Behavior	3
OR		
PADM A610	Organizational Theory and Behavior	3
EDAE A638	Facilitation of Learning with Technology	3
OR		
EDAE A637	Design of e-Learning	3
EDAE A695	Practicum in Adult Education	1-3

** Required*

c. **Career and Technical Education**

CTE A611	Historical and Philosophical Foundations of Career and Technical Education	3
CTE A633*	Current Issues in Career and Technical Education	3
CTE A643A	Career and Technical Education Methods	3

EDAE A638	Facilitation of Learning with Technology	3
OR		
EDAE A637	Design of e-Learning	3
CTE A695C	Advanced Professional Experiences	1-3

** Required*

d. **Student Designed Concentration**

Students electing to design a program concentration must submit a concentration plan by the end of their first semester after acceptance into the program. The plan should be constructed in consultation with the student's assigned academic advisor. The proposed plan must include the courses (minimum of 12 credits) that will compose the concentration and copies of recent syllabi for the proposed courses. The student must identify a core focus of the concentration and major learning goals that will be met by its completion.

3. Final program sequence (12 credits):

EDFN A627	Education Research	3
OR		
EDAE A685	Introduction to Qualitative Research	3
EDAE A691	Professional Seminar	3
EDAE A698	Inquiry Project (1-3)	3
OR		
EDAE A699	Thesis (1-3)	3
Electives, Advisor Approved		3

4. M.Ed. candidates in Adult Education prepare a portfolio throughout the program to document their progress through the program and their development as reflective practitioner-scholars. At program conclusion candidates will present their portfolios to committee members.
5. A total of 36 credits is required for the degree.

CONTACT INFORMATION

Adult Education Graduate Program
Professional Studies Building, Room 218
3211 Providence Dr.
Anchorage, AK 99508-4614
T 907.786.4450
F 907.786.4472
email: adulted@uaa.alaska.edu

Four Year Course Offering Plan

Program: M.Ed., Adult Education

Implementation Date: Fall 2006

Instruction: For each course and semester, enter one of the following:
a. The name of the existing full-time faculty member, regular or term, expected to teach the course
b. NFTF for those courses expected to be delivered by new full-time faculty
c. ADJ for those courses expected to be delivered by adjunct faculty

	2006			2007			2008			2009		
Course (Prefix and Number)	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
EDAE A615 - Intro to Adult Education	Nash			Nash			Nash			Nash		
EDAE A637 - Design of e-Learning	Page			Page			Page			Page		
EDAE A638 - Fac of Learn with Tech		Page			Page			Page			Page	
EDAE A650 - Princ Human Rsrc Dev	Johnson			Johnson			Johnson			Johnson		
EDAE A655 - The Adult Learner		Nash			Nash			Nash			Nash	
EDAE A665 - Hist & Phil of Adult Ed	Erickson			Erickson			Erickson			Erickson		
EDAE A675 - Design of Programs for Adults	Erickson			Erickson			Erickson			Erickson		
EDAE A676 - Curr & Instr Design		Erickson						Erickson				
EDAE A679 - Methods and Materials					Erickson						Erickson	
EDAE A685 - Intro to Qual Research	Nash			Nash			Nash			Nash		
EDAE A691 - Professional Seminar		Page			Page			Page			Page	
EDAE A695 - Practicum in Adult Education	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor	Acad Advisor
EDAE A698 - Inquiry Project	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page
EDAE A699 - Thesis	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page	Erickson, Nash, Page
Note: Our five year plan involves a number of significant changes, including possible student cohorts and alternative scheduling formats.												

Curriculum Coordination Form

Notification Date: March 30, 2006

Initiating unit: College of Education

Affected unit(s): CTC, CBPP, CAS, CHSW

Course Prefix and Number: N/A Previous Prefix and Number: N/A

Complete Course/Program Title: M.Ed. in Adult Education

Previous Course/Program Title: M.Ed. in Adult Education

Description of Action: The College of Education Adult Education program faculty are proposing changes to the M.Ed. in Adult Education following a self study and program review. Summary of Changes to the Curriculum
1. Revised course requirements in the Introductory Program Sequence and the Final Program Sequence
2. Added three, 12-credit Program Concentrations: Teaching, Learning, and Development; Career and Technical Education; and Student Designed
3. Revised the Human Resource Development and Leadership Program Concentration
4. Deleted three Program Concentrations: Curriculum and Instruction; Counselor Education; and Distance Learning and Technology
5. Added courses: EDAE A615 Introduction to Adult Education; EDAE A637 The Design of e-Learning; EDAE A638 Facilitation of Learning with Technology; EDAE A675 Design of Programs for Adults; EDAE A676 Curriculum and Instructional Design; EDAE A685 Introduction to Qualitative Research
6. Revised courses: EDAE A650 Principles of Human Resource Development; EDAE A695 Practicum in Adult Education; EDAE A698 Inquiry Project (formerly titled Individual Research); EDAE A699 Thesis
7. Deleted courses: EDAE A678 Curriculum and Program Planning in Adult Education; EDAE A657 Leadership

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: M.Ed., Adult Education

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Judith Green
   Spoke with Judith on Feb. 1, 2006. She indicated that the library could support the proposed revisions.

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: :http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   1. None recommended by Judith at this time.
   2.
   3.

_____

Initiator signature

Resource Implication Form

1. School/College Education

2. Program/Course M.Ed., Adult Education

3. Course Prefix N/A

4. Course Number N/A

5. Implementation Date Fall, 2006

6. Type of Action and Category

☐ Course addition ☐ Course change ☐ Program addition ☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	$
☐ new full-time faculty	$
☒ reassignment of full-time faculty	$
☐ additional class/lab space	$
☐ modification of class/lab space	$
☐ additional library resources	$
☐ additional computer equipment	$
☐ other costs	$

8. Explanation: Following a self-study and program review the Adult Education M.Ed. program has been revised. Revisions include updating of courses, elimination of program tracks and addition of new concentrations utilizing a mix of existing courses within and outside the department and college. There are adequate faculty resources for the program. As part of the revision process, the faculty sought to utilize existing courses and expertise in other departments to create a more interdisciplinary degree. This approach will allow the program to grow and add additional faculty as student enrollment increases.The program core courses will also be provided in various formats (distance, cohort, mixed mode) to provide access to adult education graduate courses to students across the state, thus serving all Alaskans regardless of location.

_____ Approved

_____ Disapproved _____
Department Chair Date

_____ Approved

_____ Disapproved _____
Dean/Director of School/College Date

_____ Approved

_____ Disapproved _____
Provost Date

Curriculum Coordination Form

Notification Date: 1/22/06

Initiating unit: M.Ed., Adult Education

Affected unit(s): CAS/PSY

Course Prefix and Number: PSY A450 Previous Prefix and Number: N/A

Complete Course/Program Title: Adult Development and Aging

Previous Course/Program Title: N/A

Description of Action: Addition of PSY A450 as a course that satisfies degree requirements for a student choosing the Teaching, Learning, and Development concentration in Adult Education.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

From: JOHN PETRAITIS [mailto:afjmp@uaa.alaska.edu]
Sent: Tuesday, February 28, 2006 7:39 AM
To: Diane Erickson
Subject: Re: RE: Adult Education program changes: adding PSYC 450

Diane,

Great. Count us as supporters.

Dr. John Petraitis
Professor
Department of Psychology
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1651

----- **Original Message** -----
From: Diane Erickson <afdme@uaa.alaska.edu>
Date: Monday, February 27, 2006 2:35 pm
Subject: RE: Adult Education program changes: adding PSYC 450
> John,
>
> An additional reason that the course is attractive is that it is available in the summer.
>Also, I believe I could teach it if need be. My work has been in the adult development area.
>We discussed creating our own intro to adult development course, but it did not seem to make
> sense from a resource standpoint.
>
> Diane
>
From: JOHN PETRAITIS [mailto:afjmp@uaa.alaska.edu]
Sent: Monday, February 27, 2006 2:21 PM
To: Diane Erickson
Cc: afrmr@uaa.alaska.edu
Subject: Re: Adult Education program changes: adding PSYC 450

Diane,

I am delighted that your students and your program is so interested in PSY 450.

I do, however, have one concern: the extent to which students in you program will come to count on the course being offered every year or every semester. As it stands, that course is an upper-division elective that we only offer in the summer and then only if Rosellen Rosich is interested in teaching it. Given the squeeze we are feeling between increasing enrollments and CAS budget problems, I don't envision offering it regularly during Fall or Spring Semesters.

Are you OK with it being a summer-only course that would only be offered if we can find a qualified instructor (like Rosellen)?

John

Dr. John Petraitis
Professor
Department of Psychology
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1651

----- **Original Message** -----
From: Diane Erickson <afdme@uaa.alaska.edu>
Date: Monday, February 27, 2006 2:04 pm
Subject: Adult Education program changes: adding PSYC 450
Dear Dr. Petraitis,
>
> The faculty in the Adult Education M.Ed. program have reviewed the syllabus and other materials for PSYC 450.
>We would like to add this course as an option for students completing a program concentration in Teaching, Learning,
>and Development. Many of our students currently take this class as an elective. However, with the major revisions we
>are making to the Adult Education program, we would like to intentionally include this course into the curriculum.
> I have attached a copy of our revised program for your review.
>
> For purposes of GAB curriculum coordination documentation, would
> you be willing to send a letter for inclusion with our proposal that supports
> the addition of this course.
>
> Thank you. I believe Rosellen Rosich may have already brought this to your attention.

Curriculum Coordination Form

Notification Date: 1/22/06

Initiating unit: M.Ed., Adult Education

Affected unit(s): CBPP/BA

Course Prefix and Number: BA A632 Previous Prefix and Number: N/A

Complete Course/Program Title:Organizational Behavior and Human Resource Management

Previous Course/Program Title: N/A

Description of Action: Addition of BA A632 as a course that satisfies degree requirements for a student choosing the Human Resources Development and Leadership concentration in Adult Education.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Anchorage, AK 99508

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Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

-----Original Message-----
From: Forrest, Edward [mailto:EdwardF@cbpp.uaa.alaska.edu]
Sent: Friday, January 27, 2006 9:52 AM
To: Diane Erickson
Cc: Jeffries, Frank
Subject: RE: M.Ed. in Adult Education Curriculum Revisions

Diane--
In consultation with my Associate Dean, Frank Jefferies--- we are of the opinion that BA 632 would prove to be an appropriate option for your degree concentration. Indeed, Frank noted that examining HR from a business perspective should/would add depth to your students' educational experience by providing exposure to the context in which many of your graduates will be working...
Thus, we fully support & endorse your request.

_____

Dr. Ed Forrest
Professor of Marketing
Chair-Dept. Business Administration
College of Business & Public Policy
University of Alaska-Anchorage
Tel: 907-786-4161
WebSite: http://www.cbpp.uaa.alaska.edu/afef/
-----Original Message-----
From: Diane Erickson [mailto:afdme@uaa.alaska.edu]
Sent: Sunday, January 22, 2006 12:25 PM
To: Forrest, Edward
Subject: M.Ed. in Adult Education Curriculum Revisions

Hi Ed,

Attached is an outline of the proposed curriculum for the M.Ed. in Adult Education. As you will note, we have added BA 632 as a menu option for students choosing the Human Resources and Leadership concentration. After reviewing numerous syllabi, we determined that BA 632 would be an appropriate choice for students.

I am asking you for a letter of support and confirmation of collaboration that can be included in our packet to the GAB.

If you have questions or concerns, please feel free to contact me.

Thank you!

Dr. Diane Erickson, Asst. Professor
Adult Education Graduate Program
786-4874

Curriculum Coordination Form

Notification Date: 2/21/06

Initiating unit: M.Ed., Adult Education

Affected unit(s): COE/EDL Program

Course Prefix and Number: EDL A637 Previous Prefix and Number: N/A

Complete Course/Program Title:Educational Leadership and Organizational Behavior

Previous Course/Program Title: N/A

Description of Action: Addition of EDL A637 as a course that satisfies degree requirements for a student choosing the Human Resources Development and Leadership concentration in Adult Education.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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From: Michael Johnson [mailto:afmjj@uaa.alaska.edu]
Sent: Wednesday, February 22, 2006 7:22 AM
To: Diane Erickson
Subject: EDL 637 Leadership and Organizational Change

Dear Diane,

Our department wholeheartedly supports and encourages the use of EDL 637 (EDL 637 Leadership and Organizational Change) in the Adult Ed Master's Degree program. Over the last two years, eight Adult Ed majors have taken the course, and those students have reported that the course is very applicable to their studies and career aspirations; and the course professor have also concluded that the inclusion of Adult Ed students in the class is a very welcome addition, increasing course perspective and diversity.

Sincerely,

Mike Johnson

****

Transforming lives through education: UAA College of Education

****

Michael J. Johnson, Ph.D.
Department Chair and Associate Professor
Educational Leadership
University of Alaska Anchorage
3211 Providence Dr. • Bldg. K, RM 218E
Anchorage, AK 99508
(907) 786-4425 Office
(907) 230-6562 Cell
(907) 786-4313 FAX
afmjj@uaa.alaska.edu

Curriculum Coordination Form

Notification Date: 2/21/06

Initiating unit: M.Ed., Adult Education

Affected unit(s): COE/EDTL

Course Prefix and Number: EDFN A654 Previous Prefix and Number: N/A

Complete Course/Program Title:Brain, Mind, and Education

Previous Course/Program Title: N/A

Description of Action: Addition of EDFN A654 as a course that satisfies degree requirements for a student choosing the Teaching, Learning, and Development concentration in Adult Education.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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From: Daniel Schwartz
Sent: Tuesday, February 21, 2006 5:37 PM
To: Diane Erickson
Subject: Here Tiz

Dear Diane Erickson,

I am in receipt of the new revisions for the adult education M.ED. I have seen that ED 654 Brain, Mind and Development could be an option for EDAE students. I did note that on your attachment, it is referred to as “Brain, Mind and Education.” (I would also add a comma after “Mind”.)

I support this change and option, and would encourage students to take this course.

Sincerely,
Dan Schwartz, J.D., Ph.D.
Chair of the Department of Teaching and Learning

Curriculum Coordination Form

Notification Date: 2/21/06

Initiating unit: M.Ed., Adult Education

Affected unit(s): CTC/CTE

Course Prefix and Number: N/A Previous Prefix and Number: N/A

Complete Course/Program Title:Career and Technical Education Concentration

Previous Course/Program Title: N/A

Description of Action: Addition of CTE A611; A633; A643A; and A695C as courses that satisfy degree requirements for a student choosing the Career and Technical Education concentration.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Anchorage, AK 99508

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From: Sally Spieker
Sent: Fri 3/31/2006 7:37 AM
To: Diane Erickson
Subject: RE: [Support for Adult Ed Program Revisions]

I am not the department chair. I am the only faculty member though. We have an Applied Technologies division chair, Jeff Callahan.

We do support the addition of the Career and Technical Education concentration in the M. S., Adult Education and the use of CTE courses in the concentration and as electives.

Let me know if you need something more official than this.

Sally

Curriculum Coordination Form

Notification Date: 2/21/06

Initiating unit: M.Ed., Adult Education

Affected unit(s): COE/EDL Program

Course Prefix and Number: EDL A637 Previous Prefix and Number: N/A

Complete Course/Program Title:Educational Leadership and Organizational Behavior

Previous Course/Program Title: N/A

Description of Action: Addition of EDL A637 as a course that satisfies degree requirements for a student choosing the Human Resources Development and Leadership concentration in Adult Education.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Curriculum Coordination Form

Notification Date: 1/22/06

Initiating unit: M.Ed., Adult Education

Affected unit(s): CBPP/PADM

Course Prefix and Number: PADM A610 Previous Prefix and Number: N/A

Complete Course/Program Title:Organizational Theory and Behavior

Previous Course/Program Title: N/A

Description of Action: Addition of PADM A610 as a course that satisfies degree requirements for a student choosing the Human Resources Development and Leadership concentration in Adult Education.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

UNIVERSITY of ALASKA ANCHORAGE

Department of Public Administration

February 17, 2006

Diane Erickson, Assistant Professor
Graduate Program in Adult Education
University of Alaska Anchorage

Dear Professor Erickson:

I have had the opportunity to review the proposed changes to the EDAE graduate program and was pleased to discover that you wanted to use one of the PADM graduate courses as an option for your students. I have discussed this with members of the Department of Public Administration curriculum committee and we concur with your plans to include PADM 610 Organizational Theory and Behavior as part of the Master Degree in Adult Education Mid-Program Sequence in Human Resources and Leadership.

We are looking forward to seeing your graduate students in this class.

Regards,

Greg Protasel
Chair, Dept. of Public Administration
786-1786 GP@uaa.alaska.edu

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A615	N/A	3	(3+0)

6. Complete Course/Program Title
Introduction to Adult Education
Intro to Adult Education
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.Ed., Adult Educaton

14. Coordinate with Affected Units: N/A
Department, School, or College
_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Exploration and broad overview of the field. Topical areas include people, literature, terms, issues, sociocultural context, and adult education as a field of practice. Includes skills foci on academic reading, writing, and student portfolio.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☒ Level	Graduate standing

18. ☒ Mark if course has fees This course has a one-time/per semester COE computer lab fee.

19. Justification for Action
The M.Ed. in Adult Education is making revisions following self-study and program review. This course, which is required in the program's introductory core sequence, provides a focused introduction to the program and the field.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date of Initiation March 1, 2006

II. Information from the Curriculum Action Request

College or School:	College of Education
Department:	Educational Leadership
Course Program:	M.Ed, Adult Education
Course Subject:	EDAE
Course Number:	A615
Credits:	3
Contact Hours:	3+0
Title:	Introduction to Adult Education
Grading Basis:	A-F
Course Description:	Exploration and broad overview of the field. Topical areas include people, literature, terms, issues, sociocultural context, and adult education as a field of practice. Includes skills foci on academic reading, writing, and student portfolio.
Course Prerequisites:	N/A
Test Scores:	N/A
Other Restrictions:	Level
Corequisites:	N/A
Registration restrictions:	Graduate Standing
Fees:	There is a one-time/per-semester COE computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Adult Education in Global, National, and Local Contexts

Goal: Locate current context of adult education at local, national, and global levels of influence

Outcomes:

1.1. Synthesize current issues and topics in the field, formulating a "map" to its current state
1.2. Recognize and discuss locations and venues for adult education
1.3. Identify questions of policy and political economy
1.4. Describe a brief history and key turning points in adult education
1.5. Analyze the current state of adult education
1.6. Articulate and present a position on an issue or context in a reaction paper

2.0 Orientation to Theory and Literature

Goal: Guide student in an overview of common theory, theorists, perspectives, and areas of research in adult education

Outcomes:

2.1. Outline areas and issues of adult learning and teaching

2.2. Compare major perspectives that one may expect to encounter in adult education theory and research

2.3. Identify and sketch out meanings for several major theories of learning, in and beyond the field of adult education

2.4. Review Research

2.4.1. Cite examples of different types, areas, and trends in research

2.4.2. Recognize structure and components of research articles

2.4.3. Read and effectively summarize a refereed journal article, demonstrating comprehension of the article's main points

3.0 Orientation to Practice

Goal : Guide student in exploring aspects of adult education, including adult learners, instructors, roles, and principles.

Outcomes:

3.1. Explain meanings and complexities of the "adult learner"

3.2. Identify specific roles and functions of adult educators(e.g. planner, instructor, activist)

3.3. Recognize different aspects of teaching

3.3.4. Identify theory in teaching

3.3.5. Differentiate teaching styles

3.3.6. Cite examples of best practices

3.3.7. Discuss the relationships of mentoring and teaching

3.4. Recognize program planning as a function of adult educators

3.4.4. Describe aspects of planning a program

3.4.5. Describe processes related to developing curricula and program materials

3.5. Formulate an understanding of basic principles in adult education administration

3.6. Construct an annotated bibliography thematically, based on the work/works of several adult educators

4.0 Reflective Practice

Goal: Guide student in understanding and beginning implementation of reflective practice

Outcomes:

4.1. Define reflective practice and do a self-assessment to create a "benchmark" for progress and change during the program

4.2. Determine short and long-term goals

4.3. Understand and begin to practice critical thinking processes

4.4. Address student portfolio

4.4.1. Understand the role of portfolios in development as professionals

4.4.2. Create a professional portfolio with a tentative theme

IV. Guidelines for Evaluation

Evaluation is based on

1. Reading and participation
2. Portfolio assignment(s)
3. Presentation
4. Article summary/review
5. Reaction paper
6. Annotated bibliography

V. Course Level Justification

This is a graduate-level course in an M.Ed. Program. It provides a focused introduction to the field and the Adult Education program. Students are required to apply knowledge and skills gained from previous graduate course work or professional work experience in the development of course projects.

VI. Topical Course Outline

1. Adult Education in Global, National, and Local Contexts
2. Orientation to Theory and Literature
3. Orientation to Practice
4. Reflective Practice

VII. Suggested Text(s)

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: APA.

This course has a strong focus on current events and theory. Therefore, the course instructor will select current articles and chapters for reading material.

VIII. Bibliography

Foley, G. (Ed.). (2000). *Understanding adult education and training* (2nd ed.). St. Leonards, NSW, Australia: Allen & Unwin.

Merriam, S., & Brockett, R. (1997). *Introduction to adult education.* San Francisco: Jossey-Bass.

Merriam, S. & Caffarella, R. (1999) *Learning in adulthood: A comprehensive guide* (2nd ed.). San Francisco: Jossey-Bass.

Scott, S., Spencer, B., & Thomas, A. (Eds.). (1998). *Learning for life: Canadian readings in adult education.* Toronto: Thompson Educational.

Wilson, A. & Hayes, E. (Eds.). (2000). *Handbook of adult and continuing education.*

San Francisco: Jossey-Bass.

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A637	N/A	3 credits	(3+0)

6. Complete Course/Program Title
Design of e-Learning
Design of e-Learn
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats N/A Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.S., Nursing Science, Nursing Education Option

14. Coordinate with Affected Units: UAA School of Nursing
Department, School, or College
_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Development of effective instructional methods for adult learners in web-based learning environments.
Special Note: This course uses the Blackboard course management system. Experience with Blackboard required. Students are strongly encouraged to go to the UAA Distance Education Website and complete the Blackboard tutorials and the online assessment, "Are you suited for Distance Education?" (Link: http://www.uaa.alaska.edu/distanceeducation/)

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☒ Level	Graduate standing; Departmental approval

18. ☒ Mark if course has fees There is a one-time/per-semester COE computer lab fee.

19. Justification for Action
The M.Ed. in Adult Education is being revised following self-study and program review. This course can be used to satisfy the requirements for the M.S. in Vocational Education, the M.S. in Nursing Science, Nursing Education Option, and the M.Ed. in Adult Education concentrations in Human Resource Development and Leadership; Teaching, Learning and Development; and Career and Technical Education.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE

UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: March 1, 2006

II. Information from the Curriculum Action Request

College/School	College of Education
Department:	Educational Leadership
Program:	M.Ed, Adult Education
Course Subject:	EDAE
Course Number:	A637
Credits:	3
Contact Hours:	3+0
Course Title:	Design of e-Learning
Grading Basis:	A-F
Course Description:	Development of effective instructional methods for adult learners in web-based learning environments. Special Note: This course uses the Blackboard course management system. Experience with Blackboard required. Students are strongly encouraged to go to the UAA Distance Education Website and complete the Blackboard tutorials and the online assessment, "Are you suited for Distance Education?" (Link: http://www.uaa.alaska.edu/distanceeducation/)
Course Prerequisites:	N/A
Test Scores:	N/A
Other Restrictions:	N/A
Corequisites:	N/A
Registration Restrictions:	Graduate standing
Fees:	There is a one-time/per-semester COE computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Facilitation

Goal: Introduce students to best practices of online learning facilitation

Outcomes:

1.1 Understand the importance of online engagement and community building
1.2 Identify key issues, opportunities, and problems
1.3 Facilitate a discussion online
1.4 Apply principles and best practices of effective online facilitation techniques

2.0 Design and Development

Goal: Guide the development and instructional process for a student designed online learning module

Outcomes:

2.1 Design and develop an online learning lesson
2.2 Apply specific criteria to the selection of appropriate media or technology
2.3 Work collaboratively following the instructional design and development process
2.4 Apply relevant e-Learning and adult education theories to design an online education module
2.5 Use technology to increase each students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions

3.0. Emerging Educational Technologies

Goal: Introduce students to emerging web technologies with educational applications and explore the incorporation of these new technologies into an online learning environment

Outcomes:

3.1 Understand current emerging technologies
3.2 Incorporate these technologies in an online environment
3.3 Write a critical review of an emerging web technology
3.4 Explain the functionality of an emerging technology

4.0 Research and Theory

Goal: Introduce students to current e-Learning theory and seminal professional journals related to e-Learning.

Outcomes:

4.1 Understand e-Learning theory and implications
4.2 Critically review research and theory

IV. Guidelines for Evaluation

Students will be evaluated on:

1. Class participation/facilitation of discussion
2. e-Learning module
3. Review of an emerging technology
4. Research article review

V. Course Level Justification

This is a course in a graduate-level professional preparation program. Students are required to apply knowledge and skills gained from previous graduate course work or professional work experience in the development of course projects.

VI: Outline

In this course, learners will be exploring new opportunities for learning in the Digital Age through participating in (and reflecting on) a variety of online learning topics including:

1.0 Facilitation
- 1.1 Social constructivism in a virtual environment
- 1.2 The tools of online teaching and facilitation
  - 1.2.1 Synchronous communication
  - 1.2.2 Asynchronous communication
- 1.3 Working with the virtual student
- 1.4 Online Classroom dynamics

2.0 Design and Development
- 2.1 Transforming courses for the online classroom
- 2.2 Teaching courses developed by others
- 2.3 Evaluating online learning

3.0 Emerging Educational Technologies
- 3.1 Evaluating the technology
- 3.2 Implementation of the technology

4.0 E-Learning Research and Theory
- 4.1 Theory and implications
- 4.2 Critical review of research

VII. Suggested Texts

Palloff, R. M., & Pratt, K. (2001). *Lessons from the cyberspace classroom*. San Francisco: Jossey-Bass.

Palloff, R. M., & Pratt, K. (2003). *Collaborating online: Learning together in community*. San Francisco: Jossey-Bass.

Anderson, T., & Elloumi, F. (2004). *Theory and practice of online learning*. Retrieved January 26, 2006 from: http://cde.athabascau.ca/online_book

VIII. Bibliography

Bingham J., Davis, T., & Moore, C. (1999). *Emerging technologies in distance learning*. Retrieved December 10, 2005 from http://horizon.unc.edu/projects/issues/papers/Distance_Learning.asp

Cifuentes, L., & Murphy, K. L. (2000). Promoting multicultural understanding and positive self-concept through a distance learning community: Cultural connections. *Educational Technology Research and Development, 48,* (1), 69-83.

Cox, S., & Osguthorpe, R. T. (2003). Building an online instructional design community: Origin, development, and the future. *Educational Technology, 43*, 44-48.

Dominguez, P., & Ridley, D. (2001). Assessing distance education courses and discipline differences in their effectiveness. *Journal of Instructional Psychology, 28,* 15-19.

Glenn, J. M. L. (2003). e-Learning e-volution: Your (digital) future awaits. *Business Education Forum, 57,* 8-15.

McLester, S. (2002). Virtual learning takes a front row seat. *Technology & Learning, 22,* 24-36.

Moore, M. G., & Anderson, W. (2003). *Handbook of distance education*. Mahwah, NJ: Lawrence Erlbaum.

Smith-Stoner, M. & Willer, A. (2003). Video streaming in nursing education: Bringing life to online education. *Nurse Educator, 28,* 66-70.

Curriculum Coordination Form

Notification Date: February 27, 2006

Initiating unit: COE Adult Education M.Ed., Program

Affected unit(s): CHSW/School of Nursing

Course Prefix and Number: EDAE A637 Previous Prefix and Number: N/A

Complete Course/Program Title:Design of e-Learning

Previous Course/Program Title: N/A

Description of Action:
The Adult Education program has created a new course, EDAE A637, to be used to meet a requirement in the M.S. in Nursing Science, Nursing Education Option. This course will be required instead of EDAE A667 Distance Learning and Adult Education.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	Educational Leadership

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A638	N/A	3 credits	(3+0)

6. Complete Course/Program Title
Facilitation of Learning with Technology
Fac. of Learn with Tech
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: N/A
Department, School, or College
_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Using technology to facilitate teaching and learning in a postsecondary environment. Includes theory as well as hands-on production of artifacts with technology.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

17e. Registration Restriction(s) (non-codable)
Graduate standing

18. ☒ Mark if course has fees There is a one-time/per-semester COE computer lab fee.

19. Justification for Action
The M.Ed. in Adult Education is being revised following self-study and program review. This course can be used for any of the Adult Education concentrations and for the M.S. in Vocational Education.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE

UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: March 1, 2006

II. Information from the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Program:	M. Ed., Adult Education
Course Subject:	EDAE
Course Number:	A638
Credits:	3
Contact Hours:	3 + 0
Course Title:	Facilitation of Learning with Technology
Grading Basis:	A-F
Course Description:	Using technology to facilitate teaching and learning in a postsecondary environment. Includes theory as well as hands-on production of artifacts with technology.
Course Prerequisites:	N/A
Test Scores:	N/A
Other Restrictions:	Level
Corequisites:	N/A
Registration Restrictions:	Graduate standing
Fees:	There is a one-time/per-semester COE computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Educational Theory and Research

Goal: Review key adult learning theories and relate to educational technology applications

Outcomes:

1.1 Describe key adult learning theories and relate them to the use of technologies in postsecondary teaching and learning

1.2 Summarize significant research findings that impact the design, implementation, and evaluation of instructional media and materials

1.3 Analyze a research article (e.g. create, use, and report from a database; and create charts and reports from a spreadsheet)

1.4 Research key Internet and World Wide Web resources in teaching and learning

2.0 Web Design and Development

Goal: Guide and assist learners in the design and development of a webpage

Outcomes:

2.1 Construct an educational webpage

2.2 Integrate technology and instructional design

2.3 Understand and incorporate static media in design

2.4 Understand and incorporate dynamic media in design

2.5 Upload webpage to a server

3.0 Production with Technology

Goal: Guide and assist learners in the collaborative production of a video

Outcomes:

3.1 Organize preproduction of storyboards, timeline, and related files

3.2 Film video segments

3.3 Migrate video to a computer

3.4 Integrate and sequence video with other media

3.5 Edit video with appropriate software

3.6 Produce video

3.7 Present video

3.8 Collaborate with peers in the learning process

4.0 Software Review

Goal: Review emerging or assistive software programs for adults and facilitate the development of an analytical critique

Outcomes:

4.1 Identify and evaluate the characteristics, educational impact, and curricular usage of newly developed technologies

4.2 Evaluate the effectiveness of educational software

4.3 Identify and describe how key emerging technologies are likely to have impact on education

4.4 Create a software review that demonstrates the effective use of technology in instruction

4.5 Identify and use software appropriate to a postsecondary educational environment

5.0 Communication

Goal: Communicate through a variety of electronic media (e.g. synchronous conferencing software, asynchronous discussion boards)

Outcomes:

5.1 Communicate with synchronous/asynchronous technologies

5.2 Collaborate with online technologies

5.3 Identify and evaluate the characteristics and roles of multi-sensory experiences, including: simulations, demonstrations, and e-learning

5.4 Interact and collaborate with others using computer-based collaborative tools (e.g threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferences)

IV. Guidelines for Evaluation

Students will be evaluated on:

a) Research paper
b) Web page design
c) Video production
d) Software Review
e) Communication

V. Course Level Justification

This is a course in a graduate level professional preparation program. Students are required to apply knowledge and skills gained from previous graduate course work or professional work experience in the development of course projects.

VI. Outline

1. Educational theory and research
   - 1.1 Adult Education in the information age
     - 1.1.1 Digital Divide and diversity
       - 1.1.1.1 Culture and technology
       - 1.1.1.2 Digital dystopia
       - 1.1.1.3 Digital utopia
     - 1.1.2 Van Wiegel's theory
     - 1.1.3 King's theory
     - 1.1.4 Academic dishonesty
       - 1.1.4.1 Copyfind software
     - 1.1.5 Digital literacy research and statistics
     - 1.1.6 Changing role of the instructor
   - 1.2 Theoretical implications of technology
     - 1.2.1 Cognitive tools approach
     - 1.2.2 Behaviorist approach
     - 1.2.3 Constructivist approach
     - 1.2.4 Learning Styles theory
     - 1.2.5 Multiple Intelligence theory
   - 1.3 Academic software
     - 1.3.1 Freeware
       - 1.3.1.1 Open source tools
     - 1.3.2 Shareware
   - 1.4 Administrative software
     - 1.4.1 Word processing
     - 1.4.2 Spreadsheets
     - 1.4.3 Presentation software
2. Web design and development
   - 2.1 Networks
   - 2.2 Instructional design theory & process
     - 2.2.1 Analyze Design Develop Implement Evaluate (ADDIE) model
     - 2.2.2 Iterative model
     - 2.2.3 DID model
   - 2.3 Hypertext production

2.3.1 Dreamweaver
2.3.2 Frontpage
2.3.3 Web hosted web (WSIWYG) applications
2.3.3.4 Netscape Composer
2.4 Shockwave production
2.4.1 Captivate simulation and demonstration software
2.5 Constructing audio
2.5.1 wav format
2.5.2 MP3 format
2.5.3 Internet radio
2.6 Web concerns
2.6.1 Privacy
2.6.2 Fair/Acceptable use
3. Production with technology
3.1 Designing and planning instruction with technology
3.2 Video technology
3.2.1 Streaming video
3.2.2 Quicktime format
3.2.3 RealPlayer format
3.2.4 Windows media player
3.2.5 Broadcast video
3.2.6 Video compression/decompression (CODECs)
3.2.7 Digital Versatile Disks (DVDs)
3.2.7.1 Burning a movie to a DVD
3.2.8 Digital video editing
3.2.8.1 Windows Movie Maker
3.2.8.2 iMovie
3.3 Copyright
3.3.1 The Teach Act
4. Software review
4.1 Emerging web-based technologies
4.1.1 Using Really Simple Syndication (RSS) feeds in education
4.1.2 Online communities (e.g. Tapped-In, The WELL)
4.1.3 Portals (MERLOT)
4.1.4 Artificial intelligence
4.1.5 Virtual environments
4.1.6 Wireless technologies
4.1.6.1 Bluetooth
4.1.6.2 Personal digital assistants (PDA's)
4.1.7 Podcasting
4.1.7.1 iTunes U
4.2 Assistive technologies
4.2.1 Text-to-speech
4.2.1.1 Natural voice
4.2.1.2 JAWS
4.2.2 Speech-to-text
4.2.2.1 Dragon Naturally Speaking
4.2.3 Magnifiers
4.2.4 Dasher virtual text-entry system
5. Communication
5.1 Virtual collaboration
5.2 Asynchronous communication and collaboration
5.2.1 Discussion boards
5.2.2 Blogs
5.2.3 Wikis

5.2.4 Listervs
5.2.5 Newsgroups
5.3 Synchronous communication and collaboration
5.3.1 Chats
5.3.2 Conferencing
5.3.2.1 Elluminate Live
5.3.2.2 Microsoft NetMeeting

VII. Suggested Texts

Bates, A. W., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations for success*. San Francisco: Jossey-Bass.

Hefzallah, I. M. (2004). *The new educational technologies and learning: Empowering teachers to teach and students to learn in the information age* (2nd ed.). Springfield, Illinois: Charles Thomas.

VIII. Bibliography

Bers, M. U. (2001). Identity construction environments: Developing personal and moral values through the design of a virtual city. *The Journal of the Learning Sciences, 10*(4),*365-415.*

Theodosakis, N. (2002). Video production: Amazing tools for teaching and learning. *Media & Methods, 38,* 14-15.

Wiegel, V. B. (2001). *Deep learning for a Digital Age: Technology's untapped potential to enrich higher education*. San Francisco: Jossey-Bass.

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A650	N/A	3	(3+0)

6. Complete Course/Program Title
Principles of Human Resource Development
Princ Human Resrc Dev
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

- ☐ Add
- ☒ Change
- ☐ Delete
- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☒ Other Restrictions
  - ☐ Class ☒ Level
  - ☐ College ☐ Major
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions
- ☒ Other course goals, outcomes, outline

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.Ed., Adult Education Concentration in Human Resource Development and Leadership

14. Coordinate with Affected Units: N/A
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement
☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities
☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Examines current principles and theories of human resource development with respect to Adult Education. Strategies and techniques for practical application of procedures and tools are presented. Applicable to adult educators working in a variety of human resource systems that include educational institutions, non-profits, business and industry and voluntary organizations.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

17e. Registration Restriction(s) (non-codable)
Graduate Standing

18. ☒ Mark if course has fees There is a one-time/per-semester COE computer lab fee.

