Graduate Academic Board

April 25, 2014
ADM 204
9:30 to 11:30

I. Roll Call
   () Arlene Schmuland () Hsing-Wen Hu () Sam Thiru
   () Susan Garton () Peter Olsson () Cindy Knall
   () Greg Protasel () Anthony Paris () GSA Vacancy
   () Dennis Drinka () Patricia Sandberg () FSAL vacancy
   () Jervette Ward () Clayton Trotter

Ex-Officio Members:
   () David Yesner
   () Lora Volden
   () Scheduling & Publications

II. Approval of Agenda

III. Approval of Meeting Summary

IV. Program/Course Action Request – Second Readings
   Add Doctor of Nursing Practice (pg. 5-20)

Program/Course Action Request - First Readings

Administrative Reports

   A. Associate Dean of the Graduate School David Yesner

   B. Graduate Student

   C. University Registrar Lora Volden

V. Chair’s Report
   A. GAB Chair- Arlene Schmuland

   B. Faculty Alliance

   C. Graduate Council

VI. Old Business

VII. New Business
   A. Curriculum Handbook Changes from AAC (pg. 21-224)
   B. 2014-2015 UAA Graduate School Catalog Changes (pg. 225-324)
   C. Election of New Chair

VIII. Informational Items and Adjournment
   A. Graduate Academic Board Report to Faculty Senate (pg. 325)
Graduate Academic Board

April 11, 2014
ADM 204
9:30 to 11:30

I. Roll Call
(x) Arlene Schmuland  () Hsing-Wen Hu  (x) Sam Thiru
() Susan Garton  (x) Peter Olsson  (x) Cindy Knall  Ex-Officio Members:
(x) Greg Protasel  (x) Anthony Paris  () GSA Vacancy  (x) David Yesner
() Dennis Drinka  (x) Patricia Sandberg  () FSAL vacancy  (x) Lora Volden
(x) Jervette Ward  () Clayton Trotter  (x) Scheduling & Publications

II. Approval of Agenda (pg. 1-3)
Approved

III. Approval of Meeting Summary (pg. 4-5)
Approved

IV. Program/Course Action Request – Second Readings

Program/Course Action Request - First Readings
Add PSY A600 Strategies of Behavior Change (stacked with PSY A400)(3 cr)(3+0)(pg. 6-18)
Add PSY A647 Behavioral Treatment of Autism Spectrum Disorder (stacked with PSY A447)
(3 cr)(3+0)(pg. 19-34)
Add PSY A655 Interventions for Challenging Behavior (stacked with PSY A455)
(3 cr)(3+0)(pg. 35-52)
Add PSY A667 Organizational Behavior Management (stacked with PSY A467)
(3 cr)(3+0)(pg. 53-63)
Add PSY A678 Applications of Behavior Analysis (stacked with PSY A478)(3 cr)(3+0)(pg. 64-75)
Waive for first reading, approved for second

Postponed until further notice
Add Doctor of Education in Education, Culture, and Leadership (pg. 76-80)

Postponed, faculty initiator not present
Chg Master of Science, Arctic Engineering (pg. 81-86)
Add Prefix, Arctic Engineering/AE (pg. 87)
Chg AE A603 Arctic Engineering (stacked with AE A403)(3 cr)(3+0)(pg. 88-95)
Chg AE A681 Frozen Ground Engineering (3 cr)(3+0)(pg. 96-99)
Chg AE A682 Ice Engineering (3 cr)(3+0)(pg. 100-103)
Chg AE A683 Arctic Hydrology and Hydraulic Engineering (3 cr)(3+0)(pg. 104-107)
Chg AE A684 Arctic Utility Distribution (3 cr)(3+0)(pg. 108-111)
Chg AE A685 Arctic Mass and Heat Transfer (3 cr)(3+0)(pg. 112-115)
Chg AE A686 Arctic Engineering Project (3 cr)(0+0)(pg. 116-119)
Chg AE A689 Cold Regions Pavement Design (3 cr)(3+0)(pg. 120-123)

Add Doctor of Nursing Practice (pg. 124-132)
Accepted for first reading

Add Prefix, Doctor of Nursing Practice/ND (pg. 133)
Add ND A601 Advanced Pathophysiology I (4 cr)(4+0)(pg. 134-138)
Add ND A601A Genetics and Genomics in Advanced Pathophysiology (1 cr)(1+0)(pg.139-142)
Add ND A602 Advanced Health Assessment in Primary Care (4 cr)(2+8)(pg. 143-148)
Add ND A603 Advanced Pathophysiology II (2 cr)(2+0)(pg. 149-153)
Add ND A610 Pharmacology for Primary Care I (2 cr)(2+0)(pg. 154-159)
Add ND A610A Pharmacology for Primary Care: Special Topics (1 cr)(1+0)(pg. 160-163)
Add ND A611 Psychopharmacology for Advanced Practice Nursing (3 cr)(3+0)(pg. 164-168)
Add ND A612 Pharmacology for Primary Care II (3 cr)(3+0)(pg. 169-173)
Add ND A613 Advanced Practice Informatics (2 cr)(2+0)(pg. 174-177)
Add ND A614 Advanced Practice Ethics and Law (2 cr)(2+0)(pg. 178-181)
Add ND A615 Health Services Organization and Finance (4 cr)(4+0)(pg. 182-185)
Add ND A618 Advanced Nursing Roles and Leadership (4 cr)(4+0)(pg. 186-189)
Add ND A618A Advanced Nursing Leadership (2 cr)(2+0)(pg. 190-193)
Add ND A619 Health Policy and Economics (4 cr)(4+0)(pg. 194-197)
Add ND A619A Health Economics (2 cr)(2+0)(pg. 198-201)
Add ND A621 Knowledge Development for Advanced Nursing Practice (3 cr)(3+0)(pg. 202-205)
Add ND A627 Practice Inquiry I: The Nature of Evidence (3 cr)(3+0)(pg. 206-210)
Add ND A628 Practice Inquiry II: Design and Methods (3 cr)(3+0)(pg. 211-214)
Add ND A629 Practice Inquiry III: Proposal Development (2 cr)(2+0)(pg. 215-218)
Add ND A630 Practice Inquiry IV: Capstone Project (2 cr)(1+4)(pg. 219-222)
Add ND A633 Statistics for Advanced Practice (3 cr)(3+0)(pg. 223-226)
Add ND A634 Epidemiology for Advanced Practice (2 cr)(2+0)(pg. 227-230)
Add ND A637L Data Analysis Qualitative (1 cr)(0+3)(pg. 231-233)
Add ND A638L Data Analysis Quantitative (1 cr)(0+3)(pg. 234-237)
Add ND A660 Family Nurse Practitioner I for Doctoral Studies (4 cr)(2+8)(pg. 238-245)
Add ND A661 Family Nurse Practitioner II for Doctoral Studies (5 cr)(2+12)(pg. 246-253)
Add ND A662 Family Nurse Practitioner III for Doctoral Studies (5 cr)(2+12)(pg. 254-261)
Add ND A663 Family Nurse Practitioner IV for Doctoral Studies (6 cr)(2+16)(pg. 262-268)
Add ND A670 Advanced Practice Psychiatric and Mental Health Nursing I for Doctoral Nursing (5 cr)(4+4)(pg. 269-273)
Add ND A671 Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Nursing (5 cr)(3+8)(pg. 274-278)
Add ND A672 Advanced Practice Psychiatric and Mental Health Nursing III for Doctoral Nursing (5 cr)(2+12)(pg. 279-283)
Add ND A673 Advanced Practice Psychiatric and Mental Health Nursing IV for Doctoral Nursing (5 cr)(1+16)(pg. 284-287)
Add ND A683 Clinical Immersion (3 cr)(0+12)(pg. 288-291)
Add ND A684 Clinical Concentration (4 cr)(0+16)(pg. 292-294)

All ND courses waive for first reading, approved for second

V. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
B. Graduate Student
C. University Registrar Lora Volden

VI. Chair’s Report
A. GAB Chair- Arlene Schmuland

Suggested the Board not accept curriculum for a first reading during the final GAB meeting on Friday, April 25, 2014.

At the final meeting there will be an election for the Chair of GAB; the requirements include attending the Faculty Senate Executive Board for two hours a week, as well as attend Faculty Senate once a month. The Chair also receives one course release for holding the position.

The Board of Regents approved a jointed calendar and schedule motion as well as a jointed GER motion across the three MAUs.

i. The unified calendar and schedule will encompass 50 weeks of instruction and 800 minutes of credit hours. All three universities will start and end on the same day and will recognize the same holidays. Daily schedules will be the same across the three universities.
ii. A unified GER program will be implemented, individual programs will no longer be accepted.

Per the UAB and GAB joint motion concerning bibliography removal, the Faculty Senate Executive
Board returned the motions for review. Suggested that the boards allow the Faculty Senate subcommittee to continue with their work on the CARs and CCGs before bringing suggestions forward.

B. Faculty Alliance

C. Graduate Council

VII. Old Business
   A. Second Read: Concentrations within Majors (pg. 295)
      Approved for second

VIII. New Business
   A. Curriculum Handbook Changes from AAC (pg. 296-499)
      Postponed until the next meeting

IX. Informational Items and Adjournment
   A. Graduate Academic Board Report to Faculty Senate (pg. 500)
1a. School or College  
CH College of Health  

1b. Division  
ADSN Division of Nursing

1c. Department  
NUR

2. Complete Program Title/Prefix  
Doctor of Nursing Practice

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate:  
Graduate:  
CHOOSE ONE  
Doctoral Program

4. Type of Action:  
PROGRAM  
☑ Add  
☐ Change  
☐ Delete  

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)  
From: Fall 2015  
To: 1999

6a. Coordination with Affected Units  
Department, School, or College:  
Initiator Name (typed): Naomi Torrance  
Initiator Signed Initials: _________  
Date: __________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 01/29/13

6c. Coordination with Library Liaison  
Date: 01/29/13

7. Title and Program Description - Please attach the following:  
☑ Cover Memo  
☒ Catalog Copy in Word using the track changes function

8. Justification for Action  
The American Association of Colleges of Nursing (AACN) has recommended that the practice doctorate (DNP) be the entry level graduate degree for advanced nursing practice by 2015. Changing and increasing demands of Alaska and the nation's complex health care environment and delivery system require that nurses in advanced practice positions have the highest level of scientific knowledge and practice expertise. Doctorally prepared nurses equipped with this level of knowledge and clinical skills will provide leadership and collaboration with other health professionals to change the delivery of care through evidence-based practice achieving better health outcomes.

Initiator (faculty only)  
Naomi Torrance  
Initiator (TYPE NAME)  
Date

☑ Approved  
☐ Disapproved  
Dean/Director of School/College  
Date

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic  
Board Chairperson  
Date

☑ Approved  
☑ Disapproved  
Provost or Designee  
Date
Doctor of Nursing Practice, Nursing Science

Graduate studies at the doctoral level place primary emphasis upon advanced professional nursing practice, theory, research, leadership roles in advancing health care delivery systems and application of research into practice. Programs will be offered for both post-baccalaureate and post-master’s students.

Post-baccalaureate students may develop a specialized practice focus as a Family Nurse Practitioner (FNP) or Psychiatric-Mental Health Nurse Practitioner (PMH-NP). Doctoral level studies provide the student with the knowledge and skills for independent practice using an evidence-based approach to advancing high quality care. In addition, this doctoral level program will prepare leaders who will improve patient outcomes and positively impact health policy. The graduates in the FNP option are eligible to write the national certification examination for advanced professional practice as a FNP. Graduates of the PMH-NP option are eligible to write the national certification for advanced practice as family PMH-NP.

The post-masters to Doctor of Nursing Practice option is available for those who currently hold an advanced practice registered nurse (APRN) licensure as a PMH-NP or FNP and who wish to expand their knowledge and skills to be able to better interpret research, apply best practices and incorporate clinical knowledge to influence health care policy. Those post-masters who have APRN authorization in other population foci must have a gap analysis done prior to admittance into the program. See DNP advisors for details.

Program Student Learning Outcomes

The graduate is prepared to:
1. Enhance professional skills in advanced practice nursing using an ethical, evidence-based approach to promote healthy communities.
2. Apply clinical inquiry using a culturally sensitive, evidence-based approach to adapt practice and change health outcomes.
3. Expand leadership roles to influence local, statewide and national health care policy and delivery systems serving unique, diverse and underserved populations.

Admission Requirements

See the beginning of this chapter for Admission Requirements for Graduate Degrees. The application can be accessed online at http://www.uaa.alaska.edu/admissions. The following application submission deadlines are recommended to ensure full processing of application and transcripts:

- June 15 for October 1 applicants
- November 1 for March 1 applicants

School of Nursing Admission Deadlines

The following School of Nursing application submission deadlines are required to ensure full processing of application:

- October 1 for graduate study
- March 1 for graduate study and admission to the Doctor of Nursing Practice program
Post-Baccalaureate Applicants (application available at [http://www.uaa.alaska.edu/schoolofnursing](http://www.uaa.alaska.edu/schoolofnursing))

Post-Baccalaureate applicants to the Doctor of Nursing Practice in Nursing Science program must:

- Complete the SON application form, specifying which population focus they want to pursue, and submit it directly to the SON.
- Turn in the Resume (specific directions can be found in the application packet)
- Submit documentation of the following requirements:
  - Baccalaureate or graduate degree in nursing from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accreditation Commission (NLNAC).
  - Minimum undergraduate and graduate (if applicable) GPA of 3.00 (B) on a 4.00 (A) scale.
    - Note: Applicants with their bachelors in nursing and RN licensure may take up to 9 credits of core courses (ND A614, ND A615, ND A618, NS A619, ND A621, ND A627 ND A633, ND A634) without being admitted, on a space available basis, and with faculty permission. For students whose undergraduate GPA is < 3.0, a graduate GPA of 3.0 or higher (based on completion of 3 graduate courses) can be used as a substitute to evaluate potential success in graduate education. Any student who has a graduate GPA < 3.0 or who has earned a C or lower in a required course will not be eligible for admission (see Good Standing Policy for details).
  - Minimum 2.0 (C) in an undergraduate physical assessment course, a research methods course, and a statistics course that covers descriptive and inferential statistics.
  - Three letters of professional recommendation (see form in application packet). Letters must be submitted directly to the SON from the person writing the reference. References may be contacted by a member of the admissions committee.
  - Copy of unencumbered Alaska State RN license. The license must remain active and unencumbered while in the SON graduate program.
    - Note: There are different reasons for a license to be encumbered and some may not preclude admission to the program. Students with encumbered licenses should meet with the graduate chair to determine program eligibility.

Applicants who meet the above criteria are scheduled for a personal interview and proctored writing assignment. They are then considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Nor does prior acceptance into graduate study status guarantee admission into the clinical specialty tracks. Special consideration may be given to candidates with resumes that document exceptional clinical experience and a proven record of professional contributions. 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.

Post-Masters Applicants (application available at [http://www.uaa.alaska.edu/schoolofnursing](http://www.uaa.alaska.edu/schoolofnursing))

Post-masters applicants to the Doctor of Nursing Practice in Nursing Science must:

- Complete the SON application form, specifying which population focus they want to pursue, and submit it directly to the SON.
- Turn in the Resume (specific directions can be found in the application packet)
- Submit documentation of the following requirements:
  - Master’s degree in nursing from an APRN program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accreditation Commission (NLNAC).
  - Minimum graduate GPA of 3.00 (B) on a 4.00 (A) scale.
  - Three letters of professional recommendation (see form in application packet). Letters must be submitted directly to the SON from the person writing the reference. References may be contacted by a member of the admissions committee.
  - Copy of unencumbered Alaska State APRN license. The license must remain active and unencumbered while in the SON graduate program.
    - Note: There are different reasons for a license to be encumbered and some may not preclude admission to the program. Students with encumbered licenses should meet with the graduate chair to determine program eligibility.
○ Engaged in practice as an advanced practice registered nurse.

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Nor does prior acceptance into graduate study status guarantee admission into the clinical specialty tracks. Special consideration may be given to candidates with resumes that document exceptional clinical experience and a proven record of professional contributions. 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.

**DNP Academic Progress**

Students enrolled in the DNP degree program must make continuous progress toward completion of the degree and remain in good standing with the School of Nursing (SON). A detailed schematic of the SON good standing policy can be found in the SON Graduate Program Student Handbook ([http://www.uaa.alaska.edu/schoolofnursing](http://www.uaa.alaska.edu/schoolofnursing)). Noncompliance with the good standing policy and academic progress expectations will result in probation and possible dismissal from the program. In order to remain in good standing students must:

- Maintain professional and academic standards at all times.
- Maintain continuous registration each semester until degree completed.
  
  *Note: the DNP is on a trimester system and courses are offered fall, spring and summer*
- Earn a minimum 3.00 in all required coursework.
- Complete ND A696 Practice Inquiry IV: Capstone Project no later than 3 sequential semesters after completion of all other required coursework.
- Earn all credits, including transfer credits within a consecutive ten-year period prior to graduation. See UAA Catalog for additional information (chapter 12).

*Note: post-baccalaureate DNP students must complete additional clinical hours (2 credits) if they have not completed degree requirements within three sequential semesters after finishing their last clinical course. For each additional year that passes without completing degree requirements the student will need to complete an additional 2 credits of clinical. More information on this policy can be found in the School of Nursing Graduate Handbook.*

**Part-Time/Full-Time Study**

For post-baccalaureate DNP students with a population foci, this program is designed to be completed in nine semesters of full-time study, or 14 semesters part-time study. For post-master’s APRN DNP students, the program is designed to be completed in four semesters of full-time study, or six semesters of part-time study.

Prior to being formally admitted to graduate study, students may complete up to 9 credits of degree applicable coursework, either UAA credit (with permission of the instructor) or transfer credit. Students who are not formally admitted will be allowed to register on a space-available basis and with instructor permission.

For part-time students, admission to graduate study only is recommended, with formal admission to a population focus track being delayed until core course requirements have been completed. Enrollment in any clinical course requires formal admission to the DNP program.

**Additional School of Nursing Requirements**

All students enrolled in UAA nursing programs must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants, and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by titer), documentation of Tdap (tetanus, diphtheria, pertussis) immunization within the past 10 years, annual PPD skin test or health examination indicating freedom from active tuberculosis, documentation of an annual HIV test (results not
Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio conferencing. Students must have access to a personal computer and reasonable internet connectivity. All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:

- Word processing (compatible with the MS Word used by the SON)
- Sending and receiving e-mail with attachments
- Accessing and navigating the Internet/World Wide Web, and
- Basic understanding of hardware, software, and operating systems.

### 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 will be required to work with disadvantaged populations and have the opportunity to take advantage of clinical learning opportunities throughout the state.

### Graduation Requirements

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

### Program Requirements for Post-Baccalaureate Students

1. Complete the following required courses (55 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A601</td>
<td>Advanced Pathophysiology I</td>
<td>4</td>
</tr>
<tr>
<td>ND A602</td>
<td>Advanced Health Assessment in Primary Care</td>
<td>4</td>
</tr>
<tr>
<td>ND A603</td>
<td>Advanced Pathophysiology II</td>
<td>2</td>
</tr>
<tr>
<td>ND A610</td>
<td>Pharmacology for Primary Care I</td>
<td>2</td>
</tr>
<tr>
<td>ND A612</td>
<td>Pharmacology for Primary Care II</td>
<td>3</td>
</tr>
<tr>
<td>ND A613*</td>
<td>Advanced Practice Informatics</td>
<td>2</td>
</tr>
<tr>
<td>ND A614*</td>
<td>Advanced Practice Ethics and Law</td>
<td>2</td>
</tr>
<tr>
<td>ND A615*</td>
<td>Health Services Organization and Finance</td>
<td>4</td>
</tr>
<tr>
<td>ND A618*</td>
<td>Advanced Nursing Roles and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ND A619*</td>
<td>Health Policy and Economics</td>
<td>4</td>
</tr>
<tr>
<td>ND A621*</td>
<td>Knowledge Development for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>ND A627*</td>
<td>Practice Inquiry I: The Nature of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>ND A628</td>
<td>Practice Inquiry II: Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ND A629</td>
<td>Practice Inquiry III: Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td>ND A696</td>
<td>Practice Inquiry IV: Capstone Project (2)</td>
<td>6</td>
</tr>
<tr>
<td>ND A633*</td>
<td>Statistics for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>ND A634*</td>
<td>Epidemiology for Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>ND A637</td>
<td>Data Analysis: Qualitative</td>
<td>1</td>
</tr>
<tr>
<td>ND A638</td>
<td>Data Analysis: Quantitative</td>
<td>1</td>
</tr>
</tbody>
</table>

*Core courses

It is highly recommended that students complete the Practice Inquiry Series (ND A627, ND A628, ND A629 & ND A696) in sequential order. Students wishing to take ND A696 earlier in the sequence should seek instructor/advisor approval.

2. Complete one of the following options;
Family Nurse Practitioner Option (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A660</td>
<td>Family Nurse Practitioner I for Doctoral Studies</td>
<td>4</td>
</tr>
<tr>
<td>ND A661</td>
<td>Family Nurse Practitioner II for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A662</td>
<td>Family Nurse Practitioner III for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A663</td>
<td>Family Nurse Practitioner IV for Doctoral Studies</td>
<td>6</td>
</tr>
<tr>
<td>ND A683</td>
<td>Clinical Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ND A684</td>
<td>Clinical Concentration</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Advisor approved</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychiatric-Mental Health Practitioner Option (30 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A611</td>
<td>Psychopharmacology for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>ND A670</td>
<td>Advanced Practice Psychiatric and Mental Health Nursing I for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A671</td>
<td>Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A672</td>
<td>Advanced Practice Psychiatric and Mental Health Nursing III for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A673</td>
<td>Advanced Practice Psychiatric and Mental Health Nursing IV for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A683</td>
<td>Clinical Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ND A684</td>
<td>Clinical Concentration</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Requirements for Post-Master’s Students

1. Complete the following required courses (37 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A601A</td>
<td>Genetics and Genomics in Advanced Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>ND A610A</td>
<td>Pharmacology for Primary Care: Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>ND A613*</td>
<td>Advanced Practice Informatics</td>
<td>2</td>
</tr>
<tr>
<td>ND A614*</td>
<td>Advanced Practice Ethics and Law</td>
<td>2</td>
</tr>
<tr>
<td>ND A615*</td>
<td>Health Services Organization and Finance</td>
<td>4</td>
</tr>
<tr>
<td>ND A618A*</td>
<td>Advanced Nursing Leadership</td>
<td>2</td>
</tr>
<tr>
<td>ND A619A*</td>
<td>Health Economics</td>
<td>2</td>
</tr>
<tr>
<td>ND A628</td>
<td>Practice Inquiry II: Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ND A629</td>
<td>Practice Inquiry III: Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td>ND A696</td>
<td>Practice Inquiry IV: Capstone Project (2)</td>
<td>6</td>
</tr>
<tr>
<td>ND A634*</td>
<td>Epidemiology for Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>ND A683</td>
<td>Clinical Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ND A684</td>
<td>Clinical Concentration</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Advisor approved</td>
<td>3</td>
</tr>
</tbody>
</table>

*Core courses

It is highly recommended that students complete the Practice Inquiry series (ND A628, ND A629 and ND A696) in sequential order. Students wishing to take ND A696 earlier in the sequence may do so with instructor/advisor approval.
Capstone: Project Dissemination

A total of 6 credits of NS A696: Capstone Project, taken over 3 semesters, is required for the degree. Students who are unable to complete their capstone after 6 credits of NS A696 may be required to take additional course work. Specific requirements for additional coursework will be determined by the graduate program Chairperson, the DNP coordinator, and the capstone project chair.

FACULTY

Barbara Berner, Director of the School of Nursing bjberner@uaa.alaska.edu
Bethany Buchanan, Term Assistant Professor bbuchan1@uaa.alaska.edu
Bernice Carmon, Associate Professor bcarmone@uaa.alaska.edu
Elizabeth Driscoll, Term Associate Professor emdriscoll@uaa.alaska.edu
Thomas Hendrix, Assistant Professor thendri3@uaa.alaska.edu
Lisa Jackson, Assistant Professor ljmjackson2@uaa.alaska.edu
Jill Janke, Professor/Graduate Program Chair jjjanke@uaa.alaska.edu
Cindy Jones, Assistant Professor c cjones2@uaa.alaska.edu
Patricia Lynes-Hayes, Assistant Professor plineshayes@uaa.alaska.edu
Mary Logan, Adjunct Professor afmol@uaa.alaska.edu
Maureen O’Malley, Associate Professor momalley@uaa.alaska.edu
Nadine Parker, Assistant Professor nparker8@uaa.alaska.edu
Sharon Peabody, Term Assistant Professor speabody@uaa.alaska.edu
Elizabeth Prediger, Professor ejprediger@uaa.alaska.edu
Cynthia Strobach, Assistant Professor cdstrobach@uaa.alaska.edu
Dianne Tarrant, Associate Professor dlttarrant@uaa.alaska.edu
Dianne Toebe, Associate Professor dmtoebe@uaa.alaska.edu
Naomi Torrance, Assistant Professor nctorrance@uaa.alaska.edu
Sharyl Toscano, Associate Professor setoscano@uaa.alaska.edu
Angelia Trujillo, Assistant Professor actrujillo@uaa.alaska.edu
Shirley Valek-Wilson, Associate Professor sjvalekwilson@uaa.alaska.edu
Doctor of Nursing Practice, Nursing Science

Graduate studies at the doctoral level place primary emphasis upon advanced professional nursing practice, theory, research, leadership roles in advancing health care delivery systems and application of research into practice. Programs will be offered for both post-baccalaureate and post-master’s students.

Post-baccalaureate students may develop a specialized practice focus as a Family Nurse Practitioner (FNP) or Psychiatric-Mental Health Nurse Practitioner (PMH-NP), family nurse practitioner or psychiatric-mental health nurse practitioner. Doctoral level studies provide the student with the knowledge and skills for independent practice using an evidence-based approach to advancing high quality care. In addition, this doctoral level program will prepare leaders who will improve patient outcomes and positively impact health policy. The graduates in the family nurse practitioner (FNP) option are eligible to write the national certification examination for advanced professional practice as a FNP family nurse practitioner. Graduates of the PMH-NP, the psychiatric-mental health nurse practitioner (PMH-NP) option are eligible to write the national certification for advanced practice as family PMH-NP psychiatric-mental health nurse practitioner adult, or psychiatric and mental health nurse practitioner family.

The post-masters to Doctor of Nursing Practice option is available for those who currently hold an advanced practice registered nurse (APRN) licensure as a PMH-NP or FNP and who wish to expand their knowledge and skills to be able to better interpret research, apply best practices and incorporate clinical knowledge to influence health care policy. Those post-masters who have APRN authorization in other population foci must have a gap analysis done prior to admittance into the program. See DNP advisors for details. For those who currently hold an advanced practice nursing degree and wish to expand their knowledge and skills to be able to better interpret research, apply best practices and incorporate clinical knowledge to influence health care policy, the post-masters to Doctor of Nursing Practice option is available.

Program Student Learning Outcomes

The graduate is prepared to:
1. Enhance professional skills in advanced practice nursing using an ethical, evidence-based approach to promote healthy communities.
2. Apply clinical inquiry using a culturally sensitive, evidence-based approach to adapt practice and change health outcomes.
3. Expand leadership roles to influence local, statewide and national health care policy and delivery systems serving unique, diverse and underserved populations.

Admission Requirements

See the beginning of this chapter for Admission Requirements for Graduate Degrees. The application can be accessed online at http://www.uaa.alaska.edu/admissions. The following application submission deadlines are recommended to ensure full processing of application and transcripts:

• June 15 for October 1 applicants
• November 1 for March 1 applicants

See the beginning of this chapter for Admission Requirements for Graduate Degrees. In addition, students should also meet the following criteria when applying for admission to the Doctor of Nursing Practice program:

School of Nursing Admission Deadlines
The following School of Nursing application submission deadlines are required to ensure full processing of application:

- October 1 for graduate study
- March 1 for graduate study and admission to the Doctor of Nursing Practice program

**School of Nursing Admission Requirements for Post-Baccalaureate Applicants**

**Post-Baccalaureate Applicants** (application available at http://www.uaa.alaska.edu/schoolofnursing)

Post-Baccalaureate applicants to the Doctor of Nursing Practice in Nursing Science program must:

- Complete the SON application form, specifying which population focus they want to pursue, and submit it directly to the SON.
- Turn in the Resume (specific directions can be found in the application packet)
- Submit documentation of the following requirements:
  - Baccalaureate or graduate degree in nursing from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accreditation Commission (NLNAC).
  - Minimum undergraduate and graduate (if applicable) GPA of 3.00 (B) on a 4.00 (A) scale.
    