19. Justification for Action
The M.Ed. in Adult Education is being revised following evaluation and self study. This course is a requirement for the Human Resource Development and Leadership concentration and may be used to satisfy an elective in the M.S. in Vocational Education.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: March 1, 2006

II. Information from the Curriculum Action Request

College/School:	College of Education
Department:	Educational Leadership
Program:	M. Ed., Adult Education
Course Subject:	EDAE
Course Number:	A650
Credits:	3
Contact Hours:	3 + 0
Course Title:	Principles of Human Resource Development
Grading Basis:	A-F
Course Description:	Examines current principles and theories of human resource development with respect to Adult Education. Strategies and techniques for practical application of procedures and tools are presented. Applicable to adult educators working in a variety of human resource systems that include educational institutions, non-profits, business and industry and voluntary organizations.
Course Prerequisites:	N/A
Test Scores:	N/A
Other Restrictions:	Level
Corequisites:	N/A
Registration Restrictions:	Graduate standing
Fees:	There is a one-time/per-semester COE computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Theory and Research

Goal: Guide the student in defining and in examining theory, research, and practice in human resource development (HRD).

Outcomes:

1.1 Integrates adult education and human resource development.

1.2 Analyzes the difficulties of organizational dynamics and managerial interests.

1.3 Compares and contrasts human capital theory with exploitive organizational interests emerging in critical HRD.

1.4 Describes the significance of power, equity and organizational structure in the context critical of HRD.

1.5 Identifies the inequities and sacrifices made in organizational efforts to achieve efficiency, effectiveness and profitability.

1.6 Identifies the roles of HRD practitioners and the relationship to other organizational leaders.

2.0 Human Resource Administration

Goal: Guide the student in developing a framework for human resource administration.

Outcomes:

2.1 Develops a template for an effective human resources management system.

2.2 Develops a recruitment brochure, web site or other public relations tool to attract future employees.

2.3 Develops a job description, interview questions and selection criteria including reference checks for a position vacancy.

2.4 Designs a new employee orientation.

2.5 Articulates applicable legal guidelines for human resource management.

2.6 Synthesizes issues, theories and skills related to supervision practices in organizations.

3.0 Leadership Skills

Goal: Guide the students in developing skills required for HRD leadership.

Outcomes:

3.1 Demonstrates communication practices and skills related to successful organizational leadership.

3.2 Applies interpersonal skills and group process tools for the development of meeting agendas for a diverse set of circumstances.

3.3 Assesses personal strengths and weaknesses for conducting difficult conversations.

3.4 Prepares written communication that addresses both positive and negative feedback to an employee.

3.5 Identifies the human resources support needed in an organization as it proceeds through a change process.

4.0 Organizational Culture

Goal: Guide the student in applying knowledge of organizational culture to the development of a learning organization.

Outcomes:

4.1 Assesses the organizational culture and identifies unspoken rules.
4.2 Conducts a needs analysis of what employees want out of the job.
4.3 Prepares an organizational plan to develop a community of learners in the organization.
4.4 Identifies the knowledge sharing networks, formal and informal.
4.5 Analyzes moral purpose of the organization: balance of organizational needs with individual needs.
4.6 Identifies norms and shared values and the impact on the organizational culture.

5.0 Learning Theory

Goal: Guide the student in understanding and applying learning theory to support HRD and adult learning.

Outcomes:

5.1 Identifies the key concepts for adult learning.
5.2 Integrates adult learning research and theory with emerging learning research.
5.3 Understands the importance of emotional impact on the alignment of people in an organization.
5.4 Applies motivational learning theory to the change process in an organization.
5.5 Prepares and delivers a workshop reflecting the patterns and practices of teaching and learning.

6.0 Assessment and Technology Practices in HRD

Goal: Guide the students in applying assessment practices and balancing technology and person-to-person interaction.

Outcomes:

6.1 Uses technology to collect quantitative and qualitative data about human resource practices.
6.2 Designs an assessment tool for professional development that contributes knowledge about the effectiveness of the activity.
6.3 Identifies the positive and negative features of technology systems in human resources.
6.4 Applies the legalities of human resources to technology resources and security issues.

IV. Guidelines for Evaluation

Rubrics will be used to evaluate student assignments such as reflective essays, inquiry projects, critical analysis of procedures and practices, and participation.

V. Course Level Justification

This is a graduate-level course in an M.Ed. program. It satisfies a requirement for the Human Resource Development concentration in the Adult Education M.Ed. and the M.S. in Career and Technical Education. Students are required to apply knowledge and skills gained from previous graduate course work or professional work experience in the development of course projects.

VI. Topical Course Outline

1.0 Theory and Research
- 1.1 Adult education and career development
- 1.2 Adult education and organizational development
- 1.3 Adult education and training and staff development
- 1.4 Critical stance in HRD: power, interests and equity
- 1.5 Social purpose and social inequities of HRD
- 1.6 Roles of HRD practitioners and relationship to other organizational leaders

2.0 Human Resource Administration
- 2.1 Planning
- 2.2 Recruitment
- 2.3 Selection
- 2.4 Orientation/Training
- 2.5 Law and ethics considerations
- 2.6 Supervision

3.0 Leadership Skills
- 3.1 Communication skills/ Building relationships
- 3.2 Managing large, small and diverse groups
- 3.3 Difficult conversations
- 3.4 Written communication
- 3.5 Change frameworks and human needs

4.0 Organizational Culture
- 4.1 Overview of organizational culture
- 4.2 Employee needs
- 4.3 Learning communities
- 4.4 Knowledge sharing networks
- 4.5 Moral purpose
- 4.6 Norms and shared values

5.0 Learning Theory
- 5.1 Review of adult learning
- 5.2 Constructivist learning

5.3 Emotional Learning
5.4 Motivational learning
5.5 Linking of prior knowledge, new knowledge and transfer of information.
5.6 Strategies for active learning
5.7 Strategies for mediating thinking

6.0 Assessment and Technology Practices in HRD
6.1 Data collection systems
6.2 Professional development assessment tools
6.3 Efficiency, effectiveness and the human touch
6.4 HR law and ethics and technology practices

VII. Suggested Texts

Callahan, J., Bierema, L., & Gilley, A. (Eds.). (2002). *Critical issues in HRD: A new agenda for the twenty-first century*. New York: Basic Books.

Watkins, K. E., & Marsick, V. J. (1999). *Facilitating learning organizations: Making learning count.* Hampshire, UK: Gower.

VIII. Bibliography

Bierema, L. (1998). A feminist critique of human resource development research. In *Proceedings of the 39th Annual Adult Education Research Conference* (pp. 31-36). San Antonio, TX: University of the Incarnate Word.

Callahan, J., Bierema, L., & Gilley, A. (Eds.). (2002). *Critical issues in HRD: A new agenda for the twenty-first century*. New York: Basic Books.

Fenwick, T. J. (1998). Questioning the concept of the learning organization. In S. Scott, B. Spencer, & A. Thomas (Eds.), *Learning for life: Canadian readings in adult education* (pp. 140-152). Toronto, Canada: Thompson.

Fenwick, T. J. (2004). Toward a critical HRD in theory and practice. *Adult education Quarterly, 52*(4), 193-209.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Garrick, J. (1998). *Informal learning in the workplace: Unmasking human resource development.* London: Routledge.

Gilley, J., Dean, P., &, Bierema, L. (2001). *Philosophy and Practice of Organizational Learning, Performance, and Change.* New York: Perseus.

Kotter, J. P. (1990). *A force for change: How leadership differs from management.* New York: McMillian.

Lipton, L., & Wellman, B. (2000). *Pathways to Understanding: Patterns and practices in the learning focused classroom* (3rd ed.). Sherman, CT: Lost Acre Trail.

Schied, F. M., Carter, V. K., Preston, J. A., & Howell, S. L. (1998). Complicity and control in the workplace: A critical case study of TQM, learning, and the management of knowledge. *International Journal of Lifelong Education*, *17*(3), 157-172.

Tepper, B. B. (1995). *The new supervisor: Skills for success*. West Des Moines, Iowa: American Media.

Watkins, K. E., & Marsick, V. J. (1993). *Sculpting the learning organization: Lessons in the art and science of systemic change.* San Francisco: Jossey-Bass.

Watkins, K. E., & Marsick, V. J. (1999). *Facilitating learning organizations: Making learning count.* San Francisco: Jossey-Bass.

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

1a. School or College	1b. Division	1c. Department
EA COE	n/a	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A657	n/a	3.0	(3+0)

6. Complete Course/Program Title
Leadership

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☐ Add
☐ Change
(mark appropriate boxes)
☒ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.Ed. in Adult Education

14. Coordinate with Affected Units:
Department, School, or College _____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Explores concepts, theories, and approaches concerning leadership, with particular emphasis on how they apply to adult and continuing education. Application of leadership ideas to improve decision making and problem solving skills, enhance effectiveness, and predict outcomes. Examines personal leadership styles and philosophies of leadership and leadership development.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
n/a	n/a	n/a

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
Graduate Standing

18. ☐ Mark if course has fees n/a

19. Justification for Action
This course is no longer needed. We are using EDL A637 Educational Leadership and Organizational Behavior to fulfill the intent of this requirement.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A675	N/A	3 credits	(3+0)

6. Complete Course/Program Title
Design of Programs for Adults
Design of Programs for Adults
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.Ed. in Adult Education

14. Coordinate with Affected Units: N/A
Department, School, or College
_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Examination of fundamental concepts of educational program planning for adults in informal, community, healthcare, higher education, and human resource settings.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☒ Level	Graduate Standing

18. ☒ Mark if course has fees There is a one-time /per-semester COE computer lab fee.

19. Justification for Action
The M.Ed. in Adult Education is being revised following self-study and program review. This course will be part of the required introductory core.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: February 15, 2006

II. Information from the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Program:	M.Ed., Adult Education
Course Subject:	EDAE
Course Number:	A675
Credits:	3
Contact Hours:	3+0
Course Title:	Design of Programs for Adults
Grading Basis:	A-F
Course Description:	Examination of fundamental concepts of educational program planning for adults in informal, community, healthcare, higher education, and human resource settings.
Course Prerequisites:	N/A
Test Scores:	N/A
Other Restrictions:	Level
Corequisites:	N/A
Registration Restrictions:	Graduate Standing
Fees:	One-time/per-semester COE computer lab fee

III. Instructional Goals and Student Outcomes

1.0 Program Context

Goal: Introduce a holistic examination of the context for program planning that includes people, the organization, the community, and broader environmental and situational factors.

Outcomes:

1.1 Describe how an examination of the program context can enhance program success.
1.2 Explain the importance of identifying and including program stakeholders in the program planning process.
1.3 Compare and contrast strategies for building program support from key constituent groups within the organization or the broader community.
1.4 Examine the overt and covert power dynamics in program planning contexts.
1.5 Explain the relationship of organizational mission, philosophy, and values to educational program planning.
1.6 Articulate the personal and professional values and beliefs that guide their program planning practices.
1.7 Reflect upon consistency between their personal educational philosophy and their program planning actions and decisions.
1.8 Prepare a profile of the adult learners in their programming context that includes their expected prior knowledge, experiences, cultural beliefs and community traditions.
1.9 Assume responsibility for planning programs that are inclusive.
1.10 Demonstrate cultural awareness and sensitivity.

2.0 Needs and Opportunities Assessment

Goal: Identify techniques for generating educational program ideas arrayed on a continuum of intuition to formal needs assessment.

Outcomes:

2.1 Compare and contrast the advantages and disadvantages of various techniques for generating program ideas.
2.2 Evaluate the use of various techniques against considerations of context, time, goals and expense.
2.3 Differentiate between organizational, community and individual problems or opportunities appropriate for educational intervention versus those that require alternative interventions.
2.4 Critically examine the assumptions and values underlying program ideas to understand how the ideas have been shaped by social, cultural or organizational forces.

3.0 Goals and Objectives

Goal: Introduce the development of program goals and learner objectives.

Outcomes:

3.1 Differentiate between measurable and non-measurable program outcomes.
3.2 Write learner objectives that focus on participant learning.
3.3 Describe relationship of program outcomes and learner objectives to organizational mission.
3.4 Assess appropriateness of learner objectives against the profile of the

organization's adult learners.

3.5 Develop learner objectives that are inclusive and culturally responsive to the identified adult learners.

4.0 Plan Transfer of Learning

Goal: Define the concept of transfer of learning and describe the importance of planning for the transfer and application of new learning by the learner to the personal, community, or workplace setting.

Outcomes:

4.1 Diagnose factors that may hinder or enhance the transfer and application of new learning to the learner's personal, community or workplace setting.

4.2 Compare and contrast strategies that can be implemented before, during and after the educational event to facilitate the transfer of learning.

4.3 Describe the importance of identifying and addressing key individuals in the learner's personal, community or workplace setting who can assist in supporting the transfer of learning.

4.4 Demonstrate sensitivity to cultural values and/or community traditions that learners want to respect or maintain in applying new learning.

5.0 Program Budgeting

Goal: Provide examples of budget models.

Outcomes:

5.1 Create budget estimates for proposed programs.

5.2 Describe various funding options for programs (grants, fee-based, base-funded, self-support, etc.).

6.0 Program Marketing

Goal: Introduce the concept of educational program marketing as more comprehensive and multifaceted than the recruitment of learners into the program.

Objectives:

6.1 Evaluate consistency of program with organization mission.

6.2 Differentiate and describe the external and internal program constituents.

6.3 Identify opportunities along the program development continuum for creating a positive organizational image and conveying an orientation of responsiveness to learners.

6.4 Compare and contrast strategies for creating a positive pre-program learner orientation for mandatory educational programs.

7.0 Program Evaluation

Goal: Introduce informal and formal evaluation strategies that can be used to guide ongoing program improvement (formative) or identify and document results (summative).

Outcomes:

7.1 Describe the components of a systematic, formal evaluation of an

educational program.

7.2 Provide examples of informal evaluation techniques that can be used before, during, and after an educational program.

7.3 Compare and contrast techniques that can be used to collect evaluative data.

7.4 Explain the importance of communicating evaluation results to program stakeholders.

7.5 Describe how formative and summative evaluation data can be continuously cycled into programming decisions.

8.0 Integrating Theory and Practice

Goal: Guide reflection on the integration of theory into professional practice and the use of practice experience to create, critique, and inform theory.

Outcomes:

8.1 Utilize literature and research to inform the development of the pilot program.

8.2 Value a disposition toward practice that is informed by theory and evidence.

8.3 Examine growing personal knowledge base and emergent theories-in-use as constructed from practice.

IV. Guidelines for Evaluation

Students will be evaluated based on:

a. Design of a pilot program for adult learners or a case study developed from an existing program. The pilot program and case study components will include development of or critical examination of context analysis, program goals and learner objectives, measurable outcomes, a budget, marketing plan and evaluation plan.

b. Class presentation of the proposed program or case study.

c. Self evaluation of their learning and identification of future learning goals.

V. Course Level Justification

This is a required core course in the introductory sequence of a graduate level professional preparation program. Knowledge and skills acquired through the baccalaureate degree are expected.

VI. Outline and Course Design

1.0 Program Context
2.0 Needs and Opportunities Assessment
3.0 Goals and Objectives
4.0 Planning for Transfer of Learning
5.0 Program Budgeting
6.0 Program Marketing
7.0 Program Evaluation
8.0 Integrating Theory and Practice

VII. Suggested Texts

Caffarella, R.S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). San Francisco: Jossey-Bass.

Foley, G. (Ed.). (2004). *Dimensions of adult learning: Adult education and training in a global era.* Berkshire, England: Open University Press.

Vella, J. (2004). *Dialogue education at work: A casebook.* San Francisco: Jossey-Bass.

VIII. Bibliography

Cervero, R. M., & Wilson, A .L. (1994). *Planning responsibly for adult education: A guide to negotiating power and interests.* San Francisco, CA: Jossey-Bass.

Grace, A., Gouthro, P.A., & Mojab, S. (2003). "Thinking the practice": Academic adult educators' reflections on mediating a summer institute as a multicultural learning journey for graduate students. *Studies in Continuing Education, 25*(1), 51-74.

Griffin, C. (2003). Elements of adult education and lifelong curriculum theory. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 292-297). New York: Routledge. (Reprinted from *Curriculum theory in adult and lifelong learning*, pp. 200-206, by C. Griffin, 1983, London: Croom Helm).

London, J. (2003). Program development in adult education. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 253-270). New York: Routledge. (Reprinted from *Handbook of adult education in the United States*, pp. 65-81, by M. S. Knowles, Ed., 1960).

Mott, V. W., & Daley, B. J. (Eds.). (2000). *Charting a course for continuing professional education: Reframing professional practice*. San Francisco: Jossey-Bass.

Ross-Gordon, J. M. (Ed.). (2002). *Contemporary viewpoints on teaching adults effectively*. San Francisco: Jossey-Bass.

St. Clair, R., & Sandlin, J. A. (Eds.) (2004). *Promoting critical practice in adult education.* San Francisco: Jossey-Bass.

Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco: Jossey-Bass.

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A676	N/A	3 credits	(3+0)

6. Complete Course/Program Title
Curriculum and Instructional Design
Curr & Instr Design
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: N/A
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Examination of the curriculum development process and exploration of instructional design elements.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
EDAE A675	N/A	N/A

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

17e. Registration Restriction(s) (non-codable)
Graduate Standing

18. ☒ Mark if course has fees There is a one-time/per-semester COE computer lab fee.

19. Justification for Action
The M.Ed. in Adult Education is being revised following self-study and program review. This course may be used to satisfy requirements for the Teaching, Learning, and Development concentration.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: March 1, 2006

II. Information from the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Program:	M.Ed., Adult Education
Course Subject:	EDAE
Course Number:	A676
Credits:	3
Contact Hours:	3+0
Course Title:	Curriculum and Instructional Design
Grading Basis:	A-F
Course Description:	Examination of the curriculum development process and exploration of instructional design elements.
Course Prerequisites:	EDAE A675
Test Scores:	N/A
Other Restrictions:	Level
Corequisites:	N/A
Registration Restrictions:	Graduate Standing
Fees:	There is a one-time/per-semester COE computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Organizational Goals and the Curriculum

Goal: Introduce a holistic examination of the contextual factors influencing decisions to devise and implement new or revised curriculum.

Outcomes:

1.1 Explain contextual factors (political, socio-economic, historical, licensure) that will influence curriculum development.

1.2 Describe the relevant characteristics of the parent organization that are shaping goals and decisions regarding curriculum development and offering.

1.3 Identify the various organizations that develop and offer comprehensive, cohesive learning curriculums for adults (ESL/ABE programs, community colleges, vocational education programs, proprietary schools, corporations, colleges and universities).

1.4 Differentiate the goals of traditional educational institutions from those of corporate or nonprofit sector universities (e.g. HFH University, Humane University).

1.5 Examine critically organizational assumptions regarding the motivations and needs of learners.

1.6 Analyze how organizational assumptions and values regarding learners have been shaped by social, cultural or organizational forces.

1.7 Describe how the need for a new or revised curriculum is assessed by drawing upon a combination of perspectives (e.g. students, community, discipline).

1.8 Describe various resources required to support delivery of the curriculum.

1.9 Analyze organizational capacity for supporting new/revised curriculum offerings.

2.0 Curriculum Leadership

Goal: Guide analysis of the formation of a curriculum design team and development of skills to facilitate the work of an effective curriculum design team.

Outcomes:

2.1 Demonstrate knowledge of how to structure a curriculum team, including understanding of the differing roles of team members.

2.2 Demonstrate effective communication techniques to be used with team members and organizational decision makers. These include the use of feedback, role negotiation, conflict analysis and resolution, interactive problem formulation, creative problem solving, and evaluation of team functioning and outcomes.

2.3 Examine the importance of collaborative professional relationships for effective curricular design and eventual instructional delivery.

2.4 Compare and contrast different types of decision making including consensus, democratic, and directive and when and how to utilize each effectively.

2.5 Demonstrate the ability to function as a member of a curriculum design team.

2.6 Value a collaborative team approach to curriculum development.

3.0 Planning for a Learner Centered Curriculum

Goal: Differentiate between a teacher centered framework for curriculum development and a learner centered framework for curriculum development.
Outcomes:

3.1 Create a profile of the learners, including their prerequisite knowledge and experiences, cultural values, generational cohort, etc., for whom the curriculum is being designed.
3.2 Integrate prerequisite knowledge of core adult learning theories into curriculum and instructional design decisions.
3.3 Evaluate curriculum design decisions based on inclusiveness and sensitivity to diverse cultural values and community traditions.
3.4 Evaluate factors that will maximize or minimize the targeted learners access to the curriculum (cost, delivery mode, location, perceptions, social and cultural barriers, pre-requisite knowledge requirements, etc.)

4.0 Instructional Goals and Learner Objectives
Goal: Introduce the development of instructional goals and learner objectives.
Outcomes:

4.1 Construct instructional goals and learner objectives that focus on participant learning.
4.2 Assess appropriateness of learner objectives against the profile of the organization's adult learners.
4.3 Develop learner objectives that are inclusive and culturally responsive to the identified adult learners.
4.4 Examine critically assumptions and values underlying objectives to analyze how they have been shaped by social, cultural or organizational forces.
4.5 Examine critically objectives in order to select methods to foster transformational learning versus reproductive learning.
4.6 Value development of skills for lifelong and self-directed learning.

5.0 Content Mapping and Sequencing
Goal: Guide students in the process of content selection and sequencing.
Objectives:

5.1 Analyze curriculum goals and learner objectives to determine the content.
5.2 Describe factors driving curriculum content decisions (disciplinary requirements, professional licensure standards, learner objectives, organizational mission and goals, etc.).
5.3 Analyze each course as an element with specific purpose in the overall design of the curriculum.
5.4 Analyze factors (student characteristics, scaffolding of knowledge and skills, reinforcement of learning, etc.) to be considered in sequencing the content to progressively build knowledge and skills and foster dispositions.

6.0 Design of Courses
Goal: Provide overview and introduction to basic elements of course design.
Outcomes:

6.1 Appreciate that each course supports, reinforces and adds to the student learning throughout the entire curriculum.
6.2 Select, create or adapt methods and materials to present content in varied ways that will support student achievement of learning objectives in the course and in the overall curriculum.
6.3 Create or adapt learning activities and materials that will provide students with the opportunity to apply and reinforce new learning.
6.4 Select, design or adapt methods and materials to foster inclusive learner centered learning spaces.
6.5 Select and use methods and materials to meet the varied learning styles and backgrounds of learners.
6.6 Compare and contrast a variety of classroom assessment techniques that can be used to gauge student knowledge and conceptual understanding.
6.7 Describe how the results of classroom assessments can be used to improve instructional design.
6.7 Demonstrate awareness of cultural biases inherent to some assessment measures that advantage some students and disadvantage others.

7.0 Curriculum Evaluation and Renewal

Goal: Introduce informal and formal evaluation strategies that can be woven into the phases of curriculum development and delivery.

Outcomes:

7.1 Describe the components of a systematic, formal evaluation of an educational program.
7.2 Compare and contrast techniques that can be used to collect evaluative data.
7.3 Explain the importance of communicating evaluation results to program stakeholders.
7.4 Describe how formative and summative evaluation data can be continuously cycled into curricular decisions.

8.0 Integrating Theory and Practice

Goal: Guide reflection on the integration of theory into professional practice and the use of practice experience to create, critique, and inform theory.

Objectives

8.1 Utilize literature and research to inform the development of the pilot program.
8.2 Value a disposition toward practice that is informed by theory and evidence.
8.3 Examine critically growing personal knowledge base and emergent theories-in-use as constructed from practice.

IV. Guidelines for Evaluation

Students will be evaluated based on:

a. Team projects.
b. Individual inquiry projects (topics to be determined by students based on their learning goals and their adult education context).

c. Case study analyses.
d. Self evaluation of learning and identification of future learning goals.

V. Course Level Justification

This is a course in the concentration sequence of a graduate level professional preparation program. Students are required to apply knowledge and skills gained from the graduate level prerequisite courses in the development of course projects.

VI. Outline and Course Design

1.0 Organizational Goals and the Curriculum
2.0 Curriculum Leadership
3.0 Planning for a Learner Centered Curriculum
4.0 Instructional Goals and Learner Objectives
5.0 Content Mapping and Sequencing
6.0 Design of Courses
7.0 Curriculum Evaluation and Renewal
8.0 Integrating Theory and Practice

VII. Suggested Texts

Cervero, R. M., & Wilson, A. L. (2005). *Working the planning table: Negotiating democratically for adult, continuing, and workplace education.* San Francisco: Jossey-Bass.

Schwarz, R., Davidson, A., Carlson, P., & McKinney, S. (2005). *The skilled facilitator fieldbook: Tips, tools, and tested methods for consultants, facilitators, managers, trainers, and coaches.* San Francisco: Jossey-Bass.

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). *Designing effective instruction* (4th ed.). San Francisco: Jossey-Bass.

VIII. Bibliography

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.

Caffarella, R. S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). San Francisco: Jossey-Bass.

Cervero, R. M., & Wilson, A. L. (1994). *Planning responsibly for adult education: A guide to negotiating power and interests.* San Francisco: Jossey-Bass.

Diamond, R. M. (1998). *Designing and assessing courses and curricula* (2nd ed.). San Francisco: Jossey-Bass.

Foley, G. (Ed.). (2004). *Dimensions of adult learning: Adult education and training in a global era.* Berkshire, England: Open University Press.

Galbraith, M.W. (2004). *Adult learning methods: A guide for effective instruction.* Malabar, FL: Krieger.

Grace, A., Gouthro, P. A., & Mojab, S. (2003). "Thinking the practice": Academic adult educators' reflections on mediating a summer institute as a multicultural learning journey for graduate students. *Studies in Continuing Education, 25*(1), 51-74.

Griffin, C. (2003). Elements of adult education and lifelong curriculum theory. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 292-297). New York: Routledge. (Reprinted from *Curriculum theory in adult and lifelong learning*, pp. 200-206, by C. Griffin, 1983, London: Croom Helm).

Ross-Gordon, J. M. (Ed.). (2002). *Contemporary viewpoints on teaching adults effectively*. San Francisco: Jossey-Bass.

St. Clair, R., & Sandlin, J. A. (Eds.) (2004). *Promoting critical practice in adult education.* San Francisco: Jossey-Bass.

Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco: Jossey-Bass.

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

1a. School or College	1b. Division	1c. Department
EA COE	n/a	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A678	n/a	3.0	(3+0)

6. Complete Course/Program Title
Curriculum & Program Planning in Adult Education
Curri/Prog Plan Adult Ed
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☐ Course ☐ Program

(mark appropriate boxes)
☐ Add
☐ Change
☒ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with n/a
☐ Stacked with n/a
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
Curriculum and Instruction Option, M.Ed. in Adult Education

14. Coordinate with Affected Units:
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Identification of fundamental principles and concepts of program planning and curriculum development. Specifically reviews education and training programs and curriculum designed for the adult learner and offers practical applications of the ideas in the course.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

17e. Registration Restriction(s) (non-codable)
Graduate Standing

18. ☐ Mark if course has fees n/a

19. Justification for Action
This course is no longer needed. The Curriculum and Instruction Option has been deleted.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A685	N/A	3	(3+0)

6. Complete Course/Program Title
Introduction to Qualitative Research
Intro to Qual Research
Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.Ed., Adult Education; M.S., Vocational Education

14. Coordinate with Affected Units: CTC/CTE
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Fundamentals of qualitative research methods and design. Addresses proposal preparation and includes applied elements of data collection and analysis.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☒ Level	Graduate standing

18. ☒ Mark if course has fees One-time/per semester COE computer lab fee.

19. Justification for Action
The M.Ed. in Adult Education is being revised following self-study and program review. This course satisfies a final core research requirement for the program. The course is available to all graduate students and may be used as a research elective in the College of Education and across the university.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: March 1, 2006

II. Information from the Curriculum Action Request

College or School:	College of Education
Department:	Educational Leadership
Course Program:	M.Ed., Adult Education
Course Subject:	EDAE
Course Number:	A685
Credits:	3
Contact Hours:	3+0
Title:	Introduction to Qualitative Research
Grading Basis:	A-F
Course Description:	Fundamentals of qualitative research methods and design. Addresses proposal preparation and includes applied elements of data collection and analysis.
Course Prerequisites:	N/A
Test Score(s):	N/A
Other Restrictions:	Level
Corequisites:	N/A
Registration Restrictions:	Graduate standing
Fees:	There is a one-time/per-semester COE computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Qualitative Research

Goal: Guide student in defining and examining qualitative research as a practice and a field of study

Outcomes:

1.1. Define qualitative research
1.2. Recognize purposes and uses of qualitative research
1.3. Distinguish between qualitative and quantitative research paradigms

2.0 Research Design

Goal: Develop student understanding of essential elements and processes in research design

Outcomes:

2.1. Describe elements of a study
2.2. Understand processes of qualitative research as nonlinear, cyclical, and developing as the study progresses
2.3. Propose a topic, focus, and research questions in written and verbal formats
2.4. Prepare a short literature review, integrating it with student purpose and perspectives to form a theoretical framework
2.5. Outline a logistical plan (e.g. participant recruitment and site entry)
2.6. Successfully complete human subjects exam
2.7. Understand the purpose and significance of IRB in conducting qualitative studies
2.8. Demonstrate reflexivity when considering the role of the researcher in a study

3.0 Methodological Approaches to Qualitative Research

Goal: Familiarize students with major genres of qualitative research methods and their appropriate application

Outcomes:

3.1. Describe major genres of qualitative research
3.2. Distinguish major philosophies and procedures inherent to each genre
3.3. Analyze a situation and identify appropriate methodological approaches for a research design
3.4. Study one qualitative research genre in depth and use it to develop a study proposal

4.0 Data Collection

Goal: Instruct students in fundamentals of data collection

Outcomes:

4.1. Identify five data collection techniques and identify how they are used with different methodological approaches
4.2. Complete a data collection activity
4.3. Transcribe a section of taped interview data

5.0 Data Analysis

Goal: Introduce students to qualitative data analysis and reporting

Outcomes:

5.1. Identify two techniques used in qualitative data analysis generally and their application within specific research genres
5.2. Implement the two techniques in a coding exercise
5.3. Identify and group themes from data
5.4. Compose a synthesis based on themes that emerge from the data
5.5. Identify one computer-aided qualitative data analysis software package and its major functions

6.0 Quality and Validity

Goal: Guide students in understanding quality and validity in qualitative studies

Outcomes:

6.1. Identify indicators of quality in qualitative research
6.2. Discuss issues of validity, authenticity and reliability
6.3. Determine three ways in which a study's quality can be enhanced

IV. Guidelines for Evaluation

Students will be evaluated based on

1. Class participation
2. Design of a research proposal
3. Data collection and analysis activities
4. Class presentation

V. Course Level Justification

This is a graduate-level course in an M.Ed. program. It provides preparation for a thesis or project for graduate students.

VI. Topical Course Outline

1. Introduction to qualitative research
2. Research design
3. Qualitative research traditions
4. Data collection
5. Data analysis
6. Quality and validity

VII. Suggested Texts

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Patton, M. (2001). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

VIII. Bibliography

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed*

methods approaches (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Denzin, N., & Lincoln, Y. (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Denzin, N., & Lincoln, Y. (2001). *The SAGE handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Marshall, C., & Rossman, G. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Merriam, S. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass.

Patton, M. (2001). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A695	N/A	1-3 credits	(0+3-9)

6. Complete Course/Program Title
Practicum in Adult Education

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☒ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☒ Other Restrictions
☐ Class ☒ Level
☐ College ☒ Major

☐ Course Number
☒ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☒ Registration Restrictions

☒ Other Goals, outcomes and outline revised

9. Repeat Status Yes # of Repeats 2 Max Credits 3

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
N/A

14. Coordinate with Affected Units: N/A
Department, School, or College

_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Supervised field experience designed to facilitate exploration of the field and transfer of skills to an adult education practice setting.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
EDAE A615; EDAE A655; EDAE A665; EDAE A675	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☒ Major ☐ Class ☒ Level	Instructor Approval

18. ☒ Mark if course has fees One-time/per-semester COE computer lab fee

19. Justification for Action
The M.Ed. in Adult Education is being revised following self-study and program review. The practicum will now be an elective not a required experience in the program. Reduced the maximum number of practicum credits from 6 to 3.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: February 15, 2006

II. Information from the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Program:	M.Ed., Adult Education
Course Subject:	EDAE
Course Number:	A695
Credits:	1-3
Contact Hours:	0 + 3-9
Course Title:	Practicum in Adult Education
Grading Basis:	Pass/No Pass
Course Description:	Supervised field experience designed to facilitate exploration of the field and transfer of skills to an adult education practice setting.
Course Prerequisites:	EDAE A615: Introduction to Adult Education EDAE A655: The Adult Learner EDAE A665: History and Philosophy of Adult Education EDAE A675: The Design of Programs for Adults
Test Scores:	N/A
Other Restrictions:	Major/Level
Corequisites:	N/A
Registration Restrictions:	Instructor Approval
Fees:	There is a one-time/per-semester computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Practicum Proposal

Goal: Guide student in the identification of a practicum site that will enhance the development of the student's professional knowledge and skills in their selected adult education practice context.

Outcomes:

1.1 Develop personal and professional learning goals.

1.2 Collaborate with the practicum site supervisor in developing activities and projects that support identified learning goals.

1.3 Prepare a profile of the adult learners served by the practicum site including prior learning experiences, cultural beliefs and community values.

2.0 Professional Inquiry and Dialogue

Goal: Facilitate dialogue and exploration of the practical challenges and issues of integrating theory with practice in the field of adult education.

Outcomes:

2.1 Recognize that theories attempt to explain the complex processes of adult learning.

2.2 Appreciate that theories are informed by and developed from practice and that practice serves to generate, critique and inform theory.

2.3 Value the complexities of everyday practice in the field of adult education.

2.4 Identify opportunities to develop leadership skills in the practice setting.

2.5 Value varying worldviews and perspectives.

3.0 Self Assessment

Goal: Guide student self assessment of strengths and needs for further learning and skill development in working with adult learners.

Outcomes:

3.1 Assess completion of identified learning goals for the practicum.

3.2 Explore the 'aha' moments experienced during the practicum.

3.3 Examine critically the times when they felt inexperienced to handle a situation in the practicum.

3.4 Reexamine and affirm adult education career choice as consistent with one's dispositions and values.

4.0 Professionalism and Communication

Goal: Orientate student to responsibilities for professionalism and timely communications with the practicum site supervisor.

Outcomes:

4.1 Welcome critical feedback intended to enhance professional skills and knowledge.

4.2 Communicate learning goals to the practicum site supervisor.

4.3 Demonstrate professionalism in communications and interactions with site staff and adult learners.

4.4 Accept responsibility for resolving communication problems, personality

conflicts, and work scheduling issues in a timely and open manner.

4.5 Value a collaborative approach to educating adult learners.

5.0 The Reflective Practitioner-Scholar

Goal: Facilitate student dialogue and continued examination of the practice dimensions of intellectual vitality, leadership, collaboration, and inclusiveness and equity.

Outcomes:

5.1 Reexamine the values and beliefs composing one's personal and professional philosophy of adult education.

5.2 Identify continued goals for learning and professional development after completion of the practicum.

5.3 Examine the critical debates and tensions in the field against their growing practical experience facilitating adult learning.

5.4 Examine ethical issues encountered or observed in the practicum experience.

5.5 Identify opportunities for professional leadership.

IV. Guidelines for Evaluation

Students will be evaluated based on the following:

a. Practicum proposal
b. Journal
c. Reflection papers
d. Site supervisor evaluation
e. Self assessment

The practicum proposal must be approved by the practicum instructor before the student begins the practicum.

V. Course Level Justification

This course, part of a graduate level professional preparation program, provides an advanced professional experience integrating theory and skills to application in an adult education practice setting.

VI. Outline and Course Design

1.0 Proposal Development
2.0 Professional Inquiry and Dialogue
3.0 Self Assessment
4.0 Professionalism and Communication
5.0 The Reflective Practitioner-Scholar

The purpose of this course is to support the student in the transfer of theory and skills to a practice setting. Students work independently and meet on a regular basis with the practicum supervisor and other practicum students.