    **Note:** Applicants with their bachelors in nursing and RN licensure may take up to 9 credits of core courses (ND A614, ND A615, ND A618, NS A619, ND A621, ND A627 ND A633, ND A634) without being admitted, on a space available basis, and with faculty permission. For students whose undergraduate GPA is < 3.0, a graduate GPA of 3.0 or higher (based on completion of 3 graduate courses) can be used as a substitute to evaluate potential success in graduate education. Any student who has a graduate GPA < 3.0 or who has earned a C or lower in a required course will not be eligible for admission (see Good Standing Policy for details).
  - Minimum 2.0 (C) in an undergraduate physical assessment course, a research methods course, and a statistics course that covers descriptive and inferential statistics.
  - Three letters of professional recommendation (see form in application packet). Letters must be submitted directly to the SON from the person writing the reference. References may be contacted by a member of the admissions committee.
  - Copy of unencumbered Alaska State RN license. The license must remain active and unencumbered while in the SON graduate program.
    
    **Note:** There are different reasons for a license to be encumbered and some may not preclude admission to the program. Students with encumbered licenses should meet with the graduate chair to determine program eligibility.

Applicants who meet the above criteria are scheduled for a personal interview and proctored writing assignment. They are then considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Nor does prior acceptance into graduate study status guarantee admission into the clinical specialty tracks. Special consideration may be given to candidates with resumes that document exceptional clinical experience and a proven record of professional contributions. 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.

1. Earned baccalaureate degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. Undergraduate (and graduate, if applicable) GPA of at least a 3.00 on a 4.00 scale.
3. Satisfactory achievement on the Graduate Record Examination (for applicants with undergraduate GPAs of 3.0 or greater, the CRE is not required).
4. Unencumbered licensure as a registered nurse in the state of Alaska concurrent with enrollment in first clinical course.
5. The School of Nursing graduate admission application must be submitted directly to the School of Nursing.
6. Three letters of professional recommendation submitted directly to the School of Nursing. References may be contacted by a member of the admissions committee.
7. Professional portfolio with written goal statement.
8. Minimum of one year of clinical experience as a registered nurse.

**Post-Masters Applicants** (application available at http://www.uaa.alaska.edu/schoolofnursing)

Post-masters applicants to the Doctor of Nursing Practice in Nursing Science must:
• Complete the SON application form, specifying which population focus they want to pursue, and submit it directly to the SON.
• Turn in the Resume (specific directions can be found in the application packet)
• Submit documentation of the following requirements:
  o Master’s degree in nursing from an APRN program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accreditation Commission (NLNAC).
  o Minimum graduate GPA of 3.00 (B) on a 4.00 (A) scale.
  o Three letters of professional recommendation (see form in application packet). Letters must be submitted directly to the SON from the person writing the reference. References may be contacted by a member of the admissions committee.
  o Copy of unencumbered Alaska State APRN license. The license must remain active and unencumbered while in the SON graduate program.

Note: There are different reasons for a license to be encumbered and some may not preclude admission to the program. Students with encumbered licenses should meet with the graduate chair to determine program eligibility.
  o Engaged in practice as an advanced practice registered nurse.

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Nor does prior acceptance into graduate study status guarantee admission into the clinical specialty tracks. Special consideration may be given to candidates with resumes that document exceptional clinical experience and a proven record of professional contributions. 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.

**School of Nursing Admission Requirements for Post-Master’s Applicants**

1. Earned master’s degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. Graduate GPA of at least 3.00 on a 4.00 scale.
3. Unencumbered licensure as an advanced practice nurse in the state of Alaska concurrent with enrollment in first clinical course and maintained throughout the program of study.
4. The School of Nursing graduate admission application must be submitted directly to the School of Nursing.
5. Three letters of professional recommendation submitted directly to the School of Nursing. References may be contacted by a member of the admissions committee.
6. Professional portfolio with written goal statement.
7. Currently engaged in practice as an advanced practice nurse practitioner.

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission, nor does prior acceptance into graduate study status guarantee admission into the clinical nursing tracks.

Special consideration may be given to candidates with portfolios that document exceptional clinical experience and a proven record of professional contributions. 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.

**DNP Academic Progress**

Students enrolled in the DNP degree program must make continuous progress toward completion of the degree and remain in good standing with the School of Nursing (SON). A detailed schematic of the SON good standing policy can be found in the SON Graduate Program Student Handbook (http://www.uaa.alaska.edu/schoolofnursing). Noncompliance with the good standing policy and academic progress expectations will result in probation and possible dismissal from the program. In order to remain in good standing students must:

• Maintain professional and academic standards at all times.
• Maintain continuous registration each semester until degree completed.
  Note: the DNP is on a trimester system and courses are offered fall, spring and summer
• Earn a minimum 3.00 in all required coursework.
• Complete ND A696 Practice Inquiry IV: Capstone Project no later than 3 sequential semesters after completion of all other required coursework.
• Earn all credits, including transfer credits within a consecutive ten-year period prior to graduation. See UAA Catalog for additional information (chapter 12).

Note: post-baccalaureate DNP students must complete additional clinical hours (2 credits) if they have not completed degree requirements within three sequential semesters after finishing their last clinical course. For each additional year that passes without completing degree requirements the student will need to complete an additional 2 credits of clinical. More information on this policy can be found in the School of Nursing Graduate Handbook.

**Academic Progress**

Students enrolled in the graduate degree programs must:

- Earn a grade of 3.00 (B) or higher in all required courses.
- Earn all credits, including transfer credits, within a consecutive seven-year period prior to graduation. See Chapter 12 for additional information.

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing Policy in the School of Nursing Graduate Handbook for more information.

**Part-Time/Full-Time Study**

For post-baccalaureate DNP students with a population foci, this program is designed to be completed in nine semesters of full-time study, or 14 semesters part-time study. For post-master’s APRN DNP students, the program is designed to be completed in four semesters of full-time study, or six semesters of part-time study.

Prior to being formally admitted to graduate study, students may complete up to 9 credits of degree applicable coursework, either UAA credit (with permission of the instructor) or transfer credit. Students who are not formally admitted will be allowed to register on a space-available basis and with instructor permission.

For part-time students, admission to graduate study only is recommended, with formal admission to a population focus track being delayed until core course requirements have been completed. Enrollment in any clinical course requires formal admission to the DNP program.

For post-baccalaureate students, this program is designed to be completed in nine semesters of full-time study, or 14 semesters of part-time study. For post-master’s students, this program is designed to be completed in four semesters of full-time study, or six semesters of part-time study.

Prior to being formally admitted to graduate study, students may complete up to 9 credits of degree-applicable coursework, either UAA credit (with permission of the instructor) or transfer credit. Students who are not formally admitted will be allowed to register on a space-available basis and with instructor permission.

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 School of Nursing Requirements**

All students enrolled in UAA nursing programs must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants, and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by
liter), documentation of Tdap (tetanus, diptheria, pertussis) immunization within the past 10 years, annual PPD skin test or health examination indicating freedom from active tuberculosis, documentation of an annual HIV test (results not required); and

- Results of a national-level criminal background check.

Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio conferencing. Students must have access to a personal computer and reasonable internet connectivity. All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:

- Word processing (compatible with the MS Word used by the SON)
- Sending and receiving e-mail with attachments
- Accessing and navigating the Internet/World Wide Web, and
- Basic understanding of hardware, software, and operating systems.

Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio conferencing. Students must have access to a personal computer and reasonable internet connectivity. All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:

- Word processing (preferably MS Word)
- Sending and receiving e-mail with attachments
- Accessing and navigating the Internet/World Wide Web

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 will be required to work with disadvantaged populations and have the opportunity to take advantage of clinical learning opportunities throughout the state.

In addition, all students have the opportunity to take advantage of clinical learning opportunities throughout the state, including both urban and rural settings.

Graduation Requirements

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

Program Requirements for Post-Baccalaureate Students

1. Complete the following required courses (55 credits):*

   - ND A601 Advanced Pathophysiology I 4
   - ND A602 Advanced Health Assessment in Primary Care 4
   - ND A603 Advanced Pathophysiology II 2
   - ND A610 Pharmacology for Primary Care I 2
   - ND A612 Pharmacology for Primary Care II 3
   - ND A613* Advanced Practice Informatics 2
   - ND A614* Advanced Practice Ethics and Law 2
   - ND A615* Health Services Organization and Finance 4
   - ND A618* Advanced Nursing Roles and Leadership 4
   - ND A619* Health Policy and Economics 4
   - ND A621* Knowledge Development for Advanced Nursing Practice 3
   - ND A627* Practice Inquiry I: The Nature of Evidence 3
   - ND A628 Practice Inquiry II: Design and Methods 3
   - ND A629 Practice Inquiry III: Proposal Development 2
1. Complete the following required courses (55 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A601</td>
<td>Advanced Pathophysiology I</td>
<td>4</td>
</tr>
<tr>
<td>ND A602</td>
<td>Advanced Health Assessment in Primary Care</td>
<td>4</td>
</tr>
<tr>
<td>ND A603</td>
<td>Advanced Pathophysiology II</td>
<td>2</td>
</tr>
<tr>
<td>ND A610</td>
<td>Pharmacology for Primary Care I</td>
<td>2</td>
</tr>
<tr>
<td>ND A612</td>
<td>Pharmacology for Primary Care II</td>
<td>3</td>
</tr>
<tr>
<td>ND A613</td>
<td>Advanced Practice Informatics</td>
<td>3</td>
</tr>
<tr>
<td>ND A614</td>
<td>Advanced Practice Ethics and Law</td>
<td>2</td>
</tr>
<tr>
<td>ND A615</td>
<td>Health Services Organization and Finance</td>
<td>4</td>
</tr>
<tr>
<td>ND A618</td>
<td>Advanced Nursing Roles and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ND A619</td>
<td>Health Policy and Economics</td>
<td>4</td>
</tr>
<tr>
<td>ND A621</td>
<td>Knowledge Development for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>ND A627</td>
<td>Practice Inquiry 1: The Nature of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>ND A628</td>
<td>Practice Inquiry 2: Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ND A629</td>
<td>Practice Inquiry 3: Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td>ND A630</td>
<td>Practice Inquiry 4: Capstone Project (2 credits)*</td>
<td>6</td>
</tr>
<tr>
<td>ND A633</td>
<td>Statistics for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>ND A634</td>
<td>Epidemiology for Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>ND A637</td>
<td>Data Analysis: Qualitative</td>
<td>1</td>
</tr>
<tr>
<td>ND A638</td>
<td>Data Analysis: Quantitative</td>
<td>1</td>
</tr>
</tbody>
</table>

*Core courses

2. Take course 3 times for a total of 6 credits

It is highly recommended that students complete the Practice Inquiry Series (ND A627, ND A628, ND A629 & ND A696) in sequential order. Students wishing to take ND A696 earlier in the sequence should seek instructor/advisor approval.

It is highly recommended that students complete the Practice Inquiry Series (ND A627, ND A628, ND A629 & ND A630) in sequential order. Students wishing to take ND A630 earlier in the sequence should seek instructor/advisor approval.

2. Complete one of the following options:

**Family Nurse Practitioner Option (30 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A660</td>
<td>Family Nurse Practitioner I for Doctoral Studies</td>
<td>4</td>
</tr>
<tr>
<td>ND A661</td>
<td>Family Nurse Practitioner II for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A662</td>
<td>Family Nurse Practitioner III for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A663</td>
<td>Family Nurse Practitioner IV for Doctoral Studies</td>
<td>6</td>
</tr>
<tr>
<td>ND A683</td>
<td>Clinical Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ND A684</td>
<td>Clinical Concentration</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Advisor approved</td>
<td></td>
</tr>
</tbody>
</table>

**Psychiatric-Mental Health Practitioner Option (30 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A611</td>
<td>Psychopharmacology for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>ND A670</td>
<td>Advanced Practice Psychiatric and Mental Health Nursing I for Doctoral Studies</td>
<td>5</td>
</tr>
<tr>
<td>ND A671</td>
<td>Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Studies</td>
<td>5</td>
</tr>
</tbody>
</table>
Program Requirements for Post-Master’s Students

1. Complete the following required courses (37 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A601A</td>
<td>Genetics and Genomics in Advanced Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>ND A610A</td>
<td>Pharmacology for Primary Care: Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>ND A613*</td>
<td>Advanced Practice Informatics</td>
<td>2</td>
</tr>
<tr>
<td>ND A614*</td>
<td>Advanced Practice Ethics and Law</td>
<td>2</td>
</tr>
<tr>
<td>ND A615*</td>
<td>Health Services Organization and Finance</td>
<td>4</td>
</tr>
<tr>
<td>ND A618A*</td>
<td>Advanced Nursing Leadership</td>
<td>2</td>
</tr>
<tr>
<td>ND A619A*</td>
<td>Health Economics</td>
<td>2</td>
</tr>
<tr>
<td>ND A628</td>
<td>Practice Inquiry II: Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ND A629</td>
<td>Practice Inquiry III: Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td>ND A696</td>
<td>Practice Inquiry IV: Capstone Project (2 credits)*</td>
<td>6</td>
</tr>
<tr>
<td>ND A634*</td>
<td>Epidemiology for Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>ND A683</td>
<td>Clinical Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ND A684</td>
<td>Clinical Concentration</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Advisor Approved</td>
<td>3</td>
</tr>
</tbody>
</table>

*Core courses

1. Complete the following required courses (37 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND A601A</td>
<td>Genetics and Genomics in Advanced Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>ND A610A</td>
<td>Pharmacology for Primary Care: Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>ND A613</td>
<td>Advanced Practice Informatics</td>
<td>2</td>
</tr>
<tr>
<td>ND A614</td>
<td>Advanced Practice Ethics and Law</td>
<td>2</td>
</tr>
<tr>
<td>ND A615</td>
<td>Health Services Organization and Finance</td>
<td>4</td>
</tr>
<tr>
<td>ND A618A</td>
<td>Advanced Nursing Leadership</td>
<td>2</td>
</tr>
<tr>
<td>ND A619A</td>
<td>Health Economics</td>
<td>2</td>
</tr>
<tr>
<td>ND A628</td>
<td>Practice Inquiry II: Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ND A629</td>
<td>Practice Inquiry III: Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td>ND A630</td>
<td>Practice Inquiry IV: Capstone Project (2 credits)*</td>
<td>6</td>
</tr>
<tr>
<td>ND A634</td>
<td>Epidemiology for Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>ND A683</td>
<td>Clinical Immersion</td>
<td>3</td>
</tr>
<tr>
<td>ND A684</td>
<td>Clinical Concentration</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Advisor Approved</td>
<td>3</td>
</tr>
</tbody>
</table>

* - Take course 3 times for a total of 6 credits

It is highly recommended that students complete the Practice Inquiry series (ND A628, ND A629 and ND A696) in sequential order. Students wishing to take ND A696 earlier in the sequence may do so with instructor/advisor approval.
It is highly recommended that students complete the Practice Inquiry Series (ND A628, ND A629 & ND A630) in sequential order. Students wishing to take ND A630 earlier in the sequence may do so with instructor/advisor approval.
Capstone: Project Dissemination

A total of 6 credits of NS A696: Capstone Project, taken over 3 semesters, is required for the degree. Students who are unable to complete their capstone after 6 credits of NS A696 may be required to take additional course work. Specific requirements for additional coursework will be determined by the graduate program Chairperson, the DNP coordinator, and the capstone project chair.

Students who are unable to complete the capstone project during these third and fourth semesters will be required to register for 2 credits of ND A630 Practice Inquiry 4: Capstone Project every semester thereafter (excluding summer sessions) until the capstone project is satisfactorily completed. In the event students want to work on the capstone project during a summer semester, utilizing faculty and UAA resources, they must get approval from their committee and register for a one-credit independent study (P/F). The independent study credit does not count towards the four required capstone project credits. There is no limit to the number of capstone project credits that may be accrued, however, no more than 13 credits of capstone project may be accrued without the student being required to take additional course work at the graduate level. Specific requirements for additional coursework will be determined by the director of the Graduate Program in Nursing, the coordinator of the specialty track, and the capstone project chair.

FACULTY
Barbara Berner, Director of the School of Nursing  berner@uaa.alaska.edu
Bethany Buchanan, Term Assistant Professor  bbuchan1@uaa.alaska.edu
Bernice Carmon, Associate Professor  bcarmon@uaa.alaska.edu
Elizabeth Driscoll, Term Associate Professor  emdriscoll@uaa.alaska.edu
Thomas Hendrix, Assistant Professor  thendri3@uaa.alaska.edu
Lisa Jackson, Assistant Professor  ljackson2@uaa.alaska.edu
Jill Janke, Professor/Graduate Program Chair  jjanke@uaa.alaska.edu
Cindy Jones, Assistant Professor  cjones2@uaa.alaska.edu
Patricia Lynes-Hayes, Assistant Professor  plhayes@uaa.alaska.edu
Mary Logan, Adjunct Professor  mlogan@uaa.alaska.edu
Maureen O'Malley, Associate Professor  momalley@uaa.alaska.edu
Sharon Peabody, Term Assistant Professor  speabody@uaa.alaska.edu
Elizabeth Predeger, Professor  ejpredeger@uaa.alaska.edu
Cynthia Strobach, Assistant Professor  cstrobach@uaa.alaska.edu
Dianne Tarrant, Associate Professor  dtarrant@uaa.alaska.edu
Dianne Toeb, Associate Professor  dtoeb@uaa.alaska.edu
Maureen Wilson, Adjunct Professor  afsfw@uaa.alaska.edu
Naomi Torrance, Assistant Professor  ntorrance@uaa.alaska.edu
Angela Trujillo, Assistant Professor  actrujillo@uaa.alaska.edu
Shirley Valek-Wilson, Associate Professor  sjvalekwilson@uaa.alaska.edu
Dianne Tarrant, Associate Professor  dtarrant@uaa.alaska.edu
Dianne Toeb, Associate Professor  dtoeb@uaa.alaska.edu
Naomi Torrance, Assistant Professor  ntorrance@uaa.alaska.edu
Shirl Valek, Associate Professor  sjvalek@uaa.alaska.edu
Angela Trujillo, Assistant Professor  actrujillo@uaa.alaska.edu
Shirley Valek-Wilson, Associate Professor  sjvalekwilson@uaa.alaska.edu
Susan Wilson, Adjunct Professor  sjfs@uaa.alaska.edu
The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2013
# Table of Contents

Acronym List .................................................................................................................................................. V

Section 1 - Introduction ........................................................................................................................................ 1
  1.1 Academic Boards of the Faculty Senate Principles of Operation ................................................................. 1
    Basis for Academic Board Review ................................................................................................................... 1

Section 2 - Curriculum Screening Criteria ........................................................................................................... 3
  2.1 Issues in Curriculum Review .......................................................................................................................... 3
    2.1.1 Curriculum Review .................................................................................................................................. 3
    2.1.2 Academic Considerations Addressed in Review ....................................................................................... 3
    2.1.3 Review of Program Proposals .............................................................................................................. 4
    2.1.4 Program Student Learning Outcomes .................................................................................................. 4

Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes .................................................... 6
  3.1 Curriculum Approval Process ...................................................................................................................... 6
  3.2 Approval for Minor Changes to Undergraduate Credit Courses ..................................................................... 8
    3.2.1 All Undergraduate Credit Courses Numbered 050 – 499 .................................................................... 8
    3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only ....................................... 8
  3.3 Approval of Minor Catalog Changes .......................................................................................................... 9
  3.4 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. .................................................. 9
  3.5 Approval of 600-Level Courses .................................................................................................................... 9
  3.6 Approval of 500-Level Courses .................................................................................................................. 10
  3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses ......................................................................................................................... 10
  3.8 Approval of Doctoral Programs ................................................................................................................ 10

Figure 3.3: Program Approval Process ................................................................................................................ 16
Figure 3.4: Prefix Approval Process .................................................................................................................... 17
Figure 3.5: Degree and Certificate Suspension Approval Process ......................................................................... 18
Figure 3.5: Degree and Certificate Deletion Approval Process ............................................................................. 19

Section 4 - Prefixes .............................................................................................................................................. 20
  4.1 Changes to or Replacement of a Prefix ....................................................................................................... 20
  4.2 Addition of a Prefix .................................................................................................................................... 21
  4.3 Inactivation of a Prefix ............................................................................................................................... 21
  4.4 Transfer of a Prefix .................................................................................................................................... 22
Section 5 - Courses

5.1 Changes or Revisions to a Course .................................................................23
5.2 Adding a New Course......................................................................................24
  5.2.1 Permanent Credit Courses (050-499 and 600-699).................................24
  5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course ...........................................25
5.3 Deleting a Course ..........................................................................................27

Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements ..........................29
6.2 Revision of or Request for GER Course ......................................................29
6.3 Deletion of a GER Course ..............................................................................33

Section 7 - Programs

7.1 Minor Revisions to Programs .................................................................34
7.2 Programs which have MATH, ENGL, and/or COMM requirements ......35
  7.2.1 Programs which have MATH program requirements: .............................35
  7.2.2 Programs which have ENGL A111 as a specific major requirement: ......35
  7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements: ..........36
7.3 New Non-Doctoral Programs and Major Changes to ALL Programs ......36
7.4 New Doctoral Programs ..............................................................................38
7.5 Academic Program Suspension of Admissions ...........................................39
7.6 Academic Program Deletion .......................................................................40

Section 8 - Policy Additions and Changes .................................................................42

Section 9 - Step-By-Step Instructions for the Course Content Guide .........................43

Section 10 - Step-By-Step Instructions for the Course Action Request .........................54

10.1 The CAR Form ..........................................................................................54
10.2 Instructions for Completing the CAR ...........................................................55
  Box 1a. School or College ..................................................................................55
  Box 1b. Division ..................................................................................................55
  Box 1c. Department .............................................................................................56
  Box 2. Course Prefix ............................................................................................56
  Box 3. Course Number ........................................................................................56
  Box 4. Previous Course Prefix & Number .........................................................58
  Box 5a. Credits/CEUs ........................................................................................58
  Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester) ..............58
  Box 6. Complete Course Title ............................................................................59
  Box 7. Type of Course ........................................................................................59
  Box 8. Type of Action ........................................................................................59
  Box 9. Repeat Status ..........................................................................................60
  Box 10. Grading Basis ........................................................................................60
  Box 11. Implementation Date ..............................................................................61
  Box 12. Cross-Listed or Stacked .........................................................................61
  Box 13a. Impacted Courses or Programs .........................................................62
  Box 13b. Coordination Email Submitted to Faculty Listserv .............................64
  Box 13c. Coordination with Library Liaison .....................................................64
Appendix F - Guidelines for UAA Distance Education Courses .................................................................93

Index ..........................................................................................................................................................93

List of Figures

Permanent Course Approval Process ........................................................................................................13
Non-Permanent Credit Course, 500-Level Course, and Noncredit/CEU Approval Process ..................14
Program Approval Process .........................................................................................................................15
Prefix Approval Process .............................................................................................................................16
Acronym List

BOR Board of Regents
CAR Course Action Request
CCG Course Content Guide
CEU Continuing Education Unit
GAB Graduate Academic Board
GER General Education Requirement
GERC General Education Review Committee
NWCCU Northwest Commission on Colleges and Universities
OAA Office of Academic Affairs
PAR Program/Prefix Action Request
SAC Statewide Academic Council
UAA University of Alaska Anchorage
UAB Undergraduate Academic Board
US DoE US Department of Education
USUAA Union of Students at UAA
Section 1 - Introduction

1.1 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 (UAA) 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 evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The Curriculum Handbook is periodically revised to reflect policy and procedural changes.

- 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 describe the University of Alaska Anchorage’s process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student’s transcript with academic credit.

2. New departmental programs such as:

   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
      v. Minors

   B. Post-baccalaureate Certificates

   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

- Occupational Endorsement Certificates: 29 credits
- Certificate: 60 credits
- Associate Degree: 75 credits
- Bachelor's Degree: 132 credits
- Minors: no maximum
- Master's Degree: 45 credits
- Graduate Certificate: 29 credits
Post-Baccalaureate Certificate  60 credits
Doctoral Degree  See program requirements

3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including
   A. Additions, modifications or deletions of major subject areas
   B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to
   A. Selection/admission procedures and standards
   B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.

7. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review
A request for a curriculum change should be reviewed for 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.

If a Course Action Request (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.

Pertinent academic considerations:
A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.
B. Justification for the change
C. Effect on resources within the program
D. Frequency of course offerings for new programs. Note: Deans/Directors may require this information for new courses.
E. Impact on other affected UAA programs and courses
F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review
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 committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):
i. Addresses GER student learning outcomes from the GER Preamble
ii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
iii. Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:
   i. Commitment from resource manager to support course offerings
   ii. Effects on other offerings within a program or school
   iii. Effect on offering other required courses
   iv. Effect on electives and selectives
   v. If the course was offered as a trial course, the number of times it was offered and the number of enrollments

2.1.3 Review of Program Proposals
A. Program description adequately expresses the program characteristics, requirements and student learning outcomes.
B. The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.
C. Needs analysis for the new program is attached.
D. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
E. Possible duplication of an existing program is addressed.
F. All courses used in the creation or modification of a degree or certificate program have current Course Content Guides on file in the Office of the Registrar. These must contain all of the required elements described in Section 9 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.
G. When proposing multiple certificates in a given discipline their requirements must differ by at least 6 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

2.1.4 Program Student Learning Outcomes
A. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
B. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
C. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
D. 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.
E. A complete and valid Academic Assessment Plan must be emailed to the Academic Assessment Committee at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plan; however the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.
F. If this action requires BOR review, see Regents’ Policy and Regulation (www.alaska.edu/bor/policy-regulations/).
G. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.
Section 3 - Curriculum Approval Process
for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

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. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed. Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should 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.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal. Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.

The Governance Office forwards Workforce Credential proposals to OAA for review and approval.

Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website [www.uaa.alaska.edu/governance] for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. 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.

14. 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.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying NWCCU of the curriculum actions. Note: Workforce Credentials do not require Faculty Senate approval.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU. After the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may 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 BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor 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. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.
The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

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.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:
1. Contact information, location, and web address
2. General Discipline information
   a. Degree or Certificate program
   b. Overview and career information
   c. Accreditation
   d. Research possibilities
2. Advising
3. Academic Progress Requirements

3.4 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 student learning outcomes of any courses numbered 050 to 299 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.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 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 intent and 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 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. 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 approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 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/director 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 Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

*It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.*

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.
Justification Proposal

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

Full Proposal

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is be to reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)
3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:
1. **Introduction and Program Overview**  
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**  
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**  
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**  
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)

   - Justification on the Basis of Need:  
     Found in section ___________________

   - Justification on the Basis of Prospective Student Demand:  
     Found in section ___________________

   - Identify Several Peer Programs:  
     Found in section ___________________

   - Entry Requirements:  
     Found in section ___________________

   - Faculty Qualifications:  
     Found in section ___________________

   - Student Services:  
     Found in section ___________________

   - Facilities and Resources:  
     Found in section ___________________

   - Budget and Cost Analysis:  
     Found in section ___________________

5. **Curriculum Documents**  
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Academic Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details. Also see section 5 for required documents and instructions.

Figure 3.1: Permanent Academic Course Approval Process
NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details. Also see section 5 for required documents and instructions.
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.
A suspension to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.

Figure 3.5: Degree and Certificate Suspension Approval Process

Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

OAA/Provost Approval

Northwest Commission on Colleges and Universities
Statewide Academic Council
Chancellor
Faculty Curriculum Listserv
Undergraduate Academic Board
Graduate Academic Board
Registrar

Notification
Notification
Notification
Notification (Undergrad Progs)
Notification (Grad Progs)
Notification
A deletion to an existing program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054.

---

**Figure 3.5: Degree and Certificate Deletion Approval Process**

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
*(See suspension approval process for greater detail)*

Consult With Office of Academic Affairs

Develop Proposal Based on Relevant Considerations

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

---

*Requires 60-day advance notice to have items placed on the agenda*
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website. (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as:
      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.
4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:

   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, as well as:

      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

      The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.
Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.

   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)

   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The coordination email must include contact information as well as:
      - School and department (CAR boxes 1a and 1c),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),
      - justification for action (CAR box 19),
      - any other relevant information.
Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liason_librarians). It is suggested that this be done early in the curriculum process.

4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).

5. 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.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

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.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
      
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:

   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:
  
  - School and department (CAR boxes 1a and 1c),
  - course prefix (CAR box 2),
  - course number (CAR box 3),
  - course title (CAR box 6),
  - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
  - course description (CAR box 15),
  - justification for action (CAR box 19),
  - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   
a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

   *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

b. Completed CCG.

c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

d. Signed Resource Implication Form (one per discipline).

e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:

a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, as well as:
   - School and department (CAR boxes 1a and 1c),
   - course prefix (CAR box 2),
   - course number (CAR box 3),
   - course title (CAR box 6),
   - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
   - course description (CAR box 15),
   - justification for action (CAR box 19),
   - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.

      *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. When Filling out the CAR, only the following boxes need to be completed:
   - Course Prefix (Box 2)
   - Course Number (Box 3)
   - Complete Course Title (Box 6)
   - Type of Action (Box 8)
   - Implementation Date (Box 11)
   - Cross Listed or Stacked (Box 12)
   - Coordination Email Date (Box 13b.)
   - Justification for Action (Box 19)

3. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

      Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

4. 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.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.
5. **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 the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program 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 student learning outcomes must be assessed.

The student learning 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.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:
1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   - Inter MAU coordination to facilitate transfer between campuses.
     - Courtesy coordination is recommended to determine potential transfer conflicts.
Check other campus’ catalogs to see if they have a course with the same prefix and number.

If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA. The registrar’s office can provide assistance with course number suggestions.

If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.

The appropriate GER template must be applied (www.uaa.alaska.edu/governance/)

Addresses appropriate GER student learning outcome(s) from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)

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.

Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)

Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook

**Oral communication skills.** Students:

- develop both their message creation and message interpretation skills in order to be more successful communicators.
- develop an awareness of the role of communication in a variety of human relationships.
- 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.

**Quantitative skills.** Students:

- develop their algebraic, analytic and numeric skills; use them to solve applied problems.
- correctly explain their mathematical reasoning.

**Written communication skills.** Students:

- practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
- write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
- develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.
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.

- **Fine arts.** Students 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.
  - 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.

- **Humanities.**
  Students who complete a content-oriented course in the humanities should be able to:
  - identify texts or objects, place them in the historical context of the discipline,
  - articulate the central problems they address and 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,
  - evaluate their soundness or cogency, and recognize common fallacies.
  - use a formal technique to determine the validity of simple deductive arguments and
  - 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.

- **Natural sciences.** Student 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.
  - demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  - demonstrate a knowledge of the discoveries and advances made within that discipline, and 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:
  - demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
  - critically observe materials, events or processes, and
  - accurately record and analyze their observations.

- **Social sciences.** Students will be able to:
  - describe the discipline she or he has studied and discuss the key principles or themes that unify it.
  - describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research.
  - demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
  - explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of
research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

**Integrative capstone.** Students must:
- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

- Provides rationale for retaining or adding this course to the GER menu
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
      
      *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*
   
   b. Completed CCG.
      
      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   
   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
   
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:
      
      - School and department (CAR boxes 1a and 1c),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),
• justification for action (CAR box 19),
• any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.
5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

6.3 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 purge list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not ‘substantially alter the student learning outcomes of the program.’

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by t SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs (ayoaa@uaa.alaska.edu).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance) under Quick Links.
   c. All course CARs and CCGs for new and revised courses.
   d. Four-Year Course Offering Plan for the program.
   e. Signed Resource Implication Form.
   f. Signed Fee Request Form (for new, deleted or revised fees).
   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
• Complete Program Title (PAR box 2),
• Type of Program (PAR box 3),
• Type of Action (Add/Change/Delete) (PAR box 4),
• justification for action (PAR box 8),
• any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER
Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

“Oral Communication Skills GER.”

Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. Schools/colleges are encouraged to contact OAA early in the approval process. Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted.

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:

a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

b. Collaboration with other universities and community colleges within the UA system.

c. History of the development of the proposed program or program changes.

d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
e. State needs met by the proposed program.

f. Availability of appropriate student services for program participants. A schedule for implementation of the program.

g. Student opportunities, student learning outcomes, and enrollment projections.

h. Rationale for the new program and educational objectives, program student learning outcomes, and plans for assessment.

i. Opportunities for research and community engagement for admitted students.

j. Faculty and staff workload implications.

k. Fiscal Plan for the proposed program

l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.

m. New facility or renovated space requirements.

n. Concurrence of appropriate advisory councils.

2. The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.

   a. Four-Year Course Offering Plan for the Program.

   b. A budget worksheet.

   c. Board of Regents Program Action Request Form

   d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SAC and BOR.

   e. Resource Implication Form and a signed Fee Request Form (if needed).

   f. An Academic Assessment Plan for review by the Academic Assessment Committee.

   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):

   a. A cover memo summarizing the proposal.

   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

   d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.
5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
   a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.
   b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac/) and the Board of Regents.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. An Academic Assessment Plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word
copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

e. CARs and CCGs for all new and revised courses.

7.5 **Academic Program Suspension of Admissions**

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

The following steps should be followed when suspending admissions to a program:

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impact on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

4. **Administrative Protocols:** The following are non-curricular considerations for program suspension.
   a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
   b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
7.6 Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. **OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.**
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impact on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a program change so that deletion of the existing program and initiation of its replacement are approved simultaneously.

The following documents must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all program deletion proposals (uaa_gov@uaa.alaska.edu):

a. A cover memo summarizing the proposal. A cover memo template can be found on the Governance curriculum website (www.uaa.alaska.edu/governance/coordination/index.cfm).

b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

*Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

Departments are also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the program deletion. The email must include contact information, as well as:
4. **UA System and Accreditation Approval**: Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
   a. **Note**: Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Protocols**: The following are non-curricular considerations for program deletion.
   a. **Program Deletion from Banner**: When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
   b. **Personnel and Budget**: Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
   c. **Decisions Relative to Departments and Divisions**: This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.
Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor’s Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at [http://curric.uaa.alaska.edu/curric/courses/](http://curric.uaa.alaska.edu/curric/courses/).

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. **The date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**
   
   A. **College or School** — Choose from the following the school or college initiating action:
      
      AA  Academic Affairs  
      AS  College of Arts and Sciences  
      CB  College of Business and Public Policy  
      CH  College of Health  
      CT  Community and Technical College  
      EA  College of Education  
      EN  School of Engineering  
      HC  University Honors College  
      KP  Kenai Peninsula College  
      KO  Kodiak College  
      MA  Matanuska-Susitna College  

   B. **Course Prefix** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. **See instruction on the PAR form regarding requesting a new prefix.**

   C. **Course Number** (for a new course, contact the Office of the Registrar for a number)
      
      i. **Reuse of Course Number Rule:** *When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.*

      ii. **Types of Courses**

         a. **Academic Courses:** Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. 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.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
  A100-A199: Freshman-level, lower division courses.
  A200-A299: Sophomore-level, lower division courses

- **Upper division courses usually taken by juniors and seniors**
  A300-A399: Junior-level, upper division courses
  A400-A499: Senior-level, upper division 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.

  b. **Preparatory/Developmental Courses**
  A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

  c. **Noncredit Courses**
  A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

  d. **Continuing Education Unit (CEU) courses**
  AC001-AC049: CEU courses 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.

  e. **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 stacked with any other course.

*NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community 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 Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).*

iii. **Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

  **-90 Selected topics:** A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

  **-92 Seminar or Workshops:**

  *Seminar:* Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

  *Workshop:* A formal higher education offering with intensive instruction and
information in a given field.

93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

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 student learning outcomes, and is involved in the evaluation of the student’s achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

98 Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

99 Thesis: Involve writing and/or completion of a thesis by the student.

D. Number of Credits/CEUs and Contact Hours – Include the number of semester credits or CEUs 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. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 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 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 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 course, 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 of 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 for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. **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

ii. **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).

iii. **CEU** – The CEU is a unit of measure for noncredit 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 noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:

- 0.1 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.

iv. **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 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. **Course Title** – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. **Grading Basis** – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. **Implementation Date** – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

- Careful consideration needs to be given to permanent courses affecting degrees and certificates.
- Course additions or modifications must be made in conjunction with publication of the class schedule/listing. 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.

H. **Cross Listing** (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.

iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

v. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix’s section, including additions, changes and deletions.

I. **Stacking** (if applicable)

i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

iii. Courses may not be stacked informally for scheduling purposes.

iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.

v. Courses that are at the 500 level may not be stacked with any other course.

vi. If stacking status is requested, rationale must be provided.

vii. Courses at the 300 level may not be stacked with 600-level 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. If a 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.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

i. **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 learning outcomes and course activities sections of the CCG.

ii. **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.

iii. **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 student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. 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

iv. 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

v. 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.

As a result of completing this course, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
</tr>
</tbody>
</table>

J. **Course Description** – Identifies the intent of the course. For courses, a 20- to 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 (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. **Course Attributes** (GER if applicable)

L. **Course Prerequisite(s)/Test Score(s), Corequisite(s), 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. All prerequisite, corequisite; registration restriction, etc indicated on the CAR will be automatically enforced through Banner.
i. **Course Prerequisite** – Identifies a course (by prefix and number) 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).

**Test Scores** – 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.

ii. **Corequisites** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

iii. **Other Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission\(^a\), major\(^b\), class standing\(^c\), or level\(^d\)). Must be enforced by the program/department/ instructor.

- **College or school admission** – identifies a college/school to which a student must be admitted 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 = freshman; 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.

M. **Course Fee:** Yes or No – Indicates that there are student fees associated with the course.

*Note: The sections of the CAR referenced above and the CCG must match word for word.*

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

**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 expectations for the academic course levels:

A. **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.

B. **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.

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. 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:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. “Graduate Status.”

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

   a. Competence in a specialized field of knowledge
   b. Extensive experience with specialized client relationships
   c. Application of expert knowledge within a recognized professional practice
   d. Analysis and synthesis of primary scholarship or research
   e. Self-directed written research projects
   f. Mastery of theoretical knowledge

Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. Instructional Goals and Student Learning Outcomes

   A. 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.
B. **Student Learning Outcomes:** Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. **Goals and Student Learning 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.

5. **Guidelines for Evaluation or Assessment Methods**

A. Program Student learning outcomes and their assessments are treated in detail in the program’s Academic Assessment Plan. This plan is evaluated for new and modified programs.

B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning 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 learning outcomes for courses should be compatible with Program Student Learning Outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program’s assessment procedures, see the college assessment coordinator.

**Example 1**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine</td>
<td>Performance on two separate short papers criticizing published arguments</td>
</tr>
<tr>
<td>the extent to which the facts provided support the arguments being made.</td>
<td>on both sides of a controversial issue.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based</td>
<td>Performance on practical project assigned in lab. Performance on projects</td>
</tr>
<tr>
<td>instrument system according to manufacturer’s standards</td>
<td>assigned during internship</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of</td>
<td>Peer and faculty review and rating according to established departmental</td>
</tr>
<tr>
<td>human emotion</td>
<td>criteria of studio projects in at least three types of media.</td>
</tr>
<tr>
<td>Students demonstrate the ability to design an electro-mechanical system to accomplish a</td>
<td>Demonstration of successful functioning of the system through simulation</td>
</tr>
<tr>
<td>control function defined by the instructor, in accordance with applicable standards and</td>
<td>or mock-up.</td>
</tr>
<tr>
<td>codes.</td>
<td></td>
</tr>
</tbody>
</table>

**Example 2**

**Instructional Goals:**
This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:
1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.

3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

**Student Learning Outcomes:**
After completing this course, the student will be able to:

1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering “algorithmic” questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

**Assessment Measures:**
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **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 learning outcomes should be clearly related to each other.

For selected topics 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.

7. **Suggested text(s)** – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

8. **Bibliography** – Provide a list of the literature, in alphabetical order, 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 student learning outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.
Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form

![Course Action Request Form]
10.2 Instructions for Completing the CAR

Box 1a. School or College
Choose from the drop-down menu the school or college initiating action.
AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Division
Using the drop-down box, insert the division initiating action. Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.

College of Arts and Sciences
AFAR  Division of Performing and Fine Arts
AHUM  Division of Humanities
AMSC  Division of Mathematical and Natural Sciences
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
AAVI  Division of Aviation Technology
ABCT  Division of Computer Networking and Office Technologies
ACAH  Division of Culinary Arts and Hospitality
ACDT  Division of Construction and Design Technology
ADCE  Division of Community Education
ADTP  Division of Transportation and Power
ADVE  Division of Career and Technical 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
AHLS  Division of Health and Safety
ADHS  Division of Human Services and Health Sciences
ADSN  Division of Nursing
AJUS  Division of Justice
ASWK  Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

Box 2. Course Prefix
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix in Section 11.

Box 3. Course Number
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

1. Types of Courses
   A. Academic Credit Courses
   Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. 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.

   UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):
   
   i. Lower division courses usually taken by freshmen and sophomores
      A100-A199: Freshman-level, lower division courses.
      A200-299: Sophomore-level, lower division courses
   
   ii. Upper division courses usually taken by juniors and seniors
       A300-A399: Junior-level, upper division courses
       A400-A499: Senior-level, upper division courses
   
   iii. 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.
   
   B. Preparatory/Developmental Courses
      Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. **Noncredit Courses**

A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. **Continuing Education Unit (CEU) courses**

AC001-AC049: CEU courses 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.

E. **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 stacked with any other course.

**NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/community 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 Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. **Course Numbers: Second and Third Digits**

   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.

   **Workshop**: A formal higher education offering with intensive instruction and information in a given field.

   **-93 Special topics**: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

   **-94 Trial (experimental)**: Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

   **-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 student learning outcomes, and is involved in the evaluation of the student’s achievements.

   **Practicum**: A student work experience for which the academic department established the objectives and student learning outcomes.

   **-97 Independent study**: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
-98 Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 Thesis: Involve writing and/or completion of a thesis by the student.

Box 4. Previous Course Prefix & Number
Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert “N/A.” or if the prefix and the number has not changed, insert “N/A.”

Reinstatement of a course
When an inactive course is being reinstated with the same course prefix and number, place the word Reinstate in box 4. In box 8, Type of Action, select change.

Box 5a. Credits/CEUs
Insert the number of semester credits or CEUs 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. If the course is noncredit, enter the appropriate range of contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)
Insert 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 1,500 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 course, 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 for Action”) of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>15 weeks (standard semester length)</td>
</tr>
<tr>
<td>One (1) Contact Hour</td>
<td>50 minutes per week (or 750 minutes for the course)</td>
</tr>
<tr>
<td>Outside Work</td>
<td>Additional time typically outside of classroom or laboratory</td>
</tr>
<tr>
<td>One (1) credit</td>
<td>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</td>
</tr>
</tbody>
</table>
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

2. 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 supervised 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).

3. The CEU

The CEU is a unit of measure for noncredit 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 noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

<table>
<thead>
<tr>
<th>CEUs</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 CEU</td>
<td>1 hour of instruction and no additional hours of work for the course</td>
</tr>
<tr>
<td>1 CEU</td>
<td>10 hours of instruction and no additional hours of work for course</td>
</tr>
<tr>
<td>1.5 CEUs</td>
<td>15 hours of instruction and no additional hours of work for course</td>
</tr>
<tr>
<td>3.5 CEUs</td>
<td>20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course</td>
</tr>
<tr>
<td>2 CEUs</td>
<td>20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work</td>
</tr>
</tbody>
</table>

4. Minimum Course Length (Compressibility Policy)

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course
Identifies type of course offered.

1. Academic Courses (numbered 100-499 and 600-699)
   A. Program Requirement - A credit course specifically required by degree, certificate, or a Minor program.
   B. Program Selective - A credit course within a group of courses from which a student is required to select.
   C. General Education Requirement - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. 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.

2. Preparatory/Developmental Courses (050-099):
   Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).

3. Nondegree Courses
   A. Noncredit Courses (000-049) - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. CEUs (denoted by “AC” rather than just “A” before course number) - A course that provides further development of a trade, profession, or personal improvement.
   C. Professional Development Courses (A500-A599) - 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 stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action
Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR 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 addition, 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 [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent 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. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must 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. The current production calendar can be found on the Governance website at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

   The overall principles affecting the date for implementation of academic policy or program change include the following:

   A. *Students must receive adequate notice of a program change.*

   B. *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 OAA 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**

1. **Cross-listed**
A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
B. Each cross-listed course must have a separate CAR for each prefix.
C. Everything except the course prefix must be identical.
D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.
E. 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.
F. 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 under Art and Journalism and Public Communications.

2. Stacked
A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
C. Courses may not be stacked informally for scheduling purposes.
D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
E. Courses at the 300 level may not be stacked with 600-level courses.
F. A500-A599 level (professional development) courses may not be stacked with any other course
G. If stacking status is requested, rationale must be provided.

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 Section 9 for guidance on the CCG.)

Box 13a. Impacted Courses or Programs
Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:
1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance)

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.
Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

**Courtesy Coordination**
Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation.

**Items that are NOT entered into Box 13a.**
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** program selective - A credit course within a group of courses from which a student is required to select.

**Example of Box 13a (Coordination and Courtesy Coordination)**

CIS A330 (Database Management Systems)

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A410</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A430</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>Computer Science BA, BS</td>
<td>3/25/2011</td>
<td>Sam Thiru</td>
</tr>
</tbody>
</table>

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.
Box 13b. **Coordination Email Submitted to Faculty Listserv**
Enter the date of the email send to the faculty listserv (uаа-faculty@lists.uaа.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

Box 13c. **Coordination with Library Liaison**
The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14. **GERs**
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. **Course Description**
Identifies the intent of the course. For courses, a 20- to 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 (e.g. “May be repeated for credit with a change in subtitle,” or “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 16a. **Course Prerequisite(s)**
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.
A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

- **ECON A429 (Business Forecasting)**
  \{CIS A110, BA A273, and [BA A377 or ECON A321]\} with minimum grade of C

- **EDFN A303 (Foundations of Teaching and Learning)**
  [EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

- **EE A324 (Electromagnetics II)**
  [EE A314 or PHYS A314] and MATH A302

- **ENGL A311 (Advanced Composition)**
  [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

- **FIRE A214 (Fire Protection Systems)**
  FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

- **SWK A342 (Human Behavior in the Social Environment)**
  PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

*Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf*

**Test Scores:**
Identify test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specifically test scores are not required. It is assumed that faculty may waive the requirement.

Courses wishing to implement placement test scores as part of pre-requisite checking should indicate “or appropriate placement score.” There should also be an attached memo for each CAR indicating what the appropriate placement score is. If a change occurs to the cut score, the department will need to submit a memo to the Office of the Registrar and the Governance Office which would outline the new cut scores and list specifically which courses are impacted.

**Box 16b. Corequisite(s)**
Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

*Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).*
**Box 16c. Other Restriction(s)**
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission\(^a\), major\(^b\), class standing\(^c\), or level\(^d\)). The name of the college or school, major, class standing, or level required should be specified in Box 16d. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

\(^a\) College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

\(^b\) Major – identifies a major which a student must have declared in order to enroll in the course.

\(^c\) Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshman; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

\(^d\) Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Checking the level box in 16d is mandatory for all graduate level 600 courses.

**Box 16d. Registration Restriction(s)**
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

**NOTE:** Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other 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 17. Mark if Course Has Fees**
Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. 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 fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

**Box 18. Mark if Course is a Selected Topic Course**
Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

**Box 19. Justification for Action**
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided 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 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

### 11.1 The PAR Form

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix

3. Type of Program
   - Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE
   - This program is a Gainful Employment Program: □ Yes or □ No

4. Type of Action:  
   - PROGRAM
     - □ Add  
     - □ Change  
     - □ Delete  
   - PREFIX
     - □ Add  
     - □ Change  
     - □ Inactivate

5. Implementation Date (semester/year)  
   - From: /  
   - To: /

6a. Coordination with Affected Units
   - Department, School, or College:
   - Faculty Initiator Name (typed): _______
   - Faculty Initiator Signed Initials: _______  
   - Date: __________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
   - Date: ______

6c. Coordination with Library Liaison  
   - Date: ______

7. Title and Program Description - Please attach the following:
   - □ Cover Memo  
   - □ Catalog Copy in Word using the track changes function

8. Justification for Action

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
</tr>
<tr>
<td>□ Approved</td>
<td>Date</td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Approved</td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Approved</td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Approved</td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Approved</td>
<td></td>
</tr>
<tr>
<td>□ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

---

[93]
11.2 Instructions for Completing the PAR

Box 1a. School/College
Using the drop-down box, insert school or college initiating action.
AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Department
Insert department initiating action. *Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.*

Box 2. Complete Program Title/Prefix
Insert full title of the proposed program or prefix.

Box 3. Type of Program
Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the “Yes” box; otherwise, check the “No” box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program’s status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action
Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date
Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.
Generally this is interpreted to mean that program/prefix 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 OAA 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 6a. Coordination with Affected Units
Coordination is the requirement that all faculty initiators of program/prefix 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:
  - Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.
  - Encourage collaboration among all academic units.
  - Maintain and improve quality of program offerings.

- An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.

- Coordination with affected units is required in the following cases:
  - When the program, courses, or content proposed bridges material regularly included in other disciplines.
  - When the program includes or requires prerequisite courses from 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.

- Coordination should be initiated very early in the program development process – before finalization of the proposal.

- Coordination includes:
  - Sending proposal to department chairs of affected units
  - Actively seeking collaboration, comments and suggestions
  - Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then 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 10 working days of the notification date, it is assumed that there are no objections to the proposal.
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

• School and department (PAR boxes 1a and 1b),
• Complete Program Title (PAR box 2),
• Type of Program (PAR box 3),
• Type of Action (Add/Change/Delete) (PAR box 4),
• justification for action (PAR box 8),
• any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/about/directory/liaisons.php), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 7. Title and Program Description
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

Basic Format:

Department Name
Contact information, location, web address

1. General discipline information
   A. Degree or Certificate program name and description
   B. Overview and career information
   C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.
   D. Honors: Header in the catalog should read: “Honors in Discipline”, e.g., Honors in English.
   E. Accreditation
   F. Research possibilities
   G. Gainful Employment statement (if needed)

2. Admission Requirements
   A. Preparation
   B. Pre-major
   C. Major

3. Advising

4. Academic Progress Requirements

5. Graduation Requirements
   A. General University
   B. General Education Requirements (GERs)
   C. College
   D. Major degree requirements
   E. Other graduation requirements

6. Faculty

Notes for creating and submitting catalog copy:

- **You must use the Word formatted catalog copy available at** www.uaa.alaska.edu/governance/.

- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.

- Within a department or discipline, the order of undergraduate programs should be:
  1. Honors
  2. Occupational endorsement certificates
3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:
1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an “or” appears (and nothing else). This is what it should look like:

   Upper Division Biology (choose one of the following) 3-4
   BIOL A310  Principles of Physiology (3)
   or
   BIOL A415  Comparative Animal Physiology (4)
   or
   BIOL A461  Molecular Biology (3)
   CHEM A105  General Chemistry I  3
   CHEM A105L General Chemistry I Laboratory  1
   CHEM A106  General Chemistry II  3
   CHEM A106L General Chemistry II Laboratory  1
   CHEM A253  Principles of Inorganic Chemistry  3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.
EXAMPLE 1:

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Program Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship

Admission Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
Academic Progress

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

D. Liberal Studies Area

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

Sciences Core (15-24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIS A102</td>
<td>Origins: Earth-Solar System-Life</td>
<td>5-8</td>
</tr>
<tr>
<td>GEOL A111</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>ASTR A103</td>
<td>Solar System Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 103L</td>
<td>Solar System Astronomy Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ASTR A104</td>
<td>Stars, Galaxies and Cosmology</td>
<td>3</td>
</tr>
<tr>
<td>ASTR A104L</td>
<td>Stars, Galaxies and Cosmology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>LSIS A201</td>
<td>Life on Earth</td>
<td>5-8</td>
</tr>
<tr>
<td>BIOL A102</td>
<td>Introductory Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL A103</td>
<td>Introductory Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL A115</td>
<td>Fundamentals of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A116</td>
<td>Fundamentals of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>LSIS A202</td>
<td>Concepts and Processes: Natural Sciences</td>
<td>5-8</td>
</tr>
<tr>
<td>CHEM A103</td>
<td>Survey of Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.

If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.

Separate the two electives with an “or” on its own line.
CHEM A103L  Survey of Chemistry Laboratory (1)
and one of the following lecture/lab combinations:
PHYS A115  Physical Science (3)
and
PHYS A115L  Physical Science Laboratory (1)
or
PHYS A123  Basic Physics I (3)
and
PHYS A123L  Basic Physics I Laboratory (1)

**Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)**

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250  The Rise of Civilization (3)  3
or
HIST A390A  Themes in World History (3)
HIST A131  History of United States I (3)  3
or
HIST A132  History of United States II (3)
or
HIST A355  Major Themes in US History (3)
EDSE A212  Human Development and Learning (3)  3
ENGL A121  Introduction to Literature (3)  3
or
ENGL A201  Masterpieces of World Literature I (3)
or
ENGL A202  Masterpieces of World Literature II (3)
HUM A211  Introduction to Humanities I (3)  3
or
HUM A212  Introduction to Humanities II (3)
or
HNRS A192  Honors Seminar: Enduring Books (3)
LSSS A111  Cultural Foundations of Human Behavior (3)  3
or
HNRS A292  Seminar in Social Science (3)
or
ANTH A202  Cultural Anthropology (3)
LSIC A231  Truth, Beauty, and Goodness (3)  3
or
PHIL A301  Ethics (3)
LSSS A311  People, Places, and Ecosystems (3)
or
ENVI A211  Environmental Science: Systems and Processes (3)
LSIC A331  Power, Authority, and Governance (3)  3

(Double-check all course titles. They must exactly match the full titles published in the catalog course name.)
SOC/PS A351  Political Sociology (3)  
LSSS A312  Individuals, Groups, and Institutions (3) 3  
or 
PSY A111  General Psychology (3)  
and 
SOC A101  Introduction to Sociology(3)  
or 
SOC A375  Social Psychology (3)  
or 
PSY A375  Social Psychology (3)  
or 
LSIC A332  Science, Technology and Culture (3) 3  

Select one course from fine arts GERs 3  

**Mathematical Skills (9-13 credits)**  
MATH A205  Communicating Mathematical Ideas and 3  
STAT A252  Elementary Statistics (3) 3-4  
or 
STAT A253  Applied Statistics for the Sciences (4)  

Select one additional course from quantitative skills GERs 3-6  

**Oral and Written Communication Skills (9 credits)**  
Select one course from oral communication GERs 3  
Select two courses from written communication GERs 6  

### E. Major Requirements

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (22 credits)  
   EDEC A242  Family and Community Partnerships (3) 3  
or 
   HNRS A310  Community Service: Theory and Practice (3)  
   EDEL A205  Becoming an Elementary Teacher 2  
   EDFN A206  Introduction to Assessment in Education 1  
   EDFN A300  Philosophical and Social Context of American Education (3) 3  
or 
   EDFN A304  Comparative Education (3)  
   EDFN A301  Foundations of Literacy and Language Development 3  
   EDFN A302  Foundations of Educational Technology 2  
   EDEL A392  Elementary Education Seminar I: Culturally Responsive Teaching 2
2. Complete the following methods courses (18 credits)
   - EDEC A106 Creativity and the Arts in Early Childhood 3
   - EDEL A325 Teaching Literacy in Elementary Schools 6
   - EDEL A327 Teaching Social Studies in Elementary Schools 2
   - EDEL A426 Teaching Mathematics in Elementary Schools 3
   - EDEL A428 Teaching Science in Elementary Schools 2
   - PEP A345 Incorporating Health and Physical Activity into the Pre-K-6 Classroom 2

   **Concurrent enrollment in multiple courses is required. See an advisor for details.**

3. Complete the following field experiences and internship (16-19 credits)
   - EDEL A395 Elementary Education Practicum I: Literacy and Social Studies 2
   - EDEL A492A Elementary Education Seminar II: Learning Environment 2
   - EDEL A492B Elementary Education Seminar III: Teaching Capstone 3
   - EDEL A495A Elementary Education Practicum II: Learning Environment, Mathematics, Science 3
   - EDEL A495B Elementary Education Internship 6-9 or
   - For Honors Option Senior Requirement:
     - HRNS A499 Thesis (3) and
     - EDEL A495B Elementary Education Internship (6)

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

**BAEL and Honors College Option**

Take the following Honors College Core Program Courses (16 credits)
   - HNRS A192 Honors Seminar: Enduring Books 3
   - HNRS A292 Honors Seminar in Social Science 3
   - HNRS A310 Community Service: Theory and Practice 3
   - HNRS A392 Honors Thesis Seminar 1
   - HNRS A499 Honors Thesis 3

   and taken concurrently with EDEL A495B Internship (6) 3

   (three credits of Internship apply to the Senior Requirement)

*Important: See an advisor if considering the Honors Option.*
Institutional Recommendation,
Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science,
Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to the degree completion. Two members must be UAA Engineering faculty members.

Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;

7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;

8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;

9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;

10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and

11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

**Admission Requirements**

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

**Graduation Requirements**

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

**Major Requirements**

1. Candidates must complete the following core courses (9 credits):

   CE A603    Arctic Engineering*    3
   CE A681    Frozen Ground Engineering 3
   ME A685    Arctic Heat and Mass Transfer 3

   *Students who have completed CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student’s graduate advisory committee.

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits):

   CE A682    Ice Engineering (3)
   CE A683    Arctic Hydrology and Hydraulic Engineering (3)
   CE A684    Arctic Utility Distribution (3)
   CE A689    Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student’s program of study, as approved by the student’s advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student’s advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student’s advisory committee.