VII. Suggested Texts

The practicum supervisor may suggest texts and other resources as appropriate to the student and the student's chosen practicum site.

VIII. Bibliography

Brookfield, S. D. (2000). The concept of critically reflective practice. In A. Wilson & E. Hayes (Eds.), *Handbook of adult education* (pp 33-53). San Francisco: Jossey-Bass.

Chapman, B. S. (1999). Praxis: An adult education practicum. *Adult Learning, 11*(1). Retrieved January 30, 2006, from Academic Premier database.

Elias, J. L., & Merriam, S. B. (2005). *Philosophical foundations of adult education* (3rd ed.). Malabar, FL: Krieger.

Fenwick, T. (2004). *Learning through experience: Troubling orthodoxies and intersecting questions.* Malabar, FL: Krieger.

Houle, C. (2003). The education of adult educational leaders. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 318-329). New York: Routledge. (Reprinted from *Handbook of adult education in the United States*, pp. 117-128, by M. S. Knowles, Ed., 1960).

Imel, S., Brockett, R., & James, W. B. (2000), Defining the profession: A critical appraisal. In A. Wilson & E. Hayes (Eds.), *Handbook of adult and continuing education* (pp. 628-642). San Francisco: Jossey-Bass.

Jarvis, P. (1999). *The practitioner-researcher: Developing theory from practice*. San Francisco: Jossey-Bass.

Schon, D. (2003). From technical rationality to reflection-in-action. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 3, pp. 243-270). New York: Routledge. (Reprinted from *The reflective practitioner: How professionals think in action,* pp. 30-69, by D. Schon, 1983.*)*

Wilson, A., & Cervero, R. (2001). Power in practice: A new foundation for adult education. In A. Wilson & R. Cervero (Eds.), *Adult education and the struggle for knowledge and power in society* (pp. 267-287). San Francisco: Jossey-Bass.

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A698	N/A	1-3 credits	(0+3-9)

6. Complete Course/Program Title
Inquiry Project

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☒ Other Restrictions
☐ Class ☒ Level
☐ College ☒ Major

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☒ Registration Restrictions

☒ Other Goals, objectives and outline

9. Repeat Status Yes # of Repeats 2 Max Credits 3

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.Ed in Adult Education

14. Coordinate with Affected Units: N/A
Department, School, or College
Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
An inquiry project in an educational, community, or administrative setting related to the student's program concentration. The project, the culminating academic experience leading to the graduate degree, is original, creative work integrating theory and evidence-based practice.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
(EDFN A627 or concurrent enrollment) or (EDAE A685 or concurrent enrollment)	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☒ Major ☐ Class ☒ Level	Departmental Approval

18. ☒ Mark if course has fees One-time/per-semester COE computer lab fee

19. Justification for Action
The M.Ed. in Adult Education is being revised following self-study and program review. The revised description better reflects course content. The new CCG clarifies requirements and expectations for the master's inquiry project.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: February 15, 2006

II. Information from the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Program:	M.Ed., Adult Education
Course Subject:	EDAE
Course Number:	A698
Credits:	1-3
Contact Hours:	0 + 3-9
Course Title:	Inquiry Project
Grading Basis:	Pass/No Pass
Course Description:	An inquiry project in an educational, community, or administrative setting related to the student's program concentration. The project, the culminating academic experience leading to the graduate degree, is original, creative work integrates theory and evidence-based practice.
Course Prerequisites:	(EDFN A627 or concurrent enrollment) or (EDAE A685 or concurrent enrollment)
Test Scores:	N/A
Other Restrictions:	Major/Level
Corequisites:	N/A
Registration Restrictions:	Departmental approval required.
Fees:	One-time/per-semester COE computer lab fee.

III. Instructional Goals and Student Outcomes

1.0 Proposal

Goal: Guide the construction of a professional proposal to address an educational issue or opportunity in a practice setting.

Outcomes:

1.1 Develop an inquiry project proposal or prospectus.
1.2 Describe the context of the inquiry project.
1.3 Integrate adult education theory and research in the response to the educational issue or opportunity.
1.4 Identify the project deliverables/outcomes.
1.5 Describe evaluative process for project deliverables/outcomes.

2.0 Literature Review

Goal: Guide the critical examination and synthesis of the literature relevant to the selected inquiry topic.

Outcomes:

2.1 Utilize literature and resources most relevant to the inquiry topic.
2.2 Demonstrate a command of the literature reviewed.
2.3 Use selected literature to inform and contextualize the project.
2.4 Critically assess the literature.

3.0 Application Development

Goal: Guide the identification of methods and approaches to be implemented in responding to the practice problem or opportunity.

Outcomes:

3.1 Focus on the dimensions of the context and problem or opportunity.
3.2 Evaluate and select methods reflective of evidence-based practices in adult education.
3.3 Evaluate and select methods and materials that are appropriate for the adult learners in the program context.

4.0 Evaluation of Project

Goal: Guide the evaluation of the inquiry project and the process.

Outcomes:

4.1 Evaluate the process.
4.2 Use selected literature to interpret and assess final project outcomes.

5.0 Peer and Faculty Review (Community Presentation)

Goal: Guide the process of preparing the project for review, critique, and dialogue with faculty and peers.

Outcomes:

5.1 Articulate the project and project design.
5.2 Demonstrate theory to practice connections.
5.3 Demonstrate application of evidenced based practice.
5.4 Describe results of project implementation.

6.0 The Reflective Scholar-Practitioner

Goal: Facilitate student dialogue and continued examination of the practice dimensions of intellectual vitality, leadership, collaboration, and inclusiveness and equity.

Outcomes:

6.1 Appreciate and identify significant learning derived from the inquiry process, not just the end product.

6.2 Identify continued goals for learning and professional development after completion of the M.Ed. in Adult Education..

6.3 Identify opportunities for professional and community leadership.

IV. Guidelines for Evaluation

The student will form a research project committee composed of 3 members (minimum). The committee chair will be a faculty member in the adult education graduate program.

The research project committee will guide and evaluate the student's work:

a. Completion and presentation of the project proposal.
b. Completion of literature review.
c. Completion of agreed upon deliverables (ex. instructional handbook, website, professional development workshop, etc.).
d. Community presentation of final project (poster, article, verbal presentation, website).

V. Course Level Justification

This course is the culminating academic experience for completion of the graduate degree.

VI. Outline

The purpose of this course is to support the student in the completion of the research project. Students work independently and meet on a regular basis with their committee chair and with other committee members as necessary to maintain satisfactory progress toward completion of the project.

1.0 Proposal Development
2.0 Literature Review
3.0 Application Development
4.0 Evaluation
5.0 Faculty and Peer Review
6.0 The Reflective Scholar-Practitioner

VII. Suggested Texts

The project committee guiding the student's work will suggest texts and other resources as appropriate to the student and the student's chosen thesis topic.

VIII. Bibliography

Booth, W. C., Colomb, G. C., & Williams, J. M. (2003). *The craft of research* (2nd ed.). Chicago: The University of Chicago Press.

Hall, B. (2003). Participatory research: Breaking the academic monopoly. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 400-418). New York: Routledge. (Reprinted from *Viewpoints on adult education research,* pp. 43-69, ERIC Document No. NIE-C-400-76-0122, 1979).

Merrriam, S. B., & Simpson, E. L. (2000). *A guide to research for educators and trainers of adults* (2nd ed.). Malabar, FL: Krieger.

Patton, M. (2002). *Qualitative research and evaluation methods,* (3rd ed.). Thousand Oaks, CA: Sage.

St. Clair, R. (2004). A beautiful friendship? The relationship of research to practice in adult education. *Adult Education Quarterly, 54*(3), 224-241.

Usher, R., & Bryant, I. (2003). The practice of adult education research in context. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 437-451). New York: Routledge. (Reprinted from *Adult education in theory, practice and research,* pp. 97-115, by R Usher & I. Bryant, 1989).

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

1a. School or College	1b. Division	1c. Department
EA COE	N/A	EDLD

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDAE	A699	N/A	1-3 credits	(0+3-9)

6. Complete Course/Program Title
Thesis

Abbreviated Title for Transcript (30 character)

7. Type of Course ☒ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☒ Other Restrictions
☐ Class ☒ Level
☐ College ☒ Major

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☒ Registration Restrictions

☒ Other Goals, objectives and outline

9. Repeat Status Yes # of Repeats 2 Max Credits 3

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
M.Ed. in Adult Education

14. Coordinate with Affected Units: NA
Department, School, or College

_____ Initiator Signature Date

15. ☐ General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Completion of a master's thesis. The thesis is based on original investigation and demonstrates scholarship, knowledge of the relevant literature and selection of appropriate methods of research.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
(EDFN A627 or concurrent enrollment) or (EDAE 685 or concurrent enrollment)	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☒ Major ☐ Class ☒ Level	Departmental Approval

18. ☒ Mark if course has fees One-time/per-semester COE computer lab fee

19. Justification for Action
The M.Ed. in Adult Education degree is being revised following self-study and program review. The revised description better reflects the course content. The revised CCG clarifies guidelines for the thesis.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date Initiated: February 15, 2006

II. Information from the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Program:	M.Ed., Adult Education
Course Subject:	EDAE
Course Number:	A699
Credits:	1-3
Contact Hours:	0 + 3-9
Course Title:	Thesis
Grading Basis:	Pass/No Pass
Course Description:	Completion of a master's thesis. The thesis is based on original investigation and demonstrates scholarship, knowledge of the relevant literature and selection of appropriate methods of research.
Course Prerequisites:	(ED A627 or concurrent enrollment) or (ED A685 or concurrent enrollment)
Test Scores:	N/A
Other Restrictions:	Major/Level
Corequisites:	N/A
Registration Restrictions:	Departmental approval required.
Fees:	One-time/per-semester COE computer lab fee

III. Instructional Goals and Student Outcomes

1.0 Proposal

Goal: Guide the student in the development of the thesis proposal.

Outcomes:

1.1 Develop a problem statement.
1.2 Describe the study context.
1.3 Integrate adult education theory and research in the development of the thesis research questions.
1.4 Develop the researchable or guiding questions for the study.
1.5 Develop a timeline for implementing and completing the study.

2.0 Literature Review

Goal: Guide the student in the development of a literature review that situates the study problem, research questions and research design within an adult education theoretical or conceptual framework.

Outcomes:

2.1 Utilize literature and resources most relevant to the topic.
2.2 Demonstrate a command of the literature reviewed.
2.3 Use selected literature to inform and contextualize the study.
2.4 Assess critically the literature.

3.0 Research Design

Goal: Guide the student in the selection of research methods, development of the research design and study implementation.

Outcomes:

3.1 Evaluate and choose a research method appropriate to the study.
3.2 Develop recruitment letters (if necessary) and participant consent forms per UAA Institutional Review Board guidelines.
3.3 Develop plan for collecting and managing data.
3.4 Develop plan for data analysis.

4.0 Data Interpretation and Analysis

Goal: Guide the student in the process of data interpretation and analysis.

4.1 Use data analysis techniques most appropriate to the data and the study.
4.2 Use selected literature to interpret and analyze research results.
4.3 Summarize findings.
4.5 Make recommendations for future study.

5.0 Peer and Faculty Review (Community Presentation)

Goal: Guide the student in preparing to present the thesis for review, critique and dialogue with faculty and peers.

Outcomes:

5.1 Articulate the problem and research design.

5.2 Review the literature that informs the study.
5.3 Describe the research design and implementation of the study.
5.4 Present study results and implications for the field.

6.0 The Reflective Practitioner-Scholar

Goal: Facilitate student dialogue and continued examination of the practice dimensions of intellectual vitality, leadership, collaboration, and inclusiveness and equity.

Outcomes:

6.1 Demonstrate ability for self-reflection and self assessment of thesis.
6.2 Identify continued goals for learning and professional development after completion of the M.Ed. in Adult Education.
6.3 Identify opportunities for professional and community leadership.

IV. Guidelines for Evaluation

The student will form a thesis committee composed of three members (minimum). The committee chair will be a faculty member in the adult education graduate program.

The thesis committee will guide and evaluate the student's work:

a. Completion of the thesis proposal.
b. Completion of literature review.
c. Completion of data collection.
d. Analysis of the collected data.
e. The complete thesis.
d. Community presentation of the thesis (poster, article, verbal presentation, website).

V. Course Level Justification

This course is the culminating academic experience for the graduate degree.

VI. Outline and Course Design

1.0 Proposal Development
2.0 Literature Review
3.0 Research Design
4.0 Data Interpretation and Analysis
5.0 Faculty and Peer Review
6.0 The Reflective Scholar-Practitioner

The purpose of this course is to support the student in the completion of the thesis. Students work independently and meet on a regular basis with their committee chair and with other committee members as necessary to maintain satisfactory progress toward completion of the thesis.

VII. Suggested Texts

The thesis committee guiding the student's work will suggest texts and other resources as appropriate to the student and the student's chosen thesis topic.

VIII. Bibliography

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods.* Boston: Allyn & Bacon.

Booth, W. C., Colomb, G. C., & Williams, J. M. (2003). *The craft of research* (2nd ed.). Chicago: The University of Chicago Press.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *Collecting and interpreting qualitative materials* (2nd ed.). Thousand Oaks, CA: Sage.

Hall, B. (2003). Participatory research: Breaking the academic monopoly. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 400-418). New York: Routledge. (Reprinted from *Viewpoints on adult education research,* pp. 43-69, ERIC Document No. NIE-C-400-76-0122, 1979).

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Merrriam, S. B., & Simpson, E. L. (2000). *A guide to research for educators and trainers of adults* (2nd ed.). Malabar, FL: Krieger.

Patton, M. (2002). *Qualitative research and evaluation methods*, (3rd ed.). Thousand Oaks, CA: Sage.

Rubenson, K. (2003). Adult education research: In quest of a map of the territory. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 419-436). New York: Routledge. (Reprinted from *Adult Education Quarterly,* pp. 57-74, *32*(2), 1982.

St. Clair, R. (2004). A beautiful friendship? The relationship of research to practice in adult education. *Adult Education Quarterly, 54*(3), 224-241.

Usher, R., & Bryant, I. (2003). The practice of adult education research in context. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Major themes in education* (Vol. 4, pp. 437-451). New York: Routledge. (Reprinted from *Adult education in theory, practice and research,* pp. 97-115, by R. Usher & I. Bryant, 1989).

Graduate Programs

Graduate Study

Graduate education is an integral part of the University of Alaska Anchorage (UAA).which offers graduate certificates, and master's degrees. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered by other institutions. Some or all course work and research may be completed at UAA while the doctoral degree is granted by another university.

Students who have completed UAA graduate programs possess the knowledge and skill necessary to succeed in furthering their education and to excel in their chosen professions. Whether the degree is required for advancement, personal and professional growth, or for other goals, students may expect the challenges and rewards of high quality graduate education.

Upon successful completion of their graduate programs, students will have demonstrated mastery of their disciplines and will have participated in independent scholarship. Appropriate exit requirements allow students to express the knowledge they have acquired in forms designed for their respective programs.

To ensure the most beneficial educational experience, students' academic preparation and likelihood of success in their programs are carefully assessed and validated. Entrance requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. If an entrance exam is required, the nature of that exam is determined by the appropriate discipline. As they progress in their studies, students can expect discipline-specific advising from mentors in their programs.

Graduate students are subject to relevant policies contained in the complete UAA catalog, as well as individual program requirements.

Admissions

(907) 786-1480

http://www.curric.uaa.alaska.edu/admissions

All students intending to register for one (1) or more courses must apply for admission. Applications for admission are available online via ***http://www.curric.uaa.alaska.edu/admissions*** or from Enrollment Services.

Admission Requirements for Master's Degrees

To qualify for admission to graduate programs, a student must have earned a baccalaureate degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate degrees within two semesters may also apply for graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate an ability to pursue graduate work. In general, applicants must either have a cumulative grade point average of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate level courses. Transcripts are to be requested by the student and must be submitted in an officially sealed envelope. (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual graduate programs may also require additional transcripts and/or specific entrance exams such as the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the United States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

Applicants whose native language is not English or whose baccalaureate degree was conferred by an institution where English was not the language of instruction must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the United States or of another English-speaking country and demonstrates fluency in reading, writing, and speaking in English.

Applications, official transcripts, and required test scores (if any) must be submitted to Enrollment Services. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, Enrollment Services will forward each student's admission packet to the Dean, Department Chair, or designee for consideration.

Each graduate program has individual admission standards and document requirements. Additional information such as writing samples, goal statements, letters of recommendation, research proposals, and/or interviews may be required by specific programs. When required, these materials must be submitted directly to the Department Chair or designee.

Deadlines for submission of materials vary by program. Please note, for programs with rolling (on-going) admissions, that in order to ensure consideration for all financial aid opportunities, it is strongly recommended that eligible students submit:

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• For Fall admission, all required application forms no later than July 1, and all required application materials by August 1;
• For Spring admission, all required application forms no later than November 1, and all required application materials by December 1.

No more than nine (9) credits may be completed in the student's graduate program before program admission. See individual program listings for further details.

International Graduate Students

International Services
(907) 786-1558

International students who will attend UAA as F-1 visa students and who need a Form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student status must meet University and degree program admission requirements. In addition to being admitted to a graduate program, international students must submit the following:
1. An official TOEFL (Test of English as a Foreign Language) score of at least 550 for the paper-based test or 213 for the computer-based test.
2. A statement of financial support for the anticipated period of study and evidence of availability of funds such as a bank statement.
3. An English translation of all required documents.
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an official statement from a recommended international credentials evaluation service stating that their degree is the equivalent of a U.S. bachelor degree. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is also mandatory. Contact the International Student Advisor in Enrollment Services for details.

Application and Admission Status for Master's Degree-Seeking Students: Terms and Definitions

Application Status

Incomplete Application
An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application
A pending application has met University requirements and is awaiting departmental recommendation for admission.

Postponed Application
Students may postpone their applications to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied.

Withdrawn Before Admission
Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed will be withdrawn. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

Admission Status

Complete Admission
All required documents have been received and all admission standards met.

Incomplete Admission
Students who expect to receive their baccalaureate degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

Provisional Admission
Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the Dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate degree-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

Postponed Admission
Students may postpone their admission to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied.

Withdrawn After Admission
Admission will be withdrawn when students do not attend classes during or postpone their admission by the end of their admission semester. Students whose admissions have been withdrawn must apply for re-admission if they later choose to attend UAA.

Related Master's Degree Policies

Transfer Credits

Up to nine semester credits or the equivalent earned at a regionally accredited institution and not previously used to obtain any other degree may be transferred to UAA and accepted toward a master's degree. Acceptance of transfer credits toward program requirements is at the discretion of the individual program.
Course work used to obtain a Graduate Certificate at another institution, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a Master's degree.

Change of Major or Emphasis Area

Students who wish to change majors or emphasis areas within the same degree and school or college may submit a Graduate Change of Major or Emphasis Area form to Enrollment Services. Students will be expected to meet all admission and program requirements of their new major or emphasis area. Students who change major or emphasis areas after being advanced to candidacy must submit a revised official Graduate Studies Plan to Enrollment Services through their advisor/committee.

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Change of Degree

Graduate students who wish to change degree programs must formally apply for admission to the new program through Enrollment Services and pay the appropriate fee. This applies both to changes between schools/colleges and to different degrees within the same school or college (such as a change from the MFA in Creative Writing to the MA in English). Students will be expected to meet all admission and program requirements of the new major or emphasis area.

Concurrent Degrees

Students may pursue concurrent degrees as long as they have formally applied and been accepted to each program through Enrollment Services.

Students may be admitted to or complete Graduate Certificate requirements as they pursue a Master's Degree. Course work used to obtain a Graduate Certificate, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a Master's degree.

Additional Master's Degrees

Students who have received a master's degree or doctoral degree from a regionally accredited college or university may earn a UAA master's degree by completing a minimum 21 resident credits not used for any other previous degree. The student must meet all the University Requirements for Master's Degrees, School or College Requirements, and Program Requirements; fulfilling all University, College, and Program Requirements may require more than the minimum 21 credits beyond the previous graduate degree. If the 21 additional credits and other requirements have been earned for each additional degree, two or more degrees may be awarded simultaneously.

Formal Acceptance to Master's Degree Programs

Once all required admission documents have been received by Enrollment Services, the student's admission packet is forwarded to the Dean or designee of the specific program. The acceptance decision is made by the Dean or designee, who informs Enrollment Services of the decision. Enrollment Services sends the official Certificate of Admission directly to the applicant. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy).

Non-Degree-Seeking Students

Non-degree-seeking students who wish to register for graduate courses must have the Department Chair's or faculty member's signature. Registration as a non-degree-seeking student implies no commitment by the University to the student's later admission to a degree program. Up to nine (9) semester credits of graduate level course work may be completed in the student's graduate program before program admission. **Non-degree-seeking students do not qualify for Federal or state financial aid benefits nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.** (See Chapter 7, "Academic Standards and Regulations," for further information.)

Full-Time/Part-Time Status for Master's Degree Programs

A student who has been admitted to a UAA graduate program and is enrolled at UAA for nine (9) or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are applicable to the graduate degree program. A graduate student enrolled at UAA for fewer than nine (9) credits is classified as part-time.

Audited courses, Continuing Education Units (CEUs), and Continuous Registration are not included in the computation of the student's full-time or part-time status.

Catalog Year for Master's Degree Programs

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a master's degree program, or the catalog in effect at the time of graduation. If the requirements for a master's degree as specified in the entry-level catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward the degree, including transfer credit, must be earned within the consecutive seven-year period prior to graduation.

Continuous Registration

Continuous Registration is expected every fall and spring semester, from admission through graduation, until all requirements for the degree are completed.

To make continuous progress in their graduate program, students have the following options:

- Registering for at least one (1) graduate level credit applicable to their graduate degree, or
- Paying the continuous registration fee to remain active in the graduate program although not registered in any courses.

Students are also expected to register or pay the continuous registration fee for the summer if they use university facilities or consult with faculty during the summer. Please contact the individual graduate program for departmental policy/requirements concerning continuous registration. The continuous registration fee may be paid during each semester's late registration period or in Enrollment Services through week 12 of the fall or spring semester. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence policy) may be removed from master's degree-seeking status.

Leave of Absence

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree, including transfer credits, be earned within a consecutive seven-year period prior to graduation. Students who fail to make continuous progress (see Continuous Registration) or to obtain an approved leave of absence may be removed from master's degree-seeking status.

Good Standing for Master's Degree-Seeking Students

Any graduate student who maintains a 3.00 (B) GPA in all course work that meets their graduate program requirements and who is not on probation is considered to be in good standing. For students admitted to candidacy, course work consists of those courses identified on the official Graduate Studies Plan.

Probation

A graduate student whose GPA falls below 3.00 (B) in courses applicable to his/her graduate program, or a graduate student who, for reasons specified in writing, is not making continuous satisfactory progress toward completing the program requirements, will be placed on probation. If the requirements to remove probation are not satisfied within one (1) semester (excluding summer), the student will be removed from master's degree-seeking status. Each school or college has developed written procedures to deal with appeals arising from removal from master's degree-seeking status.

Removal from Master's Degree-Seeking Status

A graduate student's academic status may be changed to nondegree-seeking if the requirements to remove provisional admission or probation are not satisfied, or if minimum academic standards are not met. In some cases, students may be removed from master's degree-seeking status without having first been placed on probation (see Non-Degree-Seeking Students).

Academic Appeals

Students have the right to appeal academic actions (See Academic Dispute Resolution Procedures in the current *UAA Fact Finder/Student Handbook* for information).

Reinstatement to Master's Degree-Seeking Status

Graduate students who have been removed from master's degree-seeking status for failing to meet academic standards may apply for reinstatement to a graduate program after one (1) calendar year from the semester in which they were removed from master's degree-seeking status. When re-applying to graduate studies, it is the student's responsibility to demonstrate ability to succeed in the graduate program.

Graduate students who have been removed from master's degree-seeking status for not making continuous progress (see Continuous Registration) must re-apply for graduate study and pay the appropriate fee.

Reinstated graduate students must re-apply for candidacy and may be required to meet the program requirements which are in effect at the time of reinstatement.

Graduate Advisor

The Dean or designee of the appropriate school or college offering the graduate program appoints a Graduate Advisor for each student accepted to a graduate program.

Graduate Studies Committee

For graduate programs with a thesis, independent scholarship, or research project, the advisor and the student select a Graduate Studies Committee as part of the process of advancement to candidacy. The committee must consist of at least three UAA faculty, including the chair, who shall normally be a full-time faculty member. One (1) faculty committee member may be from a discipline outside the student's school or college. Additional members who are not UAA faculty, but have the appropriate professional credentials, may be included with the approval of the Dean or designee, the committee chair, and the student. The committee members and chair must agree to serve and must be approved by the Dean or designee. Any changes to the committee structure require the approval of the Dean or designee, and the committee chair.

Responsibilities of Graduate Advisor/Committee

The division of responsibility between the advisor and/or committee is determined at the program level. The graduate advisor and/or committee will do the following:

1. Review the graduate student's official Graduate Studies Plan, ensuring that it includes: University Requirements for Master's Degrees; all courses required for the degree; research culminating in a thesis, independent scholarship or project, if required; a written or oral comprehensive examination, independent scholarship evaluation, or thesis or project defense; any special program requirements; and arrangements to remove any deficiencies in the student's academic background.
2. Approve the official Graduate Studies Plan and Application for Candidacy at the time of Advancement to Candidacy.
3. Monitor the student's progress and timely completion of all requirements in the official Graduate Studies Plan (see Continuous Registration).
4. Monitor the timely submission of the official Graduate Studies Plan and other documents to Enrollment Services.
5. Review and approve any changes to the official Graduate Studies Plan, directing timely submission of the revised plan to Enrollment Services.
6. Review and approve the thesis, independent scholarship, or research project, including initial proposals, according to procedures established by the individual graduate program.

7. Review, and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.
8. Administer and assess the comprehensive exam, administer independent scholarship evaluation, or thesis or project defense.

Official Graduate Studies Plan

The official Graduate Studies Plan formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive the master's degree. The plan is based upon the catalog requirements for the graduate degree program to which the student has been accepted. The plan becomes official once it is approved by the Dean or designee and is filed with Enrollment Services. Students are expected to complete all requirements listed on their official Graduate Studies Plan, as well as all University Requirements for Master's Degrees. Any revision to the plan will need to be submitted to Enrollment Services through the graduate advisor/committee.

Advancement to Candidacy

After demonstrating an ability to succeed in graduate study as defined by the relevant graduate program, the student may apply for advancement to candidacy. Advancement to candidacy status is a prerequisite to graduation and is determined by the Dean or designee. Candidacy is the point in a graduate study program at which the student has demonstrated an ability to master the subject matter and has progressed to the level at which a graduate studies plan can be approved.

To be approved for candidacy a student must:
- Be in good standing as defined in the good standing policy.
- Demonstrate competence in the methods and techniques of the discipline.
- Receive approval of the independent scholarship, thesis or research project proposal from the student's Graduate Studies Committee.
- Satisfy all prerequisites and remove all academic deficiencies.
- Satisfy all terms of a provisional admission.
- Submit an approved, official Graduate Studies Plan.

University Requirements for Master's Degrees

To complete a Master's degree, a student must complete the University Requirements for Master's Degrees, School or College Requirements, and Program Requirements. A graduate student's program is based upon the catalog requirements for the relevant graduate degree which are in effect at the time the student is accepted. University requirements for all graduate degrees are as follows:

1. A student must be admitted to the degree program and establish an approved Graduate Studies Plan.
2. The student must complete at least 30 approved semester credits beyond the baccalaureate degree. At least 24 credits in each graduate degree must consist of courses other than thesis, independent scholarship (independent study courses), and/or a research project.
3. Up to nine (9) semester credits not used toward any other degree (graduate of undergraduate) may be transferred to UAA from an accredited institution and counted toward a Master's degree. Acceptance of transfer credit toward program requirements is at the discretion of the individual program faculty.
4. Individual Program Deans or designees may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to be transferred to UAA, as long as at least nine (9) credits applicable to the student's program are earned at UAA after acceptance into the program.
5. A GPA of at least 3.00 (B) must be earned in courses identified in the official Graduate Studies Plan.
6. Only 400- and 600- level courses approved by the graduate student's graduate advisor, Dean or designee, and graduate studies committee, may be counted toward graduate program requirements.
7. In 400-level courses, a minimum grade of "B" is required for the course to count toward the program requirements.
8. Courses at the 500-level are for professional development and are not applicable toward any degree.
9. In 600-level courses, a grade of "C" is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate program. At least 21 credits must be taken at the graduate level (600) for any master's degree, including thesis, independent scholarship, or research credits. For performance comparison only, in 600-level courses a grade of "P" (Pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
10. Courses taken as credit by examination, or graded Credit/ No Credit (CR/NC) do not count toward graduate program requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor/committee to waive certain courses in an established program, as long as the total credits in the program remain the same.
11. If the requirements for a master's degree as specified in the entry-year catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.
12. All credits counted toward the degree, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
13. Students are expected to be continuously registered throughout their graduate program (see Continuous Registration).
14. The student must complete all requirements established by the program and must pass a written or oral comprehensive examination, independent scholarship evaluation, or thesis or project defense.
15. When an oral comprehensive examination, thesis defense, or independent scholarship is required, the student may select an outside reviewer approved by the Dean or designee of the program to participate in the oral comprehensive examination to assure that the examination, defense, or scholarship evaluation is fair and appropriate. The outside reviewer is a faculty member from another department in the university or other qualified individual in the area in which the student is seeking a degree.
16. Thesis format must meet general UAA requirements for format as determined by the UAA Consortium Library.

Application for Graduation

Graduate students must submit an Application for Graduation, signed by the academic advisor and accompanied by the required fee, to Enrollment Services. Application for Graduation deadlines are March 1 for summer graduation, May 1 for fall graduation, and September 15 for spring graduation.

Applications received after the deadline will be processed for the following semester. Students who apply for graduation but do not complete degree requirements by the end of the semester must re-apply for

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graduation. The application fee must be paid with each Application for Graduation.

Interdisciplinary Studies Degree

A student who has received a baccalaureate degree from a regionally accredited institution and whose credentials indicate the ability to pursue graduate work may develop an interdisciplinary studies degree program (MA or MS). He/she may apply and meet all requirements for graduate admission specifying an interdisciplinary studies major. The proposed program must differ significantly from and may not substitute for an existing UAA graduate degree program. The student may select no more than one half of his/her program credits from one existing graduate degree program. Courses must come from two or more disciplines (i.e., subjects). A minimum of 21 credits must be drawn from existing, approved 600-level courses. No more than nine (9) credits of directed study, independent study, individual research, or thesis may be included in an Interdisciplinary Studies degree. In addition to the requirements noted above, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (Interdisciplinary Studies Major) with the appropriate fee to Enrollment Services.
2. The student develops a proposed Interdisciplinary Studies Plan specifying the degree (MA or MS) and title or concentration. In developing this proposal, the student should review all graduate degree policies and procedures. To receive an Interdisciplinary Studies Master's degree from UAA, the student must incorporate into their proposal all University Requirements for Master's Degrees, and any school or college requirements applicable. All such requirements must be satisfied prior to conferral of the degree.
3. The student proposes a Graduate Studies Committee of at least three faculty members from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of nine (9) credits or more. The committee members must agree to serve and be approved by the appropriate Dean(s) or designee(s).
4. The student invites a faculty member to chair the committee and to serve as their Graduate Advisor. The chair shall normally be a full-time faculty member. The chair must agree to serve and must be approved by the appropriate Dean(s) or designee(s).
5. The student presents the proposal to the committee and chair for preliminary review and approval. If the committee and chair support the proposal, it will be forwarded to the appropriate Dean(s) or designee(s). If the proposal and committee structure are approved, the proposal is then submitted to Enrollment Services.
6. Upon receipt of the proposal and all required admission information, Enrollment Services forwards the student's admission packet to the Vice Provost for Research and Graduate Studies for final approval. The proposal and committee structure, when approved by the Vice Provost for Research and Graduate Studies, becomes the student's official Graduate Studies Plan.
7. The Graduate Studies Plan and complete admission packet will then be forwarded to the specific graduate programs for an acceptance decision. Acceptance is determined by the Dean and/or faculty of the affected graduate programs, who then inform Enrollment Services of their decision. Enrollment Services sends the official Certificate of Admission directly to the student. Acceptance does not establish candidacy in the program.
8. Once accepted to graduate study, the students work with their advisors and committees to ensure that satisfactory progress is made toward completing degree requirements. After demonstrating an ability to succeed in graduate study, as defined by the committee and advisor, the student may apply for Advancement to Candidacy status (see Continuous Registration and Advancement to Candidacy).

Graduate Certificates

A graduate-level certificate program is a coherent sequence of related graduate courses. These programs are designed to provide graduate education past the baccalaureate level and/or to enhance the education of students who have already completed a master's degree. Students will complete a linked series of courses, which may include a capstone experience or project that focuses their intellectual experience. Upon completion of a certificate, students will have acquired an area of specialization or an interdisciplinary perspective. Further, success in a graduate-level certificate program should prepare students to better accomplish the goals of their discipline.

Admissions

(907) 786-1480

http://www.curric.uaa.alaska.edu/admissions

All students intending to register for one (1) or more courses must apply for admission. Applications for admission are available online via ***http://www.curric.uaa.alaska.edu/admissions*** or from Enrollment Services.

Admission Requirements for Graduate Certificates

To qualify for admission to graduate certificate programs, a student must have earned a baccalaureate or master's degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate or master's degree within two semesters may also apply for graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate or master's degree and whose credentials indicate their ability to pursue graduate work. In general, applicants must either have a cumulative grade point average of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate certificate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate and/or graduate degrees and any transcripts reflecting graduate level courses. Transcripts are to be requested by the student and must be submitted in an officially sealed envelope. (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual programs may also require additional transcripts and/or specific entrance exams such as the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the United States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency

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performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

Applicants whose native language is not English or whose baccalaureate degree was conferred by an institution where English was not the language of instruction must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the United States or of another English-speaking country and demonstrates fluency in reading, writing, and speaking in English.

Applications, official transcripts, and required test scores (if any) must be submitted to Enrollment Services. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, Enrollment Services will forward each student's admission packet to the Dean, Department Chair, or designee for consideration.

Each graduate certificate program has individual admission standards and document requirements. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Additional information such as writing samples, goal statements, letters of recommendation, research proposals, and/or interviews may be required by specific programs. When required, these materials must be submitted directly to the Department Chair or designee.

Deadlines for submission of materials vary by program. No more than one third of the credits may be completed in the student's certificate program before application for admission. See individual program listings for information.

International Graduate Certificate Students

International Services
(907) 786-1558

International students who will attend UAA as F-1 visa students and who need a Form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student status must meet University and degree program admission requirements. In addition to being admitted to a graduate program, international students must submit the following:

1. An official TOEFL (Test of English as a Foreign Language) score of at least 550 for the paper-based test or 213 for the computer-based test.
2. A statement of financial support for the anticipated period of study and evidence of availability of funds such as a bank statement.
3. An English translation of all required documents.
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an official statement from a recommended international credentials evaluation service stating that their degree is the equivalent of a U.S. bachelor degree. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is also mandatory. Contact the International Student Advisor in Enrollment Services for details.

Application and Admission Status for Graduate Certificate-Seeking Students: Terms and Definitions

Application Status

Incomplete Application
An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application
A pending application has met University requirements and is awaiting departmental recommendation for admission.

Postponed Application
Students may postpone their applications to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied.

Withdrawn Before Admission
Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed will be withdrawn. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

Admission Status

Complete Admission

All required documents have been received and all admission standards met.

Incomplete Admission

Students who expect to receive their baccalaureate or master's degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate or master's degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

Provisional Admission

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the Dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate certificate-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

Postponed Admission

Students may postpone their admission to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied**.**

Withdrawn After Admission

Admission will be withdrawn when students do not attend classes during or postpone their admission by the end of their admission semester. Students whose admissions have been withdrawn must apply for admission if they later choose to attend UAA.

Related Graduate Certificate Policies

Graduate Certifcate Transfer Credits

Up to one third of the credits (semester) or the equivalent earned at a regionally accredited institution and not previously used to obtain any undergraduate degree or certificate may be transferred to UAA and accepted toward a graduate certificate. Acceptance of transfer credits toward program requirements is at the discretion of the individual program.