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:

   CE A686    Civil Engineering Project 3
The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.
b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.
c. The project must include innovative components directly involving cold regions engineering.
d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.
e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.
f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.
g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

FACULTY

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu
Tom Ravens, Professor, AFTMR@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhaohui Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, AFHKZ@uaa.alaska.edu
Appendix A - Links to Templates

The following templates can be found at www.uaa.alaska.edu/governance/coordination/index.cfm:

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR)

- **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-regulations.

- **Four-Year Course Offering Plan** - Identifies the Four-Year Course Offering Plan for a new program.

- **Resource Implication Form** - Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents** - Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.
Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Faculty Matrix:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm

- **Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Risk Management Plan:**
  www.uaa.alaska.edu/governance/curriculumexamples.cfm
Appendix C - Observable Verbs

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.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls information</td>
<td>Uses knowledge or generalizations in a new situation</td>
<td>Breaks down knowledge into parts and shows relationships among parts</td>
<td>Brings together parts of knowledge to form a whole and builds relationships for new situations</td>
</tr>
</tbody>
</table>

- **Knowledge**
  - Comprehends
  - Arranges
  - Counts
  - Describes
  - Draws
  - Duplicates
  - Identifies
  - Indicates
  - Labels
  - Lists
  - Matches
  - Memorizes
  - Names
  - Orders
  - Outlines
  - Points to
  - Produces
  - Quotes
  - Reads
  - Recalls
  - Recites
  - Recognizes
  - Records
  - Relates
  - Repeats
  - Reproduces
  - Selects
  - Tabulates
  - Traces
  - Writes

- **Application**
  - Associates
  - Chooses
  - Compares
  - Computes
  - Contrasts
  - Converts
  - Defends
  - Differentiates
  - Discusses
  - Dramatizes
  - Estimates
  - Explains
  - Extends
  - Extrapolates
  - Generalizes
  - Gives Examples
  - Infers
  - Interprets
  - Picks
  - Reports
  - Restates
  - Reviews
  - Rewrites
  - Schedules
  - Sketches
  - Summarizes
  - Translates

- **Analysis**
  - Analyzes
  - Appraises
  - Calculates
  - Categorizes
  - Compares
  - Concludes
  - Constructs
  - Contrasts
  - Correlates
  - Criticizes
  - Debates
  - Deduces
  - Detects
  - Determines
  - Develops
  - Diagnoses
  - Differentiates
  - Discriminates
  - Estimates
  - Evaluates
  - Examines
  - Experiments
  - Generalizes
  - Identifies
  - Infers
  - Inspects
  - Initiates
  - Inventories
  - Predicts
  - Questions
  - Relates
  - Separates
  - Solves
  - Tests
  - Transforms

- **Synthesis**
  - Arranges
  - Assembles
  - Collects
  - Combines
  - Compiles
  - Composes
  - Constructs
  - Creates
  - Designs
  - Develops
  - Devises
  - Formulates
  - Generalizes
  - Generates
  - Integrates
  - Manages
  - Organizes
  - Plans
  - Prescribes
  - Prepares
  - Produces
  - Proposes
  - Predicts
  - Rearranges
  - Reconstructs
  - Reorganizes
  - Revises
  - Sets up
  - Specifies
  - Synthesizes
  - Systematizes
  - Writes
<table>
<thead>
<tr>
<th>Comprehension – Interpret information in one’s own words</th>
<th>Evaluation – Make judgments on basis of given criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>Appraises</td>
</tr>
<tr>
<td>Classify</td>
<td>Argues</td>
</tr>
<tr>
<td>Cite examples of</td>
<td>Assesses</td>
</tr>
<tr>
<td>Compares</td>
<td>Attacks</td>
</tr>
<tr>
<td>Computes</td>
<td>Chooses</td>
</tr>
<tr>
<td>Contrasts</td>
<td>Compares</td>
</tr>
<tr>
<td>Converts</td>
<td>Concludes</td>
</tr>
<tr>
<td>Defends</td>
<td>Critiques</td>
</tr>
<tr>
<td>Describes</td>
<td>Defends</td>
</tr>
<tr>
<td>Determines</td>
<td>Determines</td>
</tr>
<tr>
<td>Differentiates</td>
<td>Estimates</td>
</tr>
<tr>
<td>Discusses</td>
<td>Evaluates</td>
</tr>
<tr>
<td>Distinguishes</td>
<td>Grades</td>
</tr>
<tr>
<td>Estimates</td>
<td>Judges</td>
</tr>
<tr>
<td>Explains</td>
<td>Justifies</td>
</tr>
<tr>
<td>Expresses</td>
<td>Measures</td>
</tr>
<tr>
<td>Extends</td>
<td>Predicts</td>
</tr>
<tr>
<td>Extrapolates</td>
<td>Ranks</td>
</tr>
<tr>
<td>Generalizes</td>
<td>Rates</td>
</tr>
<tr>
<td>Gives examples</td>
<td>Revises</td>
</tr>
<tr>
<td>Identifies</td>
<td>Scores</td>
</tr>
<tr>
<td>Indicates</td>
<td>Selects</td>
</tr>
<tr>
<td>Infers</td>
<td>Supports</td>
</tr>
<tr>
<td>Interprets</td>
<td>Tests</td>
</tr>
<tr>
<td>Interpolates</td>
<td>Validates</td>
</tr>
<tr>
<td>Locates</td>
<td>Values</td>
</tr>
<tr>
<td>Practices</td>
<td></td>
</tr>
<tr>
<td>Recognizes</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
</tr>
<tr>
<td>Restates</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Rewrites</td>
<td></td>
</tr>
<tr>
<td>Selects</td>
<td></td>
</tr>
<tr>
<td>Simulates</td>
<td></td>
</tr>
<tr>
<td>Sorts</td>
<td></td>
</tr>
<tr>
<td>Summarizes</td>
<td></td>
</tr>
<tr>
<td>Tells</td>
<td></td>
</tr>
<tr>
<td>Translates</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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

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

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting 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 CARs 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 at 2 p.m. each Friday, 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 and posted on the Governance website.

Graduate Academic Board

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

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. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
VII. CAR or PAR-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 Review Committee (GERC).
- 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.

CARs and PARs
- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- 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. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

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

Meeting Procedure

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

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

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports 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 - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:
- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. 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

Assessment of student learning 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 student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:


Index

A
Academic Board Review, 1
Academic Boards, 1
Agenda and Summary, 69
Meeting Procedure, 71
Meeting Schedule, 69
Academic Considerations, 3
Academic Courses, 24, 37, 41
Academic Policy, 42, 70
Additions, 41
Course, 7, 11
New Course, 11
Policy, 23
Prefix, 8, 9
Programs, 19
Administrative Support, 71
Affected Units, 44, 50, 51
Affective Domain Observable Verbs, 66
Approval Process
500-Level Course, 14
Approval Process
Non-Permanent Course, 14
Approval Process
Noncredit/CEU, 14
Assessment, 33
Assessment Methods, 32
Associate Degrees, 1
Associate Vice Provost for Undergraduate Academic Affairs, 5, 8, 9, 18, 19, 38
Associates, 1
Associates Degrees, 1, 50

B
Baccalaureate Degrees, 1, 50
Bachelor's Degree, 1
Bibliography, 6, 7, 34
Board of Regents, 4, 17, 18, 19, 21, 46, 62, 63, 69
BOR. See Board of Regents
Budget Worksheet, 62, 63

C
CAR. See Course Action Request
Catalog Copy, 8, 9, 11, 12, 15, 17, 18, 20, 23, 45, 52, 53
Formatting, 53
Notes, 53
CCG. See Course Content Guide
CEU Courses. See Continuing Education Unit Courses
CEUs. See Continuing Education Unit
Change, 41
Course, 11, 41
Fees, 46
Policy, 23, 50, 69
Prefix, 8, 50
Program, 18, 19, 41, 42, 50
Class, 31
Cognitive Domain Observable Verbs, 64
College or School, 24
College or School Admission, 30, 46
Community Campus, 7, 38, 43, 50, 68
Compressibility Policy, 28, 40
Contact Hours, 26, 39
Continuing Education Unit, 27, 38, 39, 40, 41
Continuing Education Unit Courses, 25
Coordinate with Library
Course, 45
Program/Prefix, 51
Coordination, 8, 43, 45, 51
Course - Addition, 12
Course - Change, 11
Course – Deletion, 15
Email Notification, 44
GER - Request For Or Revision, 17
Prefix - Addition, 9
Prefix – Change Or Replacement, 8
Prefix - Inactivation, 9
Program/Prefix, 50, 51
Programs - Major Revisions, 20
Programs - Minor Revisions, 18
Programs - New, 20
With Affected Units, 44
with Library Liaison, 51
Coordination Spreadsheet
Example, 63
Template, 62
Coordination with Affected Units, 50
Coordination with the Library Liaison, 51
Corequisites, 8, 9, 11, 12, 15, 17, 30, 46
Course, 5
Attributes, 30
Changes, 11
Description, 30, 45
Fee, 31
Guidelines on Student Outcomes, 72
Number, 24, 25, 37, 38
Second and Third Digits, 25, 38
Prefix, 24, 37
No Grade, 28, 42
Noncredit Courses, 25, 38, 41
Nondegree Courses, 41
Northwest Commission on Colleges and Universities, 21
Number of Credits, 26
Number of Repeats, 41, 42

O
OAA. See Office of Academic Affairs
Observable Verbs, 64
Occupational Endorsement Certificates, 1, 50
OEC. See Occupational Endorsement Certificates
Office of Academic Affairs, 4, 8, 9, 17, 18, 19, 22, 42, 50, 62, 68
Office of the Registrar, 4, 5, 6, 7, 8, 10, 18, 21, 24, 37, 68
Other Restrictions(s), 46
Outcomes, 3, 4, 33
Outcomes and Assessment Measures, 33
Outcomes Assessment Plan, 62

P
P/NP, 28, 42
PAR. See Program/Prefix Action Request
pass/no pass, 42
Pass/No Pass, 28
Permanent Course Approval Process, 13
Permanent Numbered Courses, 38
Policy Additions and Changes, 23
Post-Baccalaureate Certificates, 1, 50
Practicum, 26, 38
Prefix, 5, 8
  Addition, 8
  Approval Process, 10
  Course, 24, 37, 39
  Inactivation, 8, 9, 50
  Program, 50
  Replacement, 8
Preparatory/Developmental Courses, 25, 37, 41
prerequisite checking, 45
Prerequisites, 8, 9, 11, 12, 15, 17, 30, 31, 44, 45, 51
Previous Course Prefix & Number, 39
Principles of Operation, 1
Professional Development Courses, 25, 38, 41
Professional Development Credit, 7
Program, 5, 18
  Addition, 19
  Approval Process, 5, 22
  Change, 41, 42
  Changes, 50
  Coordination, 50, 51
  Description, 52
  Elective, 3
  Graduate, 1, 54
  Guidelines on Student Outcomes, 72
  Impacted, 43
  Major Changes, 19
  Minor Revisions, 18
  Outcomes, 4, 33
  Outcomes Assessment Plan, 32
  Policy, 42
Proposal, 4, 18
Requirement, 8, 41
Selective, 3, 41
Title/Prefix, 50
Types, 50
Undergraduate, 1, 53
Program Outcomes Assessment Plan, 63
Program/Prefix Action Request, 5, 8, 15, 17, 41, 48, 63, 70
Program/Prefix Action Request (PAR) Form, 48
Prospectus, 63
Psychomotor Domain Observable Verbs, 67
Purge List, 2, 15
  GER, 15

R
Registration Restrictions, 30, 31, 32, 46
Reinstated, Course, 37
Reinstatement of a course, 39
Repeat Status, 41
Replacement of a Prefix, 8
Resource Implication Form, 12, 19, 62
Resource Implications, 4
Reuse of Course Number Rule, 24, 37
Review of Program Proposals, 4
Risk Management Plan, 63

S
SAC. See System-wide Academic Council
School or College, 36, 49
Second Reading, 70
Selected Topics, 25, 38, 46
Selectives, 3, 4, 8, 9, 11, 12, 15, 17, 54
Seminar, 25, 38
Special Notes, 30, 45
Special Topics, 26, 38
Stacked Courses, 43
Stacking, 29
  Outcomes/Assessments, 30
  Prerequisites, 29
Student Outcomes, 32
  GER, Assessable, 16
  Guidelines, 72
Suggested text(s), 34
Supervised Laboratory Course, 26, 39
System-wide Academic Council, 20

T
Templates, 62
Test Scores, 30, 46
Thesis, 26, 39
Title Change, 7
Topical course outline, 33
Trial Course, 26, 38
Type of Action, 41
  Program/Prefix, 50
Type of Program, 50
Types of Courses, 24, 41
U

UAA General Education Requirements. See General Education Requirements. Undergraduate Academic Board, 1, 16, 68

W

Workshop, 25, 38

Undergraduate Credit Courses, 6
Undergraduates Certificates, 1
Unsupervised Laboratory Course, 26, 39
Upper Division Courses, 25, 31, 37
The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2013
Table of Contents

Acronym List ........................................................................................................................................................................... v

Section 1 - Introduction ................................................................................................................................................................. 1

1.1 Academic Boards of the Faculty Senate Principles of Operation .................................................................................. 1

Basis for Academic Board Review ........................................................................................................................................... 1

Section 2 - Curriculum Screening Criteria .................................................................................................................................. 3

2.1 Issues in Curriculum Review .................................................................................................................................................... 3

2.1.1 Curriculum Review ......................................................................................................................................................... 3

2.1.2 Academic Considerations Addressed in Review ........................................................................................................... 3

2.1.3 Review of Program Proposals ......................................................................................................................................... 4

2.1.4 Program Student Learning Outcomes ............................................................................................................................ 4

Section 3 - Curriculum Approval Process ........................................................................................................................................ 65

for Courses, Programs and Prefixes ........................................................................................................................................... 65

3.1 Curriculum Approval Process .................................................................................................................................................. 65

3.2 Approval for Minor Changes to Undergraduate Credit Courses ......................................................................................... 87

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499 ............................................................................................. 87

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only ............................................................. 87

3.3 Approval of Minor Catalog Changes ......................................................................................................................................... 98

3.4 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. .................. 98

3.5 Approval of 600-Level Courses ................................................................................................................................................. 98

3.6 Approval of 500-Level Courses ................................................................................................................................................. 109

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses .................. 109

3.8 Approval of Doctoral Programs ................................................................................................................................................. 109

Section 4 - Prefixes ........................................................................................................................................................................... 2019

4.1 Changes to or Replacement of a Prefix ................................................................................................................................. 2049

4.2 Addition of a Prefix ..................................................................................................................................................................... 2120

4.3 Inactivation of a Prefix ............................................................................................................................................................... 2120

4.4 Transfer of a Prefix ..................................................................................................................................................................... 2224

Figure 3.3: Program Approval Process ........................................................................................................................................ 1645

Figure 3.4: Prefix Approval Process ............................................................................................................................................ 1746

Figure 3.5: Degree and Certificate Suspension Approval Process .............................................................................................. 1847

Figure 3.5: Degree and Certificate Deletion Approval Process ................................................................................................. 1948
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs................................... 9291
Appendix D - The Undergraduate & Graduate Academic Boards ................................................................... 8887
Appendix C - Observable Verbs ........................................................................................................................... 8483
Appendix B - Links to Examples .......................................................................................................................... 8382
Appendix A - Links to Templates ......................................................................................................................... 8281
Section 12 - Catalog Copy Formatting ................................................................................................................. 7170
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix .................................................... 6766
University of Alaska Anchorage........................................................................................................................... 6766
Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)................................. 6766
  11.1 The PAR Form ........................................................................................................................................... 6766
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix .................................................... 6766
  11.2 Instructions for Completing the PAR ..................................................................................................... 6867
    Box 1a. School/College ................................................................................................................................... 6867
    Box 1b. Department ....................................................................................................................................... 6867
    Box 2. Complete Program Title/Prefix ........................................................................................................... 6867
    Box 3. Type of Program ................................................................................................................................. 6867
    Box 4. Type of Action ................................................................................................................................... 6867
    Box 5. Implementation Date ........................................................................................................................... 6867
    Box 6a. Coordination with Affected Units ................................................................................................. 6968
    Box 6b. Coordination Email Submitted to Faculty Listserv ....................................................................... 7069
    Box 6c. Coordination with Library Liaison ................................................................................................. 7069
    Box 7. Title and Program Description ........................................................................................................... 7069
    Box 8. Justification for Action ....................................................................................................................... 7069
Section 12 - Catalog Copy Formatting.................................................................................................................. 7170
Appendix A - Links to Templates......................................................................................................................... 8281
Appendix B - Links to Examples .......................................................................................................................... 8382
Appendix C - Observable Verbs ........................................................................................................................... 8483
    Cognitive Domain Observable Verbs ........................................................................................................... 8483
    Affective Domain Observable Verbs .......................................................................................................... 8685
    Psychomotor Domain Observable Verbs .................................................................................................... 8786
Appendix D - The Undergraduate & Graduate Academic Boards ................................................................ 8887
    Membership .................................................................................................................................................... 8887
    Responsibilities ............................................................................................................................................. 8887
    Meeting Schedule ....................................................................................................................................... 8988
    Agenda and Summary ................................................................................................................................. 8988
    Meeting Procedure ...................................................................................................................................... 9190
    Administrative Support ............................................................................................................................... 9190
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs ................................... 9291
Appendix F - Guidelines for UAA Distance Education Courses ................................................................. 9392
Index ....................................................................................................................................................................... 9392

List of Figures

Permanent Course Approval Process .................................................................................................................. 13
Non-Permanent Credit Course, 500-Level Course, and Noncredit/CEU Approval Process .......................... 14
Program Approval Process .................................................................................................................................. 15
Prefix Approval Process ........................................................................................................................................ 16
# Acronym List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CAR</td>
<td>Course Action Request</td>
</tr>
<tr>
<td>CCG</td>
<td>Course Content Guide</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>GAB</td>
<td>Graduate Academic Board</td>
</tr>
<tr>
<td>GER</td>
<td>General Education Requirement</td>
</tr>
<tr>
<td>GERC</td>
<td>General Education Review Committee</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
</tr>
<tr>
<td>OAA</td>
<td>Office of Academic Affairs</td>
</tr>
<tr>
<td>PAR</td>
<td>Program/Prefix Action Request</td>
</tr>
<tr>
<td>SAC</td>
<td>Statewide Academic Council</td>
</tr>
<tr>
<td>UAA</td>
<td>University of Alaska Anchorage</td>
</tr>
<tr>
<td>UAB</td>
<td>Undergraduate Academic Board</td>
</tr>
<tr>
<td>US DoE</td>
<td>US Department of Education</td>
</tr>
<tr>
<td>USUAA</td>
<td>Union of Students at UAA</td>
</tr>
</tbody>
</table>
Section 1 - Introduction

1.1 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 (UAA) 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 evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The Curriculum Handbook is periodically revised to reflect policy and procedural changes.

- 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 describe the University of Alaska Anchorage’s process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student’s transcript with academic credit.

2. New departmental programs such as:

   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
      v. Minors

   B. Post-baccalaureate Certificates

   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

- Occupational Endorsement Certificates: 29 credits
- Certificate: 60 credits
- Associate Degree: 75 credits
- Bachelor's Degree: 132 credits
- Minors: no maximum
- Master's Degree: 45 credits
- Graduate Certificate: 29 credits
Post-Baccalaureate Certificate 60 credits

Doctoral Degree See program requirements

3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including
   A. Additions, modifications or deletions of major subject areas
   B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to
   A. Selection/admission procedures and standards
   B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.

7. Changes resulting from the program’s response to academic assessment processes. Please refer to the current Academic Assessment Handbook for additional guidance regarding these activities.

8. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review
A request for a curriculum change should be reviewed for 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.

If a Course Action Request (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.

Pertinent academic considerations:
A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. Note: Deans/Directors may require this information for new courses.

E. Impact on other affected UAA programs and courses

F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review
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 committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):
ii. Addresses GER student learning outcomes from the GER Preamble

iii. Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog

iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:
   i. Commitment from resource manager to support course offerings
   ii. Effects on other offerings within a program or school
   iii. Effect on offering other required courses
   iv. Effect on electives and selectives
   v. If the course was offered as a trial course, the number of times it was offered and the number of enrollments

2.1.3 Review of Program Proposals
   A. Program description adequately expresses the program characteristics, requirements and student learning outcomes.
   B. The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.
   C. Needs analysis for the new program is attached.
   D. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
   E. Possible duplication of an existing program is addressed.
   F. All courses used in the creation or modification of a degree or certificate program have current Course Content Guides on file in the Office of the Registrar. These must contain all of the required elements described in Section 9 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.
   G. When proposing multiple certificates in a given discipline their requirements must differ by at least 6 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

2.1.4 Program Student Learning Outcomes
   A. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
   B. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
   C. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
   D. 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.
   E. A complete and valid Academic Assessment Plan must be presented / emailed to the Academic Assessment Committee and the Office of Academic Affairs (OAA) at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plan or resource implications; however the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.
F. If this action requires BOR review, see Regents’ Policy and Regulation (www.alaska.edu/bor/policy-regulations/).

G. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.
Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

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. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should 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.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal. Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.

The Governance Office forwards Workforce Credential proposals to OAA for review and approval.

Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website (www.uaa.alaska.edu/governance) for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. 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.

14. 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.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying NWCCU of the curriculum actions. Note: Workforce Credentials do not require Faculty Senate approval.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU, the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may 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 BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor 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. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.
The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

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.

### 3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

**Minor Changes:**
1. Contact information, location, and web address
2. General Discipline information
   a. Degree or Certificate program
   b. Overview and career information
   c. Accreditation
   d. Research possibilities
3. Advising
4. Academic Progress Requirements

### 3.4 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 student learning outcomes of any courses numbered 050 to 299 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.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

### 3.5 Approval of 600-Level Courses

A new or revised 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 intent and 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 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. 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 approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 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/director 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 Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses
These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs
The program approval process in section 3.1 is not applicable to doctoral programs.

It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.
Justification Proposal

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

Full Proposal

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is be to reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)
4. **Identify Several Peer Programs (Maximum of one page)**
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. **Brief Description of the Entry Requirements (Maximum of one page)**
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. **Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)**
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. **Student Services (Maximum of one page)**
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. **Facilities and Resources (Maximum of two pages; to be signed by the Dean)**
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. **Budget and Cost Analysis (Maximum of one page)**
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. **Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)**
   (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. **Program Catalog Copy**
   (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 **Full Proposal**

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:
1. **Introduction and Program Overview**  
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**  
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**  
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**  
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
   
   - Justification on the Basis of Need:  
     Found in section ___________________
   - Justification on the Basis of Prospective Student Demand:  
     Found in section ___________________
   - Identify Several Peer Programs:  
     Found in section ___________________
   - Entry Requirements:  
     Found in section ___________________
   - Faculty Qualifications:  
     Found in section ___________________
   - Student Services:  
     Found in section ___________________
   - Facilities and Resources:  
     Found in section ___________________
   - Budget and Cost Analysis:  
     Found in section ___________________

5. **Curriculum Documents**  
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Program-Academic Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.
Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details.

Also see section 5 for required documents and instructions.
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.
A suspension to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.
A deletion to an existing program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054.

Figure 3.5: Degree and Certificate Deletion Approval Process

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(See suspension approval process for greater detail)

Consult With Office of Academic Affairs

Develop Proposal Based on Relevant Considerations

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

Accommodation for Existing Students

Impact on Other Departments and Colleges

Input from External Stakeholders

Workforce Credentials

Undergraduate Programs

Graduate Programs

*Requires 60-day advance notice to have items placed on the agenda
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as:
      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.
4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
      • Prefix (PAR box 2),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, as well as:
      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.
Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.

      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)

   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:

   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The coordination email must include contact information as well as:
      • School and department (CAR boxes 1a and 1c),
      • course prefix (CAR box 2),
      • course number (CAR box 3),
      • course title (CAR box 6),
      • Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      • course description (CAR box 15),
      • justification for action (CAR box 19),
      • any other relevant information.
Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject liaison librarians). It is suggested that this be done early in the curriculum process.

4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).

5. 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.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

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.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   
   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   
   b. Completed CCG.
   
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   
   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.)

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

   *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

   b. Completed CCG.

   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

   d. Signed Resource Implication Form (one per discipline).

   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, as well as:
   - School and department (CAR boxes 1a and 1c),
   - course prefix (CAR box 2),
   - course number (CAR box 3),
   - course title (CAR box 6),
   - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
   - course description (CAR box 15),
   - justification for action (CAR box 19),
   - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
      
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. When filling out the CAR, only the following boxes need to be completed:
   - Course Prefix (Box 2)
   - Course Number (Box 3)
   - Complete Course Title (Box 6)
   - Type of Action (Box 8)
   - Implementation Date (Box 11)
   - Cross Listed or Stacked (Box 12)
   - Coordination Email Date (Box 13b.)
   - Justification for Action (Box 19)

3. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

      Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

4. 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.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.
5. **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 the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program 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 student learning outcomes must be assessed.

The student learning 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.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:
1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   • Inter MAU coordination to facilitate transfer between campuses.
     ○ Courtesy coordination is recommended to determine potential transfer conflicts.
- Check other campus’ catalogs to see if they have a course with the same prefix and number.
- If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA. The registrar’s office can provide assistance with course number suggestions.
- If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.

- The appropriate GER template must be applied ([www.uaa.alaska.edu/governance/](http://www.uaa.alaska.edu/governance/))

- Addresses appropriate GER student learning outcome(s) from the GER Preamble ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm))
  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.

- Meets category definition from Board of Regents Regulation ([www.alaska.edu/bor/policy-regulations/](http://www.alaska.edu/bor/policy-regulations/))

- Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm)) and this handbook

  - **Oral communication skills.** Students:
    - develop both their message creation and message interpretation skills in order to be more successful communicators.
    - develop an awareness of the role of communication in a variety of human relationships.
    - 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.

  - **Quantitative skills.** Students:
    - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
    - correctly explain their mathematical reasoning.

  - **Written communication skills.** Students:
    - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
    - write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
    - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.
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.

○ **Fine arts.** Students 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.
  ▪ 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.

○ **Humanities.**
  Students who complete a content-oriented course in the humanities should be able to:
  ▪ identify texts or objects, place them in the historical context of the discipline,
  ▪ articulate the central problems they address and 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,
  ▪ evaluate their soundness or cogency, and recognize common fallacies.
  ▪ use a formal technique to determine the validity of simple deductive arguments and
  ▪ 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.

○ **Natural sciences.** Student 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.
  ▪ demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  ▪ demonstrate a knowledge of the discoveries and advances made within that discipline, and 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:
  ▪ demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
  ▪ critically observe materials, events or processes, and
  ▪ accurately record and analyze their observations.

**Social sciences.** Students will be able to:
  ▪ describe the discipline she or he has studied and discuss the key principles or themes that unify it.
  ▪ describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research.
  ▪ demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
  ▪ explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of
research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

**Integrative capstone.** Students must:
- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.
- Provides rationale for retaining or adding this course to the GER menu
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.

   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).

   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:
      - School and department (CAR boxes 1a and 1c),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.

5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

---

### 6.3 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 purge list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not ‘substantially alter the student learning outcomes of the program’

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs ayoa@uaa.alaska.edu.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
      
      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance) under Quick Links.

   c. All course CARs and CCGs for new and revised courses.

   d. Four-Year Course Offering Plan for the program.

   e. Signed Resource Implication Form.

   f. Signed Fee Request Form (for new, deleted or revised fees).

   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department ([http://consortiumlibrary.org/find/subject_liaison_librarians](http://consortiumlibrary.org/find/subject_liaison_librarians)).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER
Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

“Oral Communication Skills GER.”

Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. Schools/colleges are encouraged to contact OAA early in the approval process. Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted.

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:
   a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.
   b. Collaboration with other universities and community colleges within the UA system.
   c. History of the development of the proposed program or program changes.
   d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
e. State needs met by the proposed program.

f. Availability of appropriate student services for program participants. A schedule for implementation of the program.

g. Student opportunities, student learning outcomes, and enrollment projections.

h. Rationale for the new program and educational objectives, program student learning outcomes, and plans for assessment.

i. Opportunities for research and community engagement for admitted students.

j. Faculty and staff workload implications.

k. Fiscal Plan for the proposed program

l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.

m. New facility or renovated space requirements.

n. Concurrence of appropriate advisory councils.

2. The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.

   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SAC and BOR.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. An Academic Assessment Plan, student learning outcomes assessment plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):

   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
   d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.
5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
   a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.
   b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac/) and the Board of Regents.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. An student learning outcomes assessment plan Academic Assessment Plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word
copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

e. CARs and CCGs for all new and revised courses.

7.5 Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

The following steps should be followed when suspending admissions to a program:

1. **Program Suspension**: Academic dean/campus director submits a memo to the provost requesting suspension of admission. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impact on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification**: Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification**: Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

4. **Administrative Protocols**: The following are non-curricular considerations for program suspension.
   a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
   b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
7.6 Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

1. Program Suspension: Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. Consultation with Academic Affairs: To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impact on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. Development of Proposal to Delete or Modify Program: This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a program change so that deletion of the existing program and initiation of its replacement are approved simultaneously.

The following documents must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all program deletion proposals (uaa_gov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal. A cover memo template can be found on the Governance curriculum website (www.uaa.alaska.edu/governance/coordination/index.cfm).
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

Departments are also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the program deletion. The email must include contact information, as well as:
4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
   a. **Note:** Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
   a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
   b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
   c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.
Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor’s Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).

2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).

3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at [http://curric.uaa.alaska.edu/curric/courses/](http://curric.uaa.alaska.edu/curric/courses/).

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. The **date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**
   
   A. **College or School** – Choose from the following the school or college initiating action:
      
      AA  Academic Affairs  
      AS  College of Arts and Sciences  
      CB  College of Business and Public Policy  
      CH  College of Health  
      CT  Community and Technical College  
      EA  College of Education  
      EN  School of Engineering  
      HC  University Honors College  
      KP  Kenai Peninsula College  
      KO  Kodiak College  
      MA  Matanuska-Susitna College  
   
   B. **Course Prefix** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix.

   C. **Course Number** (for a new course, contact the Office of the Registrar for a number)
      
      i. **Reuse of Course Number Rule:** When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

      ii. **Types of Courses**
         
         a. **Academic Courses:** Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. 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.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
  - A100-A199: Freshman-level, lower division courses.
  - A200-A299: Sophomore-level, lower division courses

- **Upper division courses usually taken by juniors and seniors**
  - A300-A399: Junior-level, upper division courses
  - A400-A499: Senior-level, upper division 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.

b. **Preparatory/Developmental Courses**
  - A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

c. **Noncredit Courses**
  - A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

d. **Continuing Education Unit (CEU) courses**
  - AC001-AC049: CEU courses 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.

e. **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 stacked with any other course.

**NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community 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 Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).**

iii. **Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

  - **-90 Selected topics**: A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

  - **-92 Seminar or Workshops**:
    - **Seminar**: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
    - **Workshop**: A formal higher education offering with intensive instruction and
information in a given field.

-93 **Special topics**: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 **Trial** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa_faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-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 student learning outcomes, and is involved in the evaluation of the student’s achievements.

  **Practicum**: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 **Independent study**: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 **Individual research**: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**: Involve writing and/or completion of a thesis by the student.

D. **Number of Credits/CEUs and Contact Hours** – Include the number of semester credits or CEUs 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. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 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 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 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 course, 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 of 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 for Action”) of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. **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*

ii. **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).

iii. **CEU** – The CEU is a unit of measure for noncredit 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 noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:

- 0.1 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.

iv. **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 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. **Course Title** – Insert full title of the course. Titles of existing courses in the database cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. **Grading Basis** – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. **Implementation Date** – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

- Careful consideration needs to be given to permanent courses affecting degrees and certificates.

- Course additions or modifications must be made in conjunction with publication of the class schedule/listing. 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.

H. **Cross Listing** (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.

iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

v. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix’s section, including additions, changes and deletions.

I. **Stacking** (if applicable)

i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

iii. Courses may not be stacked informally for scheduling purposes.

iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.

v. Courses that are at the 500 level may not be stacked with any other course.

vi. If stacking status is requested, rationale must be provided.

vii. Courses at the 300 level may not be stacked with 600-level 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. If a 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.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

i. **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 learning outcomes and course activities sections of the CCG.

ii. **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.

iii. **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 student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. 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

iv. 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

v. 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.

As a result of completing this course, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
</tr>
</tbody>
</table>

J. **Course Description** – Identifies the intent of the course. For courses, a 20- to 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 (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. **Course Attributes** (GER if applicable)

L. **Course Prerequisite(s)/Test Score(s), Corequisite(s), 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. All prerequisite, corequisite; registration restriction, etc indicated on the CAR will be automatically enforced through Banner.
i. **Course Prerequisite** – Identifies a course (by prefix and number) 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).

**Test Scores** – 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.

ii. **Corequisites** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

iii. **Other Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission\(^a\), major\(^b\), class standing\(^c\), or level\(^d\)). Must be enforced by the program/department/ instructor.

- College or school admission – identifies a college/school to which a student must be admitted 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 = freshman; 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.

M. **Course Fee:** Yes or No – Indicates that there are student fees associated with the course.

*Note: The sections of the CAR referenced above and the CCG must match word for word.*

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

**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 expectations for the academic course levels:

A. **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.

B. **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.

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. 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:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. “Graduate Status.”

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

a. Competence in a specialized field of knowledge

b. Extensive experience with specialized client relationships

c. Application of expert knowledge within a recognized professional practice

d. Analysis and synthesis of primary scholarship or research

e. Self-directed written research projects

f. Mastery of theoretical knowledge

Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. Instructional Goals and Student Learning Outcomes

A. 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.
B. **Student Learning Outcomes:** Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. **Goals and Student Learning 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.

5. **Guidelines for Evaluation or Assessment Methods**

   A. Program Student learning outcomes for programs and their assessments are treated in detail in the program’s Academic Assessment Plan. This plan is evaluated for new and modified programs.

   B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

   C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning 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 learning outcomes for courses should be compatible with program Student Learning Outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program’s assessment procedures, see the college assessment coordinator.*

### Example 1

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.</td>
<td>Performance on two separate short papers criticizing published arguments on both sides of a controversial issue.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards</td>
<td>Performance on practical project assigned in lab. Performance on projects assigned during internship.</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of human emotion</td>
<td>Peer and faculty review and rating according to established departmental criteria of studio projects in at least three types of media.</td>
</tr>
<tr>
<td>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.</td>
<td>Demonstration of successful functioning of the system through simulation or mock-up.</td>
</tr>
</tbody>
</table>

### Example 2

**Instructional Goals:**
This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:
1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.

3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

**Student Learning Outcomes:**
After completing this course, the student will be able to:

1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.

2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering “algorithmic” questions.

3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

**Assessment Measures:**
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **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 learning outcomes should be clearly related to each other.

   For selected topics 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.

7. **Suggested text(s)** – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

8. **Bibliography** – Provide a list of the literature, in alphabetical order, 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 student learning outcomes.

   Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.
Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form

![Course Action Request Form](image.png)
10.2 Instructions for Completing the CAR

Box 1a. School or College
Choose from the drop-down menu the school or college initiating action.

AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Division
Using the drop-down box, insert the division initiating action. Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.

College of Arts and Sciences
AFAR  Division of Performing and Fine Arts
AHUM  Division of Humanities
AMSC  Division of Mathematical and Natural Sciences
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
AAVI  Division of Aviation Technology
ABCT  Division of Computer Networking and Office Technologies
ACAH  Division of Culinary Arts and Hospitality
ACDT  Division of Construction and Design Technology
ADCE  Division of Community Education
ADTP  Division of Transportation and Power
ADVE  Division of Career and Technical 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
AHLS  Division of Health and Safety
ADHS  Division of Human Services and Health Sciences
ADSN  Division of Nursing
AJUS  Division of Justice
ASWK  Division of Social Work
**Box 1c. Department**
Insert department initiating action. *Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.*

**Box 2. Course Prefix**
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. *See instruction on the PAR form regarding requesting a new prefix in Section 11.*

**Box 3. Course Number**
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

*Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.*

1. Types of Courses
   A. Academic Credit Courses
      Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. 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.

      UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

      i. Lower division courses usually taken by freshmen and sophomores
         A100-A199: Freshman-level, lower division courses.
         A200-A299: Sophomore-level, lower division courses

      ii. Upper division courses usually taken by juniors and seniors
          A300-A399: Junior-level, upper division courses
          A400-A499: Senior-level, upper division courses

      iii. 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.

   B. Preparatory/Developmental Courses
      Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. Noncredit Courses

A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. Continuing Education Unit (CEU) courses

AC001-AC049: CEU courses 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.

E. 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 stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community 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 Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. Course Numbers: Second and Third Digits

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.

Workshop: A formal higher education offering with intensive instruction and information in a given field.

-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

-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 student learning outcomes, and is involved in the evaluation of the student’s achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

Thesis: Involve writing and/or completion of a thesis by the student.

Box 4. Previous Course Prefix & Number
Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert “N/A.” or if the prefix and the number has not changed, insert “N/A.”

Reinstatement of a course
When an inactive course is being reinstated with the same course prefix and number, place the word Reinstall in box 4. In box 8, Type of Action, select change.

Box 5a. Credits/CEUs
Insert the number of semester credits or CEUs 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. If the course is noncredit, enter the appropriate range of contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)
Insert 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 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 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 course, 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 for Action”) of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. 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

2. **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 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).

3. **The CEU**

The CEU is a unit of measure for noncredit 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 noncredit education, including various forms of independent, informal, and experiential study and learning.

**Examples:**

\[
\begin{align*}
0.1 \text{ CEU} &= 1 \text{ hour of instruction and no additional hours of work for the course} \\
1 \text{ CEU} &= 10 \text{ hours of instruction and no additional hours of work for course} \\
1.5 \text{ CEUs} &= 15 \text{ hours of instruction and no additional hours of work for course} \\
3.5 \text{ CEUs} &= 20 \text{ hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course} \\
2 \text{ CEUs} &= 20 \text{ hours of instruction and no additional work, or 40 hours of laboratory or clinical work}
\end{align*}
\]

4. **Minimum Course Length (Compressibility Policy)**

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

**Box 6. Complete Course Title**

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the
discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the
following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course
Identifies type of course offered.

1. Academic Courses (numbered 100-499 and 600-699)
   A. Program Requirement - A credit course specifically required by degree, certificate, or a Minor
      program.
   B. Program Selective - A credit course within a group of courses from which a student is required to
      select.
   C. General Education Requirement - A credit course that is approved to fulfill part of the general
      education distribution requirements of the University.
   D. 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.

2. Preparatory/Developmental Courses (050-099): Preparatory/Developmental courses with these numbers
   provide basic or supplemental preparation for introductory college courses. They are not applicable to
   transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3.
   Course Number, for further information).

3. Nondegree Courses
   A. Noncredit Courses (000-049) - These are noncredit and nondegree courses, programs, and/or
      activities that respond to relevant community education needs and interests and that typically do
      not have specifically defined student learning outcomes.
   B. CEUs (denoted by “AC” rather than just “A” before course number) - A course that provides further
      development of a trade, profession, or personal improvement.
   C. Professional Development Courses (A500-A599) - 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 stacked with any other course. (See Box 3. Course Number, above for further
      information).

Box 8. Type of Action
Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all
the changes being made.

If the course change results in a program change, a separate PAR 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 addition, 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 [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

Box 11. Implementation Date
Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. Courses

   The end semester is needed for nonpermanent 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. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must 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. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. Program or Academic Policy

   The overall principles affecting the date for implementation of academic policy or program change include the following:

   A. Students must receive adequate notice of a program change.
   B. 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 OAA 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

1. Cross-listed
A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
B. Each cross-listed course must have a separate CAR for each prefix.
C. Everything except the course prefix must be identical.
D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.
E. 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.
F. 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 under Art and Journalism and Public Communications.

2. Stacked
A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
C. Courses may not be stacked informally for scheduling purposes.
D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
E. Courses at the 300 level may not be stacked with 600-level courses.
F. A500-A599 level (professional development) courses may not be stacked with any other course
G. If stacking status is requested, rationale must be provided.

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 Section 9 for guidance on the CCG.)

Box 13a. Impacted Courses or Programs
Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:
1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance).

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.
Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a spreadsheet can be found on the Governance website at [http://uaa.alaska.edu/governance/coordination/index.cfm](http://uaa.alaska.edu/governance/coordination/index.cfm).

**Courtesy Coordination**

Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation.

**Items that are NOT entered into Box 13a.**

- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** program selective - A credit course within a group of courses from which a student is required to select.

**Example of Box 13a (Coordination and Courtesy Coordination)**

CIS A330 (Database Management Systems)

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A410</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A430</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>Computer Science BA, BS</td>
<td>3/25/2011</td>
<td>Sam Thiru</td>
</tr>
</tbody>
</table>

*Do not* send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.
Box 13b. **Coordination Email Submitted to Faculty Listserv**
Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

Box 13c. **Coordination with Library Liaison**
The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14. **GERs**
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. **Course Description**
Identifies the intent of the course. For courses, a 20- to 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 (e.g. “May be repeated for credit with a change in subtitle,” or “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 16a. **Course Prerequisite(s)**
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.
A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

**Prerequisite examples:**

- **ECON A429 (Business Forecasting)**
  
  `{CIS A110, BA A273, and [BA A377 or ECON A321]} with minimum grade of C`

- **EDFN A303 (Foundations of Teaching and Learning)**
  
  `[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]`

- **EE A324 (Electromagnetics II)**
  
  `[EE A314 or PHYS A314] and MATH A302`

- **ENGL A311 (Advanced Composition)**
  
  `[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C`

- **FIRE A214 (Fire Protection Systems)**
  
  `FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]`

- **SWK A342 (Human Behavior in the Social Environment)**
  
  `PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]`

*Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via [www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf](http://www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf)*

**Test Scores:**

Identify test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specifically test scores are not required. It is assumed that faculty may waive the requirement.

Courses wishing to implement placement test scores as part of pre-requisite checking should indicate “or appropriate placement score.” There should also be an attached memo for each CAR indicating what the appropriate placement score is. If a change occurs to the cut score, the department will need to submit a memo to the Office of the Registrar and the Governance Office which would outline the new cut scores and list specifically which courses are impacted.

**Box 16b. Corequisite(s)**

Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180

Corequisite: NURS A125 and NURS A125L

*Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).*
Box 16c. Other Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission\textsuperscript{a}, major\textsuperscript{b}, class standing\textsuperscript{c}, or level\textsuperscript{d}). The name of the college or school, major, class standing, or level required should be specified in Box 16d. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

\textsuperscript{a} College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

\textsuperscript{b} Major – identifies a major which a student must have declared in order to enroll in the course.

\textsuperscript{c} Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshman; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

\textsuperscript{d} Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16d. Registration Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/instructor. It is assumed that faculty may waive the requirement.

\textit{NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other 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 17. Mark if Course Has Fees
Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. 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 fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

Box 18. Mark if Course is a Selected Topic Course
Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

Box 19. Justification for Action
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided 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 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

### 11.1 The PAR Form

**Program/Prefix Action Request**  
**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td></td>
</tr>
</tbody>
</table>

2. **Complete Program Title/Prefix**

3. **Type of Program**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Prefix Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Graduate</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

   This program is a Gainful Employment Program:  
   - Yes  
   - No

4. **Type of Action:**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

5. **Implementation Date (semester/year)**

   From: /  
   To: /

6a. **Coordination with Affected Units**

   | Department, School, or College: |
   | Faculty Initiator Name (typed): |
   | Faculty Initiator Signed Initials: |
   | Date: |

6b. **Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)**

   Date: __________

6c. **Coordination with Library Liaison**

   Date: __________

7. **Title and Program Description**

   - Please attach the following:
     - [ ] Cover Memo
     - [ ] Catalog Copy in Word using the track changes function

8. **Justification for Action**

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
11.2 Instructions for Completing the PAR

Box 1a. School/College
Using the drop-down box, insert school or college initiating action.
AA Academic Affairs
AS College of Arts and Sciences
CB College of Business and Public Policy
CH College of Health
CT Community and Technical College
EA College of Education
EN School of Engineering
HC University Honors College
KP Kenai Peninsula College
KO Kodiak College
MA Matanuska-Susitna College

Box 1b. Department
Insert department initiating action. *Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.*

Box 2. Complete Program Title/Prefix
Insert full title of the proposed program or prefix.

Box 3. Type of Program
Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the “Yes” box; otherwise, check the “No” box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program’s status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action
Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date
Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.
Generally this is interpreted to mean that program/prefix 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 OAA 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 6a. Coordination with Affected Units**

Coordination is the requirement that all faculty initiators of program/prefix 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 program/prefix 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 program offerings.

- An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.

- Coordination with affected units is required in the following cases:
  - A. When the program, courses, or content proposed bridges material regularly included in other disciplines.
  - B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.
  - C. When the proposed program can reasonably be expected to use courses offered by other disciplines.
  - D. When a subsequent allocation of resources resulting from the proposal will impact the unit’s ability to deliver academic courses required in other programs.

- Coordination should be initiated very early in the program development process – before finalization of the proposal.

- Coordination includes:
  - A. Sending proposal to department chairs of affected units
  - B. Actively seeking collaboration, comments and suggestions
  - C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then 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 10 working days of the notification date, it is assumed that there are no objections to the proposal.
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

**Box 6b. Coordination Email Submitted to Faculty Listserv**
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

_Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems._

**Box 6c. Coordination with Library Liaison**
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department ([http://consortiumlibrary.org/about/directory/liaisons.php](http://consortiumlibrary.org/about/directory/liaisons.php)), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

**Box 7. Title and Program Description**
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

**Box 8. Justification for Action**
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu(records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

Basic Format:
Department Name
Contact information, location, web address

1. General discipline information
   A. Degree or Certificate program name and description
   B. Overview and career information
   C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.
   D. Honors: Header in the catalog should read: “Honors in Discipline”, e.g., Honors in English.
   E. Accreditation
   F. Research possibilities
   G. Gainful Employment statement (if needed)

2. Admission Requirements
   A. Preparation
   B. Pre-major
   C. Major

3. Advising

4. Academic Progress Requirements

5. Graduation Requirements
   A. General University
   B. General Education Requirements (GERs)
   C. College
   D. Major degree requirements
   E. Other graduation requirements

6. Faculty

Notes for creating and submitting catalog copy:

- You must use the Word formatted catalog copy available at www.uaa.alaska.edu/governance/.

- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.

- Within a department or discipline, the order of undergraduate programs should be:
  1. Honors
  2. Occupational endorsement certificates
3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:
1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an “or” appears (and nothing else). This is what it should look like:

  Upper Division Biology (choose one of the following) 3-4
  
  BIOL A310  Principles of Physiology (3)  
  or
  BIOL A415  Comparative Animal Physiology (4)  
  or
  BIOL A461  Molecular Biology (3)  
  CHEM A105  General Chemistry I 3  
  CHEM A105L  General Chemistry I Laboratory 1  
  CHEM A106  General Chemistry II 3  
  CHEM A106L  General Chemistry II Laboratory 1  
  CHEM A253  Principles of Inorganic Chemistry 3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.
EXAMPLE 1:

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.
   
   Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

**Admission to Field Experiences**

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A. Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Program Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

**EDEL A495A, Elementary Practicum II and Internship Criteria**

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
**Academic Progress**

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

**Graduation Requirements**

Candidates must complete the following graduation requirements:

**A. General University Requirements**

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

**B. General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

**C Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**D. Liberal Studies Area**

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

**Sciences Core (15-24 credits)**

- **LSIS A102** Origins: Earth-Solar System-Life (5) 5-8
  - or
- **GEOL A111** Physical Geology (4)
  - and one of the following lecture/lab combinations:
  - **ASTR A103** Solar System Astronomy (3)
  - and
  - **ASTR 103L** Solar System Astronomy Laboratory (1)
  - or
- **ASTR A104** Stars, Galaxies and Cosmology (3)
  - and
- **ASTR A104L** Stars, Galaxies and Cosmology Laboratory (1)

- **LSIS A201** Life on Earth (5) 5-8
  - or
- **BIOL A102** Introductory Biology (3)
  - and
- **BIOL A103** Introductory Biology Laboratory (1)
  - and one of the following:
  - **BIOL A115** Fundamentals of Biology I (4)
  - or
  - **BIOL A116** Fundamentals of Biology II (4)

- **LSIS A202** Concepts and Processes: Natural Sciences (5) 5-8
  - or
- **CHEM A103** Survey of Chemistry (3)
  - and

*If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.*

*If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.*

*Separate the two electives with an “or” on its own line.*
CHEM A103L Survey of Chemistry Laboratory (1) and one of the following lecture/lab combinations:

PHYS A115 Physical Science (3) and

PHYS A115L Physical Science Laboratory (1) or

PHYS A123 Basic Physics I (3) and

PHYS A123L Basic Physics I Laboratory (1)

**Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)**

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

- ANTH A250 The Rise of Civilization (3) 3
  or
- HIST A390A Themes in World History (3)
- HIST A131 History of United States I (3) 3
  or
- HIST A132 History of United States II (3)
  or
- HIST A355 Major Themes in US History (3)
- EDSE A212 Human Development and Learning (3) 3
  or
- ENGL A201 Masterpieces of World Literature I (3)
  or
- ENGL A202 Masterpieces of World Literature II (3)
- HUM A211 Introduction to Humanities I (3) 3
  or
- HUM A212 Introduction to Humanities II (3)
  or
- HNRS A192 Honors Seminar: Enduring Books (3)
- LSSS A111 Cultural Foundations of Human Behavior (3) 3
  or
- HNRS A292 Seminar in Social Science (3)
  or
- ANTH A202 Cultural Anthropology (3)
- LSIC A231 Truth, Beauty, and Goodness (3) 3
  or
- PHIL A301 Ethics (3)
- LSSS A311 People, Places, and Ecosystems (3)
  or
- ENVI A211 Environmental Science: Systems and Processes (3)
- LSIC A331 Power, Authority, and Governance (3) 3
  or

*Double-check all course titles. They must exactly match the full titles published in the catalog course name.*
SOC/PS A351  Political Sociology (3)
LSSS A312  Individuals, Groups, and Institutions (3) 3
or
PSY A111  General Psychology (3)
and
SOC A101  Introduction to Sociology (3)
or
SOC A375  Social Psychology (3)
or
PSY A375  Social Psychology (3)
or
LSIC A332  Science, Technology and Culture (3) 3

Select one course from fine arts GERs 3

Mathematical Skills (9-13 credits)
MATH A205  Communicating Mathematical Ideas and 3
STAT A252  Elementary Statistics (3) 3-4
or
STAT A253  Applied Statistics for the Sciences (4) 3-4
and
Select one additional course from quantitative skills GERs 3-6

Oral and Written Communication Skills (9 credits)
Select one course from oral communication GERs 3
Select two courses from written communication GERs 6

E. Major Requirements

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (22 credits)
   EDEC A242  Family and Community Partnerships (3) 3
   or
   HNRS A310  Community Service: Theory and Practice (3)
   EDEL A205  Becoming an Elementary Teacher 2
   EDFN A206  Introduction to Assessment in Education 1
   EDFN A300  Philosophical and Social Context of American Education (3) 3
   or
   EDFN A304  Comparative Education (3)
   EDFN A301  Foundations of Literacy and Language Development 3
   EDFN A302  Foundations of Educational Technology 2
   EDEL A392  Elementary Education Seminar I: Culturally Responsive Teaching 2
EDFN A478 Issues in Alaska Native Education, K-12 3
EDSE A482 Inclusive Classrooms for All Children 3

2. Complete the following methods courses (18 credits)
   EDEC A106 Creativity and the Arts in Early Childhood 3
   EDEL A325 Teaching Literacy in Elementary Schools 6
   EDEL A327 Teaching Social Studies in Elementary Schools 2
   EDEL A426 Teaching Mathematics in Elementary Schools 3
   EDEL A428 Teaching Science in Elementary Schools 2
   PEP A345 Incorporating Health and Physical Activity into the Pre-K-6 Classroom 2
   **Concurrent enrollment in multiple courses is required. See an advisor for details.

3. Complete the following field experiences and internship (16-19 credits)
   EDEL A395 Elementary Education Practicum I: Literacy and Social Studies 2
   EDEL A492A Elementary Education Seminar II: Learning Environment 2
   EDEL A492B Elementary Education Seminar III: Teaching Capstone 3
   EDEL A495A Elementary Education Practicum II: Learning Environment, Mathematics, Science 3
   EDEL A495B Elementary Education Internship 6-9
   or
   For Honors Option Senior Requirement:
   HRNS A499 Thesis (3)
   and
   EDEL A495B Elementary Education Internship (6)

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

**BAEL and Honors College Option**

Take the following Honors College Core Program Courses (16 credits)
   HNRS A192 Honors Seminar: Enduring Books 3
   HNRS A292 Honors Seminar in Social Science 3
   HNRS A310 Community Service: Theory and Practice 3
   HNRS A392 Honors Thesis Seminar 1
   HNRS A499 Honors Thesis 3
   and taken concurrently with EDEL A495B Internship (6) 3
   (three credits of Internship apply to the Senior Requirement)

*Important: See an advisor if considering the Honors Option.*
Institutional Recommendation,
Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science,
Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Engineering faculty members.

Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;

7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;

8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;

9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;

10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and

11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

**Admission Requirements**

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

**Graduation Requirements**

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

**Major Requirements**

1. Candidates must complete the following core courses (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A603</td>
<td>Arctic Engineering*</td>
<td>3</td>
</tr>
<tr>
<td>CE A681</td>
<td>Frozen Ground Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ME A685</td>
<td>Arctic Heat and Mass Transfer</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students who have completed CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student’s graduate advisory committee.

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A682</td>
<td>Ice Engineering (3)</td>
</tr>
<tr>
<td>CE A683</td>
<td>Arctic Hydrology and Hydraulic</td>
</tr>
<tr>
<td></td>
<td>Engineering (3)</td>
</tr>
<tr>
<td>CE A684</td>
<td>Arctic Utility Distribution (3)</td>
</tr>
<tr>
<td>CE A689</td>
<td>Cold Regions Pavement Design (3)</td>
</tr>
</tbody>
</table>

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student’s program of study, as approved by the student’s advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student’s advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student’s advisory committee.

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A686</td>
<td>Civil Engineering Project</td>
</tr>
</tbody>
</table>
The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.

f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

FACULTY

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu
Tom Ravens, Professor, AFTMR@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhaohui Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, AFHKZ@uaa.alaska.edu
Appendix A - Links to Templates

The following templates can be found at www.uaa.alaska.edu/governance/coordination/index.cfm:

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR)

- **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-regulations.

- **Four-Year Course Offering Plan** - Identifies the Four-Year Course Offering Plan for a new program.

- **Resource Implication Form** - Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents** - Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.
Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Course Action Request (CAR):**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Course Content Guide (CCG):**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Coordination Spreadsheet:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Faculty Matrix:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Program/Prefix Action Request (PAR):**
  [http://www.uaa.alaska.edu/governance/curriculumexamples.cfm](http://www.uaa.alaska.edu/governance/curriculumexamples.cfm)

- **Program Academic Assessment Plan:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Prospectus:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Risk Management Plan:**
  [www.uaa.alaska.edu/governance/curriculumexamples.cfm](http://www.uaa.alaska.edu/governance/curriculumexamples.cfm)
Appendix C - Observable Verbs

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.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls information</td>
<td>Uses knowledge or generalizations in a new situation</td>
<td>Breaks down knowledge into parts and shows relationships among parts</td>
<td>Brings together parts of knowledge to form a whole and builds relationships for new situations</td>
</tr>
<tr>
<td>Comprehends</td>
<td>Associates</td>
<td>Analyzes</td>
<td>Arranges</td>
</tr>
<tr>
<td>Arranges</td>
<td>Chooses</td>
<td>Appraises</td>
<td>Assembles</td>
</tr>
<tr>
<td>Counts</td>
<td>Compares</td>
<td>Calculates</td>
<td>Collects</td>
</tr>
<tr>
<td>Describes</td>
<td>Computes</td>
<td>Categorizes</td>
<td>Combines</td>
</tr>
<tr>
<td>Draws</td>
<td>Contrasts</td>
<td>Compares</td>
<td>Compiles</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Converts</td>
<td>Concludes</td>
<td>Composes</td>
</tr>
<tr>
<td>Identifies</td>
<td>Defends</td>
<td>Constructs</td>
<td>Constructs</td>
</tr>
<tr>
<td>Indicates</td>
<td>Differentiates</td>
<td>Correlates</td>
<td>Creates</td>
</tr>
<tr>
<td>Labels</td>
<td>Discusses</td>
<td>Criticizes</td>
<td>Designs</td>
</tr>
<tr>
<td>Lists</td>
<td>Dramatizes</td>
<td>Debate s</td>
<td>Develops</td>
</tr>
<tr>
<td>Matches</td>
<td>Estimates</td>
<td>Deduces</td>
<td>Devises</td>
</tr>
<tr>
<td>Memorizes</td>
<td>Explains</td>
<td>Detects</td>
<td>Formulates</td>
</tr>
<tr>
<td>Names</td>
<td>Extends</td>
<td>Determines</td>
<td>Generalizes</td>
</tr>
<tr>
<td>Orders</td>
<td>Extrapolates</td>
<td>Develops</td>
<td>Generates</td>
</tr>
<tr>
<td>Outlines</td>
<td>Generalizes</td>
<td>Diagnoses</td>
<td>Integrates</td>
</tr>
<tr>
<td>Points to</td>
<td>Gives Examples</td>
<td>Differentiates</td>
<td>Manages</td>
</tr>
<tr>
<td>Produces</td>
<td>Infers</td>
<td>Discriminates</td>
<td>Organizes</td>
</tr>
<tr>
<td>Quotes</td>
<td>Interprets</td>
<td>Distinguishes</td>
<td>Plans</td>
</tr>
<tr>
<td>Reads</td>
<td>Picks</td>
<td>Estimates</td>
<td>Prescribes</td>
</tr>
<tr>
<td>Recalls</td>
<td>Reports</td>
<td>Evaluates</td>
<td>Prepares</td>
</tr>
<tr>
<td>Recites</td>
<td>Restates</td>
<td>Examines</td>
<td>Produces</td>
</tr>
<tr>
<td>Recognizes</td>
<td>Reviews</td>
<td>Experiments</td>
<td>Proposes</td>
</tr>
<tr>
<td>Records</td>
<td>Rewrites</td>
<td>Generalizes</td>
<td>Predicts</td>
</tr>
<tr>
<td>Relates</td>
<td>Schedules</td>
<td>Identifies</td>
<td>Rearranges</td>
</tr>
<tr>
<td>Repeats</td>
<td>Sketches</td>
<td>Infers</td>
<td>Reconstructs</td>
</tr>
<tr>
<td>Reproduces</td>
<td>Summarizes</td>
<td>Inspects</td>
<td>Reorganizes</td>
</tr>
<tr>
<td>Selects</td>
<td>Translates</td>
<td>Initiates</td>
<td>Revises</td>
</tr>
<tr>
<td>Tabulates</td>
<td></td>
<td>Inventories</td>
<td>Sets up</td>
</tr>
<tr>
<td>Traces</td>
<td></td>
<td>Predicts</td>
<td>Specifies</td>
</tr>
<tr>
<td>Writes</td>
<td></td>
<td>Questions</td>
<td>Synthesizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relates</td>
<td>Systematizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Separates</td>
<td>Writes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solves</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transforms</td>
<td></td>
</tr>
<tr>
<td>Comprehension – Interpret information in one’s own words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cite examples of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrasts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrapolates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generalizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interprets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpolates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewrites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation – Make judgments on basis of given criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attacks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chooses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concludes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critiques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justifies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ranks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Validates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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

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

Attempts
Copies
Duplicates
Imitates
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 community campus, 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:

<table>
<thead>
<tr>
<th>Arts and Sciences</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-large members</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (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:

<table>
<thead>
<tr>
<th>Arts and Sciences</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-large members</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting 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 CARs 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 at 2 p.m. each Friday, 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 and posted on the Governance website.