Change of Graduate Certificates

Graduate students who wish to change certificate programs must formally apply for admission to the new certificate program through Enrollment Services and pay the appropriate fee. This applies both to changes between schools or colleges and to different certificates within the same school or college. Students will be expected to meet all admission and program requirements of their new major or emphasis area.

Concurrent Graduate Certificates

Students may pursue concurrent graduate certificates as long as they have formally applied and been accepted to each program through Enrollment Services.

Additional Graduate Certificates

Students who have received a graduate certificate or master's degree from UAA or another regionally accredited college or university may earn a UAA graduate certificate by completing at least one third of the certificate credit requirements in residence at UAA and after admission to the certificate program. Credits previously used for any undergraduate certificate or degree may not be used to satisfy graduate certificate program requirements. Multiple graduate certificates may be awarded only if they differ by at least one third of their credit requirements.

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Formal Acceptance to Graduate Certificate Programs

Once all required admission documents have been received by Enrollment Services, the student's admission packet is forwarded to the Dean or designee of the specific program. The acceptance decision is made by the Dean or designee, who informs Enrollment Services of the decision. Enrollment Services sends the official Certificate of Admission directly to the applicant. Acceptance to a graduate certificate program does not guarantee later admission to other graduate certificates or degrees.

Non-Degree-Seeking Students

Non-degree-seeking students who wish to register for graduate courses must have the Department Chair's or faculty member's signature. Registration as a non-degree-seeking student implies no commitment by the University to the student's later admission to a graduate certificate program. Up to one third of the credits of graduate certificate course work may be completed in the student's graduate certificate program before program admission. **Non-degree seeking students do not qualify for Federal or state financial aid benefits nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.**

Full-Time/Part-Time Status for Graduate Certificate-Seeking Students

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A student who has been admitted to a UAA graduate certificate program and is enrolled at UAA for nine (9) or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are applicable to the graduate certificate program. A graduate certificate student enrolled at UAA for fewer than nine (9) credits is classified as part-time.

Audited courses, Continuing Education Units (CEUs), and professional development courses (500 level) are not included in the computation of the student's full-time or part-time status.

Catalog Year for Graduate Certificate Programs

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate certificate program, or the catalog in effect at the time of graduation.

If the requirements for a graduate certificate program as specified in the entry-level catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward the certificate, including transfer credit, must be earned within the consecutive seven-year period prior to graduation.

Good Standing for Graduate Certificate-Seeking Students

A graduate certificate-seeking student who maintains a 3.00 (B) cumulative GPA in courses on their official Graduate Certificate Studies Plan is considered in good standing.

Removal from Graduate Certificate-Seeking Status

A graduate certificate student's academic status may be changed to non-degree-seeking if the requirements to remove provisional admission are not satisfied, or if minimum academic standards are not met.

A graduate certificate student whose cumulative GPA falls below 3.00 (B) in courses applicable to his/her graduate certificate program, or a graduate certificate student who, for reasons specified in writing, is not making satisfactory progress toward completing the program requirements may be removed from graduate certificate-seeking status. Each school or college has developed procedures to deal with appeals arising from removal from graduate certificate-seeking status.

Academic Appeals

Students have the right to appeal academic actions (See Academic Dispute Resolution Procedure in the *UAA Fact Finder/Student Handbook* for information).

Reinstatement to Graduate Certificate-Seeking Status

Graduate students who have been removed from graduate certificate-seeking status for not making satisfactory progress must reapply for a graduate certificate program and pay the appropriate fee.

Graduate Certificate Advisor

The Dean or designee of the appropriate school or college offering the graduate certificate program appoints an advisor for each student accepted to the program.

Responsibilities of the Graduate Certificate Advisor/Committee

The division of responsibility between the advisor and/or committee is determined at the program level. The graduate certificate advisor and/or committee will do the following:

1. Review the student's graduate certificate studies plan, ensuring that it includes: the Graduate Certificate University Requirements; all courses required for the certificate; any special program requirements; and a capstone experience or project, if required.
2. Arrange to remove any deficiencies in the student's admission or academic background.
3. Approve the official Graduate Certificate Studies Plan.
4. Monitor the student's progress and timely completion of all requirements.
5. Monitor the timely submission of the official Graduate Certificate Studies Plan and other documents to Enrollment Services.
6. Review and approve any changes to the official Graduate Certificate Studies Plan, directing timely submission of the revised program plan to Enrollment Services.
7. Review and approve the capstone experience or project according to procedures established by the individual program.
8. Administer and assess a comprehensive exam, if required.

Official Graduate Certificate Studies Plan

The official Graduate Certificate Studies Plan formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive the graduate certificate. The program plan is based upon the catalog requirements for the graduate certificate program to which the student has been accepted. The plan becomes official once it is approved by the Dean or designee and is filed with Enrollment Services. Students are expected to complete all requirements listed on the official Graduate Certificate Studies Plan, as well as all Graduate Certificate University Requirements and College Requirements for the program. Any revision to the plan will need to be submitted to Enrollment Services through the graduate certificate advisor/committee.

Determining Program Requirements

A graduate certificate student's program is based upon the catalog requirements for the relevant graduate certificate program which are in effect at the time the student was accepted to the program.

Graduate Certificate University Requirements

University Requirements for all graduate certificates are as follows:

1. A student must be admitted to the certificate program and establish an approved Graduate Studies Plan. Students must fulfill all General University Requirements, College Requirements and Certificate Program Requirements.
2. The student must complete at least 12 approved semester credits not counted toward the baccalaureate degree.
3. The student must complete all requirements established by the program.
4. A GPA of at least 3.00 (B) must be earned in courses identified on the official Graduate Certificate Studies Plan.

5. Only 400- and 600-level courses approved by the student's graduate certificate advisor/committee and the Dean or designee, may be counted toward graduate certificate requirements.
6. In 400-level courses, a minimum grade of "B" is required for the course to count toward the certificate program requirements.
7. Courses at the 500-level are for professional development and are not applicable toward any certificate, even by petition.
8. In 600-level courses, a grade of "C" is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate certificate program. At least two thirds of the credits required for the certificate must be taken at the graduate level (600). For performance comparison only, in 600-level courses a grade of "P" (Pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Up to one third of the semester credits used to complete the requirements of a graduate certificate may be transferred to UAA from a regionally accredited institution. Acceptance of transfer credit toward program requirements is at the discretion of the individual program.
10. Individual Program Deans or designees may allow credit earned at other universities in the UA system, excluding credit used toward another degree or certificate, to be transferred to UAA, as long as at least six (6) credits applicable to the student's certificate program are earned at UAA after acceptance into the program.
11. Courses taken by correspondence, credit by examination, or graded Credit/No Credit (CR/NC) do not count toward graduate certificate requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor or committee to waive certain courses in an established program, as long as the total credits in the graduate certificate program remain the same.
12. If the requirements for a graduate certificate as specified in the entry-level catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.
13. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
14. Course work used to obtain a graduate certificate or graduate degree, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a graduate certificate. However, at least one third of the certificate credit requirements must not have been used for any other degree or certificate.
15. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed after acceptance into the program. See the exception for UA system credits in (10) above.

Application for Graduation

Graduate certificate students must submit an Application for Graduation, signed by the academic advisor and accompanied by the required fee, to Enrollment Services. Application for Graduation deadlines are March 1 for summer graduation, May 1 for fall graduation, and September 15 for spring Applications received after the deadline will be processed for the following semester. Students who apply for graduation but do not complete the graduate certificate requirements by the end of the semester must re-apply for graduation. The application fee must be paid with each Application for Graduation.

Doctoral Programs at UAA

Medical School
WWAMI Program

(907) 786-4789

Each year 10 certified Alaska residents begin their medical education in a collaborative medical school that operates among the campuses of 5 northwestern states, Washington, Wyoming, Alaska, Montana and Idaho. First year classes for Alaskans are held at the University of Alaska Anchorage. Second year students from all 5 states attend classes at the University of Washington in Seattle. The 6-week blocks of clinical experiences, called clerkships, that occupy the 3rd and 4th years can be taken in any of the 5 states, and an Alaska Track allows most of these to be completed in Alaska.

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Eligibility

Alaskan residents are eligible to apply for admission. They must meet common requirements established by the institutions in the five WWAMI states. These requirements include prerequisites in biology, chemistry and physics and submission of scores from the Medical College Admission Test (MCAT). Further, current details can be found at ***http://www.uwmedicine.org*** or by contacting the WWAMI office using the contact information provided below.

Admissions

Applications are accepted through the American Medical College Application Service (AMCAS). WWAMI applications are submitted to the University of Washington School of Medicine (UW). All applications received by UW from Alaskan residents will be considered for the WWAMI Program in Alaska. Complete application information, including details about the selection procedure can be found at ***http://www.uwmedicine.org*** or by contacting the WWAMI office using the contact information provided below.

For more information concerning this medical school program or the premedical curriculum at UAA, contact the WWAMI Biomedical Office at 786-4789, visit their web site at ***http://biomed.uaa.alaska.edu*** or visit Engineering 331.

CHAPTER 7

ACADEMIC STANDARDS AND REGULATIONS

Admissions
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Transcripts and Test Scores
Ability to Benefit
Advising Requirements

University Admission Requirements
Undergraduate Programs
Master's Degree Programs and Graduate Certificates
General Interest and Non-Degree-Seeking Options

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Program Selection
Course Selection
Special Courses
Registering for Classes and Course Load
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ACADEMIC STANDARDS AND REGULATIONS

ADMISSIONS

(907) 786-1480

http://www.uaa.alaska.edu/admissions/index.cfm

All students intending to register for one or more courses must apply for admission. Applications for admission are available online at ***http://www.uaa.alaska.edu/admissions/index.cfm*** or from Enrollment Services.

UAA offers four admission options for students:

- **Certificate and associate degree programs** emphasize technical or job-related skills in demand in the workplace and/or can be used as preparation for a bachelor program.
- **Baccalaureate (Bachelor) degree programs** provide a comprehensive general education along with scholarship in a major specialty.
- **Graduate programs** prepare students for deep inquiry within a chosen field of mastery or for career advancement.
- **General interest and non degree-seeking options** offer students the opportunity to take classes for either personal or professional interests.

GENERAL ADMISSION INFORMATION

This chapter covers university admission requirements that apply to all undergraduate programs and students and to all non degree-seeking students. See Chapter 11, "Post Baccalaureate Certificate Programs and Chapter 12, "Graduate Programs," for admission requirements that apply to post-baccalaureate and graduate programs and students. Individual degree programs may have additional requirements. See Chapter 10, "Undergraduate Programs" for specific program requirements.

TRANSCRIPTS AND TEST SCORES

Associate or baccalaureate degree-seeking students, and students seeking undergraduate certificates of 30 credits or more must submit transcripts (and in some cases test scores) documenting their academic history and readiness for the desired level of study. Students seeking Occupational Endorsement Certificates and non-degree-seeking students are not required to submit transcripts or test scores except as required for placement in certain courses or programs.

All required transcripts and test scores must be official documents submitted directly from the issuing high school, college, university, or testing agency directly to Enrollment Services. Students may hand carry documents only if they are in original sealed envelopes from issuing institutions. The University cannot accept student copies of transcripts or test scores.

Transcripts from private high schools are recognized in the same manner as transcripts from state supported high schools. Transcripts are acceptable only if the school is accredited through a regional accrediting agency, affiliated with an accredited high school or registered with the state. Otherwise, the student must go through the Ability to Benefit process for admission.

Degree-seeking students who have attended institutions outside the United States or Canada may be required to submit an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation. Students are expected to provide records in English for transfer credit evaluation.

All transcripts, test scores, and other supporting documents submitted for admission or transfer credit evaluation become the property of the University and are only released or copied for use within the University of Alaska system. They cannot be reissued, copied, or returned to the student.

ABILITY TO BENEFIT

Testing and Assessment Center

(907) 786-4500

http://www.uaa.alaska.edu/advising-testing/assessment/index.cfm

Degree-seeking students who are at least 18 years old but have not earned a high school diploma, GED, or at least 60 college-level semester credits, must demonstrate that they have the ability to benefit from higher education by achieving federally determined scores on an approved test administered by the Testing and Assessment Center.

After taking the exam, students must meet with an advisor to review the test results and determine an appropriate entry level of instruction. The advisor must sign and return the Ability to Benefit form to Enrollment Services before admission can be completed. Interested individuals should contact the advising center at their local campus for schedules and appointments.

ADVISING REQUIREMENTS

All students should meet with a faculty or academic advisor prior to each semester's registration. Advising helps students clarify their goals, make suitable course selections, and understand academic expectations. New degree-seeking students are directed to an appropriate advisor as part of the admission process. Some students may be **required** to meet with an advisor prior to registration. (See Chapter 6, "Advising and Academic Support," for further information.)

UNIVERSITY ADMISSION REQUIREMENTS

UNDERGRADUATE PROGRAMS

There are three levels of undergraduate admission,

1. Admission to Occupational Endorsement Certificates
2. Admission to undergraduate certificates or associate degrees
3. Admission to baccalaureate degrees.

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ADMISSION TO Occupational Endorsement CERTIFICATEs

To qualify for admission to an occupational endorsement certificate program a student must either:
1. Have earned a high school diploma, GED, or at least 60 college-level semester credits; or
2. Be 18 years of age or older and have participated in UAA's Ability to Benefit process as described in this chapter.

Some Occupational Endorsement programs have additional admission requirements, selective admission criteria or limited space. (See Chapter 10, "Undergraduate Programs," for specific information.)

Occupational Endorsement Certificate seeking students must submit a UAA application for admission indicating their intended educational program and their level of academic preparation. Additional admissions requirements will depend on their intended program.

ADMISSION TO Undergraduate CERTIFICATE AND ASSOCIATE DEGREE PROGRAMS

To qualify for admission to certificate or associate degree programs a student must either:
1. Have earned a high school diploma, GED, or at least 60 college-level semester credits; or
2. Be 18 years of age or older and have participated in UAA's Ability to Benefit process as described in this chapter.

Some associate degree programs have additional admission requirements, selective admission criteria or limited space. (See Chapter 10, "Undergraduate Programs," for specific information.)

FRESHMEN (STUDENTS WITH FEWER THAN 30 COLLEGE-LEVEL SEMESTER CREDITS)

Undergraduate Certificate or associate degree-seeking freshmen must submit:

1. Final official high school transcripts showing graduation date or official GED scores. Students still attending high school must submit both a partial transcript at the time of application and a final transcript after graduation that confirms the graduation date.
2. Official transcripts from all regionally accredited colleges and universities and all institutions attended outside the United States. (Exception: Students do not need to request transcripts from any University of Alaska campus.)

TRANSFER STUDENTS (UNDERGRADUATES WITH AT LEAST 30 COLLEGE-LEVEL SEMESTER CREDITS)

Undergraduate degree-seeking applicants with 30 or more college-level semester credits must submit official transcripts from all regionally accredited colleges and universities and all institutions attended outside the United States. (Exception: Students do not need to request transcripts from any University of Alaska campus.)

Students who wish to transfer college-level course work from institutions outside the United States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

INTERNATIONAL UNDERGRADUATE STUDENTS

International Services
(907) 786-1558

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a Form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet University and degree program admission requirements. In addition to being admitted to an undergraduate program, international students must submit the following:

1. An official TOEFL (Test of English as a Foreign Language) score of at least 450 for the paper-based test or 133 for the computer-based test.
2. A statement of financial support for the anticipated period of study and evidence of availability of funds such as a bank statement.
3. English translations of all required documents. International students in F-1 visa status must be formally admitted, full-time degree-seeking students.

Health insurance is also mandatory. Contact the International Student Advisor in Enrollment Services for details.

ADMISSION TO BACCALAUREATE PROGRAMS

To qualify for admission to baccalaureate programs, a student must satisfy at least one of the following:

1. Graduation from high school with a GPA of at least 2.50, and completion of either the SAT, ACT, or an approved test; **or**
2. Successful completion of the GED, and completion of either the SAT, ACT, or an approved test; **or**
3. Completion of at least 30 college-level semester credits with a GPA of at least 2.00 **and** a high school diploma, GED, or completion of UAA's Ability to Benefit process as described in this chapter; **or**
4. Completion of at least 60 college-level semester credits with a GPA of at least 2.00.

Students in the following categories may be admitted to certain baccalaureate programs with advising as a requirement:
• High school graduates with a GPA of 2.00 through 2.49;
or
• Transfer students with a collegiate GPA of 1.75 through 1.99.

Additional criteria apply to students who have been removed from baccalaureate degree-seeking status at UAA. See the Reinstatement policy under the Academic Standing section of this chapter.

Some baccalaureate programs have additional or more selective admission requirements. (See Chapter 10 "Undergraduate Programs," for specific program details and information.)

FRESHMEN (STUDENTS WITH FEWER THAN 30 COLLEGE-LEVEL SEMESTER CREDITS)

Baccalaureate degree-seeking freshmen with fewer than 30 college-level semester credits must submit:

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1. Final official high school transcripts showing graduation date or official GED scores. Students still attending high school must submit both a partial transcript at the time of application and a final transcript after graduation that confirms the graduation date.
2. Official copies of ACT, SAT, or approved test scores. (Test scores posted on official high school transcripts are acceptable.)
3. Official transcripts from all regionally accredited colleges and universities and all institutions attended outside the United States. (Exception: Students do not need to request transcripts from any University of Alaska campus.)

Freshmen who have not earned a high school diploma or GED are not eligible for admission to bachelor degree programs. They may apply to certificate and associate degree programs only, and must complete the Ability to Benefit process as described in this chapter.

Transfer Students (Undergraduates with at least 30 college-level semester credits)

Undergraduate degree-seeking applicants with 30 or more college-level semester credits must submit official transcripts from all regionally accredited colleges and universities and all institutions attended outside the United States. (Exception: Students do not need to request transcripts from any University of Alaska campus.)

Students who wish to transfer college-level course work from institutions outside the United States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

International Undergraduate Students

International Services
(907) 786-1558

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a Form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet University and degree program admission requirements. In addition to being admitted to an undergraduate program, international students must submit the following:

1. An official TOEFL (Test of English as a Foreign Language) score of at least 450 for the paper-based test or 133 for the computer-based test.
2. A statement of financial support for the anticipated period of study and evidence of availability of funds such as a bank statement.
3. English translations of all required documents. International students in F-1 visa status must be formally admitted, full-time degree-seeking students. Health insurance is also mandatory. Contact the International Student Advisor in Enrollment Services for details.

Related Undergraduate Admission Policies

Catalog Year

Students who wish to earn an undergraduate certificate or degree must meet the requirements specified in the catalog in effect at the time of admission or the catalog in effect at the time of graduation. Certificate and associate students have five (5) years to complete their certificate or degree requirements under the terms of the catalog in effect at the time of admission. Baccalaureate students have seven (7) years. Students who take longer to complete their programs must reapply for admission and meet the catalog admission and graduation requirements in effect at the time of readmission or graduation.

Change of Admission Level

To change from a certificate/associate program to a baccalaureate program or vice versa a student must reapply for admission and meet all the requirements for the new admission level.

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Change of Major or Degree

Once formally admitted and in attendance, students may request a change of major or degree program to another program at the same level (i.e. associate to associate, or baccalaureate to baccalaureate) through the Change of Major/Degree process. Students admitted initially in undeclared or pre-major status may also declare a major or degree program though this process. Students must meet the specific admission requirements of the desired program and must be formally accepted by signature of the Dean or Department Chair. No fee is required with a change of major or degree at the same level.

Students who change their major or degree program must meet the catalog requirements in effect at the time of the change or the catalog in effect at the time of graduation. Exception: students who change from premajor to full major must meet the catalog requirements in effect at the time of initial admission to the pre-major or the catalog in effect at the time of graduation.

Concurrent Degrees

Students may pursue concurrent degrees as long as they have formally applied and been accepted to each program through Enrollment Services. (See Chapter 10, "Undergraduate Programs," for further information.)

Pre-majors or Undeclared

Students applying to programs with selective admission criteria or limited space may initially be admitted to a pre-major or undeclared status. **Admission to pre-major or undeclared status does not guarantee subsequent admission to the major.** Students are advised to contact their program advisor at the earliest opportunity for further information about the program's special requirements and for guidance in selecting appropriate preparatory classes.

Students admitted to pre-major status must satisfy all requirements for formal admission to the major and then complete the Change of Major process. Such changes will not affect a student's degree requirements or catalog year.

Transfer Evaluations

Transfer evaluations will be completed for all undergraduate degree-seeking students who have attended other regionally accredited colleges and universities. Once the student has been admitted to a degree program, transcripts will be evaluated. Only transcripts from regionally accredited institutions declared at the time of admission are considered for transfer evaluation. Students may view most courses that have been previously evaluated by UAA by visiting the transfer credit web site at

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http://www.uaonline.alaska.edu. For more information see Transfer Credits in this chapter.

Application and Admission Status for Undergraduate Degree-Seeking Students: Terms and Definitions

Application Status

Incomplete Application
An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application
A pending application has met University requirements and is awaiting departmental recommendation for admission.

Postponed Application
Students may postpone their applications for up to one year by notifying Enrollment Services prior to the end of the semester for which they originally applied**.**

Withdrawn Before Admission
Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications that are still incomplete and not postponed will be withdrawn. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

Admission Status

Complete Admission
All required documents have been received and all admission standards met.

Incomplete Admission
In-progress transcripts have been received, but final high school or college transcripts are still missing. All admissions still incomplete at the end of the semester will be withdrawn. *Please note:* Financial aid will not be released on an incomplete admission.

Provisional Admission
University admission requirements have been met, but the student still needs to complete one or more department-specified provisions.

Postponed Admission
Students may postpone their admission for up to one (1) year by notifying Enrollment Services prior to the end of the semester for which they originally applied.

Withdrawn After Admission
Admission will be withdrawn when students do not attend classes during or postpone their admission by the end of their admission semester. Students whose admissions have been withdrawn must reapply for admission if they later choose to attend UAA.

Returning Students – No Attendance Outside the UA System
Undergraduate degree-seeking students who have had a break in their UAA attendance but have not attended another institution outside the UA system and who wish to retain their original admission catalog may update their admission status. Individual departments reserve the right to refuse students readmission to their programs.

Returning Students – With Attendance Outside the UA System
Undergraduate degree-seeking students who attend another institution outside the University of Alaska system following their UAA admission must reapply for admission unless one or more of the following criteria have been met:
• Prior department approval via petition to take classes at another institution(s).
• Enrollment at outside institution was concurrent with UAA enrollment.
• Enrollment at outside institution occurred during summer semester.
• Enrollment was in correspondence courses.
• Student participated in a National or International Student Exchange.
• Student is participating in the Servicemembers Opportunity Colleges (SOC)-approved military programs.
• Outside institution was unaccredited at time of attendance.
• Outside institution was Community College of the Air Force or Excelsior (formerly Regents) College.

Master's Degree Programs and Graduate Certificates

See Admission Requirements in Chapter 11, "Graduate Programs," for information.

General Interest and Non-Degree-Seeking Options

Students who wish to take classes for general interest or personal/professional development and who do not wish to earn a certificate or degree from UAA may apply for admission as non-degree-seeking students.

Non-degree-seeking students may take noncredit, professional development, and regular credit courses for which they have the prerequisite skills and experience. They are not required to submit transcripts or test scores for admission, but still must meet placement requirements and prerequisites for individual courses. Students with little or no previous college experience are strongly encouraged to complete a UAA approved placement test and meet with an academic advisor to determine appropriate entry levels of instruction. Students who wish to register for graduate courses must have the Department Chair's or faculty member's signature, and are strongly advised to contact the department at the earliest opportunity.

To qualify for non-degree-seeking admission, a student must meet one of the following requirements:
1. Have earned a high school diploma or GED; or
2. Be at least 18 years of age; or
3. Have completed UAA's Secondary School Student Enrollment process as described in this chapter.

Admission as a non-degree-seeking student does not guarantee future admission to a degree program. Credits earned as a nondegree-seeking student may be applied to degree programs only as specified in admission to the individual degree-seeking programs.

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Non-degree-seeking students do not qualify for federal or state financial aid benefits, nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.

International Students, Non-Degree-Seeking

International Services
(907) 786-1558

Non-degree-seeking students do not qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status. Those with certain other types of visas including B-1 or B-2 visitor visas, F-2 visas and those on the visa waiver program may only take English as a Second Language (ESL) or recreational/vocational courses. Contact the International Student Advisor in Enrollment Services for further details. Individuals with permanent resident status may be admitted to any program according to the procedures and requirements.

Secondary School Students

Secondary school students are those under the age of 18 who are in the 9th, 10th, 11th, or 12th grade and have not yet already earned their high school diplomas or completed a GED. For more information see the Secondary School Student Enrollment Policy as described in this chapter.

Related Non-Degree-Seeking Admission Policies

Transfer Credits

Non-degree-seeking students are not eligible to have transfer credits evaluated. Transferring credit is an option for degree-seeking students only. Students who wish to get an unofficial estimation of how their credits might transfer can visit ***http://www.uaonline.alaska.edu***.

Change of Major or Degree

No majors or degrees are offered in the general interest and non-degree-seeking options. Students initially admitted as non-degree-seeking who later decide to pursue UAA certificates or degrees must submit a new application and all required documents and meet admission requirements for the corresponding degree program and level.

Academic Planning

Proper academic planning allows students to complete their chosen course, program, or degree successfully and efficiently. Students are advised to consider their personal circumstances (e.g., job schedules, financial aid, family situations, childcare) as well as short (1-2 semesters), medium (1-2 years), and long-term educational goals when planning their academic programs. The UAA Academic and Advising Center offers general academic advising, career counseling, personal development, and testing and assessment services as well as orientations and special workshops for all UAA students. Each academic program has clearly defined student outcomes that describe the knowledge, skills and capabilities that students acquire in the program.

Program Selection

A student's selection of a program of study is usually based upon academic interests, vocational objectives, and personal goals. UAA offers over 180 different programs at the certificate, 2-year, 4-year, and Master's Degree levels. Students are strongly advised to contact the department to confer with a faculty advisor about academic programs that interest them. While all programs have differences, students generally must complete:

- *Admission Requirements*, which are set by the individual program. For example, a program may require prior course work, specific entrance exam scores, or particular job-related competencies.
- *General University Requirements (GURs), General Education Requirements (GERs), and College Requirements*, which establish policies that must be followed but which allow students to select from a restricted offering of courses.
- *Specific Program Requirements*, which vary according to the program. Programs may also call for specific GUR, GER, or prerequisite courses to fulfill specific program needs. The program may also be divided into two or more categories, often as follows:
- *Core Courses* that are required of every student in the program.
- *Program selective courses* (sometimes called options, tracks, concentrations, emphases, or specialties) that allow students to pursue their own interests within the program.
- *Elective Courses*, which can be taken from a number of departments (depending upon the program) to fill the remaining credits in the degree or program. Additionally, in a number of programs, students also have the option to complete a minor field of study.

Because requirements vary greatly among certificate and degree programs, students are strongly encouraged to meet with faculty advisors prior to entering a program or declaring a major, both to ensure that they understand the program requirements and outcomes prior to registering for classes and to enable proper academic planning.

Course Selection

Proper course selection is essential to the efficient completion of a program and must take into account the specific requirements for the major, the offerings available each year, the timing of offerings within each semester, and the order in which courses must be completed.

Within each program, faculty advisors can then make available to students both the program's course rotation schedule (which shows the planned course offerings within a program) and program plan (which shows on a semester-by-semester basis how students might typically make their way through a program in light of specific prerequisites and requirements). After students have met with a faculty advisor and developed an academic plan detailing which courses they must take for their program and the order in which they must be taken based upon the program requirements, students are prepared to select their courses each semester and to plan for coming semesters.

While general academic advising is available through the UAA Advising and Testing Center and specific program advising is available through the departments, the planning, selection, registration, and completion of courses, programs, and degrees are ultimately the responsibility of the student.

Registration

Students may attend classes in a course offered at UAA only after they have properly completed the registration process for that course.

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Several technical areas offer non-transcripted departmental certificate programs that are open to non-degree-seeking students who have met department and/or course prerequisites. Non-degree-seeking students who complete these programs may earn departmental certificates of completion. Certificates of completion do not appear on the UAA transcript, and students in these programs are not eligible for financial aid or the Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.¶
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Students have three opportunities to register for the classes they select: Early registration (during the prior semester), Registration (immediately before the semester begins), and Add-drop (after the semester has begun). The specific dates of each are specified in the UAA Catalog and Class Schedule. Students consult the online or printed Class Schedule to select their courses for the coming semester and register either in person, via proxy, or via WolfLink. (See Registration later in this chapter for details).

Students select courses that meet their educational needs and that fit into their semester schedule. Registration in multiple sections of the same course is not allowed since that reduces the availability of those classes for other students. UAA policy states: For any given semester, a student may not be concurrently registered in two or more sections of the same course that have the same or overlapping starting and ending dates. UAA ~~will~~ reserves the right to drop/withdraw a student from any or ALL sections for which they have multiple registrations. This administrative drop may be done at any time without prior or subsequent notice to the student.

Course Placement

Appropriate course placement is an essential component of academic success. Students are encouraged to meet with academic advisors within their academic department prior to registration to discuss educational goals, placement scores, and course prerequisites for appropriate course selection.

If registering for the first time in English or Mathematics courses students must show evidence of appropriate placement. For English and Mathematics course placement purposes, ACT, SAT 1 are valid for two years from the date taken. UAA approved placement test scores are valid for two years for English and one year for Mathematics. Students may be required to provide proof of their placement scores on the first day of class. Refer to this catalog and the class schedule for specific course prerequisites and placement score requirements.

**English and Mathematics placement tests are administered through the UAA Advising and Testing Center. Contact Advising and Testing for information on available placement tests and how to access student guides with sample questions. English and Mathematics placement tests are also administered at the Chugiak-Eagle River Campus, Military sites, extended campus sites, and community campuses.

English Course Placement

English (ENGL), English as a Second Language (ESL), and Preparatory English (PRPE) courses require appropriate placement scores for course registration. Test scores reflect national norms and are subject to change. Students who have not earned appropriate scores on the ACT English or SAT 1 Verbal tests are required to take a UAA approved English placement test prior to enrolling in any English composition or Preparatory English courses.

A student who has earned an appropriate ACT English or SAT 1 Verbal score is eligible to enroll in the following English courses:

English Course	ACT (English) Score	SAT 1 Verbal Score
ENGLA111	22-29	530-619
ENGLA211*	30+	620+
ENGLA212*	30+	620+
ENGLA213*	30+	620+
ENGLA214*	30+	620+

**If a student has earned 30+ on the ACT English test or 620+ on the SAT 1 Verbal test, ENGL A111 is waived as a prerequisite to higher-level composition courses. With the appropriate score, a student may enroll directly in ENGL A211, A212, A213 or A214. A student choosing this option is required to choose an additional three credits from the General Education Requirements (GER) Written Communications Skills list, for a total of six credits. Call the English Department at 786-4355 if you have any questions on test scoring.*

~~Mathematics Course Placement~~

~~Mathematics placement testing is available through Advising and Testing (786-4500). A student who has completed the course prerequisites is eligible to enroll in Mathematics courses.~~ A student who has not completed the course prerequisites but has completed courses with similar content and has earned an appropriate ACT, SAT 1 or UAA approved placement test score is eligible to enroll in the following Mathematics courses:

Mathematics Course	ACT (Math)	SAT 1 Math
MATH A055		400-479
MATH A105	18-21	480-519
MATH A107	22-25	520-589
MATH A200	26+**	590+**

*** Must also take a trigonometry or precalculus course before enrolling in ~~MATH~~ A200.*

Contact Hours

UAA academic policy has established the following minimum contact times. Most lecture/discussion courses require a minimum of 750 minutes of contact time and a minimum of 1,500 minutes of course related work completed outside the classroom to award one (1) credit. Some courses require more than 750 minutes of contact time and more than 1,500 minutes of course related work completed outside the classroom.

One (1) contact hour is defined as 50 minutes of contact time.

Courses may not be offered for more than one (1) credit each week.

One (1) Continuing Education Unit (CEU) may be granted for satisfactory completion of 10 contact hours of classroom instruction or for 20 contact hours of laboratory or clinical instruction.

Alternative learning modes are subject to the instructional objectives and outcomes of comparable, traditionally taught courses, but contact hour standards may differ.

Contact hours are expressed in the course descriptions of individual courses by the expression of "x+y" where the x equals the course's lecture contact hours per week and the y equals the course's lab contact hours per week. Contact hours are calculated based on a fifteen week semester. All courses

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must meet for 15x + 15y contact hours regardless of the number of weeks in which the course is offered.

Course Numbering System

Each course offered by the University is defined by the department designator, a campus designator, and a three-digit course number. The designator commonly abbreviates the name of the discipline or department (for example, ENGL for English). In general, the first numeral of the three-digit course number indicates the year in which the course is ordinarily taken. For example, ENGL A111 is ordinarily taken by first-year students, and ENGL A313 is taken by third-year students. More specifically, course numbers have the following meaning:

Course Level Expectations for Academic Course Levels

In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar, area in much greater detail. The following definitions describe the types of courses that can be expected at each level:

Non-credit Courses

A001-A049: Non-credit courses. Offered as career development, special interest, continuing education or leisure time instruction. Not applicable to any degree or certificate requirements (even by petition). They have no regular tuition fees but do have other special fees.

AC001-AC049: Continuing Education Unit (CEU) courses: CEUs are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential learning where the student's investigation and discovery is largely independent. The number of CEUs awarded is determined by the Chief Academic Officer (dean or director) of the offering unit. Fractional CEUs may be awarded.

A050-A099: Courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or to associate, baccalaureate, or graduate degrees, even by petition.

Academic Credit Courses

Courses with these numbers count toward undergraduate and graduate degrees and certificates as described below. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

a. Lower division courses usually taken by freshmen and sophomores

A100-A199: Freshman-level, lower division courses. Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses. Applicable to certificates, associate, and baccalaureate degrees in accordance with certificate and degree requirements.

A200-A299: Sophomore-level, lower division courses provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills. Applicable to certificates, associate, and baccalaureate degrees.

b. Upper division courses usually taken by juniors and seniors

Upper-Division Courses require a background in the discipline recognized through course prerequisites, junior/senior standing, or competency requirements. These courses demand well-developed writing skills, research capabilities, and/or mastery of tools and methods of the discipline.

A300-A399: Junior-level, upper-division courses build upon previous course work and require familiarity with the concepts, methods, and vocabulary of a discipline. They are applicable to baccalaureate degrees and may be applicable to associate degrees, in accordance with degree requirements. These courses are not applicable to graduate degree requirements.

A400-A499: Senior-level, upper-division courses with these numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses.

These courses are applicable to baccalaureate degrees, in accordance with degree requirements. These courses may be applied to graduate requirements for some master's degrees with prior approval of the student's graduate study committee. However, a student may not apply a course to both a baccalaureate and a master's degree.

Graduate level courses

A600-A699 – Graduate level courses require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor's degree.

These courses demand rigorous analysis, synthesis, and research skills and require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion

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of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

These courses are applicable to graduate and post-baccalaureate certificates and to masters and doctoral degrees, in accordance with degree requirements. With prior approval of the major department they may be used to meet degree or graduation requirements for some baccalaureate degrees, but a student may not apply a course to both a baccalaureate and a graduate degree.

Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit courses of similar content.

These courses may be graded Pass/No pass or, if the course includes an evaluation component, by letter grading. The measurement of student effort is indicated by professional development credits. Each professional development credit awarded requires at least 12.5 hours of student engagement in a directed learning environment under the supervision of a qualified instructor. These courses are provided on a self-support basis.

The following second and third digits or course numbers are used for specific types of courses:
-90 selected topics
-92 seminars and workshops
-93 special topics courses, to be offered only once
-94 trial (experimental) courses intended to become permanent
-95 internships, practica, community-based learning, or cooperative education
-97 independent studies
-98 individual research
-99 thesis

Prerequisites
Students are expected to meet prerequisites for all courses prior to registering. Prerequisites are listed with the course description and indicate the preparation and/or background necessary to undertake academic study. If a student has not met the necessary prerequisites, the student may request permission from the instructor of the course to enroll in the class. A faculty member may withdraw students who enroll without either prerequisites or faculty permission.

Co-requisites
Co-requisites are courses that must be taken concurrently. Students are responsible for enrolling and attending all co-requisite courses in the same semester. Co-requisites are listed in the individual course descriptions. A faculty member may withdraw students who do not enroll for the appropriate co-requisites.