Graduate Academic Board

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

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. Course Action Request (CAR) or Program/PREFIX Action Request (PAR)-Second Reading
VII. CAR or PAR-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 Review Committee (GERC).
- 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.

CARs and PARs
- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- 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. 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
Meeting Procedure

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

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

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at [www.uaa.alaska.edu/governance](http://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 - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:
- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. 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

Assessment of student learning 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 student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:


Index

A

Academic Board Review, 1
Academic Boards, 1
   Agenda and Summary, 69
   Meeting Procedure, 71
   Meeting Schedule, 69
Academic Considerations, 3
Academic Courses, 24, 37, 41
Academic Policy, 42, 70
Additions, 41
   Course, 7, 11
   New Course, 11
   Policy, 23
   Prefix, 8, 9
   Programs, 19
Administrative Support, 71
Affected Units, 44, 50, 51
Affective Domain Observable Verbs, 66
Approval Process
   500-Level Course, 14
Approval Process
   Non-Permanent Course, 14
Approval Process
   Noncredit/CEU, 14
Assessment, 33
Assessment Methods, 32
Associate Degrees, 1
Associate Vice Provost for Undergraduate Academic
   Affairs, 5, 8, 9, 18, 19, 38
   Associates, 1
   Associates Degrees, 1, 50

B

Baccalaureate Degrees, 1, 50
Bachelor's Degree, 1
Bibliography, 6, 7, 34
Board of Regents, 4, 17, 18, 19, 21, 46, 62, 63, 69
BOR. See Board of Regents
Budget Worksheet, 62, 63

C

CAR. See Course Action Request
Catalog Copy, 8, 9, 11, 12, 15, 17, 18, 20, 23, 45, 52, 53
   Formatting, 53
   Notes, 53
CCG. See Course Content Guide

CEU Courses. See Continuing Education Unit Courses
CEUs. See Continuing Education Unit
Change, 41
   Course, 11, 41
   Fees, 46
   Policy, 23, 50, 69
   Prefix, 8, 50
   Program, 18, 19, 41, 42, 50
Class, 31
Cognitive Domain Observable Verbs, 64
College or School, 24
College or School Admission, 30, 46
Community Campus, 7, 38, 43, 50, 68
Compressibility Policy, 28, 40
Contact Hours, 26, 39
Continuing Education Unit, 27, 38, 39, 40, 41
Continuing Education Unit Courses, 25
Coordinate with Library
   Course, 45
   Program/Prefix, 51
Coordination, 8, 43, 45, 51
   Course - Addition, 12
   Course - Change, 11
   Course – Deletion, 15
   Email Notification, 44
   GER - Request For Or Revision, 17
   Prefix - Addition, 9
   Prefix – Change Or Replacement, 8
   Prefix - Inactivation, 9
   Program/Prefix, 50, 51
   Programs - Major Revisions, 20
   Programs - Minor Revisions, 18
   Programs - New, 20
   With Affected Units, 44
   with Library Liaison, 51
Coordination Spreadsheet
   Example, 63
   Template, 62
Coordination with Affected Units, 50
Coordination with the Library Liaison, 51
Corequisites, 8, 9, 11, 12, 15, 17, 30, 46
Course, 5
   Attributes, 30
   Changes, 11
   Description, 30, 45
   Fee, 31
   Guidelines on Student Outcomes, 72
   Number, 24, 25, 37, 38
   Second and Third Digits, 25, 38
   Prefix, 24, 37
Index

Revisions, 11
Title, 28, 40
Course Action Request, 3, 5, 11, 15, 16, 18, 24, 35, 36, 63, 69, 70
Course Content Guide, 11, 16, 18, 24
Course Level, 31
  Descriptions, 25, 37
  Expectations
    Academic Course Levels, 31
    Preparatory/Developmental Courses, 32
    Justification, 31
Credits, 39
  Program Maximum Number, 1, 50
Cross Listing, 28
Cross-listed Courses, 42
Cross-Listed Courses, 28
Curriculum Approval Process, 5
  500-Level Courses, 7
  600-Level Courses, 7
  Substantive Changes To Courses Numbered 050 - 299, 7
Curriculum Review, 3
Curriculum Screening Criteria, 3

D
Deletions, 41
  Course, 7, 15
  GER Course, 17
  Program, 50
  Reuse of Course Number Rule, 24
Department, 37, 50
Disapproved CAR, 3
Distance Education Courses, 73
Division, 36, 49
Doctoral, 50

E
Effective Date, 5, 21
Electives, 3, 4, 8, 41
Emphasis Areas, 4
Evaluation Methods, 32
Experimental Course, 38

F
Faculty Matrix, 62, 63
Faculty Senate, 1, 5
Fee Request Form, 11, 12, 17, 19, 46, 62
Fees, 46
Final Reading, 5, 20
First Reading, 70
Four-Year Course Offering Plan, 19, 62

G
GAB. See Graduate Academic Board
General Education Requirements (GER), 3, 16, 41, 45, 70
  GER Course
    Purge List, 15
    Revision of or Request for, 16
    GER Course Deletion, 17
  GER Outcomes, 4, 16, 17
  GER Preamble, 16
  GER Templates, 16
General Education Review Committee, 16, 70
  Review Process, 16
GERC. See General Education Review Committee
Goals and Outcomes, 32
Grading Basis, 28, 42
Graduate, 50
  Certificates, 1, 50
  Degrees, 1
  Programs, 1, 54
Graduate Academic Board, 1, 68
Graduate-Level Courses, 25, 31, 37

I
Impacted Courses or Programs, 43
Implementation Date
  Course, 28, 42
  Program/Suffix, 5
  Program/Suffix, 50
Inactivation of a Prefix, 9, 50
Independent Study, 26, 38
Individual Research, 26, 39
Informational Items, 71
Initiating Faculty Member. See Initiator
Initiator, 8, 9, 11, 12, 15, 16, 17, 18, 20, 29, 45, 51
Instructional Goals, 32, 33
Internship, 26, 38

J
Justification for Action
  Course, 26, 39, 47
  Program/Suffix, 52

L
Lecture Course, 26, 39
Level, 31
Library Liaison, 11, 12, 17, 18, 20, 45, 51
Lower Division Courses, 6, 25, 31, 37

M
Major, 31
Major Changes to Programs, 19
Major Revisions, 20
Master's Degree, 1
Maximum Hours, 41, 42
Meeting Summary, 70
Minimum Course Length, 28, 40
Minor, 50
Minor Changes to Undergraduate Credit Courses, 6
Minor Revisions to Programs, 18

N
New Programs, 19
NG, 28, 42
No Grade, 28, 42
Noncredit Courses, 25, 38, 41
Nondegree Courses, 41
Northwest Commission on Colleges and Universities, 21
Number of Credits, 26
Number of Repeats, 41, 42

O

OAA. See Office of Academic Affairs
Observable Verbs, 64
Occupational Endorsement Certificates, 1, 50
OEC. See Occupational Endorsement Certificates
Office of Academic Affairs, 4, 8, 9, 17, 18, 19, 22, 42, 50, 62, 68
Office of the Registrar, 4, 5, 6, 7, 8, 10, 18, 21, 24, 37, 68
Other Restrictions(s), 46
Outcomes, 3, 4, 33
Outcomes and Assessment Measures, 33
Outcomes Assessment Plan, 62

P

P/NP, 28, 42
PAR. See Program/Prefix Action Request
pass/no pass, 42
Pass/No Pass, 28
Permanent Course Approval Process, 13
Permanent Numbered Courses, 38
Policy Additions and Changes, 23
Post-Baccalaureate Certificates, 1, 50
Practicum, 26, 38
Prefix, 5, 8
Addition, 8
Approval Process, 10
Course, 24, 37, 39
Inactivation, 8, 9, 50
Program, 50
Replacement, 8
Preparatory/Developmental Courses, 25, 37, 41
prerequisite checking, 45
Prerequisites, 8, 9, 11, 12, 15, 17, 30, 31, 44, 45, 51
Previous Course Prefix & Number, 39
Principles of Operation, 1
Professional Development Courses, 25, 38, 41
Professional Development Credit, 7
Program, 5, 18
Addition, 19
Approval Process, 5, 22
Change, 41, 42
Changes, 50
Coordination, 50, 51
Description, 52
Elective, 3
Graduate, 1, 54
Guidelines on Student Outcomes, 72
Impacted, 43
Major Changes, 19
Minor Revisions, 18
Outcomes, 4, 33
Outcomes Assessment Plan, 32
Policy, 42
Proposal, 4, 18
Requirement, 8, 41
Selective, 3, 41
Title/Prefix, 50
Types, 50
Undergraduate, 1, 53
Program Outcomes Assessment Plan, 63
Program/Prefix Action Request, 5, 8, 15, 17, 41, 48, 63, 70
Program/Prefix Action Request (PAR) Form, 48
Prospectus, 63
Psychomotor Domain Observable Verbs, 67
Purge List, 2, 15
GER, 15

R

Registration Restrictions, 30, 31, 32, 46
Reinstated, Course, 37
Reinstatement of a course, 39
Repeat Status, 41
Replacement of a Prefix, 8
Resource Implication Form, 12, 19, 62
Resource Implications, 4
Reuse of Course Number Rule, 24, 37
Review of Program Proposals, 4
Risk Management Plan, 63

S

SAC. See System-wide Academic Council
School or College, 36, 49
Second Reading, 70
Selected Topics, 25, 38, 46
Selectives, 3, 4, 8, 9, 11, 12, 15, 17, 54
Seminar, 25, 38
Special Notes, 30, 45
Special Topics, 26, 38
Stacked Courses, 43
Stacking, 29
Outcomes/Assessments, 30
Prerequisites, 29
Student Outcomes, 32
GER, Assessable, 16
Guidelines, 72
Suggested text(s), 34
Supervised Laboratory Course, 26, 39
System-wide Academic Council, 20

T

Templates, 62
Test Scores, 30, 46
Thesis, 26, 39
Title Change, 7
topical course outline, 33
Trial Course, 26, 38
type of Action, 41
Program/Prefix, 50
type of Program, 50
types of Courses, 24, 41
U

UAA General Education Requirements. See General Education Requirements
UAB. See Undergraduate Academic Board
Undergraduate
  Certificates, 1, 50
  Programs, 1
Undergraduate Academic Board, 1, 16, 68

Undergraduate Credit Courses, 6
Undergraduates Certificates, 1
Unsupervised Laboratory Course, 26, 39
Upper Division Courses, 25, 31, 37

W

Workshop, 25, 38
Chapter 12: Graduate Programs

Graduate Study

Graduate education is an integral part of the University of Alaska Anchorage and is coordinated through the Graduate School. The dean of the Graduate School has responsibility for leadership and oversight of graduate programs.

The university offers graduate certificates, master’s degrees and doctoral degrees. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered by other institutions. Some or all coursework 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 formats designed for their respective programs. For expected student outcomes in graduate programs, please see individual program listings.

To ensure the most beneficial educational experience, students’ academic preparation and likelihood of success in their programs are carefully assessed and validated. Admission requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. If an entrance examination is required, the nature of that examination 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 listed in this catalog and in graduate student handbooks developed by those graduate programs.

Admissions

All students intending to pursue a graduate certificate or degree must apply for admission. Applications for Admission are available online via www.uaa.alaska.edu/admissions or from the UAA One Stop.

Admission Requirements for Graduate Degrees

To qualify for admission to the Graduate School 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 chapter). Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate an ability to pursue graduate work. Applicants must either have a cumulative grade point average (GPA) of 3.00 (B average on a 4.00 scale) or meet the grade point average 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. (Exception: Students do not need to request transcripts from any University of Alaska campus.) All U.S. and English Canadian transcripts should be submitted by the providing institution directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629. Individual graduate programs may also require additional transcripts and/or specific entrance examinations such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). See individual program requirements for details.

Applicants with transcripts from non-U.S. or from French Canadian institutions must submit official transcripts for translation and evaluation by the World Evaluation Service (WES) International Credential Evaluation Package (ICAP) Course-by-Course Evaluation Service. These WES ICAP evaluations should be sent directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629. 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 U.S. or of another English-speaking country and demonstrates fluency in reading, writing, listening and speaking English.

Applications accompanied by appropriate fees, official transcripts, and required test scores (if any) must be submitted to the Office of Admissions. 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, the Office of Admissions will forward each student’s admission packet to the dean or department chair or designee for consideration.

Admissions are undertaken by individual graduate programs, subject to review by and then approved by the Graduate School. Each graduate program has individual admission standards and document requirements. Additional information such as goal statements, letters of recommendation, research proposals, writing samples and/or personal interviews may be required by specific programs. These materials must be submitted directly to the department chair or designee. At the time of admission, students will be assigned an advisor (see Graduate Advisor in this chapter). All admitted graduate students are expected to attend a formal orientation before the beginning of their first semester of study.
Deadlines for submission of materials vary by program. For programs with rolling (ongoing) admissions, in order to ensure consideration for all financial aid opportunities, it is strongly recommended that eligible students submit:

- For fall admission: all required application forms no later than June 15, and all other required application materials by August 1;
- For spring admission: all required application forms no later than November 1, and all other required application materials by December 1.

No more than 9 credits may be completed in the student's graduate program before formal program admission. If admitted a Certificate of Admission will be issued by the Graduate School.

**International Graduate Students**

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 and submit the following:

1. Official TOEFL (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.
2. A notarized affidavit of financial support from the student or the student’s financial sponsor and documentation of financial resources to cover one full academic year of study.
3. A completed Admissions Agreement for Prospective F-1 Students.
4. Students who earned their baccalaureate degree outside the U.S. or English-speaking Canada must submit an international credential evaluation from the World Evaluation Service (WES) International Credential Advantage Package (ICAP) Course-by-Course Evaluation Service, stating that they have earned the equivalent of a U.S. baccalaureate degree. These WES ICAP evaluations should be sent directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629.
5. Students transferring from other institutions in the U.S. must also complete and submit the F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services web site at www.ualaska.edu/iss for details and forms.

**Western Regional Graduate Program**

Students from Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming may be eligible for resident tuition through the Western Regional Graduate Program (WRGP). This program is for students doing graduate work in Clinical-Community Psychology, Early Childhood Special Education, Global Supply Chain Management, Nursing Science and Social Work. For more information, visit the Graduate School website at www.ualaska.edu/graduateschool.

**Application and Admission Status Definitions for Graduate Degree-Seeking Students**

**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 the Office of Admissions 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 may be withdrawn by the university. 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 and deadlines for meeting those provisions are established at the time of admission and are monitored by the department chair or designee and the Graduate School. Normally such provisions are to be satisfied within one academic year. If the provisions are not met within the specified deadlines, the student may be removed from graduate degree-seeking status.
- **Postponed Admission:** Upon approval by their graduate program and the Graduate School, students may postpone their admission to a future semester once, for up to one year prior to the end of the semester for which they originally applied. Students who have failed to matriculate after one year postponement must re-apply to the graduate program.

- **Withdrawn After Admission:** Admission may be withdrawn when students do not attend classes during, or have not postponed 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 Graduate Degree Policies

#### Transfer Credits
Coursework used to obtain a graduate certificate or a master's degree may be used to satisfy requirements for a graduate degree at UAA if accepted as part of the official Graduate Studies Plan.

Up to 9 semester credits not used toward an undergraduate degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. Up to 9 graduate credits may also be transferred in the case of a second master's degree, although doctoral degree credits may not be used toward an additional master's degree unless that degree is in a distinctly different field. Up to 21 previously attained graduate credits may be transferred in the case of a doctoral degree. The Graduate School dean or designee may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy UAA program requirements, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into that program. Acceptance of transfer credit toward graduate program requirements must be approved by the individual program faculty, college dean and Graduate School.

#### Resident Credit
Resident credit at UAA is defined as credit earned in formal classroom instruction, correspondence study, distance-delivered courses, directed study, independent study or research through any unit of UAA. Credit from a regionally accredited domestic institution or equivalent institution for which there is an approved affiliation or exchange agreement is also considered resident credit.

If a program is delivered collaboratively with UAF or UAS, collaborative program credit from each participating institution is counted toward fulfillment of residency requirements.

#### Change of Major or Emphasis Area
Students who wish to change majors or emphasis areas within the same degree and school or college should submit a Graduate Change of Major or Emphasis Area Form to the Graduate School for approval. Students will be expected to meet all admission and program requirements of their new major or emphasis area, and must submit a revised official Graduate Studies Plan to the Graduate School through their advisor/committee within one semester.

#### Change of Degree
Graduate students who wish to change degree programs must apply for admission to the new program through the Office of Admissions 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). However, this policy does not apply to changes between certificate and degree programs within a given field (such as from an Educational Leadership graduate certificate to an M.Ed.). 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 the Office of Admissions.

Students may be admitted to or complete graduate certificate requirements as they pursue a master’s degree. Coursework 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 or doctoral degree.

#### Additional Master's Degrees
Students who have received a master’s or doctoral degree from a regionally accredited college or university may earn a UAA master’s degree by completing a minimum of 30 credits, of which 21 must be resident credits not used for any other previous degree. The student must meet all the University Requirements for Graduate Degrees, school or college requirements, and program requirements. Students may apply up to 9 credits required for a particular master’s degree program from a previously earned master’s program. These courses should be listed as transfer courses on the student’s GSP, even if taken at UAA. Transferred credit may not include research, project or thesis credit. All other UAA policies governing master's degrees are applicable to second master's degrees. If the appropriate credits and other requirements have been earned, two or more degrees may be awarded simultaneously.

#### Formal Acceptance to Graduate Degree Programs
Once all required admission documents have been received by the Office of Admissions, the student’s admission packet is forwarded to the chair or designee of the specific program. The acceptance decision is made by the chair or designee, subject to review by the Graduate School.
Graduate School then informs the Office of Admissions of the decision. The Office of Admissions sends a letter of acceptance directly to the applicant, accompanied by the official Certificate of Admission from the Graduate School. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy in this chapter).

**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 approval. 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 9 semester credits of graduate level coursework may be completed in the student’s graduate program before program matriculation. No more than 9 graduate level credits may be taken in a student’s degree program as a non-degree seeking student. 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 for further information.)

**Full-Time/Half-Time/Part-Half-Time Status for Graduate Degree Programs**

A student who has been admitted to a UAA graduate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Any graduate-level course in which the student enrolls in any semester and is listed on the approved Graduate Studies Plan and is counted towards their degree potentially contributes to full-time status. This included coursework taken at other universities or abroad. (See Transfer Credits) A graduate student enrolled at UAA for 5 to 8 credits is classified as half-time. Courses at the 400-level will also count toward full-time or half-time status if they are listed on the approved Graduate Studies Plan. For Financial Aid purpose, a graduate student enrolled at UAA for fewer than 5 credits is classified as part-time. Audited courses, continuing education units (CEUs) and continuous registration are not included in the computation of a student’s full-time, half-time or part-time status.

**Graduate Assistantships**

Graduate assistantships give students financial aid as well as opportunities to acquire valuable experience. They fall under three categories: teaching assistantships, research assistantships and service assistantships. Teaching assistantships involve academic instruction or instructional support activities under the supervision of a faculty member. Research assistantships involve research or research support activities under the supervision of a faculty member. Service assistantships involve service activities such as office duties, library services, residence hall duties, athletic services or other academic or professional assignments. A student may hold two graduate assistantships for which the terms of appointment overlap, only if each of the assistantships is half-time (no more than 10 hours) during the period of overlap. Teaching and service assistantships should have Family Educational Rights and Privacy Act (FERPA) training, and research assistants should have training in responsible conduct of research. Performance reviews may be required by individual programs for any graduate assistants.

Graduate assistantships are available through the programs offering graduate degrees. These programs may set policies governing required duties for these assistantships, and may require organizational meetings prior to the beginning of the semester. Fellowships or scholarships may also be granted by graduate programs; these may be governed by specific program rules or policies, including tuition awards. Graduate student assistantship contracts offered by programs are subject to review by the Graduate School. Contract letters must be brought to the Graduate School before the deadline for payment of student tuition and fees.

To be awarded graduate assistantships, students must be in good academic standing, as reflected by an Annual Report of Student Progress on file with the Graduate School (if beyond their second semester of study). Incomplete (I) grades may affect the ability of students to receive tuition awards associated with graduate assistantships. A graduate student with a GPA less than 3.00 for one semester will be allowed to petition to continue as a graduate assistant for the next semester. A maximum one-semester exception will be allowed per student. The petition by the student must be approved by the student’s graduate committee chair, department head, school or college dean, and the Graduate School.

Graduate assistants receive stipends for either a semester or for the academic year. Graduate assistants can be paid for a maximum of 20 hours per week while school is in session. Students with assistantships must be registered for at least 9 credits during the fall and spring semesters or as attendance is appropriate to their program (audited credits are not eligible). This requirement does not apply to graduate students undertaking fieldwork during the summer semester. Graduate students spending significant time in the field during the fall or spring semester on a research assistantship (see below) are only required to enroll in 6 credits. Graduate students in their final semester of study are only required to register for 6 credits for graduate assistantships. For UAA graduate students in collaborative/cooperative graduate programs with other units of the University of Alaska system, payment of tuition scholarships may be governed by specific memorandum of agreement. Tuition scholarships may be used for tuition only. All fees are the responsibility of the student unless the department or grant makes other arrangements with the UAA Business Office prior to registration. Graduate assistants receive a health insurance benefit paid on their behalf. Graduate students must come to the Office of the Graduate School each semester and show a copy of their contract letter to complete the health insurance enrollment process. Students who expect to have teaching, service or research assistantships during an upcoming academic year may have health insurance paid by the relevant department, school or college for the preceding summer period.

Teaching or service assistantships include a tuition scholarship from the university for no more than 9 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week. Graduate programs should provide prospective teaching and/or service assistants with notification of
positions no later than April 30 for fall positions or December 1 for spring positions. Students are under no obligation to respond to such offers prior to April 30, but any acceptance of a position after this time commits the student not to accept another offer without first obtaining a written release from the Graduate School.

Research assistantships include a tuition scholarship from UAA grants/contracts for no more than 10 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week.

**Catalog Year for Graduate Degree Programs**

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate 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-year catalog are not met within seven years after formal acceptance into the program, or if the requirements for a doctoral degree as specified in the entry-year catalog are not met within 10 years after 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 a master’s degree, including transfer credit, must be earned within the consecutive seven-year period prior to graduation. All credits counted toward a doctoral degree, including transfer credit, must be earned within the consecutive 10-year period prior to graduation.

Students must meet the enrollment requirements in effect for courses at the time they enroll in each course. These requirements would include all catalog pre- or co-requisites for the course, as well as other registration restrictions at the time the course is taken.

**Continuous Registration**

Continuous registration is expected every semester as appropriate for the program, from admission through graduation, until all requirements for the degree are completed.

To make continuous progress in a graduate program, students have the following options:

- Registering for at least 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. The continuous registration deadline is the same as the deadline for registration for thesis research, independent research and independent study courses, i.e., the end of the ninth week of the semester. Failure to undertake continuous registration may result in previously deferred (DF) grades taken for thesis research becoming permanent grades. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence in this chapter) may be placed on academic probation (see Academic Probation in this chapter) or, in some cases, removed from graduate 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 by the Graduate School. Inactive status does not negate the policy which requires that all credits counted toward a master’s degree, including transfer credits, be earned within a consecutive seven-year period prior to graduation, and for all credits counted toward a doctoral degree, including transfer credits, be earned within a consecutive 10-year period prior to graduation. Official leaves of absence are granted by the Graduate School and are normally limited to personal reasons that require suspension of studies. Students on a leave of absence do not have access to the use of university facilities. Students who fail to make continuous progress (see Continuous Registration in this chapter) or to obtain an approved leave of absence may be removed from graduate degree-seeking status.

**Academic Standing for Students**

**Good Standing**

Graduate students are in good standing when they have a UAA cumulative GPA of 3.00 or higher and a semester GPA of 3.00 or higher for the most recently completed semester. For those programs with a pass/no pass grading option, a grade of P is considered equivalent to a grade of B (3.00) or higher in graduate courses. Individual departments may establish additional criteria for good standing. Students are presumed to be in good standing during their first semester at UAA. Graduate students in their second year of study and beyond must also have an Annual Report of Student Progress on file with the Graduate School to be considered in good standing. Students in good standing are academically eligible to re-enroll at UAA.

**Academic Action**

Admitted graduate certificate- and degree-seeking students who fail to earn a UAA semester and/or cumulative GPA of 3.00 will be subject to academic action. Academic action may result in probation, continuing probation or loss of graduate certificate- or degree-seeking status.
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.

**Academic Probation**

Academic probation is the status assigned to those students not in good academic standing, i.e., whose semester and cumulative GPA falls below 3.00. It also applies to students who fail to undertake continuous registration or fail to make progress toward a graduate degree as indicated by the Annual Report of Student Progress.

**Continuing Probation**

Continuing probation is the status assigned to those students who begin a semester on probation and during that semester earn a semester GPA of 3.00 or higher without raising their cumulative GPA to 3.00. This status may be continued until the student raises their cumulative GPA to 3.00 or loses their graduate certificate-degree-seeking status.

**Academic Disqualification**

Academic disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 3.00, fail to undertake continuous registration or fail to make progress toward a graduate certificate or degree. Those students’ admission status will be changed to non-degree-seeking. Students who have lost graduate certificate-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 to Graduate Degree-Seeking Status in this chapter).

**Removal from Graduate Degree-Seeking Status**

A graduate student's academic status may be changed to non-degree-seeking if the requirements to remove provisional admission or probation are not satisfied, or if minimum academic standards are not met.

**Reinstatement to Graduate Degree-Seeking Status**

Students who have been removed from graduate degree-seeking status for failure to undertake continuous registration or failure to make continuous progress toward a graduate degree as indicated by the Annual Report of Student Progress must re-apply for graduate study and pay the appropriate fee after one calendar year from the semester in which they were removed. When re-applying for graduate studies, it is the student’s responsibility to demonstrate ability to succeed in the graduate program. Readmission may be conditional on maintaining minimum academic standards within the first semester of study.

**Academic Appeals**

Students have the right to appeal academic actions. See Academic Dispute Resolution Procedure in Chapter 5 or the UAA Fact Finder/Student Handbook for more information.

**Graduate Advisor**

The chair or designee of the department offering the graduate program, with the approval of the Graduate School, appoints a graduate advisor for each student accepted to the program. The graduate advisor and the departmental chair will normally be from the same program unless prior approval has been made by the Graduate School. Assigned advisors must be FERPA certified annually and must be registered with the Office of the Registrar. Students are expected to meet with advisors by the end of the first semester, or the equivalent of 9 credits of study, in order to produce an initial Graduate Studies Plan (see below).

**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 to complete the requirements of the graduate degree. Depending on the graduate degree, the committee minimally consists of three or four UAA faculty members, including the committee chair, who shall normally be a full-time faculty member. Committee members must be FERPA certified annually. Committee members and chairs whose status has changed to emeritus faculty may continue to serve on the committee. One faculty committee member may be from a discipline outside the student’s school or college or UAA. Committee members who are not UAA faculty but have appropriate professional credentials may be included with the approval of the graduate advisor, the college dean and the dean of the Graduate School. The committee members must agree to serve and the committee must be approved by the college dean and dean of the Graduate School by submitting the Appointment of Graduate Committee form. For doctoral degrees, an additional outside examiner is required to attend and evaluate the dissertation defense. For thesis-option students (see below), graduate committees should be selected by the end of the second semester, or the equivalent of 18 credits of study, and should be listed on the initial Graduate Studies Plan (see below). Graduate committees should plan to meet at least twice during the academic year.

**Responsibilities of Graduate Advisor/Committee**

The division of responsibility between the graduate advisor and/or graduate committee is determined at the program level. The graduate advisor and/or graduate committee will do the following:
1. Review and approve the graduate student’s program, ensuring that it includes University Requirements for Graduate 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; thesis/project defense; any special program requirements; and arrangements to remove any deficiencies in the student’s academic background.

2. Monitor the student’s progress, including grades, continuous registration and timely submission of Annual Reports of Student Progress to the Graduate School.

3. Review and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.

4. Review and approve any changes to the student’s program of study.

5. Review and approve the thesis, independent scholarship or research project, including initial proposals, according to procedures established by the individual graduate program. The graduate advisor and/or committee are responsible for ensuring that thesis content, language and formatting follow the requirements in the UAA Thesis Formatting Handbook (see www.uaa.alaska.edu/graduateschool) as well as the style manual appropriate to the particular discipline.

6. Administer and assess the qualifying examination, independent scholarship evaluation or thesis/project defense.

Graduate Studies Plan

The official Graduate Studies Plan (GSP) formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive a graduate degree. The plan is based upon the catalog requirements for the graduate degree program to which the student has been accepted. All graduate courses and leveling courses taken must be listed on the GSP. An initial GSP, including information on the student’s advisor and graduate committee, should be submitted by the end of the first semester of study. The plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on their official GSP, as well as all University Requirements for Graduate Degrees. Revised GSPs need to be submitted to the Graduate School through the graduate advisor/committee. A final GSP must be submitted at the time of application for graduation (for doctoral students, the Advancement to Candidacy form serves as the final GSP). Courses listed on the final GSP reflect catalog requirements in effect at the time a student is accepted into the program, or at the time of graduation. All GSPs are submitted electronically through Degree Works, except for Interdisciplinary Studies programs (see below).

- **Leveling Coursework**

  The advisory committee may require that students remedy certain deficiencies in their program of study. The committee will determine early in the program both how to remedy the deficiencies and the minimum level of performance required. Graded undergraduate courses taken to remedy a deficiency must receive a grade of B (3.0) or better. Leveling courses will be noted in the Degree Works but will not be listed on the final GSP.

- **Concentrations**

  Individual graduate programs may offer concentrations, options, tracks, or emphasis within their disciplines. Graduate students who have completed a minimum of 9 unique credits in such a concentration will have this noted on their official transcripts.

University Requirements for Graduate Degrees

To complete a graduate degree, a student must complete the University Requirements for Graduate Degrees, school or college requirements, and program requirements. 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. No more than 9 credits may be completed in the student’s graduate program before program admission, unless a student wishes to apply credits from a previous graduate certificate in the same or closely related subject area.

3. The student must complete at least 30 approved semester credits beyond the baccalaureate degree for a master’s degree, and must complete at least three years of post-baccalaureate study for a doctoral degree. For a master’s degree, individual programs may place limits on the number of credits derived from thesis, individual research and/or independent study courses. No more than 45 credits may be required by any master’s degree program, unless specifically approved by the University of Alaska Board of Regents. The actual number of credits required for each graduate degree program, including prerequisites for required courses, are specified in the current course catalog. While no minimum or maximum credits are specified for doctoral programs, a student is expected to be affiliated with the university for at least two years. On approval by the dean of the Graduate School and college dean, an official Graduate Study Plan may stipulate other course credit requirements, including leveling courses.
4. Up to 9 semester credits not used toward any other degree (graduate or 400 level) may be transferred to UAA from an accredited institution and counted toward a graduate degree. In the case of a second master’s degree, up to 9 credits may be transferred from a previous master’s degree. In the case of a doctoral degree, up to 21 credits may be transferred from previous graduate study. Acceptance of transfer credit toward program requirements is approved by individual programs, college deans, and the Graduate School.

5. Only 400- and 600-level courses approved by the graduate student’s advisor, graduate studies committee and dean or designee may be counted toward graduate program requirements. Courses at the 500 level are for professional development and are not applicable toward any degree.

6. A cumulative GPA of at least 3.00 must be earned in courses identified in the official Graduate Study Plan. 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 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.

7. 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 establish competency in a subject, allowing the advisor or committee to waive certain courses in an established program as long as the total credits in the program remain the same.

8. All credits counted toward the degree, including transfer credits, must be earned within the consecutive seven-year period for a master’s degree or the consecutive 10-year period for a doctoral degree prior to graduation. If these requirements are not met, 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.

9. Students must be continuously registered throughout their graduate program (see Continuous Registration in this chapter).

10. Students must complete all requirements established by the program and must pass a written or oral comprehensive examination; an evaluation of independent scholarship, project or thesis defense; or similar evaluation as established by the program. For programs with a thesis option, selection of that option will be indicated on the GSP and on the annual progress report. The evaluation, examination or defense must be approved by all graduate committee members as passing the requirement. For programs with projects that result in a written record, those records will be maintained by the programs for one year and are subject to review by the Graduate School. After the completion of a written or oral comprehensive exam, a thesis or a project, the student’s graduate committee chair must submit an Examinations Graduate Requirement Report (GRR), indicating the date of completion; this form is then approved by the program chair, school/college dean, and the Graduate School.

12. When an oral comprehensive examination, project or thesis defense, or evaluation of independent scholarship is required, the student may select an outside reviewer approved by the dean of the Graduate School and college dean to participate in the evaluation. An outside examiner is required for a doctoral defense. Typically, the outside examiner 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.

13. All theses and dissertations must have final approval by the dean of the Graduate School.

**Examinations (Requirement Determined by Program)**

**Qualifying Examinations**

Some graduate degree programs require the student to complete a written and/or qualifying examination before advancement to candidacy. This examination is an interim evaluation of academic progress; the student may pass unconditionally or conditionally. A conditional pass indicates specific weaknesses that the student must remedy before degree requirements are completed. The Annual Report of Graduate Student Progress and Advancement to Candidacy forms should indicate mechanisms for addressing these weaknesses.

**Comprehensive Examinations**

Some graduate programs require that students pass a comprehensive examination, given to determine whether a graduate student has integrated knowledge and understanding of the principles and concepts underlying major and related fields, in order to achieve advancement to candidacy. For master's degrees, the graduate student’s advisory committee may choose to give a written and/or comprehensive examination prior to advancement to candidacy. For doctoral degrees, written comprehensive examinations are normally required, although the student’s committee may additionally choose to give an oral examination. A Report on Comprehensive Exam must be submitted to the Graduate School indicating date of completion, and approved by the graduate advisor and committee, program chair, college dean and the Graduate School.

**Defense of Project**

Graduate students who are required to complete a project in fulfillment of degree requirements may be required to pass an oral defense of the project. Defense dates must be submitted to the Graduate School and publicly posted one week before the defense. The defense will consist of a presentation followed by questions on the research, analysis and written project presentation. All committee members must be present at the project defense. A Report on Project Defense must be submitted to the Graduate School indicating date of completion, and approved by the graduate advisor and committee, program chair, College dean, and the Graduate School.
Defense of Thesis
Graduate students who are required to complete a thesis in partial fulfillment of degree requirements must pass an oral defense of the thesis. Defense dates must be submitted to the Graduate School and publicly posted on www.uaa.alaska.edu/records. The defense will consist of a presentation followed by questions on the research, analysis and written thesis presentation. The Graduate School will not accept a thesis for final submission until the student has successfully defended it. All committee members normally must be present for the defense of thesis, either physically present or through electronic media. A Report on Thesis Defense must be submitted to the Graduate School indicating date of completion, and approved by the graduate advisor/committee, program chair, College dean, and the Graduate School.

Examination Committee
In most cases, the student’s graduate advisory committee prepares and gives the examinations under guidelines formulated by the program in which the degree is being taken.

Outside Examiner (for Doctoral Defense)
An outside examiner representing and appointed by the dean of the Graduate School is required at all doctoral defenses. The examiner must be from a different department than the student and the chair of the advisory committee. The outside examiner is present to determine that a stringent, unbiased examination is fairly administered and evaluated, but may also make substantive contributions to the evaluation process.

Advancement to Candidacy (Requirement Determined by Program)
Some master’s programs and all doctoral programs require students to apply for advancement to candidacy. Advancement to candidacy status is a prerequisite to graduation and is determined by the program chair 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. For doctoral program students, an Advancement to Candidacy form serves as the final Graduate Studies Plan.

To be approved for candidacy, a student must:
1. Be in good academic standing.
2. Demonstrate competence in the methods and techniques of the discipline, which may include passing a comprehensive examination.
3. Receive approval of the independent scholarship, thesis or research project proposal from the student’s graduate committee.
4. Satisfy all prerequisites, remove all academic deficiencies and satisfy all terms of provisional admission.
5. Submit an approved, final official Graduate Studies Plan.

Thesis Review
Before final acceptance, all members of a student’s graduate committee, department/program chair, school/college dean, and the Graduate School dean must approve a thesis as required by the student’s graduate program. Changes or corrections to the thesis may be required at any of these levels. The graduate committee is primarily responsible for thesis evaluation, grammar, punctuation, and usage, but the department chair and school/college dean may also conduct reviews to monitor the quality of theses and check for any overlooked errors. The Graduate School checks that format and style conform to UAA standards. Ideally, these checks should be made before the defense of a thesis or dissertation. Thesis signature pages must be approved by the Graduate School prior to the thesis defense. In addition the Graduate School dean may review selected theses in detail and does not give final approval until all required corrections are made.

Application for Graduation
Graduate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar. The current deadline for submitting an Application for Graduation is the last day of the semester, although students wishing to appear in the commencement program need to apply by April 1.

Students who apply for graduation but do not complete degree requirements by the end of the semester must re-apply for graduation. However, if a student is within 6 credits of graduating, their application will be automatically rolled to the next semester, including summers. (This is a one-time courtesy.) The application fee must be paid with each new Application for Graduation.

Please see the UAA Office of the Registrar website at www.uaa.alaska.edu/records for current information regarding graduation and the posting of degrees.

Diplomas and Commencement
UAA issues diplomas to graduates throughout the year. All students who complete degree requirements during the academic year are invited to participate in the annual hooding and commencement ceremonies in May.

In order to participate in the graduate hooding ceremony, a student must have essentially completed all degree requirements by doing the following:
1. Successfully completed all required coursework, examinations and thesis/project defense prior to commencement; and
2. Submitted to the Graduate School, by April 15, a memorandum signed by the student and the graduate advisor certifying that any required revisions to the thesis can be completed and final copies submitted to the Graduate School by July 10 of the same year. For a project, the student must make a commitment to complete the project by July 31 of the same year.

**Graduate Student Research**

Graduate students planning to conduct research that involves the use of human participant subjects and/or human participant data, vertebrate animals, hazardous chemicals, biohazards, and/or radioactive materials are required to complete a Research Compliance and Intellectual Property (RCIP) form. Also, if graduate students are planning research that will lead to intellectual property with commercial potential, they should complete the RCIP form. At the same time, all graduate students are expected to respect the copyright, license and intellectual property rights that may attach to files of any media type, including software, texts, databases, images, video, music and other audio files, especially when using university computing and/or networking resources. For further information, contact the UAA Research Compliance Office or the associate vice provost for Research Administration and Commercialization.

**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 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 the program credits from one existing graduate degree program, and courses must come from two or more disciplines (i.e., subjects). In addition to the University Requirements for Graduate Degrees, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (as an Interdisciplinary Studies Major) with the appropriate fee to the Office of Admissions. This application will be reviewed by the Graduate School for determination of acceptance to graduate study, contingent on items 2-5 below.
2. The student invites a faculty member to chair their graduate studies committee and to serve as the student’s graduate advisor. The chair shall normally be a full-time faculty member. The chair must agree to serve and must be approved by the Graduate School dean or designee.
3. The student proposes a graduate studies committee of at least three faculty members (including the chair) from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of 9 credits or more. The committee members must agree to serve and be approved by the Graduate School dean or designee by submitting an Appointment of Committee form.
4. The student develops an interdisciplinary proposal, including a paper Graduate Studies Plan specifying the degree (MA/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 his or her proposal all University Requirements for Graduate Degrees and any school or college requirements applicable. Of the minimum 30 credits required for the master’s degree, a minimum of 21 credits must be drawn from existing 600-level courses. No more than 6 thesis credits should be included. Additional coursework, including remedial courses that are not on the GSP, may be required by the committee. The graduate committee may also require a master’s thesis or research project.
5. The student presents the proposed Graduate Studies Plan and (if applicable) master’s thesis or research project proposal to the committee and chair for preliminary review and approval. If the committee and chair support the GSP, it will be forwarded to the Graduate School dean or designee for approval in consultation with the affected graduate programs.
6. Students work with their advisors and graduate committees to ensure that satisfactory progress is made toward completing degree requirements. Students are expected to be continuously registered throughout their graduate program (see Continuous Registration in this chapter).
7. The student must complete all requirements established in the official Interdisciplinary Graduate Studies Plan, and must pass a written and/or oral comprehensive examination, an evaluation of independent scholarship, and/or a project or thesis defense or similar final evaluation as established by the program. The examination, evaluation or defense must be approved by all graduate committee members as passing the requirement and by the dean of the Graduate School or designee. All theses and projects must have final approval by the dean or designee of the Graduate School.
8. When an oral comprehensive examination, evaluation of independent scholarship, or project or thesis defense is required, the student may select an outside reviewer approved by the dean or designee of the Graduate School to participate and ensure that the evaluation, examination or defense is fair and appropriate. Typically the outside reviewer is a faculty member from another department in the university or another qualified individual in the area in which the student is seeking a degree.
9. During the semester of the project or thesis defense or similar final evaluation, the student must apply for graduation in a timely fashion. The diploma will indicate that it is an interdisciplinary degree, as well as the applicable subjects/concentration.
10. All theses and projects must meet formatting requirements as established by the Graduate School.
Cooperative Doctoral Programs

University of Alaska Fairbanks (UAF)

Students may use specific courses from other University of Alaska campuses to satisfy requirements of cooperative graduate programs offered by UAF. The cooperative program must include an approved UAF Graduate Studies Plan (GSP). The student must complete a minimum of 12 semester resident credits at UAF.

The following guidelines are for collaborative Ph.D. programs offered by UAF, where students are enrolled at other UA campuses. Some degree programs have different requirements which are included in specific program descriptions in the graduate degree program section of the UAF catalog. The guidelines described here apply only to programs that have not established different requirements.

1. At least four faculty members shall serve on the graduate advisory committee for each PhD student. At least two committee members shall be UAF faculty. When the student is enrolled at UAA the committee shall be chaired or co-chaired by a UAA faculty member.
2. The graduate advisory committee and its chair and/or co-chairs must be approved by the UAF program director and the dean of the UAF Graduate School.
3. UAF rules and regulations on graduate studies shall apply to all UAF graduate students, including those concurrently enrolled at UAA.
4. The graduate advisory committee must meet at least once a year to update the GSP and to review the student's progress toward the degree. The annual progress report must be signed by all committee members and submitted to the dean of the UAF Graduate School.
5. The student's advisory committee will administer the Ph.D. comprehensive exam for each student.
6. The PhD dissertation defense is conducted on the student's home campus and can be done via distance technologies.

Creighton University/UAA Occupational Therapy Program

The Creighton University (CU)-UAA Occupational Therapy program is a hybrid format professional program that leads to the Occupational Therapy Doctorate (OTD). Students take classes in both traditional and distance formats with labs being held on the UAA campus.

Up to 10 students per year are accepted to this three-and-a-half year, full-time program. To be eligible for the program, applicants must have a bachelor's degree and meet the required prerequisites. After successful completion of the program, students are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination, and to apply for licensure.

Creighton University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), Inc.

For information on prerequisites, curriculum and application procedures, please visit www.uaa.alaska.edu/collegeofhealth/departments/ot.

Creighton University/UAA Pharmacy Program

The Creighton University (CU)-UAA Pharmacy program is an online professional program leading to the Doctorate in Pharmacy (PharmD) degree. The Creighton distance pathway allows students to take didactic coursework using the latest in distance education technology. Interactions with faculty and mentors occur via conferencing software, discussion boards, e-mail, telephone and other methods. Students complete two weeks of intensive labs in Omaha for each of three summers during the program. Clinical rotations may be arranged within Alaska.

The Creighton PharmD program is an established distance program that admits 75 students per year. An Alaska admission cohort is being added with up to five slots. To be eligible for the program, applicants must complete 90 credits of prerequisites.

Creighton University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the university is located. The pharmacy program, accredited by the Accreditation Council on Pharmacy Education (ACPE), is a member of the American Association of Colleges of Pharmacy.

For information on prerequisites, curriculum and application procedures, please visit the Creighton program website at http://spahp.creighton.edu/admission/pharmacy/pharmd-distance-alaska-online or contact the UAA Pharmacy Technology department at +1-907-786-4789 or by email at adtas@uaa.alaska.edu.

University of Washington School of Medicine WWAMI School of Medical Education

Health Sciences Building (HSB), Room 301, (907) 786-4789
www.uaa.alaska.edu/wwami

Each year, 20 certified Alaska residents begin their medical education in a collaborative medical school that operates among the campuses of five northwestern states: Washington, Wyoming, Alaska, Montana and Idaho (WWAMI). First-year classes for Alaskans are held at UAA. Second-year students from all five states attend classes at the University of Washington in Seattle. The six-week blocks of clinical experiences, called clerkships, that occupy the third and fourth years can be taken in any of the five states, and an Alaska track allows nearly all of these to be completed in Alaska.
Eligibility

Alaska residents are eligible to apply for admission. Detailed eligibility information is available at www.uaa.alaska.edu/wwami/apply/akwwamieligibility.cfm. Applicants 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). Program details can be found at www.uwmedicine.org or by contacting the WWAMI office.

Admissions

Applications are accepted through the American Medical College Application Service (AMCAS). WWAMI applications are submitted to the University of Washington School of Medicine (UWSOM). All applications received by UWSOM from Alaska residents will be considered for the WWAMI program in Alaska. Complete application information, including details about the selection procedure, can be found at www.uwmedicine.org or by contacting the WWAMI office.

FACULTY

Raymond Bailey, Professor, rbailey@uaa.alaska.edu
Jaime Butler, Adjunct Assistant Professor, jaimebutler@hotmail.com
Kathy Case, Adjunct Assistant Professor, kcasetuk.net
Lorna “Jane” Elslew, Term Instructor, laelslew@uaa.alaska.edu
Robert Farilla, Professor and Associate Director, rfarilla@uaa.alaska.edu
Timothy Hinterberger, Associate Professor, thinterberger@uaa.alaska.edu
Clarence Hughes, Adjunct Assistant Professor, clance@hughesair.com
Cindy Knall, Associate Professor, ckmhall@uaa.alaska.edu
Tanya Leinick, Associate Professor, tleinick@gmail.com
Ryan McGinn, Adjunct Assistant Professor, ryanmccgin11@hotmail.com
Kerstin Miller, Adjunct Assistant Professor, rmotygci.net
Jesse Owens, Adjunct Professor, jesseleowens@yahoo.com
Quentin Reuer, Professor, qreuer@uaa.alaska.edu
N. Jane Shelby, Director and Professor, njanesieli@uaa.alaska.edu
Ram Srinivasan, Professor, rsrinivasan@uaa.alaska.edu
Les VonHafften, Adjunct Assistant Professor, alexander.vonhafften@providence.org

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. Success in graduate-level certificate programs prepares students to better accomplish the goals of their discipline.

Admissions

All students intending to register for one or more courses must apply for admission. Applications for admission are available from the UAA One Stop or online at www.uaa.alaska.edu/admissions.

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 in this chapter). 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 (GPA) 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. (Exception: Students do not need to request transcripts from any University of Alaska campus.) All U.S. and English Canadian transcripts should be submitted by the providing institution directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629. Individual programs may also require additional transcripts and/or specific entrance examinations such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) See individual program requirements for details.

Applicants with transcripts from non-US or from French Canadian institutions must submit official transcripts for translation and evaluation as well as an official statement of educational equivalency from the World Evaluation Service (WES) International Credential Evaluation Package (ICAP) Course-by-Course Evaluation Service. These WES ICAP evaluations should be sent directly to the UAA Office of Admissions, P.O. Box
1141629, Anchorage, AK 99514-1629. 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 U.S. or demonstrates fluency in reading, writing and speaking in English.

Applications, official transcripts and required test scores (if any) must be submitted to the Office of Admissions. 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, the Office of Admissions will forward each student’s admission packet to the 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 goal statements, letters of recommendation, research proposals, writing samples and/or personal 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 additional information.

International Graduate Certificate Students

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 and submit the following:

1. Official TOEFL (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.

2. A notarized affidavit of financial support from the student or the student’s financial sponsor and documentation of financial resources to cover one full academic year of study.

3. A completed Admissions Agreement for Prospective F-1 Students.

4. Students who earned their baccalaureate degree outside the U.S. or English-speaking Canadian institutions must submit an international credential evaluation from the World Evaluation Service (WES) International Credential Advantage Package (ICAP) Course-by-Course Evaluation Service, stating that they have earned the equivalent of a U.S. baccalaureate degree. The WES ICAP evaluations should be sent directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629. Students transferring from other institutions in the U.S. must also complete and submit an F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services website at www.uaa.alaska.edu/iss for details and forms.

Application and Admission Status Definitions for Graduate Certificate-Seeking Students

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 the Office of Admissions 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 re-apply 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 and deadlines for meeting those provisions are established at the time of admission and are monitored by the department chair or designee and the Graduate School. Normally, such provisions are to be satisfied within
one academic year. If the provisions are not met within the specified deadlines, the student may be removed from graduate certificate-seeking status.

- **Postponed Admission:** Upon approval by their program and the Graduate School, students may postpone their admission to a future semester once, for up to one year 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 before the end of their admission semester. Students whose admissions have been withdrawn must re-apply for subsequent admission to UAA.

**Related Graduate Certificate Policies**

**Graduate Certificate Transfer Credits**

Up to one-third of the semester credits (e.g., 4 credits for a 12-credit certificate program or 9 credits for a 27-credit certificate program) 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 individual programs.

**Change of Graduate Certificates**

Graduate students who wish to change certificate programs within a college or program must complete a Change of Graduate Degree or Emphasis Area form 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 the Office of Admissions.

**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 (e.g., 4 credits for a 12-credit certificate program or 9 credits for a 27-credit certificate program) 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.

**Formal Acceptance to Graduate Certificate Programs**

Once all required admission documents have been received by the Office of Admissions, the student’s admission packet is forwarded to the chair or designee of the specific program. The acceptance decision is made by the chair or designee, subject to review by the Graduate School. The Graduate School then informs the Office of Admissions of the decision. The Office of Admissions sends a letter of acceptance directly to the applicant, accompanied by an official Certificate of Admission from the Graduate School. 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 for each course taken. 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 coursework 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/Half-Time/Part-Time Status for Graduate Certificate-Seeking Students**

A student who has been admitted to a UAA graduate certificate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. A graduate certificate student enrolled at UAA for 5-8 credits is classified as half-time. Courses at the 400 level will count toward full-time status only if they are applicable to the graduate certificate program (i.e., listed on the Graduate Studies Plan). For Financial Aid purposes, an graduate certificate student enrolled at UAA for fewer than 5 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, half-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-year catalog are not
met within seven years of formal acceptance into the program, admission expires and the student must re-apply 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.

Students must meet the enrollment requirements in effect for courses at the time they enroll in each course. These requirements would include all catalog pre- or co-requisites for the course, as well as other registration restrictions at the time the course is taken.

**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 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-certificate-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.

**Reinstatement to Graduate Certificate-Seeking Status**

Students who have been removed from graduate certificate-seeking status for failure to make satisfactory progress must re-apply for a graduate certificate program and pay the appropriate fee after one calendar year from the semester in which they were removed. When re-applying for a graduate certificate program, it is the student’s responsibility to demonstrate ability to succeed in that program. Readmission may be conditional on maintaining minimum academic standards within the first semester of study.

**Academic Appeals**

Students have the right to appeal academic actions related to graduate certificates. See Academic Dispute Resolution Procedure in Chapter 5 or in the UAA Fact Finder/Student Handbook for more information.

**Graduate Certificate Advisor**

The chair or designee of the department offering the graduate program, with the approval of the Graduate School, appoints a graduate advisor for each student accepted to the program. Assigned advisors must have been certified annually, and must be registered with the UAA Office of the Registrar.

**Responsibilities of the Graduate Certificate Advisor/Committee**

The division of responsibility between the advisor and/or committee is determined at the program level. Committee members must be FERPA certified annually. The graduate certificate advisor and/or committee will do the following:

1. Review and approve the student’s Graduate 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. Monitor the student’s progress and timely completion of all requirements.
4. Monitor the timely submission of the official Graduate Studies Plan and other documents to the Graduate School.
5. Review and approve any changes to the official Graduate Studies Plan. The Graduate School will forward the original and final documents to the Office of the Registrar.
6. Review and approve the capstone experience or project according to procedures established by the individual program.
7. Administer and assess a comprehensive examination, if required.

**University Requirements for Graduate Certificates**

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. No fewer than 12 nor more than 29 credits may be required for any graduate certificate.
3. The student must complete all requirements established by individual programs, as specified in the current UAA catalog.
4. A cumulative GPA of at least 3.00 (B) must be earned in courses identified on the official Graduate 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. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed 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. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
13. If the requirements for a graduate certificate as specified in the entry-year catalog are not met within seven 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.

Application for Graduation

Graduate certificate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar. Students must apply for graduation no later than the last day of the semester, although they need to apply by April 1 to be included in the commencement program. Students who apply for graduation but do not complete the graduate certificate requirements by the end of the semester must re-apply for graduation. A new application fee must be paid with each Application for Graduation.

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

Beatrice McDonald Hall (BMH), Room 214, (907) 786-6840
www.uaa.alaska.edu/anthropology

Master of Arts, Anthropology

The Master of Arts degree in Anthropology, with emphases in General or Applied Anthropology, is designed to provide a rigorous background in contemporary theory and practice in anthropology, particularly through the use of seminars, internships, and independent research. The MA degree requires a research-based thesis. Within the MA program, the Applied Anthropology emphasis offers specialized tracks designed to train students in applied aspects of anthropology that may be employment related. The Applied Cultural Anthropology track identifies and assists in resolving current social issues in their cultural dimensions. The Applied Biological Anthropology track encompasses forensic anthropology, medical anthropology, and other practical applications of physical anthropology. The Cultural Resource Management track involves the inventory, assessment, and conservation of archaeological and historical sites and remains, and places of traditional cultural importance, as a part of a larger management framework.

Program Student Learning Outcomes

Students graduating with a Master of Arts in Anthropology will be able to:

- Demonstrate comprehension at a graduate level in their knowledge of core concepts, research methods and findings in archaeology, cultural anthropology and biological anthropology;
- Demonstrate comprehension of specialized knowledge in the track or subfield they select from program choices;
- Demonstrate the capacity to design anthropological research, conduct that research, analyze research results and present a thesis concerning that research acceptable by the faculty of the anthropology department;
- Effectively apply the perspective, skills, and knowledge obtained in the anthropology Master’s program in an employment capacity that requires their utilization.
Admission Requirements
See Admission Requirements for Graduate Degrees at the beginning of this chapter. Deadline for application: February 15 for fall semester admission. Students seeking admission into the Anthropology MA degree program must meet the following requirements (1-3) and must submit the following documents (4-9):

1. Although graduating college or university seniors are invited to apply, no student may be formally admitted to graduate study until the baccalaureate degree has been awarded from an accredited college or university.
2. It is strongly recommended that the student has completed a minimum of 18 credits of undergraduate coursework in Anthropology with a GPA of 3.00. An undergraduate major in anthropology is preferred.
3. Students must have at least a 3.00 overall undergraduate GPA.
4. Completed UAA graduate admissions application form.
5. Official transcripts of college-level work from each institution attended.
6. Graduate Record Examination (GRE) results (General Test Scores), taken within five years prior to the application date.
7. Three letters of recommendation from professors or other professionals particularly qualified to attest to the applicant's qualifications for graduate study.
8. A letter of intent, including a brief statement of the applicant's research and career goals and reasons for pursuing graduate study in Anthropology at UAA.
9. Optional: An example of a substantial paper or research proposal indicative of the applicant's potential for graduate study.