Repeatable Courses
Some courses (such as Special Topics) may be taken more than once for additional credit. Only those courses for which repeatability for additional credit is explicitly noted in the course description qualify for this option.

Retaking Courses
Any course for which a student has received a transcripted grade may be retaken at the student's option, if the course is available and if permitted by the Program offering the course. The student's transcript will reflect all grades earned by the student in each semester in which the course is taken. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment, and cumulative UAA GPA calculation.

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Students should notify Enrollment Services when a course has been retaken for grade improvement.

The Credit/No Credit grading option cannot be selected when courses are to be retaken for GPA improvement. Students may not retake a course through credit-by exam, correspondence, or through work at another college or university for the purpose of raising their grade point average at UAA.

To determine eligibility for graduation with honors, all credits and grades from retaken courses are included in GPA calculations.

Registration Restrictions
In addition to prerequisites, registration restrictions are conditions a student must meet before enrolling in a course. Examples include, but are not limited to, admission requirements, special approval, level requirements, special licenses or credentials.

Special Notes
In addition to prerequisites and registration restrictions, special notes may describe other qualities and expectations about the course that may impact student success. Special notes include, but are not limited to, additional information about academic environment, degree planning, or repeatability options.

Special Courses
Directed Study
A Directed Study course is a permanent catalog course delivered on an individual basis when the course is not offered that semester. The policies are as follows:

1. Retroactive registration is not permitted.
2. Forms incorrectly completed will not be processed.
3. Courses scheduled for less than a full semester may not be offered for more than one (1) credit each week.
4. For fall and spring semesters, the deadline for directed study registration is the end of the ninth week.
5. For the summer semester, the deadline for directed study registration is prorated according to the length of the session.
6. There can be no change in the basic content of the course. In particular, this means the number, level, prefix, description, title, grading policy (A-F, P/NP), credits, and course content cannot differ from the permanent course.
7. Only regular (tenure track or term) faculty are allowed to supervise or to be the Instructor of Record for Directed Study courses. The Dean or Director may function as Instructor of Record when no regular ~~term~~ faculty is available to fulfill that function. The responsibilities of the Instructor of Record are to:
a. approve the course of study;

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b. approve the credentials of other faculty involved;
c. see that the material is presented in a full and timely manner;
d. evaluate student's progress in achieving student outcomes;
e. generate course grade and see that the grades are turned in to Enrollment Services; and
f. assume responsibility for academic issues that arise in the course.
8. The faculty member teaching the course must have taught the permanent course or a related course prior to teaching a directed study.
9. The initiation of directed studies must come from the faculty in the discipline and must be approved by the Dean or Director.

Independent Study

An Independent Study course is a course consisting of topics or problems chosen by the student with the approval of the department concerned, with the supervision of an instructor, and final approval by the Dean/Director. These courses are not duplications of and must differ significantly from any catalog course. The independent study provides the opportunity for students who have completed most of the required courses in their program to study topics which are not offered.
The policies are as follows:
1. Retroactive registration is not permitted.
2. Independent study courses cannot be used to fulfill GER. This policy is not petitionable.
3. Forms incorrectly completed will not be processed.
4. Courses scheduled for less than a full semester may not be offered for more than one (1) credit each week.
5. For fall and spring semesters, the deadline for independent study registration is the end of the ninth week.
6. For the summer semester, the deadline for independent study registration is prorated according to the length of the session.
7. Only regular or term faculty are allowed to be the Instructor of Record for the Independent Study courses. The Dean or Director may function as Instructor of Record when no regular or term faculty are available to fulfill that function.
The responsibilities of the Instructor of Record are to:
a. approve the course of study;
b. approve the credentials of other faculty involved;
c. see that the material is presented in a full and timely manner;
d. evaluate student's progress in achieving student outcomes;
e. generate course grade and see that the grades are turned in to Enrollment Services; and
f. assume responsibility for academic issues that arise in the course.
8. The initiation of independent study courses must come from faculty in the discipline and must be approved by the Dean or Director.

Stacked Courses

Two or more courses from the same discipline (prefix) covering common course content, but at different course levels, may be taught together. These courses are stacked, and students may register for the course level that meets their objectives, and for which they meet the prerequisites. Students enrolled in stacked courses either meet at the same time and location or receive instruction by the same delivery mode. Expectations for student performance and achievement reflect course level. Catalog descriptions of these courses include the phrase "Stacked with." The semester class schedule indicates if a class is being offered in stacked format.

Cross-Listed Courses

A course that contains content related to two or more disciplines may be offered under the prefixes that identify those disciplines. These courses are termed "cross-listed." Students may enroll in cross-listed courses under the discipline and prefix of their choice. Catalog descriptions of these courses include the phrase "Cross-listed with." The semester class schedule will indicate if a class is being offered in cross-listed format.

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Internship

An internship is a student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected outcomes, and is involved in the evaluation of the student's achievements. A faculty member must act as instructor and approve the work activities, the student learning outcomes, and the evaluation method. The instructor reviews all of the final documents upon completion of the assignment and assigns the final grade. Internships require that the student completes a minimum of 45 hours of work with the employer for each credit earned.

Final course grades are generally based on hours worked, outcomes achieved, employer and instructor ratings of work performance, and evaluation of required journals or reports.

Internships may be arranged either through the student's academic department or through the UAA Career Service Center. (See Chapter 6, "Advising and Academic Support," for further information.)

Practicum

A practicum is a student work experience, for which the academic department establishes the objectives and outcomes. The instructor facilitates, monitors, and evaluates student accomplishments, and assigns the final grade.

Interdisciplinary/Multidisciplinary Courses

Courses that explore the broader meaning and significance of concepts, principles, or research techniques common to several disciplines are called interdisciplinary. Courses that examine a common topic or problem by drawing upon the perspectives of many disciplines are called multidisciplinary.

Flexible Format Courses

Certain courses are offered in flexible formats. They include:

Self-Paced

These courses offer an alternative to the traditional lecture classes and are especially suited to motivated, self-directed learners. Self-paced courses allow students to work in a low-anxiety, supportive environment. They include the following:
a. group study
b. tutorial study
c. scheduled lectures
d. diverse learning aids such as video, audio, computer, and library resources.

Open Entry/Open Exit

These courses permit students to enter and exit any time during the semester. Students generally work at their own pace to complete the required course content.

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Variable Credit
These courses may be taken for a variable number of credits with prior approval of the faculty member. Workload and tuition depend on the number of credits selected.

Short
Short courses offer the content of a full semester course in a shorter time frame.

Mini
Mini-courses are offered for fewer than three (3) credits and usually in a shorter time frame than a full semester.

Full-Time/Part-Time Status & Course Load
Students may attend classes in a course offered at UAA only after they have properly completed the registration process for that course.

An undergraduate student who is enrolled at UAA for 12 or more credits is classified as full-time. An undergraduate who is enrolled at UAA for fewer than 12 credits is classified as part-time and must be enrolled in at least six (6) credits to be considered half-time.

Audited courses, credit-by-exam courses, Continuing Education Units (CEUs), and Professional Development courses (500 level) are not included in the computation for full-time or part-time status.

Graduate students; see Chapter 11, "Graduate Programs," for information.

Course Load
Students may register for a maximum of 19 credits during the fall and spring semesters, and a maximum of 15 credits during the summer session. Students who want to enroll for additional credits must submit an approved Request for Credit Overload Form at registration.

The faculty advisor and appropriate Dean or Director must approve overload requests for certificate or degree-seeking students. An advisor in the Advising & Counseling Center must approve overload requests for non-degree-seeking students.

Students should consider their graduation timeline when planning their study load. The minimum number of required credits is 60 for an associate degree and 120 for a baccalaureate degree. To complete an associate degree in two years or a baccalaureate degree in four years (excluding summers), a full-time student should plan to take a minimum of 15 credits each semester. Many degrees require more than the minimum number of credits. Students should be aware that the need for preparatory work (for example, in English or mathematics) in preparation for University-wide general education required courses may further extend the time required to complete their programs. When planning course load, students should also keep non-school demands on available time, such as employment and/or family responsibilities, firmly in mind.

Special Students
Additional policies apply to the following categories of students:

Secondary School Student Enrollment Policy
The University of Alaska Anchorage welcomes all students who meet the University admissions requirements for certificate, degree, or non-degree seeking status set forth in this catalog. The following policy applies to all applicants under the age of 18 who are in the 9th, 10th, 11th or 12th grade and have not already earned their high school diplomas or GEDs.

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Secondary School Student Admission and Registration Procedures
In order to promote academic success and to facilitate a smooth transition to postsecondary education, the following procedures have been established.

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Application Process
http://www.uaonline.alaska.edu

Secondary school applicants may be admitted on a semester-by-semester basis to non-degree-seeking status only. Applicants must submit an *Application for Admission for Secondary School Students* and pay any applicable fees to UAA for every semester they wish to attend. Applications for admission to UAA are available online, at Enrollment Services, or at the community campuses.

Registration Process
To complete the registration process, secondary students must:

1. Pick up secondary student registration forms online, at Enrollment Services, or at the community campuses;
2. Obtain signed approvals on the *Secondary School Student Signature Form* from the local area School District designees. The designees will assess the student's social and academic maturity and readiness or success and safety in the courses requested. If the student is home schooled, the home-school organization director will serve as the local area School District designee;
3. Obtain signed approval of the course instructor on the *Secondary School Student Signature Form* for registration in a course. The course instructor's approval is based on the instructor's judgment that the student meets factors 1 through 4 in the *University Determination* section of this policy. Course instructors may require copies of high school transcripts and SAT, ACT, or an approved test to determine appropriate course placement;
4. Complete a *Secondary School Student and Parent/Guardian Statement of Understanding*. This needs to be signed by the student and parent/guardian;
5. Complete a *Proxy for Registration Form* if someone other than the student is processing the request. This needs to be signed by the student and parent/guardian;
6. Submit forms named in numbers 2 through 5 to the UAA Enrollment Services director or community campus director for review and final approval. The campus designee will review the student packet for completeness and assess the student's social and academic maturity and readiness for success and safety in the courses requested;
7. Register on a space available basis, as priority is given to degree seeking students. Enrollment guidelines for qualified secondary school students are as follows:

a. Enrollment may not exceed seven credits per semester;
b. Prerequisites for the courses requested must be met;

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c. Courses must be at the 200 level or lower (exceptions must be approved by the course instructor, department chair, and Dean, Director, or designee);
8. Pay all tuition, course, and student fees;
9. Adhere to UAA policies and procedures found in the catalog and student handbook;
10. Attain a grade of at least "C" (2.00 on a 4.00 scale) from each UAA course to receive permission to register for future semesters; and
11. Meet other program requirements established for secondary school students at the community campuses.

Student and Parent/Guardian Agreement

The registration process at UAA requires all secondary school student applicants and their parents/guardians to complete a *Secondary School Student and Parent/Guardian Statement of Understanding.* Signing the agreement signifies understanding of, and agreement with/to all of the following:
1. University work is much more rigorous and much less guided than secondary education course work;
2. The courses taken will establish an **official transcript** that will follow the student throughout the student's college and/or university career;
3. Adult themes and diverse perspectives are essential to University materials and discourse;
4. A secondary school student who registers in University courses is responsible for maintaining at least a "C" (2.00 on a 4.00 scale) cumulative high school grade point average in order to register for college level credit;
5. The University will not act in a parental or supervisory role;
6. A parent or guardian may not attend a course in which their secondary school student is registered unless and until the parent or guardian is also officially registered for the course;
7. A secondary school student who registers in University courses is fully responsible for complying with all policies and procedures of the University. This includes being aware of and adhering to the University Student Code of Conduct.

A permanent University disciplinary record is established for all students who are found responsible for violating the Code of Conduct.

University Determination

The University reserves the right to deny or discontinue the enrollment of a student in a course or courses if the University determines that the student lacks the maturity, the legal or intellectual ability or the academic preparedness to participate on an equal footing with other students, or if it is otherwise not in the legitimate interest of the University for the student to participate. Factors that may be considered in such a determination include, but are not limited to, the following:
1. Whether the parents (including guardians) of the student support the student's enrollment in the course;
2. Whether, in the judgment of the faculty member, the student:
a. possesses the intellectual and academic resources to participate meaningfully on an equal footing with other students,
b. has the emotional maturity to absorb and appreciate the significance of material covered in the course,
c. has the potential to behave appropriately so as to not disrupt the class or distract the faculty member or other students in the course,
d. is independent and will not require undue care, attention, or monitoring by the faculty member, and
e. possesses the physical ability to perform physical functions in the course without undue risk;
3. Whether the course involves high risk activities for which the University requires a release of claims of all students, in light of the fact that such a release is not enforceable as to a student under the age of 18; and
4. Whether the student can lawfully participate in the course.

Special Programs

Exceptions to the above admission and registration procedures may be made for special academic programs at the department, school, college or campus level. Contact Enrollment Services, specific academic programs or community campuses for information regarding the availability of these special programs.

Certificate and Degree Programs

Secondary school students are not eligible for admission to certificate or degree programs until they earn a high school diploma or GED or otherwise meet university admission requirements for degree-seeking students. (See the Admission section of this chapter for more information.)

International Students

International students with Permanent Residency or Immigrant visas may be admitted to either degree-seeking programs or non degree-seeking options. Those with visa types including B-1 or B-2 visitor visas, F-2 visas and those on the visa waiver program may only take English as a Second Language (ESL) or recreational/vocational courses. Individuals seeking the Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status must be formally admitted to degree-seeking status. Individuals with other visa types are advised to contact the International Student Advisor in Enrollment Services for information. See the Admission section of this catalog for more information.

Senior Citizens

Alaska residents 60 years of age or older may qualify for tuition and special fee consideration. (See Chapter 4, "Tuition, Fees, and Financial Aid," for further information.)

Veterans, Service Members, and Eligible Dependents of Veterans

Individuals in this category may qualify for tuition and special fee consideration. (See Chapter 4, "Tuition, Fees, and Financial Aid," for further information.)

Non-High School Graduates

Individuals 18 and over who do not have a high school diploma or GED may still enroll in classes. See the Admission section of this catalog for information.

Non-Degree-Seeking Students

Individuals in this category are not currently seeking a UAA certificate or degree. See the Admission section of this catalog for information.

Residency and Resident Credit Residency

See Chapter 4, "Tuition, Fees, and Financial Aid," for information.

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Resident Credit

Resident credit is defined as credit earned in formal classroom instruction, directed study, independent study, research, and thesis offered by the University of Alaska Anchorage. Other resident credit includes University of Alaska correspondence study, and all forms of UA distance delivered curriculum. In general, credit earned at UAF or UAS is not considered resident credit. However, if a program is delivered collaboratively with UAF and/or UAS, credit from each participating institution will be counted toward fulfillment of residency requirements. Credit from domestic and international institutions for which there is an approved affiliation or exchange agreement is also considered resident credit. All other courses are defined as non-resident, including out of state correspondence courses, transfer courses, non-traditional courses, and courses completed for credit by examination. (See Chapter 8, "Educational Delivery Methods and Non-Traditional Credit," for further information.)

Catalog Year

Certificates and Associate Degrees

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a certificate program or associate degree or the catalog in effect at the time of graduation.

If the requirements for a certificate or associate degree as specified in the entry-level catalog are not met within five (5) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Baccalaureate Degrees

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation.

If the requirements for a baccalaureate degree as specified in the entry-level catalog are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Age Limit of Credits

There is no University-wide undergraduate policy on the age limit of credits. However, to guarantee currency of course content, some departments and degree programs require courses to have been completed within a specified period of time. Contact specific departments for more information.

Transfer Credits

Where possible, transfer credit is equated with UAA courses by matching the content, level of instruction, course activities and student outcomes. Only course work that clearly and demonstrably satisfies the intent of a UAA General Education, College or major requirement can be accepted as a substitute. When this is not possible, evaluators may grant discipline-specific elective credit at the appropriate level. UAA reserves the right to reject transfer credit or to require an examination before credit is allowed. An evaluation of transfer credit is completed after a student has been admitted as a certificate or degree-seeking student.

Criteria for Acceptance of Transfer Credit

1. Transfer credits from United States institutions are accepted only if those institutions are accredited by one of the following regional accrediting associations:
   - Middle States Association of Colleges and Schools
   - New England Association of Schools and Colleges
   - North Central Association of Colleges and Schools
   - Northwest Commission on Colleges and Universities
   - Southern Association of Colleges and Schools
   - Western Association of Schools and Colleges
2. Only undergraduate college-level (100 to 499) courses completed with grades equal to "C" (2.00) or higher are considered for transfer. Grades conferring point value less than 2.00 on a 4.0 scale will not be accepted.
3. Credits transferred for application to graduate certificates or degrees are subject to additional requirements noted in the chapter on Graduate Programs.
4. Students who plan to transfer credits from outside the United States must provide an official statement of educational equivalence from a recommended credentials evaluation service. Addresses are available from Enrollment Services. The student is responsible to pay evaluation fees which depend upon the type and complexity of the evaluation.
5. Transfer credits are not included in the student's UAA grade point average (GPA) computation, except to determine eligibility for graduation with honors.
6. Challenge exams and credit by exams posted on another university's transcript will not be considered for transfer credit (see National Credit by Examination).
7. UAF and/or UAS resident credit posted on an official transcript is transferred to UAA subject to applicability toward degree requirements.
8. Credits from institutions that are not accredited by one of the regional associations listed above are only accepted under special arrangements that may be initiated upon student request. Students wishing to pursue such transfers must clearly establish equivalency to UAA courses using evidence obtained from course descriptions, syllabi, texts, assignments, exams and direct communication between the faculties at UAA and at the originating institution.

Transfer of General Education Requirement Credits Within The University Of Alaska System

The general education requirements for baccalaureate degrees from the University of Alaska system are required by university regulation to have a common core of course work totaling a minimum of 34 credits. These include:

Category	Credit Hours
Written Communication Skills	6 credits minimum
Oral Communication Skills	3 credits minimum
Humanities/Social Sciences/Fine Arts	15 credits minimum
At least 3 credits in the arts	
At least 3 credits in the general humanities	
At least 6 credits in the social sciences from 2 different disciplines	
Quantitative Skills/Natural Sciences	10 credits minimum
At least 3 credits in mathematics	
At least 4 credits in the natural sciences including a laboratory	
Total 34 credits minimum	

Credit for course work successfully completed at one University of Alaska institution towards fulfillment of the general education requirements at that institution shall transfer towards fulfillment of the same categories at all other University of Alaska institutions. This applies even if there is no directly matching

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course work at the institution to which the student transfers. It should be noted that the 34 credit common core is a minimum requirement for general education. An institution may require more than 34 general education credits for its baccalaureate degrees, and transfer students must meet the total requirement at the receiving institution. Transfer of general education beyond the 34 credits described above will be determined on the basis of individual requirements specified by university catalogs.

In its catalog, each University of Alaska institution specifies the courses which meet the general education categories at that institution and which can thus be guaranteed to transfer as described above. Students who have received a baccalaureate degree from UAS or UAF will be considered as having met UAA's General Education Requirements.

CLASS STANDING

Class standing is an administrative classification and does not necessarily reflect progress toward completion of a degree. Class standing is based on total credits earned. Undergraduate degree-seeking students are classified as follows:

Credits

Freshman/First Year 0 - 29
Sophomore/Second Year 30 - 59
Junior 60 - 89
Senior 90+

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The following registration activity deadlines pertain to semester-length courses (15 weeks). Deadlines for courses more or less than semester-length are pro-rated according to the length of the course. Students are not permitted to drop or withdraw from a course after it has ended.

ADD/ DROP, WITHDRAWAL, CREDIT/ NO CREDIT, AND AUDIT (Semester Length Courses):

Desired Change	*Week 1 of Semester*	*Week 2 of Semester*	*After Week 2 of Semester*
ADD OR LATE REGISTRATION	Faculty signature required if course closed. Fee charged for late registration.	Faculty signature required. Fee charged for late registration.	Not permitted.

Desired Change	*Begin 7th calendar day of Semester through Week 2 of Semester DROP*	*Weeks 3 through 12 of Semester WITHDRAWAL*	*After Week 12 of Semester*
	Please see Class Schedule for specific dates.		
FACULTY INITIATED DROP OR WITHDRAWAL (OPTIONAL)	Form filed by faculty member with Enrollment Services. Course will not appear on student transcript.	Form filed by faculty member with Enrollment Services. Course will appear on student transcript with grade of "W."	Not permitted.

Desired Change	*Weeks 1 through 2 of Semester DROP*	*Weeks 3 through 12 of Semester WITHDRAWAL*	*After Week 12 of Semester*
	Please see Class Schedule for specific dates.		
DROP OR WITHDRAWAL	No faculty signature required. ~~Fee charged.~~ Course will not appear on student's transcript. *Students are not permitted to drop or withdraw from a course after it has ended.*	No faculty signature required. ~~Fee charged.~~ Form filed with Enrollment Services. Course will appear on student's transcript with a grade of "W."	Not permitted.

Desired Change	*Weeks 1 through 2 of Semester DROP*	*Beginning Week 3 of Semester WITHDRAWAL*	*Beginning of Final Exam Wk*
	Please see Class Schedule for specific dates.		
TOTAL WITHDRAWAL FROM UNIVERSITY	No faculty signature required. ~~Fee charged.~~ Form filed with Enrollment Services. Courses will not appear on student's transcript. *Students are not permitted to drop or withdraw from a course after it has ended.*	~~No faculty signature required.~~ ~~Fee charged.~~ Form filed with Enrollment Services. Course will appear on student's transcript with a grade of "W."	Not permitted.

CHANGE IN GRADING OPTION

The grading option for a course may be changed as follows:

Desired Change	*Week 1 through 2 of Semester*	*Week 3 through 12 of Semester*	*After Week 12 of Semester*
CREDIT/ NO CREDIT	~~Fee charged.~~ Form filed with Enrollment Services.	~~Not permitted.~~	~~Not permitted.~~
CREDIT TO AUDIT	~~Fee charged.~~	Faculty signature required. ~~Fee charged.~~ Form filed with Enrollment Services.	Not permitted.
AUDIT TO CREDIT	Faculty signature required. ~~Fee charged.~~ Form filed with Enrollment Services.	~~Not permitted.~~	Not permitted.

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Transfer students will be assigned class standing based on the number of credits accepted in transfer by the University. Nondegree seeking students are not assigned a class standing.

Academic Petition

Deviations from academic policies or requirements must be approved by academic petition. Petition forms may be obtained from the school or college or from Enrollment Services.

All petitions requesting that transferred elective credit be accepted for degree requirements must be accompanied by catalog copy of the course description(s) from the institution of origin. Petitioned courses, other than those from UAF/UAS, must meet Transfer Credit Criteria for Acceptance prior to final approval.

Final authority to deny or approve petitions pertaining to school or college requirements rest with the Dean or Director of the school or college. Petitions pertaining to general education requirements and/or general university requirements must, in addition, be processed through the Office of Academic Affairs, with final authority to approve or deny resting with the Provost. Students and the department will be notified of the decision.

Changes in course level, grading, or number of credits awarded cannot be petitioned. UAA courses not on the approved baccalaureate General Education Requirements (GER) list cannot be petitioned to meet a GER.

Registration

Registration is the process of signing up and paying for classes for a particular semester. Students may attend classes in a course offered at UAA only after they have properly completed the registration process for that course. Class offerings, dates, times, deadlines and other important registration details specific to each semester are published in that semester's Class Schedule. Not every course listed in this catalog is offered each semester. Students may register in person or use UAA's Wolf Link web registration system during the dates published in that semester's Class Schedule. Noncredit, Continuing Education Unit (CEU), and Professional Development (500-level) courses have special registrations; interested students are advised to contact the appropriate school or college for more information. For fall and spring semesters, a two-week late registration and add/drop period begins on the first day of the semester. Registration for semester-length courses is not permitted after the tenth class day of the semester. Even if students have been attending class from the beginning of the course, their registration will not be accepted after the late registration deadline.

The university holds students academically and financially responsible for their registration. Students who change their plans or become unable to attend must officially drop or withdraw from their courses within published deadlines in order to avoid a final grade of *F* for nonattendance. Courses must be dropped within the 100% refund period to avoid tuition ~~and fee~~ assessment. Refer to the Academic Calendar published each semester in the Class Schedule for specific deadlines.

Students may adjust their schedules and add or drop courses throughout the late registration and add/drop period. Some courses may require instructor approval for this activity.

Caution: Dropping or auditing courses may affect eligibility for current and future financial aid. Students receiving financial aid should check with the UAA Financial Aid Office before dropping or auditing a course. (See Chapter 4, "Tuition, Fees and Financial Aid," for further information.)

All students should meet with a faculty or academic advisor prior to registering each semester. Advising can help students clarify their goals, make suitable course selections, and understand academic expectations. However, the student is ultimately responsible for meeting university requirements.

Registration by Proxy

Students unable to register in person may have a proxy register for them if they provide the proxy with a signed Registration by Proxy Form. This form is available in the Class Schedule or from Enrollment Services. The proxy must follow the policies and calendar governing registration. Proxy registrations are not accepted without written permission from the student.

Facsimile (Fax) Transmission

Because the original source of a document received through a FAX transmission cannot always be accurately determined, official documents received by facsimile transmissions shall be considered only as working documents, pending the receipt of official, authenticated documents or other valid documentation. Enrollment Services will accept faxed signed requests for processing.

Biographic/Demographic Information

UAA must comply with State and Federal reporting requirements and therefore requires that students provide specific biographic or demographic information on registration or admissions forms. The University uses the information for statistical purposes and as an identifier for University records. This information is relevant to the University's admissions and enrollment policies. The University does not discriminate on the basis of this information.

Change of Name

A student's name on official records at UAA must be the student's full legal name. A Change of Name form may be processed through Enrollment Services and must be supported by legal documentation, i.e., social security card, driver's license, marriage certificate, dissolution or divorce decree, or a court order.

Change of Address

Currently enrolled students who have changed their address should notify Enrollment Services by completing the appropriate form. Official notification of change of address is necessary for accurate mailing of correspondence, transcripts, registration instructions, registration billing, and information about graduation requirements.

Social Security Number

The University of Alaska has established student identification numbers and moved away from the practice of using social security numbers as default ID numbers. The University is still required to collect a valid social security number from each student for tax, employment, and Federal financial aid purposes.

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Registration Changes

It is the responsibility of the student to become familiar with UAA policies, procedures and deadlines. Refer to the Academic Calendar published each semester in the Class Schedule for specific deadlines. Add, drop, withdrawal, credit/no credit, and audit deadlines for courses other than semester-length will be prorated according to the length of the class. Students are expected to register only for course sections which they plan to attend and to complete all courses for which they register. (See the Table for Add/Drop, Withdrawal, Credit/No Credit and Audit for more information.)

Faculty Signature

Some course descriptions include "Instructor Permission" as a prerequisite. Students must obtain the signature of the faculty member instructing the course section or their designee, or appropriate approval before registering.

Auditing Classes

Audit registrations are on a space-available basis. Auditors may be dropped from a class to make room for credit-seeking students. No credit is received for audited courses. Requirements for auditing the course are determined by the faculty. Faculty may withdraw students if they fail to comply with the agreed-upon terms.

Students who audit classes are required to meet prerequisites, register, and pay tuition ~~and related fees~~. During weeks one (1) and two (2) of the semester, audit-to-credit requires faculty signature. Audit-to-credit changes are not allowed after week two (2) of the semester. During weeks three (3) through 12 of the semester, credit-to-audit changes require faculty signature. Credit-to-audit changes are not allowed after week 12 of the semester. Forms are available in Enrollment Services.

Audited courses are not included in the computation of study load for full-time or part-time status. In addition, students may not request local credit-by-exam for an audited course until the following academic year.

Continuous Registration

Continuous registration is expected of graduate students. (See Chapter 11, "Graduate Programs," for further information.)

Cancellation of Classes

UAA reserves the right to cancel or combine classes; to change the time, dates, or place of meeting; or to make other necessary revisions in class offerings. The University may discontinue a class at any time if enrollment falls below expected levels.

Transcripts

Transfer credit equivalents vary among semester, unit and quarter universities. Courses equated to UAA courses that are 1.00 credit or less meet UAA course requirements without requiring a petition. To complete credit requirements greater than 1.00 credits, students can either take another UAA class or request an Academic Petition from the academic advisor. Refer to the Certificate of Admission for academic advisor contact information. It is ultimately the responsibility of the student to ensure that they complete the total number of credits for their degrees.

Course Performance

Successful performance in individual courses contributes to overall satisfaction with the educational experience at UAA and ultimately will provide for successful completion of a course of study or degree.

Faculty members design course activities that assist students to acquire, comprehend, and apply knowledge and skills in a variety of subject areas. The course syllabus is designed to provide information about the structure of the course and methods of determining successful course completion.

In order to evaluate student learning, grades are assigned by faculty to individual students that indicate achievement of course objectives. Student behaviors such as class attendance, class participation, completion of all assignments, and achievement of passing marks on all graded activities are the foundation for success of the student.

Class Attendance

Regular attendance and active participation are expected in all classes. Students are responsible for class work even if there are legitimate reasons for their absence.

Unexcused absences may result in a student being withdrawn from the class or receiving a failing grade. Unreasonable refusal to accommodate an emergency absence or an official university absence as described below may be appealable under the Academic Appeals Process.

Official University Absences

Students participating in official intercollegiate activities on behalf of UAA, including but not limited to competition in athletics, forensics and performing arts, are responsible for making advance arrangements with faculty members to enable them to meet course requirements. Faculty are encouraged to make reasonable accommodations for such students. In some cases accommodation may not be possible.

Student-Initiated Drop or Withdrawal

Students may drop a class according to the information found in the published class schedule each semester. Deadlines are determined by the start date of the class and usually occur within the first two weeks of class (for Fall and Spring semesters), prorated for shorter semesters. ~~There is a fee for this option, and n~~No grade will be issued for classes dropped by the deadlines.

After the last deadline for dropping a class, students may withdraw from the class through the twelfth week of class (for Fall and Spring semesters), prorated for shorter semesters. This will produce a designation "W" for the course on the cumulative transcript. After such a withdrawal, an academic grade for the course may only be obtained by retaking the course. No tuition ~~or fees are~~ is returned to students who withdraw from a class.

Faculty-Initiated Drop or Withdrawal

A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven (7) calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.

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The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus.

Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.

Participation and Preparation

Preparation for a class begins by having the necessary prerequisites for the class and obtaining appropriate advising and counseling regarding enrollment in a class. Active participation in the class necessitates a willingness to prepare for classes by reading materials assigned for the class in either print or electronic format, participating in classroom discussion and asking questions of the instructor about material presented. Participation includes a willingness to evaluate the class in a constructive manner at the completion of the course.

Course Materials

Having access to the materials assigned for the course improves success in a course. Therefore, it is the student's responsibility to have available all the materials, books, and notes for the course.

If materials are in an electronic format, students are responsible for accessing them through personal computers or in the computer labs on campus.

Assignments and Testing

Students should be aware of specific assignments, the scope of the assignments, due dates, grading criteria, and the application of the assignment to the course grade. Students should clarify these points with the faculty member prior to submitting the assignment for grading.

Students should be aware of testing policies as written in the course syllabus. Students are responsible for arranging alternate testing times and arrangements with faculty members, if they are allowed these options, prior to the test date. This includes needs for Disability Support Services and absences on the day of the exam for illness or family issues. Students should clarify how to address alternate testing with the individual faculty prior to the first exam.

Syllabus and Course Procedures

The course syllabus is the student guide to the course. Students should receive a syllabus at the beginning of each course that describes the course, policies within the course, and procedures that govern the delivery of the course.

Students are responsible for obtaining the syllabus, or for having access to it electronically, and understanding the course policies in the syllabus. Any questions regarding information in the syllabus should be directed to the instructor for clarification.

Course Completion

Grading

The grades that appear on a student's transcript are as follows:

Academic Letter Grades

With the exception of letter grades assigned to 500 level professional development courses, these letter grades carry grade points and are used to calculate GPAs.

A Honor grade; indicates comprehensive mastery of required work.

B Indicates high level of performance in meeting course requirements.

C Indicates satisfactory level of performance.

D Indicates lowest passing grade; may not be acceptable to satisfy requirements in certain majors and in graduate programs.

F Indicates failure.

Non-Academic Grades

These grades do not carry grade points and are not used to calculate GPAs. However, *CR*, *NC*, *P*, and *NP* grades may be used to determine satisfactory academic progress.

CR Indicates credit received for course.

NC Indicates no credit received for course.

DF Deferred; temporary grade which indicates course requirements cannot be completed by end of semester. It is to be used for courses which cannot normally be completed in a semester (such as thesis, project, research, internships, etc.).

I Incomplete; indicates additional work must be completed to receive a final grade. If the course work is not completed within one (1) year and the faculty member does not submit a change of grade at that time, the *I* will become a permanent grade.

P Indicates passing work.

NP Indicates work that is not passing (no credit received).

Other Designations

These designations do not carry grade points and are not used to calculate GPAs.

AU Audit; indicates enrollment for information only; no credit received.

W Indicates withdrawal from course.

Credit/No Credit

Credit/No Credit is a grading option that encourages students to explore areas of interest. Undesignated electives may be completed under this option. A maximum of 15 credits earned by this option may be applied to an Associate or Baccalaureate degree.

This option may not be used in courses that meet General Education Requirements (GER), or major or minor requirements in a student's program. If students later change their major/minor and the course becomes a requirement, the course may be accepted in the new major/minor at the discretion of the new department.

The *CR/NC* option is not available for graduate courses, nor can this option be used on courses repeated for GPA improvement.

The instructor grades students using the grading basis approved for the course (*A-F* or *P/NP*). Students are awarded credit for the course if their final grade is *P* or *C* or higher. A grade of *CR* is entered on the student's transcript. If performance falls below that level (*D, F, NP*) the student will be automatically withdrawn from the course.

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For performance comparison only, a grade of *CR* (Credit) is considered equivalent to a grade of *C* or higher. A grade of *CR* does not carry grade points and is not included in GPA calculations.
Through the end of week two of the semester, students may request the *CR/NC* grading option by submitting the necessary paperwork to Enrollment Services. Once selected, this grading option may not be changed to regular grading after the end of week two of the semester.

Deferred Grade
A deferred grade (*DF)* is used when the student is making satisfactory progress, but completion of the course project (such as thesis, project, research courses, internships, etc.) typically requires more than a semester. Credit is withheld, without academic penalty, until the course requirements are met. If course work is not completed prior to fulfilling graduation requirements or if the student fails to maintain enrollment for one (1) year, the *DF* will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

Incomplete Grade
An incomplete grade *(I)* is assigned only at the discretion of the instructor. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a contract form between the student and the faculty member that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with the department or dean's office before an *I* grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one (1) year. Upon completion of the required course work, the faculty member must submit a change of grade form to Enrollment Services. If course work is not completed within one (1) year or if the terms specified on the Incomplete Contract are not met, the student may be assigned a failing grade (*F* or *NP*, depending on the grading basis of the course). If course work is not completed within one (1) year and the faculty member does not submit a change of grade at that time, the *I* will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

Pass/No Pass
In some courses, students are graded Pass/No Pass. This grading system is established at the time the course is approved and must apply to the class as a whole. Pass/No Pass grading is not a student option.

When a course is graded Pass/No Pass, the faculty member must clearly explain this fact to the students at the beginning of the class.

For performance comparison only, a grade of *P* (Pass) is considered equivalent to a grade of *C* or higher in undergraduate courses and a grade of *B* or higher in graduate courses. Pass/No Pass grades are used to determine satisfactory academic progress. However, *P/NP* grades do not carry grade points and are not used in GPA calculations.

Grade Changes
Grades submitted by the faculty, other than incomplete (*I*) or deferred (*DF*), are assumed to be final grades. A grade may not be changed unless a grading error, such as a mathematical miscalculation or inaccurate recording has been made on the part of the faculty member. Corrections of grading errors must be made by the 15th class day of the next regular semester following the one in which the grade was originally assigned. A Change of Grade form must be submitted to Enrollment Services by the appropriate faculty member. Change of Grade forms will not be accepted if submitted to Enrollment Services by the student.

Grade Point Average Computation (UAA GPA)
UAA uses the 4-point system as a measure of scholastic success. Academic letter grades carry the following values:
A = 4.00
B = 3.00
C = 2.00
D = 1.00
F = 0.00
A quality hour (Q Hrs) is defined as one (1) credit hour for a course graded A-F. For each course the student takes with quality hours, that number of quality hours for the course is multiplied by the point value of the grade to give the total grade points (Q Pts) for that course. The sum of the total grade points for all courses is then divided by the total number of quality hours to compute the grade point average (GPA).

For example, a student who took three (3) courses and earned an A for a three-credit course, a C for a one-credit course, and a P (Pass) for a two-credit course would have a total of four (4) quality hours. The total grade points for the first course would be 12 points and for the second would be two (2) points. The GPA would be calculated by dividing the sum of 12 and 2 by 4, the number of quality hours, to determine a grade point average of 3.50.

Non-academic grades do not carry grade points and are not used in calculating the GPA: *CR, NC, DF, I, P, NP*, and letter grades assigned to 500 level courses. In addition, *AU* and *W* are not grades and are not used in GPA calculations.

Credits accepted in transfer are not used to calculate the student's UAA GPA. They are, however, used to calculate the student's overall GPA for graduating with honors. Grades and credits earned from all retaken courses are also included in calculating the student's GPA for graduating with honors.

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Academic Standing
Good Standing
Undergraduate students are in good standing when they have a UAA cumulative GPA of 2.00 or higher and a semester GPA of 2.00 or higher for the most recently completed semester. Individual departments may establish additional criteria for good standing. Students are presumed to be in good standing during their first semester at UAA. Students in good standing are academically eligible to reenroll at UAA.

Academic Action
Admitted certificate, associate, or baccalaureate degree-seeking students who fail to earn a UAA semester and/or cumulative GPA of 2.00 will be subject to academic action. Academic action may result in warning, probation, continuing probation, or loss of certificate or undergraduate degree-seeking status. Individual departments may establish additional criteria for

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departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.

Warning
Academic Warning is the status assigned to those students whose semester GPA falls below 2.00 but whose cumulative GPA is 2.00 or higher.

Probation
Placed on Probation is the status assigned to those students whose semester and cumulative GPA falls below 2.00.

Continuing Probation
Continued on Probation is the status assigned to those students who begin a semester on probation and during that semester earn a semester GPA of 2.00 or higher without raising their cumulative GPA to 2.00. This status may be continued until the student raises their cumulative GPA to 2.00 or loses their certificate or undergraduate degree-seeking status.

Loss of Certificate or Undergraduate Degree-Seeking Status
Removed from Degree Program is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 2.00. Those students' admission status will be changed to Non- Degree-Seeking. Students who have lost Certificate or Undergraduate Degree-Seeking status may continue to attend UAA as Non-Degree-Seeking students. However, those students do not qualify for financial aid and International Students will lose their immigration status. Students must apply for reinstatement to UAA (see reinstatement policy).

Reinstatement
Students who have lost certificate or undergraduate degree seeking status may continue to attend UAA as non-degree-seeking students. After completing a minimum of 12 credits at UAA and/or another accredited post-secondary institution in 100-level or higher courses with a cumulative GPA of 2.00 or higher, students may apply for reinstatement to UAA. If approved, reinstated students must then reapply for admission to a certificate or undergraduate degree program. A reinstated student whose UAA cumulative GPA is less than 2.00 (*C*) will begin the semester on probation. Application for Reinstatement forms are available from Enrollment Services.

Departmental Probation or Removal from a Major Program
Individual departments may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program. Those students' major program will be changed to Undeclared. Students will remain in a certificate or undergraduate degree-seeking status as long as the University's minimum academic standards are met. Undeclared students must use the Change of Major/Degree form and process to request re-admission or admission to a new program. Forms are available from Enrollment Services.

Academic Eligibility for Student Activities
Students with satisfactory academic performance are eligible for participation in intercollegiate competition or co-curricular activities. Students may not participate in intercollegiate competition or co-curricular activities or student employment if their cumulative GPA falls below 2.00 (C). Additional and higher academic standards may be required by certain specific activities. Students are advised to keep their participation in activities outside the classroom within limits that will allow them to achieve satisfactory academic performance.

Honors Lists
Admitted undergraduate degree/certificate-seeking students maintaining exceptional academic achievement are recognized after the fall, spring, or summer semesters on the Dean's List and the Chancellor's List. Names of students appearing in the UAA Dean's List and the Chancellor's List are released to the media; also, names and addresses of honor students are provided to the National Dean's List Publication unless a written request not to do so has been received by Enrollment Services.

The Chancellor's List
To be eligible for Chancellor's List, a student must be an admitted undergraduate degree/certificate-seeking student enrolled in at least 12 UAA credits graded with academic letter grades and must have earned a GPA of 4.00 for the semester. Regardless of the number of credits a student is enrolled in, temporary grades of *I* (incomplete) or *DF* (deferred) will prevent a student from being eligible for the Chancellor's List until course work has been completed and the *I* or *DF* is replaced by a final grade.

The Dean's List
To be eligible for Dean's List, a student must be an admitted undergraduate degree/certificate-seeking student enrolled in at least 12 UAA credits graded with academic letter grades and must have earned a GPA of at least 3.50 for the semester. Regardless of the number of credits a student is enrolled in, temporary grades of *I* (incomplete) or *DF* (deferred) will prevent a student from being eligible for the Dean's List until course work has been completed and the *I* or *DF* is replaced by a final grade.

Program Completion
Graduation Application
UAA issues diplomas three times a year: in January following the fall semester, in May following the spring semester, and in September following the summer session. To be eligible for graduation at the end of a given semester, a student must:
Be formally admitted to the degree or certificate program during the previous semester. Submit an Application for Graduation signed by the academic advisor and accompanied by the required fee to Enrollment Services. Application for Graduation deadlines are March 1 for summer graduation, May 1 for fall graduation and September 15 for spring. Upon receipt of the student's Application for Graduation, a review is completed by Enrollment Services. If the student meets all requirements by the end of the semester, the certificate or degree is awarded after completion of the semester. Students are held responsible for meeting all academic regulations and degree/certificate requirements.

Occupational Endorsement Certificates are awarded by the offering academic unit, rather than at commencement. Students should check with their advisors to determine what arrangements are followed.

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Names of students receiving undergraduate certificates and degrees appear in the Commencement Program in the spring and are released to the media unless a written request not to do so has been received by Enrollment Services. Students who do not want their names to be released may so indicate on the Application for Graduation form. Students who apply for graduation and who do not complete degree/certificate requirements by the end of the semester must reapply for graduation and pay the appropriate fee.

GRADUATION WITH HONORS

To be eligible to graduate with honors, associate and baccalaureate degree-seeking students must first earn a cumulative GPA of 3.50 or higher in all college work attempted at UAA. A transfer student who is earning an associate degree must complete a minimum of 15 resident credits with academic letter grades to be eligible to graduate with honors. A transfer student who is earning a baccalaureate degree must complete a minimum of 30 resident credits with academic letter grades to be eligible to graduate with honors. All transfer students must have a cumulative GPA of 3.50 or higher in all college work attempted both at UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program in order to graduate with honors.

At UAA, graduation with honors represents your entire academic history. All grades and credits earned will be included in determining eligibility to graduate with honors (*D*s, *F*s, retaken courses, courses lost in academic bankruptcy, etc). Honors are awarded to associate and baccalaureate degree students with cumulative GPAs as follows:
Cum Laude 3.50 to 3.79
Magna Cum Laude 3.80 to 3.99
Summa Cum Laude 4.00

COMMENCEMENT

Students who complete certificate or degree requirements and meet the application for graduation deadline during an academic year (fall and spring semesters) are invited to participate in the annual commencement ceremonies in May. Students who complete certificate or degree requirements and meet the application for graduation deadline during the summer session are invited to participate in the commencement ceremonies the following May.

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CHAPTER 10
UNDERGRADUATE PROGRAMS

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UNDERGRADUATE PROGRAMS

THE CURRICULUM

The University of Alaska Anchorage provides curricula that offer its students the opportunity to acquire the intellectual skills, habits of minds, and ethical sensibilities necessary to develop into individuals who make informed judgments and interpretations about their community and the broader world, who take full responsibility for their beliefs and actions, who recognize the connection between knowing and acting, and who commit themselves to lifelong learning. The UAA curricula emphasizes that while the acquisition of knowledge is an end in itself, each UAA graduate must enter the world beyond the University fully equipped to live resiliently in a changing world and be willing to apply theories and methodologies to examine and resolve the problems of their own communities, and those of an increasingly diverse and interdependent world.

The University does not prescribe specific courses for all students. It is the responsibility of each student to determine an appropriate program of courses within the framework of their academic program in consultation with an academic advisor. (See Chapter 6, "Advising and Academic Support," for further information.) The requirements for each degree include completion of a minimum number of courses, resident credits, fulfillment of the General University Requirements and the General Education Requirements, and completion of program requirements.

ACADEMIC PROGRAMS

CERTIFICATES

The university offers two types of certificates at the undergraduate level:

- Undergraduate certificates of 30 credits or more offer focused instruction in a concentrated area. They include an equivalent of at least 6 credits of related instruction at the collegiate level in communications, computation and human relations. These certificates provide knowledge and skill development in broad enough areas to prepare students for entry into a variety of career fields. They are particularly appropriate in scientific or technical areas such as health care, computer systems, transportation or industrial technology.
- Occupational Endorsements are certificates requiring 29 or fewer credits to complete. These certificates provide the specialized knowledge and skills needed in specific employment sectors.

Both of these certificate types are noted on transcripts. Coursework used to complete each type may also apply to associate and baccalaureate degrees that the student may pursue.

ASSOCIATE DEGREES

The University of Alaska Anchorage offers two types of associate degrees, both of which require the completion of 60 credits or more:

- Associate of Arts (AA) degrees combine broad studies in the general education areas of written communication, oral communication, humanities, mathematics, natural sciences, and social sciences, with elective coursework selected by the student. The degree provides broad exposure to systems of thought and inquiry, allows exploration of a variety of disciplines and learning experiences, and provides a solid foundation for further study at the baccalaureate level. The AA degree is administered by the College of Arts and Sciences (CAS). The complete program description is found under the CAS section of this chapter.
- Associate of Applied Science degrees provide applied or specialized studies that are used to satisfy a student's specific educational needs. Many AAS programs prepare students for work in a particular field of employment. Some AAS degrees are designed to provide a foundation for a specific related baccalaureate degree.

  Students in these degree programs build knowledge and skills needed to carry out specific tasks while they develop abilities in the essential elements of communications, computation, and human relations.

BACCALAUREATE DEGREES

Baccalaureate, or Bachelor degrees, are organized programs of study that consist of a minimum of 120 credits. In addition to providing extensive preparation in a specific knowledge area, the content and activities found in the baccalaureate degree promote in students the abilities to reason, research, and analyze, and to form, support, and communicate ideas and opinions. Baccalaureate degrees are offered at UAA in over 50 major study areas.

MINORS

A minor is a component of a baccalaureate degree. A minor may only be issued simultaneously with a baccalaureate degree. A minor from UAA consists of a minimum of 18 credits, at least six (6) of which must be upper-division. Students must earn at least three (3) credits in residence in each minor field. They must also earn a UAA cumulative GPA of at least 2.00 (C) in the minor. Students must follow minor requirements from the same catalog used for the baccalaureate program. Refer to each discipline for specific requirements. Students must declare minors no later than the deadline to submit an Application for Graduation.

REGIONAL STUDIES

Regional studies programs offer students opportunities to develop the academic insight, knowledge, and technical skills needed to deal effectively with the far-reaching challenges of contemporary global society. At UAA, regional studies are informed by national developments, international contexts and comparative studies, and their aim is to prepare students to become educated world citizens by providing courses which draw upon the insights of many academic disciplines and by recognizing the cultural diversity that exists within the North Pacific region.

POST-BACCALAUREATE AND GRADUATE PROGRAMS
Post-Baccalaureate and Graduate certificates and degrees are described in later chapters of this catalog.

GENERAL UNIVERSITY REQUIREMENTS FOR UNDERGRADUATE CERTIFICATES AND ASSOCIATE DEGREE PROGRAMS

General University Requirements have been established for all certificate and associate degree programs at UAA.

GENERAL UNIVERSITY REQUIREMENTS FOR Undergraduate CERTIFICATES

1. Students must be admitted to the program and must complete the certificate program requirements listed in the program section of this chapter.
2. When completing the last half of a certificate program, students must earn at least 50 percent of the credits in residence. For example, in a 30-credit certificate program, at least eight (8) of the last 15 must be resident credits.
Additional residency credit requirements, to meet discipline or accreditation standards, may be established.
3. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. Some certificate programs require higher GPAs.
4. Students must earn a minimum of 30 credits for an Undergraduate Certificate
5. Students may elect to complete under the requirements of the catalog in effect at the time of formal acceptance to a certificate program or the catalog in effect at the time of graduation.
6. If the requirements for a certificate are not met within five (5) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
7. Students may earn more than one (1) certificate by completing all requirements for each additional program.
8. Undergraduate Certificates that share a common core must differ by at least (6) credits.

GENERAL UNIVERSITY REQUIREMENTS FOR Occupational Endorsement Certificates

1. Students must be admitted to the program and must complete the certificate program requirements listed in the program section of this chapter.
2. Students must complete at least 30% of the program in residence at UAA.
Additional residency credit requirements, to meet discipline or accreditation standards, may be established.
3. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. Some certificate programs require higher GPAs.
4. Students must earn a minimum of (9) credits for an Occupational Endorsement Certificate.
5. Students may elect to complete under the requirements of the catalog in effect at the time of formal acceptance to a certificate program or the catalog in effect at the time of graduation.
6. If the requirements for a certificate are not met within five (5) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance. Program requirements may require completion in less than 5 years.
7. Students may earn more than one (1) certificate by completing all requirements for each additional program.
8. Occupational Endorsement Certificates must differ by (3) or more credits.

Note: Not all Occupational Endorsement Certificates are eligible for federal financial aid.

GENERAL UNIVERSITY REQUIREMENTS FOR ASSOCIATE of Arts DEGREES

The following requirements must be met for associate degrees to which students have been admitted:
1. Students must be admitted to the program and must complete the General Education and Degree requirements listed in the program section of this chapter, listed under the College of Arts and Sciences.
2. Students must earn a minimum of 60 credits for an Associate of Arts degree.
3. Students must complete at least 15 credits in residence. Additional residency credit requirements, to meet program accreditation standards, may be established.
4. Students must earn a cumulative GPA of at least 2.00 (C) at UAA.
5. Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to an associate degree program or the catalog in effect at the time of graduation.
6. If the requirements for an associate degree are not met within 5 years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
7. Students must complete a minimum of 60 credits at the 100-level or above, including at least 20 credits at the 200-level or above.
8. No more than 15 military credits can be applied to an Associate of Arts degree.

GENERAL UNIVERSITY REQUIREMENTS FOR ASSOCIATE of Applied Science DEGREES

The following requirements must be met for Associate Of Applied Science degrees:
1. Students must be admitted to the degree program and complete the General Course Requirements that follow this section.
2. Students must complete the major degree requirements listed in the program section of this chapter. Each program is listed under its offering college.
3. Students must earn a minimum of 60 credits for an AAS degree.
4. Students must complete at least 15 credits in residence. Additional residency credit requirements, to meet program accreditation standards, may be established.
5. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. They must also earn a cumulative GPA of at least 2.00 (C) in all courses required for each major. Some associate degree programs may require higher GPAs.
6. Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to an associate degree program or the catalog in effect at the time of graduation.

7. If the requirements for an associate degree are not met within 5 years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
8. All courses for an AAS degree must be at the 100-level or above.
9. No more than 15 military credits can be applied to an Associate of Applied Science degree.

Associate of Applied Science Degree Requirements

In order to receive an Associate of Applied Science Degree, students must be admitted to the program and must satisfy:
1. General University Requirements for Associate of Applied Science Degrees;
2. General Course Requirements for Associate of Applied Science degrees in Oral and Written Communications (9 credits total, see below).
Advising note for AAS students who plan to pursue a 4-year degree: AAS students who intend to pursue a baccalaureate degree should consult a faculty or academic advisor for appropriate course selections.

A. Oral Communication Skills 3
COMM A111 Fundamentals of Oral Communication
COMM A235 Small Group Communication
COMM A237 Interpersonal Communication
COMM A241 Public Speaking
B. Written Communication Skills 6
ENGL A111 Methods of Written Communication
and one of the following:
CIOS A260A Business Communications
ENGL A211 Academic Writing About Literature
ENGL A212 Technical Writing
ENGL A213 Writing in the Social and Natural Sciences
ENGL A214 Persuasive Writing

3. General Course Requirements in designated disciplines 6
Choose Humanities*, Math, Natural Sciences, or Social Sciences courses from the General Course Requirement Classification List for Associate of Applied Science Degrees (see below.)
Courses chosen must be at or above the 100-level.
**Any English course used to satisfy the Humanities general requirement must be different from the Written Communications Skills requirement and have a course number higher than ENGL A111.*
4. Degree-Specific Requirements Varies
(See Degree Programs under each college in this chapter)
5. Electives Varies
Total Minimum Credits 60
All courses must be at the 100-level or above.

General Course Requirement Classification List for Associate of Applied Science Degrees

These general course requirements are designed to ensure that all students graduating with AAS degrees have demonstrated fundamental written and oral communication skills and have successfully performed at the collegiate level in at least one of the listed discipline areas (Humanities, Natural Science, Mathematics or Social Science).
The design of AAS degrees, like that of undergraduate certificates, ensures further that students gain some proficiency in essential skills of communication, computation and human relations. In the absence of specific required courses in these areas, the degrees address these topics in the major requirements and measure student performance in those classes.

Humanities

Alaska Native Studies
American Sign Language
Art
Chinese
Communication
Creative Writing and Literary Arts
Dance
English*
French
German
History
Humanities
Italian
Japanese
Journalism & Public Communications
(JPC A215 and A367 only)
Korean
Languages
Latin
Liberal Studies Integrated Core
Linguistics
Music
Philosophy
Political Science (PS A331, A332, and A333 only)
Russian
Spanish
Theatre
**Any English course may be used to satisfy the Humanities general requirement, but must be different from the written communications requirement and have a course number higher than ENGL A111.*

Mathematics and Natural Sciences

Anthropology (ANTH A205 only)
Astronomy
Biological Sciences
Chemistry
Computer Science
Environmental Studies (ENVI A202 only)
Geography (GEOG A205 and A205L only)
Geology
Liberal Studies Integrated Science
Mathematics
Philosophy (PHIL A101 only)
Physics
Statistics

Social Sciences

Anthropology
Business Administration (BA A151 only)
Counseling

Economics
Environmental Studies (ENVI A202 only)
Geography (except GEOG A205 and A205L)
Guidance
Health Sciences (HS A220 only)
Human Services (HUMS A106 only)
International Studies
Journalism and Public Communications (JPC A101 only)
Justice (JUST A110 and A330 only)
Liberal Studies Social Sciences
Paralegal Studies (PARL A101 only)
Political Science
Psychology
Social Work (SWK A106 and A243)
Sociology
Women's Studies

Multiple Associate Degrees or Concurrent Majors

The Associate of Arts degree (AA) is intended to provide general education. Therefore, it includes no major specialty, and students may earn only one AA degree.

Associate degree-seeking students may graduate (during the same semester) with two degrees provided they have applied to and been accepted in both degree programs (An Associate of Applied Science and Associate of Arts is an example)

Students must submit a separate application for admission for each degree they expect to receive. Admission forms are available from Enrollment Services.

Students seeking a second Associate degree must be admitted to the program and must complete the General University Requirements, the General Course Requirements for their primary program, the General Education Requirements (for the AA degree), the major or degree requirements for both programs, and at least 12 resident credits beyond the total number of credits required for the primary degree.

Students must satisfy the catalog requirements in effect at the time of acceptance into the degree program(s) or the catalog requirements in effect at the time of graduation.

Double Majors for AAS programs

The Associate of Applied Science (AAS) degree is intended to provide specialized education. Therefore, it does include a major specialty, and students may earn more than one AAS degree.

Associate of Applied Science degree-seeking students may apply to graduate (during the same semester) with two majors. For example, a student may select two areas from the approved majors within the Associate of Applied Science degree program (such as Welding and Automotive Technology).

Students must apply and be accepted into each major program. Students may request a double major at the time of initial admission to UAA or add a major at a later date through the Change of Major degree process. Forms are available from Enrollment Services.

Students must satisfy the General University Requirements, the General Course Requirements, and both sets of major requirements.

Students must satisfy the catalog requirements in effect at the time of acceptance into the major(s) or the catalog requirements in effect at the time of graduation.

A double major is not applicable to the Associate of Arts Degree.

Transfer Students

Students who have received a baccalaureate degree from another regionally accredited college or university and who want to obtain an associate degree from UAA must:
1. Meet program admission requirements.
2. Complete the General University Requirements but not the General Education or General Course Requirements.
3. Complete the Major Program Requirements.

Baccalaureate Degrees

The Academic Major

Baccalaureate degree-seeking students select a major discipline which reflects their interests, academic talents and professional goals, and in consultation with academic advisors declare themselves to be majors in the selected discipline. Students select courses within the declared discipline, which in combination with other successfully completed University requirements, lead to a UAA baccalaureate degree. Students may declare a major, a double major, and/or an interdisciplinary major. The requirements for completing specific majors are presented in detail in the section describing the programs offered by each department.

Interdisciplinary majors are described below. Students may declare their majors at any time during their academic careers but should do so before registering for courses for the junior year or applying to participate in off-campus study programs. Some departments have courses that must be passed, or standards that must be met before a student will be accepted as a major. Students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests.

Students may change their majors after consultation with the relevant departments. Declaration of major is a formal process which requires the appropriate forms and signatures. Students must follow established UAA procedures for declaring a major and for changing a major or degree.

Baccalaureate Degree Requirements

To receive a baccalaureate degree from UAA, students must be admitted* to the program and must satisfy:
- General University Requirements;
- General Education Requirements;
- School/College Requirements, if applicable; and
- Major Program Requirements.

For General Education Requirements, refer to the “General Education Requirements (GER) for Baccalaureate Degrees” section of this chapter. For School/College and Major Program Requirements, refer to the appropriate school or college section of this catalog.

***** Students may not be admitted to and graduate from a program in the same semester.

General University Requirements for All Baccalaureate Degrees

1. Students must earn at least 120 credits at the 100 level and above. Some degree programs require completion of additional credits.
2. Students must earn at least 42 upper-division credits, including 24 upper-division credits in residence. Some degree programs require completion of additional upper division credits.
3. Students must earn at least 30 credits in residence. In addition, transfer students must earn in residence at least 12 credits in each major field and, where applicable, at least three (3) credits in each minor field. Additional residency credit requirements, to meet program accreditation standards, may be established.
4. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. They must also earn a cumulative GPA of at least 2.00 (C) in all courses required for each major and each minor. Some degree programs may require higher GPAs.
5. Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation.
6. If the requirements for a baccalaureate degree, as specified in the entry-level catalog, are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
7. Students must follow established UAA procedures for declaring a major and for changing a major or degree. Students who change their major or degree must satisfy the catalog requirements for the new major or degree in effect at the time of the change.
8. No more than 30 military credits can be applied to a baccalaureate degree.

General Education Requirements (GER) for Baccalaureate Degrees

Preamble

The GER provides students with a common educational experience in order to (1) provide a foundation for further study and (2) broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st Century (Tier 3).

Tier 1: Basic College-Level Skills 12 credits

The UAA GER begins with Basic College-Level Skills enhancement in written communication, oral communication, and quantitative skills:

• Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.

• Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life. Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved Basic College-Level Skills, which may also fulfill requirements in their intended major. Faculty in English, Communication, and Mathematics provide placement criteria (which may require the completion of preparatory coursework).

Tier 2: Disciplinary Areas 22 credits

The GER continues with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience. These are Fine Arts, Humanities, Natural Science, and Social Science:

• Courses in the Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.

• Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.

• Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.

• Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

Note: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).

Tier 3: Integrative Capstone 3 credits

For Baccalaureate students, the GER experience concludes with an Integrative Capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design. Tier 3 (Integrative Capstone) courses may be taken only after the student has completed all Tier 1 (Basic College-Level Skills) requirements.

GER Advising Note: All students should consult a faculty or academic advisor for appropriate course selections.

• Baccalaureate students are required to complete 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits.

•*The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).*

• Each of the eight General Education Classifications has a list of approved courses (see the General Education Classification List). Only courses from the GER Classification List may be used to satisfy a distribution area requirement.

• Courses used to satisfy distribution area requirements in General Education may also be used to satisfy School/College requirements and/or Degree/Program requirements, but no course may be counted in more than one General Education category.

• Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER Classification List cannot be petitioned to meet a GER.

GER Student Outcomes

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Petitions for General Education and/or University Requirements

Petitions pertaining to general education requirements and/or general university requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the Provost. After the petition has received final approval or denial, a copy reflecting that decision will be returned to the student and advisor. Changes in course level,

grading, or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate General Education Requirements (GER) list cannot be petitioned to meet a GER. For more information, see Academic Petition section in chapter 7 of this catalog.

General Education Classification List

Courses listed here as satisfying a General Education Requirement are also identified in the course description area of the catalog.

TIER 1: BASIC COLLEGE-LEVEL SKILLS

Classification **Credits**

1. **Oral Communication Skills** 3

Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following:
COMM A111 Fundamentals of Oral Communication
COMM A235 Small Group Communication
COMM A237 Interpersonal Communication
COMM A241 Public Speaking

Classification **Credits**

2. **Quantitative Skills** 3

Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following:
MATH A107 College Algebra
MATH A108 Trigonometry
MATH A109 Precalculus
MATH A172 Applied Finite Mathematics
MATH A200 Calculus I
MATH A201 Calculus II
MATH A272 Applied Calculus
STAT A252 Elementary Statistics
STAT A253 Applied Statistics
STAT A307 Probability

Classification **Credits**

3. **Written Communication Skills** 6

Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

Courses completed at UAA must be selected from the following:
ENGL A111 Methods of Written Communication
ENGL A211 Academic Writing About Literature
ENGL A212 Technical Writing
ENGL A213 Writing in the Social & Natural Sciences
ENGL A214 Persuasive Writing
ENGL A311 Advanced Composition
ENGL A312 Advanced Technical Writing
ENGL A414 Research Writing

TIER 2: DISCIPLINARY AREAS

Classification **Credits**

4. **Fine Arts**** 3

The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact of subsequent artistic work.

***Note:* Music Majors must select courses outside the major.

Courses completed at UAA must be selected from the following:
ART A160 Art Appreciation
ART A261 History of World Art I
ART A262 History of World Art II
DNCE A170 Dance Appreciation
JPC A367 History of Photography
MUS A121 Music Appreciation*
MUS A221 History of Music I*
MUS A222 History of Music II*
THR A111 Introduction to the Theatre
THR A311 Representative Plays I
THR A312 Representative Plays II
THR A411 History of the Theatre I
THR A412 History of the Theatre II

Classification **Credits**

5. **Humanities** (outside the major) 6

The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world's heritage of the arts,

history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to identify texts or objects, to place them in the historical context of the discipline, to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to use a formal technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

Courses completed at UAA must be selected from the following:
AKNS A101 Alaska Native Languages I
AKNS A102 Alaska Native Languages II
AKNS A201 Native Perspectives
ART A261 History of World Art I
ART A262 History of World Art II
ASL A101 Elementary American Sign Language I
ASL A102 Elementary American Sign Language II
ASL A201 Intermediate American Sign Language I
ASL A202 Intermediate American Sign Language II
CHIN A101 Elementary Chinese I
CHIN A102 Elementary Chinese II
ENGL A121 Introduction to Literature
ENGL A201 Masterpieces of World Literature I
ENGL A202 Masterpieces of World Literature II
ENGL A301 Literature of Britain I
ENGL A302 Literature of Britain II
ENGL A305 Topics in National Literatures
ENGL A306 Literature of the United States I
ENGL A307 Literature of the United States II
ENGL A310 Ancient Literature
ENGL A383 Film Interpretation
ENGL A445 Alaska Native Literatures
FREN A101 Elementary French I
FREN A102 Elementary French II
FREN A201 Intermediate French I
FREN A202 Intermediate French II
GER A101 Elementary German I
GER A102 Elementary German II
GER A201 Intermediate German I
GER A202 Intermediate German II
HIST A101 Western Civilization I
HIST A102 Western Civilization II
HIST A121 East Asian Civilization I
HIST A122 East Asian Civilization II
HIST A131 History of United States I
HIST A132 History of United States II
HIST A341 History of Alaska
HUM A211 Introduction to Humanities I
HUM A212 Introduction to Humanities II
HUM A250 Myths and Contemporary Culture
ITAL A101 Elementary Italian I
ITAL A102 Elementary Italian II
JPC A215 History of Mass Communication
JPN A101 Elementary Japanese I
JPN A102 Elementary Japanese II
JPN A201 Intermediate Japanese I
JPN A202 Intermediate Japanese II
KOR A101 Elementary Korean I
KOR A102 Elementary Korean II
LAT A101 Elementary Latin I
LAT A102 Elementary Latin II
LING A101 The Nature of Language
MUS A221 History of Music I
MUS A222 History of Music II
PHIL A101 Introduction to Logic
PHIL A201 Introduction to Philosophy
PHIL A211 History of Philosophy I
PHIL A212 History of Philosophy II
PHIL A301 Ethics
PHIL A313B Eastern Philosophy and Religion
PHILA314 Western Religion
PS A331 Political Philosophy
PS A332 History of Political Philosophy I: Classical
PS A333 History of Political Philosophy II: Modern
RUSS A101 Elementary Russian I
RUSS A102 Elementary Russian II
RUSS A201 Intermediate Russian I
RUSS A202 Intermediate Russian II
SPAN A101 Elementary Spanish I
SPAN A102 Elementary Spanish II
SPAN A201 Intermediate Spanish I
SPAN A202 Intermediate Spanish II
THR A311 Representative Plays I
THR A312 Representative Plays II
THR A411 History of the Theatre I
THR A412 History of the Theatre II

Classification **Credits**

6. **Natural Sciences** (must include a laboratory course) 7

The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.

Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline; as well as, the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history. Students completing the laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

Courses completed at UAA must be selected from the following:
ASTR A103 Introductory Astronomy I
ASTR A104 Introductory Astronomy II
BIOL A102 Introductory Biology
BIOL A103 Introductory Biology Laboratory
BIOL A111 Human Anatomy and Physiology I
BIOL A112 Human Anatomy and Physiology II
BIOL A115 Fundamentals of Biology I
BIOL A116 Fundamentals of Biology II
BIOL A178 Fundamentals of Oceanography
BIOL A179 Fundamentals of Oceanography Lab

CHEM A103/L Survey of Chemistry
CHEM A104/L Introduction to Organic Chemistry and Biochemistry
CHEM A105/L General Chemistry I
CHEM A106/L General Chemistry II
ENVI A202 Earth as an Ecosystem: Introduction to Environmental Science
GEOG A205/L Elements of Physical Geography
GEOL A111 Physical Geology
GEOL A221 Historical Geology
GEOL A115/L Environmental Geology
GEOL A178 Fundamentals of Oceanography
GEOL A179 Fundamentals of Oceanography Lab
LSIS A101 Discoveries in Science
LSIS A102 Origins: Earth-Solar Systems-Life
LSIS A201 Life on Earth
LSIS A202 Concepts and Processes: Natural Sciences
PHYS A101 Physics for Poets
PHYS A123/L Basic Physics I
PHYS A124/L Basic Physics II
PHYS A211/L General Physics I
PHYS A212/L General Physics II

Classification	**Credits**
7. **Social Sciences** (outside the major; from 2 different disciplines)	6

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and non-empirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

Courses completed at UAA must be selected from the following:
ANTH A101 Introduction to Anthropology
ANTH A200 Natives of Alaska
ANTH A202 Cultural Anthropology
ANTH A250 The Rise of Civilization
BA A151 Introduction to Business
ECON A201 Principles of Macroeconomics
ECON A202 Principles of Microeconomics
ENVI A201 Living on Earth: Introduction to Environmental Studies
GEOG A101 Introduction to Geography
HS A220 Core Concepts in the Health Sciences
HUMS A106 Introduction to Social Welfare
INTL A301 Canada: Introductory Survey
JPC A101 Introduction to Mass Communication
JUST A110 Introduction to Justice
JUST A330 Justice and Society
PARL A101 Introduction to Law
PS A101 Introduction to American Government
PS A102 Introduction to Political Science
PS A311 Comparative Politics
PS A351 Political Sociology
PSY A111 General Psychology
PSY A150 Life Span Development
SOC A101 Introduction to Sociology
SOC A110 Gerontology: Multidisciplinary Approach
SOC A201 Social Problems and Solutions
SOC A202 The Social Organization of Society
SOC A222 Small and Rural Communities
SOC A342 Sexual, Marital and Family Lifestyles
SOC A351 Political Sociology
SWK A106 Introduction to Social Welfare
SWK A243 Cultural Diversity and Community Services
WS A200 Introduction to Women's Studies

TIER 3: INTEGRATIVE CAPSTONE

Classification	**Credits**
8**. Integrative Capstone*****	3

Integrative capstone courses focus on practice, study, and critical evaluation, and include in their learning outcomes an emphasis on the evolving realities of the 21st century. Students completing the integrative capstone requirement must demonstrate the ability to assess, judge and compare diverse facts and ideas and critically evaluate their own views in relation to different fields of knowledge.
ART 491 Senior Seminar
BIOL 452 Human Genome
CS A470 Applied Software Development Project
ECON 488 Seminar in Economic Research
EDFN A300 Philosophical and Social Context of American Education
GEOL A456 Geoarcheology
HIST A390A Themes in World History
HNRS A490 Senior Honors Seminar
MATH A420 History of Mathematics
MEDT A302 Clinical Laboratory Education and Management
NS A411 Health II: Nursing Therapeutics
PEP A384 Cultural and Psychological Aspects of Health and Physical Activity
PSY A370 Biological Psychology
SOC A488 Capstone Seminar
STAT A308 Intermediate Statistics for the Sciences
SWK A431 Social Work Practice IV

See Class Schedule for additional Integrative Capstone courses.

**** Note: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).*

Concurrent Baccalaureate Programs

Double Majors

Baccalaureate degree-seeking students may graduate (during the same semester) with two majors, provided they have applied for and been accepted in each degree program and that the degree is the same for each major. For example, a student may select two areas from the approved majors within a Bachelor of Arts degree

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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:

   The course is designed with the appropriate content and outcomes, with learning experiences that enable students to achieve the stated outcomes, and with evaluation methods that enable faculty to assess student achievement of those outcomes.

   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:

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

   Complete and clear Curriculum Action Request (CAR) and Course Content Guide (CCG) (See Sections 6 and 7 for further information)

   Appropriate course numbering for content, outcomes, methodologies and listed prerequisites (See Section 5d for further information on course level justification)

   ~~Course outcomes that match the level of the course (See Section 5d 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~~ see addition below
   ~~Course Review~~

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

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

~~Credit hour calculation is correct~~

Lab/lecture ratio is correct

~~Course level justified~~

Number of credits is appropriate and contact hours are presented correctly.

Application of a course to a degree program with rationale

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

Coordination has occurred (both electronically and through hard copy) with the appropriate departments, schools and colleges, as well as with community campuses

~~All information that occurs on both the CAR and CCG are identical (course name and number, credit hours, course description, etc)~~ see above

If this is a prerequisite for any other course, or if it affects another degree as a requirement, include the necessary CARs and/or coordination signatures with the package

Courses that will become program electives:

Effect of this course on other electives

Enhancement of a program by this course

Increases options of specialization within the major

Effect on scheduling of other program electives

Courses that will become General Education Requirements:

Addresses GER objectives from the GER Preamble

Meets category definition from Board of Regents

Addresses and assesses GER outcomes for the category described in this Handbook

Provides rationale for adding this course to the GER menu

Explains similarities to and differences from to other GER courses

Resource implications for new course proposal:

Commitment from resource manager to support course offerings

Effects on other offerings ~~GER courses~~ within a program or school

~~Effect on offering other required courses~~

~~Effect on selectives and electives~~

~~If the course was offered as a trial course, the number of times it was offered and the enrollments~~

Review of Program Proposals

Program description adequately expresses the program characteristics, requirements and outcomes.

The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.

Paperwork is complete

Catalog copy is complete and organized, options and special requirements are clearly defined

All the attachments are correct

Needs analysis for the new program is attached

Combined impact on University resources is explained

Coordination has occurred with appropriate departments, schools, and colleges and documentation is present

Possible duplication of an existing program is addressed

It is important that all courses used in the creation or modification of a degree or certificate program have on file in the Curriculum Office current Course Content Guides that contain all of the required elements described in section 7 of this Handbook. If courses are ill-defined or outdated they must be revised at the same time or before the program addition or modification is proposed.

When proposing multiple certificates in a given discipline their requirements must differ by at least 7 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

Program Objectives and Outcomes

Program outcomes should be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.

Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.

Outcomes should be reasonable in number, relate well to the content and methods of presentation used in the program, and be assessable.

Outcomes should be published for students to use in evaluating and selecting the program.

Outcome assessment should be accomplished with appropriate tools chosen and administered in a way that both direct and indirect measurements of student performance are obtained.

A complete and valid plan should be presented that makes use of the assessments of student learning in the continuous improvement of the course. Plans should conform to the format and content established at UAA and illustrated at the website: www.uaa.alaska.edu/governance.

Note: Boards do not evaluate this material, see Appendix F for further information.

If this action requires BOR review, the following issues should be addressed including all the points in Regents' Policy and Regulation outlined on page 47-49 of the Handbook:

Date to implement response(s) and over what term

The needs that will be met by this program

How the needs are currently being met

The program response(s) to the needs

Location of program delivery

Use of basic and/or applied research in the program.

Program implications for students

Requirements on faculty and/or staff to deliver program

Information technology resources required for the program

Facilities needed by the program

Strategic partnerships that will be fostered by the response

Response measurement and evaluation

Program assessment plans

If this action requires notifying the Commission on Colleges, the following items should also be addressed:

Budget projections (revenue and expenditures) for each of the first three years including:

1. Revenue and expenditures associated with the change itself, and

2. Institutional financial support expected to accommodate the change. Include expected revenue from tuition and fees available to the offering college, and confirmed revenue from all sources including statewide funding (initiatives, presidents appropriations, etc.), college and university reallocations, and external sponsors.

   The budgetary and financial implications of the changes for the entire institution also should be addressed.

Student Services Impact

Provision for student services to accommodate the change

Implications for services to the rest of the student body

Physical Resources Impact

Provision for physical facilities

Equipment

Library and information resources

Impact on the institution's resources as a whole; and

Faculty and Staff Impact

An analysis of the faculty and staff needed

Educational and professional experience qualifications of the faculty members relative to their individual teaching assignments

Anticipated resources of qualified faculty and staff

Program Partners

If course or program delivery depends on essential elements supplied by partners external to the university, whether they are accredited or not, the partnership arrangement must be clearly defined with expected contributions and designated responsibilities and authority.

Section 3a - Curriculum Approval Process
Courses

Overview

1. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
2. Approved curriculum must be submitted from the dean/director to the Governance Office.
    - The Governance Office forwards Non-Credit, CEU, -93s, -94s, and 500 level courses to the Curriculum Office to be entered into the system.
    - Catalog courses and prefix requests, are sent to UAB/GAB for review.
3. Any items needing UAB/GAB review **must be received in the Governance Office by Monday at 9 a.m**. in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.
4. Initiating faculty member or representative must present courses and prefixes to UAB/GAB.
5. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
6. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.
7. UAB/GAB chair signs CAR.
8. The Provost (or designee) reviews and acts on courses and prefixes.
9. After Provost approval the Governance Office sends the approved courses and prefixes to the Curriculum Office.
10. After appropriate reviews are complete, the course or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally can not precede the publication date of the first catalog or schedule in which it is to appear.**
11. Degree and Certificate requirements that reflect course changes are effective from fall through summer of each catalog publication.

Approval for changes to undergraduate credit courses numbered 050 – 299

Changes that do not substantially affect the intent or content of lower division courses are handled by the School/College Curriculum Committee or Community Campus Instructional Council which:

A. Forwards a CAR approved by the school/college curriculum committee or instructional council to the dean/director for approval before being forwarded to Governance.

B. Reviews course content guidelines for academic quality and completeness according to UAB Guidelines in Section 5 of this handbook.

C. Requires documentation that proper coordination has occurred. Coordination is the requirement that all initiators of curriculum actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses. Proper coordination includes:

   1. General email notification to faculty at uaa.faculty@lists.uaa.alaska.edu that curriculum action is being considered.
   2. Effort to contact, and record of response from faculty in associated disciplines or other campus locations
   3. Records forwarded to governance.

D. Takes responsibility for the following changes that do not affect the quality of the curriculum:

   1. Title change
   2. Course number change at the same level
   3. Grammatical change in course description
   4. Prerequisite and co-requisite changes that can only affect the prefix department
   5. Fee change
   6. Course description change that does not change course intent, e.g., USSR to Russia, Word 2000 to Word 2003.

Upon final approval by the college dean or director, courses with the types of changes listed in D. 1-6 are forwarded to the Governance Office for transmittal to the Curriculum office. These course actions are placed on the UAB agenda as Informational Items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or outcomes of any 050 – 299 level course require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400- level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

600- Level Courses

A 600-level course with a permanent number, wherever initiated within UAA, requires GAB action.

School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the quality of the curriculum:

1. Title Change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent, e.g. USSR to Russia, Word 2000 to Word 2003.

Upon final approval by the college dean or director, courses with the types of changes listed in 1-6 are forwarded to the Governance Office for transmittal to the Curriculum office. These course actions are placed on the GAB agenda as Informational Items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

500- Level Courses

These courses are offered for Professional Development Credit only. The UAB is responsible for UAA policy associated with 500- level courses.

The appropriate dean or designee has authority for initial approval and offering of 500- level courses. Each college offering 500 level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Curriculum Office to be entered into the system and are listed as Information Items on the Faculty Senate agenda.

Degree Programs/New Courses Required for Degree Programs

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB.

Scheduling and offering of courses numbered 001 through 699

Any lower division course (001 – 299) listed in the UAA catalog may be scheduled at a community campus at the discretion of the director without additional approval or coordination, provided that:

A. The offering of any course that is a major requirement of a certificate or degree program that is accredited, certified or approved by an outside agency must be approved by the dean, or director in the case of a community campus course or program, responsible for that program prior to scheduling.

B. The offering of any course that involves working with children or potentially hazardous materials or situations, or involves activities that are regulated by the university, state or federal government, must assure compliance with the policies and procedures established for that course.

C. A scheduled course listed as requiring laboratory work must be done in an adequately equipped facility. The arrangement for such laboratory work is to be approved by the

responsible dean, or director in the case of a community campus course, or their respective designees.

The community campus director has authority to assign faculty to teach courses at the 200-level and below. The director works with the appropriate college or school dean for faculty approval for courses in accredited or approved programs.

Any upper division or graduate course (300 – 699), wherever offered at UAA, requires prior approval of the discipline chair and the dean before it is listed for offering in any schedule of courses. Continuing approvals may be issued by the discipline chair and dean for repeat offerings of courses that will be delivered by the same faculty members.

The director of the community campus works with the appropriate school/college dean and discipline chair to obtain review and approval for faculty to teach an upper division course. The following may be considered for the proposed instructor and course:

- Academic preparation and experience requirements for teaching the requested upper division courses as specified by departmental, discipline or accreditation standards.
- Specific skills or certifications required.
- Specific facilities, arrangements, or agency approvals needed.
- Specific issues with course content or delivery. This applies particularly to special topics and other courses that require description beyond the Course Content Guide (CCG).

Community campus directors and college deans are responsible for ensuring that faculty follow guidelines established in all courses, and for assessing the student outcomes of their courses and making those results available to all UAA faculty within the disciplines.

Approval process for specially numbered courses

-90 Selected Topics Courses

Standard approval process

-92 Seminars and Workshops

Standard approval process

-93 Special Topics Courses

A -93 course is to be approved through the school/college curriculum committee or instructional council and the Dean of the college.

-94 Trial (Experimental) Courses

A -94 course is to be approved through the school/college curriculum committee or instructional council and the Dean of the college.

-95 Internships, Practica, Community Based Learning, or Cooperative Education

Standard approval process

-97 Independent study

Approved by the faculty member and the Dean of the college

-98 Individual Research

Standard approval process

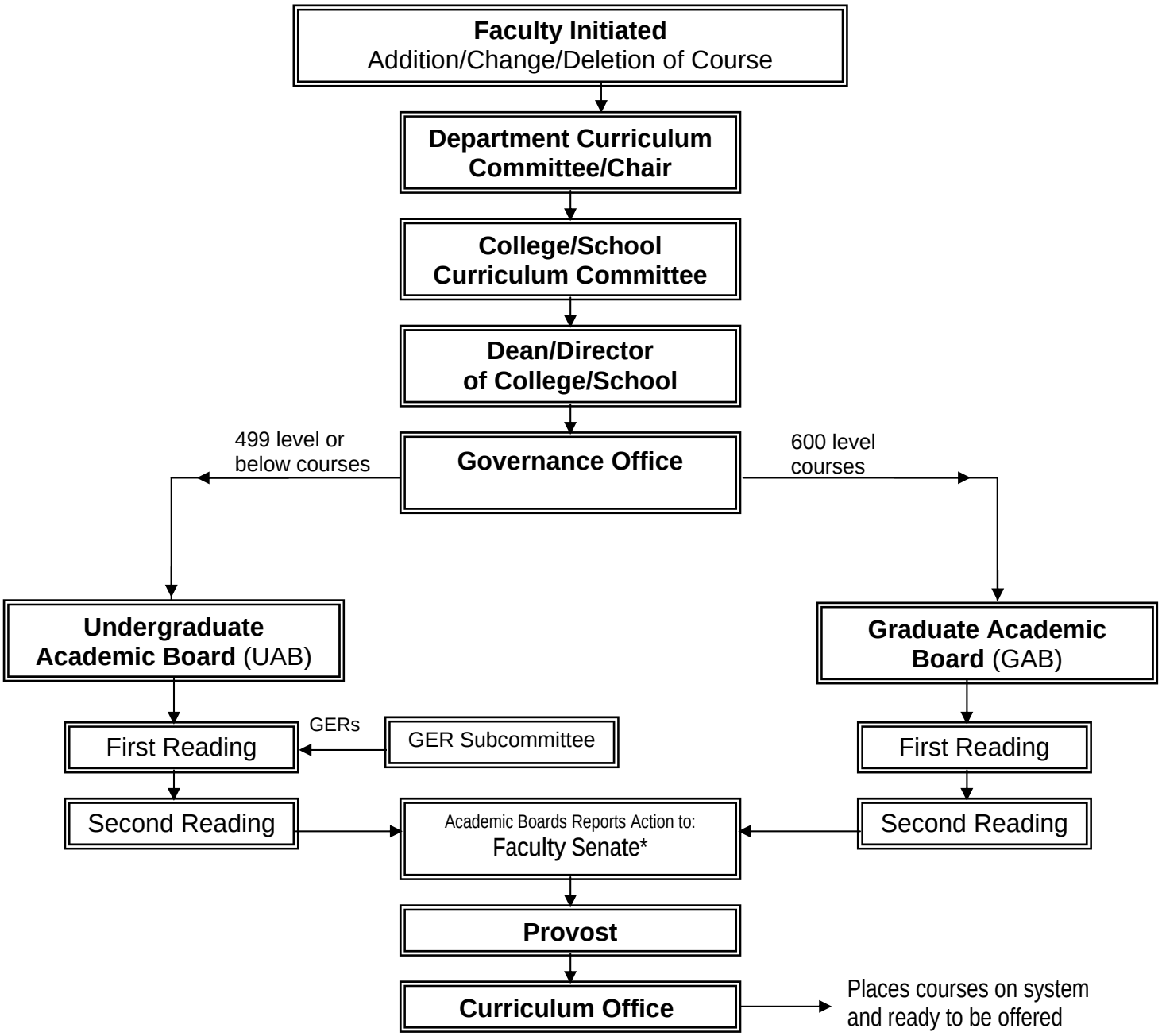
-99 Thesis

Standard approval process

CEU courses are numbered AC001-AC049, which separates their number designation and distinguishes them from academic credit courses. They are approved according to policies established by the UAB or GAB and require the review of the faculty and dean of the offering college. Approved CEU courses are presented as information items to the academic boards.

Non-Credit courses are numbered 001 – 049, regardless of their level of instruction. These courses, which may be sponsored and limited to a specific audience, or open to the public are approved according to policies established by the UAB or GAB. They require the review and approval of the faculty and dean of the offering college.

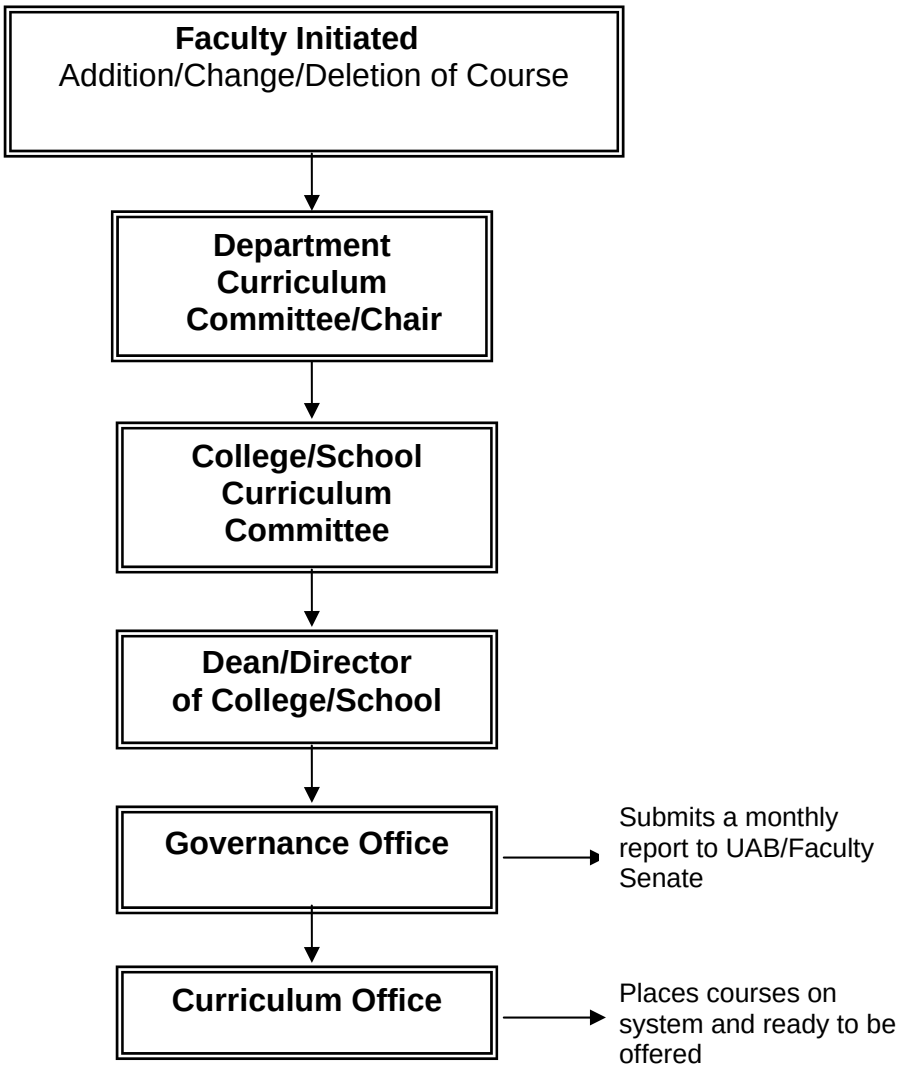
Permanent Course Approval Process



* Faculty Senate Approves:

1. Additions to GURs or GERs
2. Changes in credits for a degree or program
3. Changes that impact academic content in major/minor programs
4. New Courses/Programs

Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Non-Credit/CEU Approval Process



Section 3b - Curriculum Approval Process
Minor Changes to Programs and Policies
(includes new option within a program)

Changes that do not 'substantially alter the purpose of the program'
(UA Regulation 10.04.02)

Minor program changes are approved through the standard curriculum review process through UAA. The final approval rests with the Provost. Reviews by the Systemwide Academic Council, the Regents and the Commission on Colleges are not necessary.

Overview

1. The school/college must discuss a proposal to determine the magnitude of the change with the Office of Academic Affairs (OAA). A list of issues addressed by the OAA is included in Appendix H
2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
   - The governance office forwards minor revisions to program descriptions and student outcomes to the Provost for approval and then to the curriculum office. These revisions are considered by the academic boards only upon the request of a board member.
3. Approved curriculum must be submitted from the dean/director to the Governance Office.
4. Programs and academic policy proposals are sent to UAB/GAB for review.
5. Any items needing UAB/GAB review **must be received in the Governance Office by Monday at 9 a.m**. in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.
6. Initiating faculty member or representative must present programs and academic policies to UAB/GAB.
7. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
8. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed programs and academic policies.
9. UAB/GAB chair signs CAR.
10. The Provost (or designee) reviews and acts on programs and academic policies.
11. Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
12. After provost approval the Governance Office sends the approved programs and academic policies to the Curriculum Office.
13. After appropriate reviews are completed, the program or academic policy appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally can not precede the publication date of the first catalog or schedule in which it is to appear. *See procedure for early program admission in Appendix A of this handbook.***
14. Degree and Certificate requirements are effective from fall through summer of each catalog publication.

Section 3c - Curriculum Approval Process
New Programs and Major Changes to Programs and Policies

Overview

1. The school/college must discuss a proposal for a major revision of an existing program or the development of a new program with the Office of Academic Affairs (OAA) before the curriculum proposal is presented to UAB/GAB for review. *Schools/colleges are encouraged to contact OAA early in the approval process.* Proposals should include information listed in Section 5 of this handbook.

   The office of Academic Affairs assists the initiators in determining the proposed program's
   - Relationship to the Regents' Strategic Plan.
   - Contribution to the UAA missions and priorities, and alignment with the UAA values and standards expressed in the UAA Academic Plan.
   - Alignment with Departmental and College mission and priorities as stated in their plans.
   - Projected effect on the established UAA performance measures.
   - Projected demand, efficiencies and strategic importance for the state.
   - Effectiveness of the program assessments and continuous improvement plans.
   - Projected effects on programmatic, departmental, college or institutional accreditation
   - Overall costs and required commitments for program implementation and continuation.
2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
3. Approved curriculum must be submitted from the dean/director to the Governance Office.
4. Programs and academic policy proposals are sent to UAB/GAB for review.
5. Any items needing UAB/GAB review **must be received in the Governance Office by Monday at 9 a.m**. in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.
6. Initiating faculty member or representative must present programs and academic policies to UAB/GAB.
7. In cases where the chair of the academic board, in consultation with the Provost, determines that additional input is needed for consideration of a proposal, arrangements will be made by the Office of Academic Affairs to obtain that input and present it to the appropriate board(s).
8. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
9. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed programs and academic policies.
10. UAB/GAB chair signs CAR.
11. The Provost (or designee) reviews and acts on programs and academic policies.
12. Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
13. The Office of Academic Affairs forwards new programs and any major revisions of existing programs to the Systemwide Academic Council (SAC) for review. The initiator needs to check Standard 2 and Policy A-2 in the Northwest Commission on Colleges and Universities Accreditation Handbook to ensure the program is in compliance with the requirements of Commission on Colleges. The Handbook is located at www.nwccu.org.
14. SAC forwards program initiatives to the President who gives particular attention to:
    - Identifying the needs and opportunities important to Alaska's future.

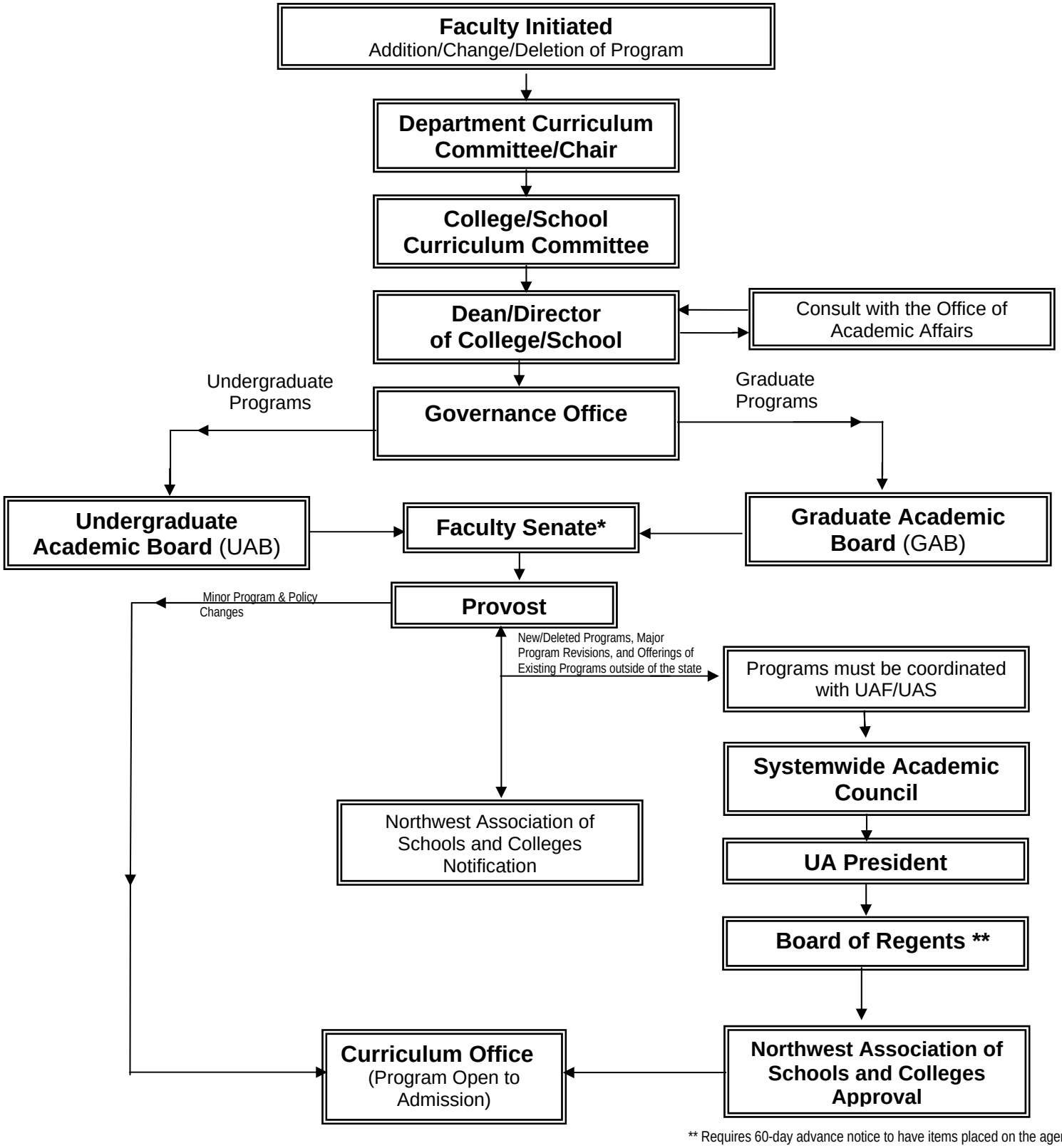
- Responding to the needs identified.
- Maintaining high levels of accountability, including extensive fiscal and program evaluation.

15. Upon recommendation of the President, the Board of Regents (BOR) reviews and acts on new programs or major program changes. The BOR requires a 60-day advance notification to have items placed on the agenda. See www.alaska.edu/bor/contents/pt10.html for BOR degree and certificate program approval criteria.
16. After BOR approval the Governance Office sends the approved programs and academic policies to the Curriculum Office.
17. Upon approval by the BOR, the Office of Academic Affairs sends a prospectus describing program initiatives to the Northwest Commission on Colleges and Universities for review. This prospectus is prepared by the originating academic department in consultation with the Office of Academic Affairs. *See Appendix B for link to examples.*

    The Commission determines the program's effect on the institutional accreditation held by UAA. The determination can range from **No Effect**, to **Major Substantive Change**. Each determination is normally accompanied by additional reports or site visits that must be hosted by the program and the university. Admission of students to a new program should not precede program approval by the Commission.
18. After appropriate reviews are completed, the program or academic policy appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally can not precede the publication date of the first catalog or schedule in which it is to appear. *See procedure for early program admission in Appendix A of this handbook.***
19. New certificate programs require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after Regents' approval of the program. US DoE approval usually occurs within 90 days of submission.
20. Degree and Certificate requirements are effective from fall through summer of each catalog publication.

Program Approval Process

The school/college must discuss a major revision of an existing program or the development of a new program with the Office of Academic Affairs before the curriculum proposal is presented to UAB/GAB for review.



** Requires 60-day advance notice to have items placed on the agenda

Section 4 - Guidance for Preparing a Curriculum Proposal

A new or revised curriculum proposal must be initiated by faculty and submitted to the Governance Office as an MS Word document attachment to an e-mail message (aygov@uaa.alaska.edu), then confirmed with an original signature hard copy. The proposal to initiate curriculum must include a Course Action Request (CAR), a Course Content Guide (CCG) or description of the program, appropriate evidence of coordination, a Library Resource Form, and when appropriate, a Resource Implication Form, a Fee Request Form, a Board of Regents Summary Form, and a Four Year Course Offering Plan. Forms are found at www.uaa.alaska.edu/governance.

All materials must be submitted to the Governance Office in electronic format using native (not scanned) MS Word (___.doc) files In addition, printed copies of the CAR and of the Fee Request and Resource Implication Forms (if required) must be submitted with appropriate signatures.

Curriculum Proposal Preparation

Schools/colleges must discuss a major revision of an existing program or the development of a new program with the Office of Academic Affairs before the curriculum proposal is presented to UAB/GAB for review.

If the action is more than 20 pages in length, the requesting school/college must supply enough double-sided copies of the proposal for each UAB/GAB member, all academic deans and directors. Contact the Governance Office for more information.

A CAR must be typed with all fields completed (N/A may be appropriate in some fields) and must undergo the peer review process.

Information on the CAR and all attachments should be verified and proofread prior to submission. The initiating department should keep a copy for its record. An incomplete or incorrect proposal may be returned to the department, causing the approval and implementation process to be delayed. The action will be included on a future agenda following submission of a complete and correct proposal.

The latest approved version of the Curriculum Action Request supersedes all previous versions.

Deadlines

An action to be reviewed by UAB/GAB must be submitted to the Governance Office no later than 9 a.m. of the Monday prior to the meeting.

Refer to www.uaa.alaska.edu/governance for the Production Calendar for the schedule and catalog. Deadlines for review and approval of all UAB/GAB actions are based on printing schedules and Board meeting schedules. Every attempt is made to notify the university community of each pending deadline in a timely manner.

Sufficient lead time should be allowed when developing and/or changing a course/program. Review deadlines for department/school/college and processing time for institutional review and approval must also be considered in planning curricular action.

Course Scheduling/Registration

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved, and the course has been entered into the system.

Disapproved CAR

If a CAR for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Purge List

A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

GER Course Purge List

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 5a – Proposal Requirements
Courses

New or Revised Course

- Course Curriculum Action Request
- Course Content Guide
- Coordination Form
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the course proposal
- Resource Implication Form (required for a new course)
- Library Resource Form (required for a new course or if there is a significant change in content)
- Fee Request (if there are fees or if there is a change in fees)

Deleted Course

- To delete a course, a CAR must be submitted to UAB/GAB for approval.
- If a course deletion affects a degree or certificate, a separate CAR must be submitted for each program change.
- Coordination Form
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the course proposal

Section 5b – Proposal Requirements
Minor Program Changes
(includes new option within a program)

Changes that do not "Substantially alter the purpose of the program" (UA Regulation R10.04.02)

Departments and Colleges must present the following to the Governance Office when proposing a minor change to a program.

- Program Curriculum Action Request
- Complete catalog copy including student learning outcomes for the program or a web address to the student outcomes.
- All course Curriculum Action Requests and Course Content Guides (new and revised)
- Coordination Form (1 form per program or discipline)
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the program proposal
- Four-Year Course Offering Plan for the Program

The following, which are required by Academic Affairs, may or may not be reviewed by the academic boards

- Resource Implication Form
- Library Resource Form (one form per program or discipline)
- Programs must have a comprehensive plan for assessment of student outcomes that includes the gathering of direct and indirect measures of accomplishment, analysis of that data, recommendations and action for continuous improvement. Changes to student learning outcomes should be reflected in the program assessment plan.
- General Education and General Course Requirements. New Associate of Arts degree programs, and programs at the Baccalaureate level must comply with the UAA General Education Requirements specified in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of Communication, Computation and Human Relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their learning outcomes must be assessed.

  The outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

Note:
The school/college presenting a program change is expected to provide double-sided copies of the program to the Governance Office for presentation to UAB/GAB, plus the original CAR(s) and all attachments

Section 5c – Proposal Requirements
New Programs and Major Program Changes

- The school/college must discuss revision of an existing program with the Office of Academic Affairs before the curriculum proposal is presented to UAB/GAB for review.
- Program Curriculum Action Request
- Complete catalog copy
    - Standard format suggested for program catalog descriptions:
        - Department Name
        - Contact information, location, web address
        - General discipline information
            - Overview and career information
            - Honors
            - Accreditation
            - Research possibilities
        - Degree or Certificate program name and description. Include student outcomes for the program or web address to the student outcomes.
        - Admission Requirements
            - Preparation
            - Pre-major
            - Major
        - Advising
        - Academic Progress requirements
        - Degree requirements
            - General University
            - GER
            - College
            - Major degree requirements
            - Other graduation requirements
        - Faculty
- All course Curriculum Action Requests and Course Content Guides (new and revised)
- Coordination Form (1 form per program or discipline)
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the program proposal and to coordinate personally with departments that are affected by the proposal. (See Coordinated with Affected Units on page 32 for further information).
- Four-Year Course Offering Plan for the Program
- General Education and General Course Requirements. New Associate of Arts degree programs, and programs at the Baccalaureate level must comply with the UAA General Education Requirements specified in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of Communication, Computation and Human Relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their learning outcomes must be assessed.

  The outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

The following, which are required by Academic Affairs for all new programs and major revisions, may or may not be reviewed by the academic boards

- *A cover letter summarizing the proposal*
- *Board of Regents Summary Form which stands alone, is of two pages or less and conforms to the format approved by the Statewide Academic Council.*
- *The Dean's office, in consultation with the initiating faculty, prepares a budget and complete fiscal plan which projects all revenue and expenses for the implementation and continued operation of the program, documents both student and community demand and projects enrollments and graduates over a 5 year period.*
- *Resource Implication Form and description of new or modified facilities, equipment, technology or services that are needed to implement the program. Indicate any commitments obtained for providing these.*
- *Library Resource Form (one form per program or discipline).*
- *Initiating faculty, department chair and dean collaborate in presenting projected Faculty assignments and qualifications.*
- *The academic department prepares an assessment plan for Student Outcomes.*
- *The academic department, in consultation with the dean, the Director of Risk Management, and legal counsel, prepare a risk management plan where required.*
- *A prospectus, containing the underlined items above, is prepared for review by the Statewide Academic Council, the Regents and the Northwest Commission on Colleges and Universities. The prospectus addresses the Regents' reporting requirements for new programs and the Commission's requirements for substantive changes. Directions for the preparation of a prospectus, and models are available from the Office of Academic Affairs.*
- *Approval to Admit Form – for program admission prior to catalog publication.*

Note:
The school/college presenting a program change is expected to provide double-sided copies of the program to the Governance Office for presentation to UAB/GAB, plus the original CAR(s) and all attachments

For links to examples of Program Approval Documentation see Appendix B

Section 5d – Proposal Requirements
Policy Additions and Changes

New or revised academic policies are proposed to the academic boards. Proposals should include:

- Proposed policy language
- Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.)
- Proposed implementation date

Section 6 – The Curriculum Action Request (CAR)

Box 1a. School/College

Identifies School or College initiating action.

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HW	College of Health and Social Welfare
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

Box 1b. Division

Identifies Division initiating action. *Note: Changing the name of a Division or Academic Department requires Provost approval and a Curriculum Action Request notifying Governance.*

College of Arts and Sciences

AFAR	Division of Performing and Fine Arts
AHUM	Division of Humanities
AMSC	Division of Mathematical and Natural Science
ASSC	Division of Social Sciences

College of Business and Public Policy

ADBP	Division of Business Programs
ADEP	Division of Economics and Public Policy

Community and Technical College

AAPT	Division of Applied Technology
AAVI	Division of Aviation Technology
ABCT	Division of Business and Computer Training Connections
ACAH	Division of Culinary Arts and Hospitality
ADCE	Division of Community Education

ADTP Division of Transportation Power

ADVE Division of Career and Vocational Education

AHLS Division of Health and Safety

AMAP Division of Mining and Petroleum

AOEE Division of Alaska Outdoor and Experiential Education

APER Division of Physical Education and Recreation

APRS Division of Preparatory Studies

College of Education

No Division Code

School of Engineering

No Division Code

College of Health Social Welfare

ADHS Division of Human Services and Health Sciences

ADSN Division of Nursing

AJUS Division of Justice

ASWK Division of Social Work

Box 1c. Department

Identifies Department initiating action. *Note: Changing the name of a Division or Academic Department requires Provost approval and a Curriculum Action Request notifying Governance.*

Box 2. Course Prefix

Identifies the Prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes.

Box 3. Course Number

Identifies the course level of the curriculum proposal.

Ten-Year Resting Rule:
When a permanent course number becomes inactive through deletion or purging, it must remain inactive for ten years before it may be assigned to another course.

UAA and UA Course Level Descriptions. See also the UAA catalog, Chapter 7 and University Regulation R10.04.09.

1. Non-credit Courses

A001-A049: Non-credit courses. Offered as career development, special interest, continuing education or leisure time instruction. Not applicable to any degree or certificate requirements (even by petition). They have no regular tuition fees but do have other special fees.

AC001-AC049: Continuing Education Unit (CEU) courses: CEUs are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential learning where the student's investigation and discovery is largely independent. The number of CEUs awarded is determined by the Chief Academic Officer (dean or director) of the offering unit. Fractional CEUs may be awarded.

A050-A099: Courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or to associate, baccalaureate, or graduate degrees, even by petition.

2. Academic Credit Courses

Courses with these numbers count toward undergraduate and graduate degrees and certificates as described below. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

a. Lower division courses usually taken by freshmen and sophomores

A100-A199: Freshman-level, lower division courses. Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses. Applicable to certificates, associate, and baccalaureate degrees in accordance with certificate and degree requirements.

A200-A299: Sophomore-level, lower division courses provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey

courses with advanced work in a given field, require previous college experiences, or develop advanced skills. Applicable to certificates, associate, and baccalaureate degrees.

b. Upper division courses usually taken by juniors and seniors

Upper-Division Courses require a background in the discipline recognized through course prerequisites, junior/senior standing, or competency requirements. These courses demand well-developed writing skills, research capabilities, and/or mastery of tools and methods of the discipline.

A300-A399: Junior-level, upper-division courses build upon previous course work and require familiarity with the concepts, methods, and vocabulary of a discipline. They are applicable to baccalaureate degrees and may be applicable to associate degrees, in accordance with degree requirements. These courses are not applicable to graduate degree requirements.

A400-A499: Senior-level, upper-division courses with these numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses.
These courses are applicable to baccalaureate degrees, in accordance with degree requirements. These courses may be applied to graduate requirements for some master's degrees with prior approval of the student's graduate study committee. However, a student may not apply a course to both a baccalaureate and a master's degree.

c. Graduate level courses

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor's degree. These courses demand rigorous analysis, synthesis, and research skills and require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.
These courses are applicable to graduate and post-baccalaureate certificates and to masters and doctoral

degrees, in accordance with degree requirements. With prior approval of the major department they may be used to meet degree or graduation requirements for some baccalaureate degrees, but a student may not apply a course to both a baccalaureate and a graduate degree.

3. Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit courses of similar content.

These courses may be graded Pass/No pass or, if the course includes an evaluation component, by letter grading. The measurement of student effort is indicated by professional development credits. Each professional development credit awarded requires at least 12.5 hours of student engagement in a directed learning environment under the supervision of a qualified instructor. These courses are provided on a self-support basis.

All permanent numbered courses (A050-A499) and (A600-A699) are included in the UAA catalog. If a Discipline/Department/School/College/Extended Campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Provost (or designee).

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 **Selected topics**. These are a generic 'umbrella' course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up-to-date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a Selected Topic subtitle may be offered.

-92 **Seminar or Workshops.**
Seminar. Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter. Students may work independently on different aspects of the central theme, and report to the group as a whole. The subject of the seminar may be changed from semester to semester without changing the seminar course number.

Workshop. A formal higher education offering with intensive instruction and information in a given field, organized by a planning staff of specialists, and enlisting the assistance of consultants in particular areas of the subject under study.

-93 **Special topics**. These courses are to be offered only once to meet short-term needs and are not intended to become part of the permanent catalog. These courses do not satisfy General Education Requirements.

-94 **Trial (experimental)**. Trial indicates that the faculty wish to offer the course (before making the course permanent) to help determine any of all of the following: the best teaching method/approach, the number of credits, the level, the size of the clientele, and the integration of the course into the program.

A -94 course is to be offered at least once and may be offered a maximum of three times. Before a course may be offered a third time, the course must be approved by the appropriate faculty committee for a permanent course number. These courses do not satisfy General Education Requirements.

Not all new courses need to be, nor are they required to be, offered on a trial basis before requesting a permanent number.

-95 **Internship and Practicum**

Internship. A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected outcomes, and is involved in the evaluation of the student's achievements. A faculty member must act as instructor and approve the work activities, the outcomes, and the evaluation method. The instructor reviews all of the final documents upon completion of the assignment and assigns the final grade.

Internships require that the student completes a minimum of 45 hours of work with the employer for each credit earned. Final course grades are generally based on hours worked, outcomes achieved, employeer and instructor ratings of work performance, and evaluation of required journals or reports.

Internships may be arranged either through the student's academic department or through the UAA Career Service Center.

Practicum. A student work experience, for which the academic department established the objectives and outcomes. The instructor facilitates, monitors, and evaluates student accomplishments, and assigns the final grade.

-97 **Independent study**. These courses address topics or problems chosen by the student with appropriate approval. They must not duplicate and must differ significantly from catalog courses.

Independent study courses are different from directed study courses -Directed studies are approved catalog courses (not including practicum, internship, thesis, individual research, and selected topic courses) that are offered on a special situation basis when no regularly scheduled offerings exist for such courses.

-98 **Individual research.** These courses consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**. These courses involve writing and/or completion of a thesis by the student, directly supervised by a faculty member or faculty committee.

Box 4. Previous Course Prefix & Number

Identifies whether the course was offered previously under a different prefix and/or number, including -93s or -94s.

Box 5a. Credits/CEUs

Identifies the number of semester credits or Continuing Education Units (CEUs, non-credit) for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15 week semester)

Identifies the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15 week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture class, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15 week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15 week period. Additional description should be provided in Box 19 ("Justification") of the CAR and in the Course Content Guide (CCG) to explain the actual course length and required hours per week. For non-credit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

Summary

Semester = 15 weeks (standard semester length)

One (1) Contact Hour = 50 minutes per week (or 750 minutes for the course)

Outside Work = Additional time typically outside of classroom or laboratory.

One (1) credit = 1 contact hour per week of lecture (15 contact hours of lecture for course)

or

2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory ***per week based on a 15 week semester***.

Examples

(3+0) = A typical lecture only course. Equivalent to a 3 credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours

outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

(2+2) = A combined lecture and laboratory course. Equivalent to a 3 credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

(3+2) = A combined lecture and laboratory course. Equivalent to a 4 credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

(3+3) = A combined lecture and laboratory course. Equivalent to a 4 credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

(0+9) = A practicum or field work type course. Equivalent to a 3 credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

Continuing Education Unit (CEU)

The Continuing Education Unit (CEU) is a unit of measure for non-credit activities. The CEU can be used to document 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. Refer to Appendix E for further information.

Examples:

.1 CEU =	1 hour of instruction and no additional hours of work for the course.
1 CEU =	10 hours of instruction and no additional hours of work for course.
1.5 CEUs =	15 hours of instruction and no additional hours of work for course.
3.5 CEUs =	20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs =	20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

Minimum Course Length (Compressibility Policy)

The Compressibility Policy states, "Courses scheduled for less than a full semester may not be offered for more than one (1) credit each week (7 days)." Two credits require a minimum of 8 days and three credits require a minimum of 15 days.

Box 6. Complete Course/Program Title

Identifies full title of the Course/Program. Also identifies an abbreviated title of 30 characters or less which will appear on transcripts.

Box 7. Type of Course

Identifies Type of Course offered.

Academic

Program Requirement

A credit course specifically required by degree, certificate, or a minor program.

Program Selective

A credit course within a group of courses from which a student is required to select.

General Education Requirement

A credit course that is approved to fulfill part of the general education distribution requirements of the University.

Elective

A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

Non-Degree (050-099)

A credit course that provides basic or supplemental preparation for introductory college courses. (See Box 3. Course Number, above for further information).

Non-Credit Courses (000-049)

These are non-credit and non-degree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student outcomes.

Continuing Education Units (CEUs)

A course that provides further development of a trade, profession, or personal improvement.

Professional Development (500 Level)

Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit or non-credit courses of similar content. (See Box 3. Course Number, above for further information).

Box 8. Type of Action

Identifies whether the CAR is for a course or program and whether it is an addition, deletion, or change. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate CAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an Add, not a Change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status

Identifies the Repeat Status of the course.

Yes, means the course may be repeated for credit,

No, means it cannot be repeated for credit.

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.

The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

Example: HIST A390 3 credits
Repeat Status: Yes **Number of Repeats**: 1 **Max Credits**: 6

Box 10. Grading Basis

Identifies how performance in the course is to be graded (A-F or P/NP for Academic and Professional Development courses; NG for CEUs and Non-credit Offerings).

Box 11. Implementation Date

Identifies the Semester and Year that the addition, deletion, or change will be implemented.

Courses

The End semester is needed for non-permanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in Fall semester for publication in the next catalog. Once approved, this date cannot be changed.

Course additions or modifications may be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes.

Program or Academic Policy

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice of a program change.
- Staff must have adequate time to implement the change effectively.

Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the Office of Academic Affairs is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 12. Cross-Listed or Stacked

Identifies whether a course is cross-listed or stacked.

Cross-listed

- Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
- Each cross-listed course must have a separate CAR for each prefix.
- Everything except the course prefix must be identical.
- The department chair of the coordinating department must signify approval of the cross-listing by signing box 12 of the CAR.
- Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
- When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, ART/JPC A324 is listed both in Art and in Journalism and Public Communications.

Stacked

- Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
- Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
- Courses may not be stacked informally for scheduling purposes.
- The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of a graduate student vs. an undergraduate student.
- Courses that are at the 500-level may not be stacked with any other credit course numbered A050-A499 and A600-A699 or non-credit courses.
- If stacking status is requested, rationale must be provided.
- Courses at the 300 level courses may not be stacked with 600 level courses. *(Courses that are currently stacked at the 300/600 level and come up for review, the 300 level courses will need to be proposed as a 400 level in order to be approved as stacked.)*

Refer to section on stacking guidelines under CCG

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom. (See CCG section for guidance.)

Box 13. List any programs or college requirements that include this course

Identifies all majors, minors, certificates, or college requirements that include the proposed course. Generally, an elective is not considered a requirement. **The department initiating the proposal is also responsible for coordinating with each affected program (See Box 14, below, for further information). Affected programs may be required to submit a CAR.**

Box 14. Coordination with Affected Units

Coordination is the requirement that all initiators of curriculum actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

The purpose of coordination is to:

a) allow affected units who may have a legitimate interest in the course or program proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.

b) encourage collaboration among all academic units;

c) maintain and improve quality of academic offerings.

An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed curricular action.

Coordination with affected units is required in the following cases:

- When the degree, course, name or content bridges material regularly included in other disciplines (e.g., Business proposed change to "Business Statistics").
- When the course or program includes or requires prerequisite courses for other degree programs, sites, or campuses.
- When the proposed program can reasonably be expected to use courses offered by other disciplines.
- When a subsequent allocation of resources resulting from the proposal will impact the unit's ability to deliver academic courses required in other programs.
- When a course is a General Education Requirement.

Coordination should be initiated very early in the curriculum development process – before finalization of the proposal.

Coordination includes:

a) sending proposed curriculum to affected units

b) actively seeking collaboration, comments and suggestions

c) allowing ten days from the published date of notification of affected units before moving the proposed curriculum through the established levels of review.

d) **Email notification**. In addition to coordination and sending proposed curriculum (or making it available on the web) to the director and department chair of affected units, initiating faculty are also required to send an email notification to faculty list-serve at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

1) description of the proposed action,

2) course prefix,

3) course number,

4) course description,

5) prerequisite(s)

6) any other relevant information.

Evidence of coordination with affected units is required using the Curriculum Coordination Form or a coordination email memo, and the initiator signature on the CAR form. Affected academic units are encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within ten (10) working days of the Notification Date, it is assumed that there are no objections to the proposal.

Do not send proposals as attachments when sending email notices to the faculty list-serve since large files can cause problems.

Box 15. General Education Requirements (GER)

Identifies whether the course is a General Education Requirement. The course may satisfy the Oral Communications, Written Communications, Quantitative Skills, Humanities, Fine Arts, Social Sciences, Natural Sciences, or Integrative Capstone GER. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 16. Course Description

Identifies the intent of the course or program. For courses, a 20-50 word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (eg. May be repeated for credit with a change in subtitle, Offered Spring Semesters).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

Box 17. Course Prerequisite(s), Test Scores, Co-requisite(s), and Registration Restriction(s)

Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements.

a. Course Prerequisite

Identifies a course which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which **may** be taken concurrently must also be included in this area (this differs from a co-requisite which **must** be taken concurrently).

b. Test Score

Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required.

c. Co-requisite

Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

d. Registration Restrictions

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission*, major**, class standing***, or level****). Must be enforced by the program/department/instructor.

* College of School Admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
** Major – identifies a major which a student must have declared in order to enroll in the course.
*** Class – Identifies a class standing which a student must have attained in order to enroll in the course. (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior)
**** Level – identifies a level which a student must be at in order to enroll in the course. (Graduate or Undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box. 18 Fees

Identifies student fees associated with the course. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New or changes in course fees must be submitted on the Fee Request Form and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information http://www.alaska.edu/bor/policy/policy.xml.

Box 19. Justification for Action

Identifies the need for the course and/or reasoning behind the proposed action, such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.

Section 7 –The Course Content Guide (CCG)

The Course Content Guide (CCG) should provide a concise description of the course. Topical areas, instructional goals and student outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. Examples are provided on the Governance website.

The CCG for new courses and course changes must include the following:

The date on which the Course Content Guide was initiated or revised

Information directly from the Curriculum Action Request

College or School

Course Subject

Course Number

Number of credits/CEU's and Contact Hours

Course Program

Title

Grading Basis

Course Description

Course Prerequisite(s)/Test Score(s)/ Corequisite(s)/ Registration Restriction(s)

Course Fee: Yes or No

Note: The sections of the Curriculum Action Request referenced above and the Course Content Guide must match word for word.

A section on each of the following topics:

- Instructional Goals and Student Outcomes

  Instructional Goals Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

  Student Outcomes Identifies what the student should know and/or be able to do as a result of completing the course. Student outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

  Goals and outcomes should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

  Student outcomes for courses should be:

  1. Explicitly listed and easily referenced by faculty and students.
  2. Clearly stated as the knowledge or abilities that students are expected to demonstrate at the completion of the course or program.
  3. Reasonable in number (fewer than 10) and relate well to the content and method of presentation of the course.
  4. Used to direct changes and improvements to courses.

- Guidelines for Evaluation or Assessment Methods

  Student learning outcomes for programs and their assessments are treated in detail in the program's Outcomes Assessment Plan. This plan is evaluated for new and modified programs.

  Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of outcomes and assessment methods is preferred. See example below.

Outcomes and Assessment Measures	
Outcomes	**Measures**
Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.	Performance on two separate short papers criticizing published arguments on both sides of a controversial issue.
Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards	Performance on practical project assigned in Lab. Performance on projects assigned during internship
Students demonstrate skill in the use of various media in the artistic expression of human emotion	Peer and faculty review and rating according to established departmental criteria of studio projects in at least three types of media.
Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.	Demonstration of successful functioning of the system through simulation or mock-up.

Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

Note: All academic programs at UAA are assessed. Student outcomes for courses should be compatible with program outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix F. For specific information about your program's assessment procedures, see the college assessment coordinator.

Course level justification – See also the discussion for CAR Box 3 in section 5 of this handbook

Provide a justification for the level to which the course has been assigned.

Course Level Expectations For Academic Course Levels -
(From UAA Catalog 2004-2005)

In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar, area in much greater detail.

The following definitions describe the types of courses that can be expected at each level:

Preparatory Courses
A050-A099: Provide supplemental preparation for introductory college courses.

Lower-Division Courses
A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

Upper-Division Courses
Require a background in the discipline recognized through course prerequisites, junior/senior standing, or competency requirements. These courses demand well-developed writing skills, research capabilities, and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower level courses.

Graduate Level Courses
A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor's degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For Graduate-level coursework the justification must do the following:

- Address descriptors of 600-699 courses from Chapter 7 of the *UAA Catalog* .
- Specify registration restrictions, e.g., "Admission to **** degree/certificate program" or "Graduate Status" where appropriate.
- State the Disciplinary Background.
- Specify Prerequisites, e.g., "Graduate Status."
- Describe how the course provides students with opportunities for independent critical thinking.
- Describe how the course enables students to meet the following goals when they are appropriate to the field:
    - Competence in a specialized field of knowledge
    - Extensive experience with specialized client relationships
    - Application of expert knowledge within a recognized professional practice
    - Analysis and synthesis of primary scholarship or research
    - Self-directed written research projects
    - Mastery of theoretical knowledge

Criteria for stacking courses
All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

1. ***Do the prerequisites (not registration restrictions) differ for the 400- vs 600-level versions of the course?***
   It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the Instructional Goals, Student Outcomes and Course Activities sections of the CCG.

2. ***Is the course format predominantly discussion- or seminar-based?***
   This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

3. ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***
    a. ***Is the PRIMARY source of information/reading the primary research literature of the field?***
    This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

    b. ***Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?***
    This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested outcomes/assessments that may be appropriate for 600-level students in a stacked course:

- *Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations*
- *Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)*
- *Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student's own thesis research*
- *Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data*
- *Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.*

- Topical course outline (not a syllabus)

    List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student outcomes should be clearly related to each other.

    For "umbrella" courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

- Suggested text(s)

    Provide current suggested texts or recommended readings. Similar texts are expected to be used in the actual course.

- Bibliography

    Provide a list of the literature that forms a foundation for the ideas and/or skills to be

taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg).

Section 8 - General Education Requirement (GER)

Overview

When an action involves a change in General Education Requirements (GER), the UAB will refer the action, preferably with recommendations, to the UAB GER Review Committee.

When an action involves a change in the GER, coordination must be done by the initiator with all deans of school/colleges, directors of community campuses, including Prince William Sound Community College. It is the responsibility of the dean/directors to notify the faculty in their units of proposed changes to the GER.

All GER course changes must consider the expected outcomes for that GER category.

The Undergraduate Academic Board General Education Review Committee (UABGERC) is a standing committee of the Undergraduate Academic Board (UAB) reporting to the Undergraduate Academic Board.

The UABGERC Review Process is as follows:

1) Department/School/College prepare proposal and coordinate
2) UAB Agenda (1st reading)
3) GER Committee of UAB
4) UAB Agenda (2nd reading)
5) Faculty Senate (approved actions of UAB only)
6) Administration (approved actions of the UAA Faculty Senate only)

The Committee shall:
(with respect to course actions)

1) refine criteria for evaluating courses according to their appropriateness of courses in the General Education curriculum;
2) review all requests to add to, delete from, or substantively modify the courses in the General Education curriculum;
3) recommend course actions to the Board based on the criteria;
4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;

   4b. expedite the review of course action requests currently on hold (with respect to policy)
5) review all requests to modify General Education Requirements or policies;
6) recommend actions to the Board based on the review; (other)
7) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding Summer Sessions. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Membership

Pursuant to the December 2002 Faculty Senate Resolution #1, the membership of the UABGERC shall consist of:

- Five (5) to seven (7) members of UAB, no two of whom represent the same College or the extended campuses. One must be an extended campuses' UAB member.
- At least one faculty member from Tier 1 Basic-College Level Skills and Tier 2 Disciplinary Areas in each of the General Education Categories: Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts. Members from these categories will be added if and only if they are not represented among the UAB members selected above.
- At least one faculty representative from each of the UAA colleges and schools: CAS, CBPP, CHSW, Engineering, COE, CTC. Members from these colleges and schools will be added if and only if they are not represented among the UAB members or Tier 1 and Tier 2 members selected above.
- A student representative.

All membership terms are for two academic years.

The UABGERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. The Tier 1 Basic-College Level Skills and Tier 2 Disciplinary Area representatives, as needed, will be selected by the Faculty Senate Executive Board after a call for nominations is made at the first Faculty Senate meeting. The College representatives, as needed, will be chosen internally at the College(s) otherwise lacking membership. The UAB Chair will notify the college(s) and school(s) promptly after the Faculty Senate Executive Board selections are made, if they must supply a member to UABGERC.

A quorum is constituted by a majority of UAB members of the UABGERC. All other regulations of UAB apply to the General Education Review Committee.

General Education Requirements for Baccalaureate Degrees

GER Preamble

The GER is a common requirement that the UAA faculty prescribes (1) to provide a foundation for further study and (2) to broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century (Tier 3).

Tier 1: Basic College-Level Skills

The UAA GER begins with Basic College-Level Skills enhancement in three course areas (12 credits):

- Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.,
- Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life.

Students will complete the 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved courses in these categories, which may also be appropriate to their intended major fields. Faculty in English, Communication and Mathematics provide placement criteria (which may require the completion of preparatory coursework) for Basic College-Level Skills courses.

Tier 2: Disciplinary Distribution Areas

The GER continues with courses in four required distribution areas categorized by course content and academic discipline; these are Fine Arts, General Humanities, Natural Science, and Social Science (22

credits)

- Courses in Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.
- Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.
- Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

There are additional restrictions on a student's Tier 2 selections designed to guarantee a breadth of academic experience.

Tier 3: Integrated Capstone

The GER concludes with an Integrative Capstone, which includes courses involving the interrelationships and synergy of GER disciplines and skills (3 credits). In a productive life characterized by personal growth, it is necessary to combine and integrate lessons learned from diverse experiences. Courses in this category may focus as needed on practice, study, and critical evaluation, but are assumed to include in their goals an emphasis on evolving realities of the 21st Century (e.g. globalization, diversity, scientific or social progress), and the responses of the educated person to these forces. Tier 3 (Integrative Capstone) courses may be taken after the student has completed all Tier 1(Basic College-Level Skills) requirements.

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understanding their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity.
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Themes for General Education Areas

Oral Communication Descriptor:
Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

Written Communication Descriptor:
Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

Quantitative Skills Descriptor:
Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.

Fine Arts and General Education (revised & approved 2nd reading GER Committee 11/11/05)
The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact of subsequent artistic work.

The Humanities and General Education
The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world's heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to identify texts or objects, to place them in the historical context of the discipline, to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to use a formal technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

Social Sciences and General Education
The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior,

biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and non-empirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

Natural Sciences and General Education
The natural sciences (astronomy, biology, chemistry, geology, physical geography, and physics) focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Students completing their natural sciences GER will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines and a knowledge of the discoveries and advances made within that discipline. Students will recognize, measure, and possibly control natural processes that they encounter. Students will also articulate the strengths and limitations of the scientific method; as well as the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Laboratory classes, field work and demonstrations illustrate how scientists develop, test, and challenge scientific theories. These types of classes give students an appreciation for the process and problems involved in the advancement of scientific knowledge. Students completing a laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

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 rational 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-Baccalureate 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

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

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** Abbreviated Title for Transcript (30 character)				
7. Type of Course **Page 36** ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development				
8. Type of Action **Page 37** ☐ Course ☐ Program ☐ Add ☐ Change (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross- Listed/Stacked ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ College ☐ Level ☐ Major ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☐ Other			9. Repeat Status **Page 37** # of Repeats Max Credits 10. Grading Basis **Page 37** ☐ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: / To: / **Page 37** 12. ☐ Cross Listed with ☐ 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. ☐ General Education Requirement **Page 40** ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone				
16. Course Description **Page 40**				
17a. Course Prerequisite(s) (list prefix and number) **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. ☐ 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 and Procedure

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.

Academic Policy – Program Admission

The following policy and procedure provides assurance that all required approvals are obtained, and allows the earliest possible admission of students into newly approved programs.

Policy:

Departments may admit students into new programs when the following criteria have been met:

1. The program Curriculum Action Request (CAR) form has been approved and signed by the Chair of the Academic Board (UAB, GAB) and the board report has been accepted by the Faculty Senate.
2. The Provost or his designee has signed and approved the CAR.
3. The UA Board of Regents (BOR) has approved the offering of the program, or the responsible person in the UAA Office of Academic Affairs has determined that BOR approval is not required. Material must be submitted to the BOR a minimum of sixty days before the meeting in which the proposal is to be reviewed.
4. A prospectus has been submitted and approved by the Northwest Commission on Colleges and Universities (NWCCU), or the responsible person in the UAA Office of Academic Affairs has determined that NWCCU approval is not required. A minimum of ninety days must be allowed for NWCCU review.
5. When the UAA Registrar has been apprised of all approvals, and the program and courses have been built into the Banner system the offering department will be notified of the date that admissions may begin, and the earliest year and semester for which admissions may be effective.
6. Departments, upon receipt of this notification, may then admit students beginning with the semester specified.

Procedure:

1. Departments wishing to advance the date of program admissions should include an Approval to Admit form with the curriculum package and indicate the semester when admissions should start.
2. The Office of Academic Affairs and Governance Office will see that the appropriate approvals are recorded as they are obtained.
3. After the final required approval the Approval to Admit form will be sent to Enrollment Services along with the completed program package.
4. When processing is complete, the Registrar will inform the offering department and provide a copy of the form.
5. The department will admit students and make available to them copies of the catalog section that describes the approved program, along with any other pertinent information.
6. Enrollment Services will publish the approved catalog copy on the web as an addendum to the current catalog. The departments will alert students to the location of all program information. Addenda for programs that have completed this review process will be published at the time registration is open for the following semester.

Approval to Admit to Program: (Name)_____

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.

	Date		
UAB/GAB	_____	_____ Chair of Board	_____ Governance Verification
OAA Approval	_____	_____ Authorized Signature on CAR	_____ OAA Verification

Faculty Senate _____ Date Minutes Reflect Approval

BOR Not Required _____ OAA Verification

-or-

BOR Approved _____ Date Minutes Reflect Approval

NWCCU Not Required _____ OAA Verification

-or-

NWCCU Approved _____ Date of Letter Reflecting Approval

Enrollment Services processing: *Build program and courses in Banner student system; notify all parties of the new program or courses. After the process is complete, the catalog copy for the new program and courses is considered to be an addendum to the current catalog and will be published as such on the web.*

Processing complete	_____ Date	_____ Authorized Signature	_____ Name
Date applications may be accepted		_____	
First available program admission		_____ Semester, _____ Year	

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. These lists are provided for assistance, but their use is not required.

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

Knowledge *Recalls information*	*Application* *Uses knowledge or generalizations in a new situation*	*Analysis* *Breaks down knowledge into parts and shows relationships among parts*	*Synthesis* *Brings together parts of knowledge to forms a whole and builds relationships for new situations*
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	Debate s	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	

Comprehension – Interpret information in one's own words 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			*Evaluation – Make judgments on basis of given criteria* 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

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.

Receiving – *Ability to attend to a particular stimuli*	*Responding* *Active participation when attending to stimuli*	*Valuing* *Worth or value student attaches to something*	*Organization* *Bringing together different values, resolving con-flicts between them*	*Internalization* *Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.*
Asks Chooses Follows Gives Holds Selects Shows interest	Accepts responsibility Answers Assists Be willing to Complies Conforms Enjoys Greets Helps Obeys 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.

Imitating *Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.*	*Manipulating* *Performs the skill or produces the product in a recognizable fashion by following general instructions.*	*Perfecting* *Independently performs the skill or produces the product, with apparent ease, at an expert level.*	*Articulating* *Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.*	*Naturalizing* *Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.*
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 Orde*r.

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 – Continuing Education Units

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 representative on the program performance, defining to the student the accomplishments expected from program participation
- Be verifiable through replication on third party inspection
- Be relevant to what is being claimed

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.

Works Consulted

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Appendix H

Curriculum development: Issues addressed by Academic Affairs

Accreditation:

- Generation of prospectus for SAC, Regents and the Commission on Colleges
- Identification, publication and assessment of student learning outcomes. Academic Affairs can offer or help to locate assistance in developing an appropriate, coherent and complete set of student outcomes for academic programs.
    - Program outcomes
    - GER outcomes
    - Course outcomes
- GERs (AA and Baccalaureate) – These are well defined in the catalog and the curriculum handbook. Handbook should include GER and GER Capstone evaluation form.
- Related instruction (Certificates and AAS degrees) – These require additional explanation in the context of the Commission on Colleges accreditation standard 2 and policy 2.1.

Level of classes – See definitions and guidelines in the Curriculum Handbook, the UAA Catalog and University Regulation.

- Prerequisite knowledge
- Activities
- Outcomes

Collaborations – Collaborations are generally valued for their increased breadth of perspective, added capabilities and potential for greater efficiencies. Agreements need to be in writing and need to address all important administrative issues.

- related disciplines -
- internal and external agencies.

Alternative Course Delivery - Accommodations and needs for distance or technology aided delivery

Critical review by knowledgeable academics and practitioners

- External review

Facilities and equipment - Adequacy of existing facilities, plans for remodel or build

Library and Information Resources - Adequacy of collections, availability to students

Faculty availability and extent and level of expertise

- Sufficient number of faculty to cover teaching, advising, course and program assessment, departmental operations,
- Plan for flexibility and coverage of anomalous situations.

Budget – revenue and expenses

Enrollment projections and enrollment management plan

- Student demand
- Demand for graduates
- Effects on other schools and colleges

Student Services - Availability for enrolled students, effects on providers

Development input from advisory committees

Additional needs for:

- Clinical or practicum experiences
- Design, development or delivery technology
- Remote delivery

Opportunities for

- Integration
- International/Global context
- Sustainability
- Citizenship

Alternative methods of achieving program goals

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memo

date: April 7, 2006

to: Deans, Directors, Chairs, UAB & GAB Members

from: Linda Kay Davis, Curriculum Specialist

cc: Kelly Poston, Governance Coordinator
Mary Howard, Registrar

subject: **Purge List for 2006: Courses to be Deleted from UAA Catalog**
Deadline for Response: 9:00 a.m. Monday, April 17, 2006
Respond to: Kelly Poston, Governance (ankep@uaa.alaska.edu)

Each year the Curriculum Office reviews active courses and identifies those which have not been offered in four academic years (eight fall or spring semesters) or have never been offered. Those courses are scheduled to be purged from the database before the publication of the next course catalog. This is your opportunity to review the attached list of courses before the purge. If your department has plans to offer a course which appears on this list, written justification must be provided for keeping a course active that you plan to offer in the foreseeable future.

Justifications for retaining dormant courses must be presented ***in writing*** addressed to the Undergraduate Academic Board (UAB) or the Graduate Academic Board (GAB) through the Governance office. **The deadline for providing this information to Kelly Poston in Governance is 9:00 a.m. on Monday, April 17, 2006.** If no reply is received from your office by the deadline, the courses will be purged from the system and will not appear in the next course catalog.

The Curriculum Handbook states the following policy:

> "A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear

Purge List for 2006-07 UAA Course Catalog

PREFIX	COURSE NUMBER	BANNER COLLEGE CODE (SCBCRSE)	COURSE BEGAN	LAST TERM OFFERED	course carried over by request from the 2003-04 purge list?	course carried over by request from the 2004-05 purge list?	course carried over by request from the 2005-06 purge list?	Comments
ACCT	A121	CB	199702	200201	-	-	-	
ACCT	A411	CB	199702	200101	-	-	yes	
ACCT	A689	CB	199702	200003	-	-	yes	
ANTH	A338	AS	199702	200001	-	yes	yes	
ANTH	A450	AS	199702	199801	yes	yes	yes	
ANTH	A456	AS	199702	200201	-	-	-	
ANTH	A665	AS	199903	unkn	-	yes	yes	
ANTH	A692	AS	199903	unkn	-	-	-	
AOEE	A206	CT	199902	200201	-	-	-	
ART	A185B	AS	199702	200201	-	-	-	
ART	A365	AS	199702	199901	yes	yes	yes	
CED	A170	CT	199702	200201	-	-	-	
CHEM	A331	AS	199702	200103	-	-	-	
COUN	A208	AS	199702	200103	-	-	-	
CS	A670	AS	199702	unkn	yes	yes	yes	
CS	A671	AS	199702	199703	yes	yes	yes	
DH	A320	CT	199702	200201	-	-	-	
DH	A395	CT	199702	200201	-	-	-	
DH	A420	CT	199702	200201	-	-	-	
DH	A495	CT	199702	200201	-	-	-	
ECON	A425	CB	199702	200201	-	-	-	
ED	A192	EA, HE	199702	200201	-	-	-	
EDPE	A432	EA, HE	199702	200201	-	-	-	
ENGL	A440	AS	199702	200201	-	-	-	
ET	A111	CT	199702	200103	-	-	-	
ET	A122	CT	199702	200103	-	-	-	
ET	A123	CT	199702	200103	-	-	-	
ET	A127	CT	199702	200201	-	-	-	
ET	A151	CT	199702	200201	-	-	-	
ET	A151L	CT	199702	200201	-	-	-	
ET	A205	CT	199702	200103	-	-	-	
ET	A209	CT	199702	200103	-	-	-	
ET	A216	CT	199702	200201	-	-	-	
ET	A220	CT	199702	200202	-	-	-	
ET	A225	CT	199702	200201	-	-	-	
ET	A226	CT	199702	200201	-	-	-	
ET	A232	CT	199702	200103	-	-	-	
ET	A245	CT	199702	200103	-	-	-	
ET	A245L	CT	199702	200103	-	-	-	
FD	A163	CT	199702	200201	-	-	-	
FD	A164	CT	199702	200201	-	-	-	
FD	A195A	CT	199702	200103	-	-	-	
FD	A195B	CT	199702	200201	-	-	-	
GEOG	A341	AS	199702	200003	-	-	yes	
HIST	A312	AS	199702	200201	-	-	-	
HIST	A374	AS	199702	199903	-	yes	yes	X-listed w/INTL A374
INTL	A374	AS	199702	199903	-	yes	yes	X-listed w/HIST A374
INTL	A603	AS	199702	200001	-	yes	yes	
JUST	A491	HE, HW	199702	200103	-	-	-	
NS	A403	HE, HW	199702	200103	-	-	-	

Purge List for 2006-07 UAA Course Catalog

PREFIX	COURSE NUMBER	BANNER COLLEGE CODE (SCBCRSE)	COURSE BEGAN	LAST TERM OFFERED	course carried over by request from the 2003-04 purge list?	course carried over by request from the 2004-05 purge list?	course carried over by request from the 2005-06 purge list?	Comments
NS	A403L	HE, HW	199702	200103	-	-	-	
NS	A404	HE, HW	199702	200201	-	-	-	
NS	A404L	HE, HW	199702	200201	-	-	-	
NS	A650	HE, HW	199702	200003	-	-	yes	
NS	A651	HE, HW	199702	200101	-	-	yes	
NS	A652	HE, HW	199702	200103	-	-	-	
NS	A656	HE, HW	199901	200201	-	-	-	
PETR	A102	CT	200201	no record of having been offered	-	-	-	
PETR	A106	CT	199702	200201	-	-	-	
PMED	A310	CT	199703	unkn	yes	yes	yes	
PRPE	A066	CT	199803	200202	-	-	-	
PSY	A456	AS	199702	200103	-	-	-	
PSY	A643	AS	199702	200103	-	-	-	
PSY	A688	AS	199702	200201	-	-	-	
RUSS	A102E	AS	199702	200201	-	-	-	
RUSS	A490B	AS	199803	200001	-	yes	yes	
SPAN	A202E	AS	199702	200201	-	-	-	
SWK	A658	HE, HW	199903	200102	-	-	yes	
TECH	A203	CT	200003	200201	-	-	-	
TECH	A210	CT	200003	unkn	-	-	yes	
TECH	A211	CT	200003	unkn	-	-	yes	
TECH	A212	CT	200003	unkn	-	-	yes	
TECH	A213	CT	200003	unkn	-	-	yes	
TECH	A262	CT	200003	unkn	-	-	yes	
TECH	A263	CT	200003	unkn	-	-	yes	
TECH	A264	CT	200003	unkn	-	-	yes	
TECH	A320	CT	199803	200103	-	-	-	
TECH	A325	CT	199803	200201	-	-	-	
TECH	A330	CT	199803	200103	-	-	-	
TECH	A335	CT	199803	200103	-	-	-	
TECH	A450	CT	199802	200201	-	-	-	
THR	A357L	AS	199702	200101	-	-	yes	Lab for THR A357
VE	A415	CT	199702	200103	-	-	-	
VE	A420	CT	199702	200103	-	-	-	
VE	A452	CT	199702	200201	-	-	-	
VE	A480	CT	199702	200103	-	-	-	
VE	A601	CT	199702	200201	-	-	-	
VS	A100	CT	199702	200201	-	-	-	
VS	A150	CT	199702	200103	-	-	-	
WELD	A290	CT	200201	no record of having been offered	-	-	-	

Kelly-Frances Poston

From: HILARY DAVIES [afhmd@uaa.alaska.edu]
Sent: Monday, April 10, 2006 8:43 PM
To: Kelly-Frances Poston
Subject: Purge List

Attachments: Card for HILARY DAVIES <afhmd@uaa.alaska.edu>

afhmd.vcf (525 B)

From: Hilary Davies, Chair
Mathematical Sciences department

I am requesting that CS A670 (Computer Science for Software Engineers) and CS A671 (Advanced Software Engineering) be retained in the catalog for the following reasons:

1). The Mathematical Sciences Department now has four Ph.D. faculty, who are interested in offering graduate courses.
2). The 5 Year Department Plan includes the offering of Computer Science graduate courses.
3). CS A670 was scheduled to be offered in Spring 2005, but was cancelled due to CAS budgetary concerns.

April 8, 2006

Memo

To: Chair, Undergraduate Academic Board (UAB)
From: Lee Huskey, Chair, Economics

Subject: Purging of Econ 425

I would like to request that Econ 425, History of Economic Thought, not be dropped from the next course catalog. Historically, we have offered this course on an alternate year rotation. A series of administrative assignments, faculty sabbaticals, and leaves resulted in this course being dropped from our schedule a number of times.

As part of the CBPP assessment process we are reviewing all of our course offerings. I would prefer to make any decisions about Econ 425 in the context of this review. An introduction to the history of the ideas in a student's field of study should occupy a central place in the program. We hope to offer Econ 425 more regularly in the future to provide this connection to the history of economic ideas.

Kelly-Frances Poston

From: tskore@ptialaska.net
Sent: Tuesday, April 11, 2006 11:11 AM
To: Kelly-Frances Poston
Subject: RE: Purge List

Kelly: Only one course is listed on the purge list from Theatre & Dance, 357L. This is a lab for 357, Costume Design. We're not sure why it should appear on the purge list, but it is indeed a course which should not be removed as we will have students enrolled next year. Thanks.

Tom Skore/Chair
Theatre & Dance

Kelly-Frances Poston

From: ERIC HOLMBERG [afegh@uaa.alaska.edu]
Sent: Tuesday, April 11, 2006 1:49 PM
To: Kelly-Frances Poston
Cc: JOY BARBEE; KATHLEEN SHEPRO; Patricia Linton
Subject: CHEM 331 Purge List

Attachments: Card for ERIC HOLMBERG <afegh@uaa.alaska.edu>

afegh.vcf (557 B)

Dear Kelly,

I am writing to you to have CHEM 331 removed from the purge list.
This course is a core course in the Chemistry BS program and will be offered in the Fall of 2006. The department has offered CHEM 311 recently due to the number of Biochemistry majors as opposed to a Chemistry major. Each course is unique but they possess the same fundamentals and have been petitioned for respective degrees in both directions. Thank you for your time. Please contact me for any additional information.

Eric Holmberg
Chair, Chemistry

Kelly-Frances Poston

From: Wendy Withrow [anww@uaa.alaska.edu]
Sent: Tuesday, April 11, 2006 10:59 AM
To: Kelly-Frances Poston
Subject: Don't purge ENGL 440!

Attachments: anww.vcf

anww.vcf (382 B)

We are going to offer ENGL 440 in spring 2007; Rob Crosman has requested to teach it.
Any questions?
Wendy Withrow