Acceptance is determined by the Anthropology Graduate Admissions Committee and is based on:
1. The prospective student's overall credentials and
2. The availability of appropriate faculty for student research interests.

Failure to meet any of the above criteria may result in conditional admission to the MA program. Conditional admission may be conferred on students if important deficiencies are identified in their undergraduate training. Conditionally admitted students are notified of those deficiencies, and required to rectify them at UAA, normally within a period of one year, before admission to regular status in the program is conferred. In some cases, deficiencies can be made up at another academic institution. Conditional students cannot receive graduate teaching assistantships, research assistantships or departmental travel/research grants.

Prospective graduate students are strongly advised to contact all potential faculty for research/advisor arrangements at an early stage of their admission process. An attempt is made to assign an initial advisor to students based on interests and other academic criteria.

Academic Progress
To maintain continuous progress toward the MA degree, a student in the graduate program is expected to complete each semester a minimum of 9 credits of coursework applicable to the program, with grades of A or B, for full-time students, or 3 credits per semester for part-time students. Failure to comply may result in the student being removed from the program. The same is true of students who fail to rectify conditions of their admission. In addition, students must advance to candidacy within five years, unless on an approved leave of absence. Such leaves of absence may not total more than four semesters.

Candidacy Requirements
See the beginning of this chapter for Advancement to Candidacy requirements. A student advances to candidacy by doing the following:
1. Select a graduate studies committee by the end of the first semester of graduate study.
2. Submit an official Graduate Studies Plan, as described in the UAA Catalog, after no more than three semesters of full-time graduate study.
3. Complete at least 24 semester-credits of non-thesis coursework applicable to the MA program.
4. Demonstrate research or statistical competence needed to complete the degree program, as approved by a student's graduate studies committee. Usually, UAA courses such as STAT A252 or STAT A253 or the equivalent, or computer skills such as photogrammetry, SEM image analysis, or GIS analysis will meet this requirement.
5. In addition, a student may be required to demonstrate mastery of a foreign language, if deemed necessary by the graduate studies committee.
6. Pass ANTH A602, ANTH A605, and ANTH A611 proseminars with a grade no less than a B. If necessary, a proseminal may be repeated once, but failure to earn a B or higher the second time will result in removal from the program.
7. Prepare a thesis prospectus for approval by the graduate studies committee.

Graduation Requirements
See University Requirements for Graduate Degrees at the beginning of this chapter.

Program Requirements
1. The following courses must be taken with a grade of A or B.
2. At least 21 credits must be taken at the graduate (600) level.
3. No more than 6 credits of Internship/Practicum or Independent Study may be applied to the degree, unless a student is taking more than one track in the Applied Anthropology emphasis, in which case 3 additional credits are available.
4. Courses outside the field of Anthropology may be taken as electives if approved by the student's advisor.
5. The student must advance to candidacy within three years based upon fulfillment of the Candidacy Requirements listed above.
6. The student must submit a written MA thesis to the graduate studies committee, conforming to UAA specifications.
7. The student must pass an oral defense of the thesis, open to the university community and the general public.
8. The student must submit an Application for Graduation.
9. One of the following study emphases must be chosen:

**General Anthropology Emphasis**

1. Complete the following:
   - ANTH A602 Proseminar in Cultural Anthropology* 3
   - ANTH A605 Proseminar in Biological Anthropology* 3
   - ANTH A611 Proseminar in Archaeology* 3
   - ANTH A620 Research Design 3
   - ANTH A699 Thesis Research 1-6
   - 600 level elective courses 11-17
   - 400 level elective courses 0-6

2. A total of 30 credits are required for the degree.

**Applied Anthropology Emphasis**

1. Complete the following:
   - ANTH A602 Proseminar in Cultural Anthropology* 3
   - ANTH A605 Proseminar in Biological Anthropology* 3
   - ANTH A611 Proseminar in Archaeology* 3
   - ANTH A620 Research Design 3
   - ANTH A699 Thesis Research 1-6
   - 600 level elective courses 2-8
   - 400 level elective courses 0-6

* All proseminar courses and Research Design must be taken in residence at UAA. These courses may not be taken by directed study or by correspondence. Students may not take Research Design or any proseminar until formally admitted to the MA program.

2. Complete one of the following tracks:

**Applied Cultural Anthropology Track**

Complete the following courses (9 credits):
   - ANTH A615 Advanced Applied Anthropology 3
   - ANTH A630 Advanced Research Methods in Cultural Anthropology* 3
   - ANTH A695 Anthropology Practicum 3

*If this course was taken as an undergraduate upper division course (ANTH A430 or the equivalent), another course may be substituted with the approval of the student’s graduate studies committee.

**Applied Biological Anthropology Track**

Complete 9 credits from the following: 9
   - ANTH A645 Advanced Evolution of Humans and Disease (3)
   - ANTH A655 Advanced Medical Anthropology (3)
   - ANTH A657 Nutritional Anthropology (3)
   - ANTH A685 Advanced Human Osteology (3)
   - ANTH A686 Advanced Applied Human Osteology (4)
   - ANTH A695 Anthropology Practicum (3)

**Cultural Resource Management Track**

a. Complete the following:
Students

**Program Student Learning Outcomes**

Students graduating with a Master of Science in Biological Sciences:

- Have mastered the fundamental concepts of Biology, including cell and molecular biology, genetics, physiology, evolution, and ecology.
- Will have a working knowledge of the principles of scientific methodology, of the methods and technology of biological research, of quantitative analysis of scientific data, and will be capable of writing a publishable scientific paper.
- Will have a demonstrated mastery of at least one focus area within Biology or Biochemistry.
- Are prepared for a career in Biological Sciences, or are prepared to pursue more advanced research opportunities (e.g., PhD or postdoctoral programs).

**Admission Requirements**

Students seeking admission into the Biological Sciences MS degree program should meet the following requirements. Details on this process are available at [www.uaa.alaska.edu/biology/graduate/documentsanddates.cfm](http://www.uaa.alaska.edu/biology/graduate/documentsanddates.cfm).

1. Students must have a bachelor's degree in biology, chemistry, or equivalent science to be determined by the Graduate Affairs Committee (GAC). Although graduating college or university seniors are invited to apply, no student may be formally admitted to graduate study until the baccalaureate degree has been awarded from an accredited college or university.
2. Applicants must take the general Graduate Record Examination (GRE). Applicants are encouraged to take the subject (biology, biochemistry, or chemistry) exam, but this is not required.
3. Applicants must have at least a 3.00 GPA, or at least a 70th percentile in two out of the six possible GRE scores (verbal reasoning, quantitative reasoning, analytical writing, and the three subsections of the subject GRE). Successful applicants ordinarily have no grade lower than a C in undergraduate science courses.

4. If English is not the applicant’s native language or was not the language of instruction for the applicant’s baccalaureate degree, students must take the Test of English as a Foreign Language (TOEFL) Exam and, at a minimum, meet the TOEFL score guidelines set by UAA for undergraduate admission. These guidelines can be found in the UAA Catalog. TOEFL scores may be waived if the applicant has been a long-term resident of the United States or other English speaking country.

**Required Documents for Admission**

1. The UAA graduate application form, which is available at [www.uaa.alaska.edu/admissions/printed_application_forms.cfm](http://www.uaa.alaska.edu/admissions/printed_application_forms.cfm).

2. Official transcript(s) reflecting graduate-level credits and credits pertaining to the baccalaureate degree from each institution attended. Applicants with transcript(s) from institution(s) outside the United States or Canada must provide an official statement of equivalency from a recommended credentials evaluation service and, if necessary, an English translation of the transcript.

3. Official scores from the GRE must be requested by the student and sent directly by the testing agency to the university. Scores must be received prior to admission to the program.

4. If necessary, scores from the TOEFL exam must be requested by the student and sent directly by the testing agency to the university. Scores must be received prior to admission to the program.

5. A brief (typically one page) statement of the applicant’s research and career goals.

6. Three letters of recommendation from persons who are qualified to evaluate the applicant’s ability to successfully perform graduate-level coursework and research should be submitted directly to the department.

7. A letter of support from a UAA faculty member from the Department of Biological Sciences expressing willingness to accept the applicant into their research group and a statement of available funding or funding opportunities for research support for the student. Because students will not be admitted to the program without a faculty mentor from the department, prospective graduate students are strongly advised to contact faculty for research advisor arrangements at an early stage of their admission process. Faculty research interests are available online: [www.uaa.alaska.edu/biology/facultyandstaff/tenuretrackfaculty.cfm](http://www.uaa.alaska.edu/biology/facultyandstaff/tenuretrackfaculty.cfm)

Items 1-4 must be submitted to Enrollment Services; items 5-7 should be submitted directly to the Department of Biological Sciences. Applicants should also submit unofficial copies of items 1-4 to the department. Questions about this process should be directed to the departmental secretary, at (907)-786-4770.

Mailing address:

**Department of Biological Sciences Graduate Program**

3101 Science Circle, CPSB 101N

Anchorage, AK 99508

**Admission deadlines:** All materials are due by March 1 for fall admission and by November 1 for spring admission. Acceptance is determined by the GAC and is based on the prospective student’s overall credentials and the availability of appropriate faculty for student research interests. Files received after these deadlines will be considered on a case-by-case basis for admission the subsequent semester.

**Graduation Requirements**

In order to receive the Master of Science in Biological Sciences, students must:

1. Satisfy all the University Requirements for Graduate Degrees listed at the beginning of this chapter;
2. Complete 30 credits of coursework approved in advance by the student’s graduate study committee (GSC);
3. Satisfactorily complete thesis research approved in advance by the student’s GSC and pass an oral thesis defense;
4. Submit a written graduate thesis that has been approved by the GSC, departmental director, and deans of the College of Arts and Sciences and the Graduate School.

**Course Requirements**

1. Students must complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A601</td>
<td>Experimental Design and Statistics (3)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL A604</td>
<td>Experimental Design for Cell/Molecular Biologists (3)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL A605</td>
<td>Graduate Proseminar in Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BIOL A606</td>
<td>Advanced Analysis and Interpretation *</td>
<td>3</td>
</tr>
</tbody>
</table>

[does not include BIOL A682, BIOL 696, BIOL A698 or BIOL A699 credits]
**This requirement can be waived by the student’s GSC if the student has sufficient other experience or coursework in statistical analysis.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A698</td>
<td>Directed Research (1-6)**</td>
<td>1</td>
</tr>
<tr>
<td>BIOL A699</td>
<td>Thesis (1-6)**</td>
<td>1</td>
</tr>
</tbody>
</table>

** In combined total, no more than 12 credits of BIOL A698 and BIOL A699 can count toward the 30 credits required for graduation; however more can be taken.

2. Upper division (400-level) credits may be applied to the degree only with approval of the student’s GSC via inclusion on the Graduate Studies Plan. In order to receive credit for coursework, students must receive a minimum grade of B in all 400-level courses, and a minimum grade of C in all 600-level courses, provided that the cumulative GPA does not drop below 3.00.

### Program Requirements

1. Within the first semester of study, each student must select a GSC consisting of a minimum of three members (no more than five is recommended). Two of the three members must be full-time, tenure-track faculty in the Department of Biological Sciences. The committee chair will be the student’s primary research advisor if that person is a full-time UAA faculty member in the Department of Biological Sciences. If the primary research advisor is an affiliate faculty member, the chair will be shared with a full-time UAA faculty member from the Department of Biological Sciences, and both will be designated as co-chairs. To be a co-chair, a non-UAA faculty member must have official affiliate status within the department.

2. A student’s GSC must meet at least once each year to review a student’s progress. The annual report on student progress (available online from the Graduate School) must be completed by the student and committee, signed by the GSC, filed with the departmental secretary, and submitted to the UAA Graduate School no later than September 15 of each year. Failure to file annual progress reports will be taken as an indication of inadequate progress, and is grounds for probation and subsequent dismissal from the program.

3. Each student must submit an official Graduate Study Plan (GSP) form by the end of the first semester of graduate work. The GSP formally establishes the specific program requirements that will, upon satisfactory completion, entitle the student to receive the graduate degree or certificate. This form must be approved by the student’s GSC and also be signed by the department director and the dean of the Graduate School.

4. All graduate students must remain in good standing throughout their program. At a minimum, students not in good standing will not be able to compete for teaching assistantships or be awarded tuition waivers from the department, college, or Graduate School. Students not in good standing risk being placed on probation and/or removed from the degree program. In order to remain in good standing in the program, students must:
   a. maintain a 3.00 GPA (cumulative) in all coursework listed on their GSP,
   b. file a GSP by the end of their first semester in residence, and
   c. file satisfactory progress reports during each year in residence.

5. Within their first year in the program, each graduate student is required to submit a written thesis proposal that details the plan for the student’s graduate work. This document is developed in consultation with the graduate advisor, and once prepared must be submitted and approved by the student’s GSC. A copy of the approved proposal shall be placed in the student’s departmental file.

6. Students will conduct the research outlined in the thesis proposal and present their results as a graduate thesis following guidelines provided by the Graduate School. This written thesis must be approved by the GSC, the director of the Biological Sciences Department, the dean of the College of Arts and Sciences, and the dean of the Graduate School in order to be considered complete. No student shall graduate without completing a written thesis.

7. Following submission of their thesis to their GSC, students must present a thesis defense seminar, which will be followed by a private meeting with their GSC to finalize the defense. The student must successfully defend the thesis in order to graduate.

### Doctoral Program, Biological Sciences

The department also offers PhD degrees in collaboration with the University of Alaska Fairbanks. Because application guidelines and requirements differ among the departments at UAF with which we collaborate, we recommend that you contact the faculty member at UAA with whom you would like to work, and discuss how to proceed.

### FACULTY

Lilam Alessa, Professor, lalessa@uaa.alaska.edu  
Eric Bortz, Assistant Professor  
Loren Buck, Professor, lbuck@uaa.alaska.edu  
Jason Burkhead, Assistant Professor, jburkhead@uaa.alaska.edu  
Jennifer Burns, Professor, jmburns@uaa.alaska.edu  
Matt Carlson, Associate Professor, mcarlson@uaa.alaska.edu  
Douglas Causey, Professor, dcausey@uaa.alaska.edu  
Khojya Duddleston, Associate Professor, knduddleston@uaa.alaska.edu
CREATIVE WRITING AND LITERARY ARTS

Administration/Humanities Building (ADM), Room 270, (907) 786-3994
www.uaa.alaska.edu/cwla

Master of Fine Arts, Creative Writing and Literary Arts

The Department of Creative Writing and Literary Arts offers a 45-credit Master of Fine Arts in Creative Writing and Literary Arts through a low-residency program. The MFA is a professional degree that prepares students for various careers, including those involving professional writing, teaching, and editing. The MFA in Creative Writing and Literary Arts combines mentorships with a residency period of approximately 12 days held on campus each summer. The residency session includes all faculty and students in an intensive schedule of workshops, classes, presentations, and readings. Students and mentors will then conduct one-on-one coursework at a distance during fall and spring semesters, supported by web resources. Mentors will include core faculty members and associate faculty who are established teachers and writers. Residency sessions also will feature annual guests from other disciplines, including scientists, artists, musicians, cultural leaders, and scholars. Students will participate in three residency sessions as part of their workshop credits. During a fourth residency, they will present and defend their thesis projects and give a public reading.

The department offers a studio program that balances the study and practice of craft, and the study of form and theory. Students are accepted into a particular genre: fiction, literary nonfiction, or poetry and will concentrate their studies in that genre. During mentorships, students produce original works of literature as well as critical analyses of books chosen in collaboration with the mentor. The program offers — but is not limited to — special emphasis on writing about the relationships between people and place, landscape, nature, science and the arts, regardless of where these relationships exist or how they are expressed. In their final year, students will prepare and present a thesis that includes a book-length work of original creative writing, a thesis essay, and an annotated bibliography. Through completion of the coursework and the thesis, students will develop and demonstrate an understanding of the history, traditions, theory, and contemporary issues in their genre and be able to situate their own work within that genre; articulate and demonstrate craft elements in their creative work; and develop and demonstrate the skills necessary for professional employment in literary fields such as writing, teaching, and editing.

Program Student Learning Outcomes

Students graduating with a Master of Fine Arts in Creative Writing and Literary Arts will be able to:

- Demonstrate a thorough understanding of historical context, traditions, and contemporary issues in form and theory by situating the content of their own work within their genre.
- Demonstrate their skills in craft by producing a substantial body of original creative work and by articulating the craft elements in their genre.
- Demonstrate skills necessary for professional employment in literary fields such as writing, and editing by planning, organizing, and presenting works or projects of literary and public value.

Admission Requirements

See Admission Requirements for Graduate Degrees at the beginning of this chapter.

In addition, at the time of application, students must submit the following to the Department of Creative Writing and Literary Arts:

1. Personal essay (see website for topic and detailed instructions)
2. List of references, including email addresses; no need to send reference letters
3. Unofficial transcripts
4. Creative work: your best work

Sarah Gerken, Associate Professor, sagerken@uaa.alaska.edu
Miki Ii, Assistant Professor, mii@uaa.alaska.edu
Andy Kliskey, Professor, aka@uaa.alaska.edu
Jocelyn Krebs, Professor, jkrebs@uaa.alaska.edu
Jerry Kudensee, Professor, jkudensee@uaa.alaska.edu
Kim Peterson, Professor, kjpeterson@uaa.alaska.edu
David Pfeiffer, Professor, dpfeiffer@uaa.alaska.edu
Fred A. Rainey, Professor and Director, farainey@uaa.alaska.edu
Donald Spalding, Professor, dspalding@uaa.alaska.edu
Jonathan Stecky, Assistant Professor, jstecky@uaa.alaska.edu
Bjarntor Steinhörsson, Professor, bsteinhoorsson@uaa.alaska.edu
Ian van Tets, Associate Professor, ivantets@uaa.alaska.edu
Frank von Hippel, Professor, favonhippel@uaa.alaska.edu
Fiction — One story (15 pages or less) or a chapter of a novel accompanied by a brief synopsis

Poetry — Ten pages of poetry, no more than one poem to a page

Literary nonfiction — Fifteen pages or less of an essay, memoir, or other creative work of nonfiction.

Please see the CWLA website for the most current and detailed application instructions.

All materials must be received by the Department of Creative Writing and Literary Arts by January 15 for earliest consideration for admission into the program. Summer admission only.

Admission will depend upon the evaluation of the entire application packet, with emphasis placed on the manuscript sample.

Graduation Requirements
See University Requirements for Graduate Degrees at the beginning of this chapter.

Program Requirements
1. Complete 15 credits in the student’s chosen genre from the following:
   - CWLA A652 Graduate Writer's Workshop: Poetry 5
   - CWLA A662 Graduate Writer's Workshop: Fiction 5
   - CWLA A672 Graduate Writer's Workshop: Literary Nonfiction 5

2. Complete 15 credits of:
   - CWLA A690 Studies in Form and Theory (5) 15
   This is an umbrella course and may be repeated with changes in subtitle.

3. Complete 5 credits of:
   - CWLA A695 Literary Practicum (1-5) 5

4. Complete 10 credits of:
   - CWLA A699 Thesis (5) 10
   To produce a book-length creative work, annotated bibliography, and thesis essay.

5. Successful presentation of thesis in colloquium.
6. A total of 45 credits is required for the degree.

FACULTY
Anne Caston, Term Associate Professor, anne.caston@gmail.com
Jo-Ann Mapson, Term Assistant Professor, AFJM2@uaa.alaska.edu
Linda McCarriston, Professor, AFJM1@uaa.alaska.edu
Sherry Simpson, Associate Professor, AFSS3@uaa.alaska.edu
Ronald Spatz, Professor, AFRMS1@uaa.alaska.edu
David Stevenson, Term Professor/Director, AFDDS1@uaa.alaska.edu

ENGLISH

Master of Arts, English

The Department of English offers a 36-credit Master of Arts in English emphasizing balanced coursework in literature, rhetoric, composition and linguistics. This degree prepares students both to pursue a more specialized PhD program and to take a variety of jobs in teaching, writing, editing and related fields. Students take three required courses: Contemporary Literary Theory (ENGL A602), Advanced Research and Professional Practices (ENGL A689) and Thesis (ENGL A699). Teaching assistants (TAs) also are required to take Composition Theory and Practice (ENGL A687). Otherwise, students enjoy significant flexibility in designing their degree. The degree culminates in the master’s thesis, a thoroughly researched and carefully argued article-length work that demonstrates the student’s academic achievement and enables students to take on a variety of professional roles or to pursue advanced study.

Competitive teaching assistantships and research assistantships are also available. Contact the English Department for details, deadlines and applications.
Program Student Learning Outcomes

Students graduating with a Master of Arts in English will be able to:

- Address precisely articulated critical questions,
- Demonstrate deep familiarity with print and electronic scholarship,
- Apply detailed evidence to support claims,
- Utilize field-appropriate theories and methodologies effectively,
- Write analytically according to disciplinary conventions, and to
- Document fully according to disciplinary stylesheets.

Admission Requirements

Admission to the MA in English requires a baccalaureate degree from a regionally accredited institution in the United States (or foreign equivalent) as defined by the Council of Higher Education, with at least a 3.00 undergraduate GPA. See Admission Requirements for Graduate Degrees at the beginning of this chapter for additional prerequisites. Complete application packets are due by May 1 for fall enrollment (April 1 if applying for a teaching assistantship) and November 1 for spring enrollment. Late applications will be reviewed for the following semester. TA/RA applications are due to the department by April 1 (for fall semester).

At the time of application, students must submit the following documents to the Master of Arts program, Department of English:

1. A three- to five-page application essay that addresses the student’s background in English, reasons for applying to the Master of Arts program, specific area(s) of interest, learning goals and professional objectives.
2. A recent sample (from within the past five years) of the applicant’s academic or professional writing.
3. Two letters of recommendation from faculty who know the applicant’s academic work (or professional writing, when appropriate).
4. Official transcripts for all prior coursework.

Admission to the program is based upon the evaluation of the entire application packet in conjunction with the applicant’s undergraduate GPA.

Under-Prepared Students/Admission for Students without an Undergraduate Degree in English (or Related Discipline)

An applicant who does not have sufficient undergraduate experience in English, at the discretion of the department, may be required to take up to 9 credits of additional coursework at the undergraduate level. These preparatory courses do not count toward the MA degree and must be passed with a grade of B or better.

International Students

According to the UAA Admission Requirements for Graduate Degrees, applicants whose native language is not English must submit official Test of English as a Foreign Language (TOEFL) scores, and the department reserves the right to require TOEFL scores above the university requirement for graduate admission.

Teaching Assistantships

Applicants to the graduate program who are also interested in an assistantship should contact the Department of English for an application packet. Students selected for teaching assistantships are required (1) to attend all training, informational and evaluation sessions and (2) to meet the academic and professional standards set by faculty members. If these requirements are not met, students risk forfeiting their assistantships.

Advising and Program Sequence

Admitted students are assigned an initial advisor whose responsibility is to assist the student prior to initial enrollment. Students shall acquaint themselves with different faculty members during the first year and approach a faculty member to serve as a mentor for the duration of the student’s program. It is also expected that the mentor will assist the student in course selection and should advise the student in selecting a thesis committee and thesis advisor. Students are advised to complete the required MA courses in the following sequence: ENGL A602, ENGL A689, ENGL A699 (final semester).

The thesis proposal, a requirement of ENGL A689, must be approved by the graduate English coordinator; students will not be allowed to enroll for ENGL A699 without completing ENGL A689 and having an approved thesis proposal.

Developed in consultation with the mentor and in reference to the program requirements (see below), the Graduate Studies Plan (GSP) detailing the student’s actual coursework should be submitted during the semester that the student takes ENGL A689. See the beginning of this chapter for a description of the GSP and other university requirements. The Graduate Studies Plan and other paperwork may be found on the UAA Graduate School webpage at www.uaa.alaska.edu/graduateschool.

Thesis Requirements

The thesis is the culmination of the MA program. It is an extended, article-length writing project that demonstrates MA students’ ability to think creatively, research thoroughly, write effectively and argue analytically at the graduate level. Students are expected to have conversations with
faculty members about possible thesis topics during their coursework, and the thesis committee and thesis chair should be chosen in conversation with the graduate English coordinator. Additional thesis requirements follow:

1. The thesis should focus upon, and fall within, a disciplinary specialty covered by a tenured or tenure-track UAA English Department faculty member. (See the faculty profiles on the English Department webpage for descriptions of faculty members’ fields of expertise.)

2. The thesis should primarily address recognized disciplinary specialties (literary, rhetorical, linguistic, cinematic, or electronic texts, concepts, and perspectives) and methodologies (literary critical and rhetorical analysis, qualitative or quantitative research). Secondarily, the project may incorporate cultural studies approaches, popular culture topics, or extra-canonical texts, if pertinent and approved by the thesis advisor.

3. The thesis should articulate a critical approach to the topic according to a clearly defined literary theory, rhetorical approach or linguistic consideration (a key question, idea, concept, theorist or school of thought).

4. The thesis may be an extension of coursework; however, under no circumstances is it permissible to turn in the same paper for both a course and the thesis.

5. The thesis must be developed out of the thesis proposal required in ENGL A689 and approved by the graduate English coordinator.

6. The completed thesis should be submitted to the thesis committee at least two weeks prior to the thesis defense. See the English Department for specific dates and deadlines. If the thesis is not submitted with adequate lead time, and revisions are required, it is unlikely that the thesis can be completed in time to meet graduation deadlines. See the UAA Graduate School website for thesis deadlines.

7. Students must be aware that after the thesis defense is completed, and before the degree can be awarded, the thesis must also be:
   - Revised according to the instructions of the thesis defense committee (if any);
   - Submitted, reviewed and approved by the chair of the Department of English;
   - Revised according to the chair’s instructions (if any);
   - Submitted, reviewed and approved in the College of Arts and Sciences Dean’s Office;
   - Revised according to the CAS Dean’s Office’s instructions (if any);
   - Submitted, reviewed and approved by the Graduate School;
   - Revised according to the Graduate School instructions (if any); and
   - Submitted to the Graduate School for binding and archiving (required), and copyrighting (optional) according to current requirements.

Please see the English Department support staff for a detailed description of the procedures to follow after the thesis defense. The degree can be posted, and a student can officially graduate, only after meeting all additional paperwork and administrative requirements as determined by the Graduate School. The Office of the Registrar completes the final degree check to ensure that all degree requirements have been met, including the resolution of any incomplete (I) or deferred (DF) grades.

**Continuous Registration and Leaves of Absence**

Students have seven years to complete all requirements for the MA in English, and continuous registration is expected of all students throughout their courses of study. Students planning not to take coursework or register for thesis credit during any fall or spring semester (or summer, if they plan to use university facilities or consult with faculty during that time) prior to completion of their degree must submit the appropriate continuous registration paperwork and fee to ensure continuous enrollment during the degree-seeking period. Students not continually registered or on an approved leave of absence risk being removed from degree-seeking status. See the Related Graduate Degree Policies at the beginning of this chapter for additional details.

**Graduation Requirements**

See University Requirements for Graduate Degrees at the beginning of this chapter. Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation. Late or incomplete applications are processed the following term, and students who apply for graduation but do not complete the requirements must reapply with the appropriate fee in a subsequent semester.

**Program Requirements**

In general, MA degrees in English should follow the guidelines below, but the graduation requirements for individual students are based upon each student’s approved Graduate Studies Plan.

1. Core courses (9-12 credits)*

   Complete the following three core courses

   - ENGL A602 Contemporary Literary Theory 3
   - ENGL A689 Advanced Research and Professional Practices 3
   - ENGL A699 Thesis (1-6) 3

   *TAs are also required to take ENGL A687 Composition Theory and Practice 3
2. Distribution requirements (18 credits)
   All courses are repeatable up to 6 credits with a change
   of subtitle:
   
   ENGL A610 Studies in Literary Periods and Movements (3)
   ENGL A611 Studies in Genre (3)
   ENGL A612 Studies in English Linguistics (3)
   ENGL A613 Studies in Rhetoric and Composition (3)
   ENGL A636 Studies in Contemporary Theory (3)
   ENGL A676 Studies in Texts and Cultures (3)

3. Elective courses (6-9 credits) 6-9
   Elective courses may include, with the approval of the
   committee chair:
   Any additional 600-level ENGL course (3-6)
   Up to 6 credits of 400-level ENGL courses (3-6)
   Up to 6 credits of approved coursework outside the department (3-6)

4. A minimum of 36 credits is required for the MA in English
   Note: A tentative course rotation schedule is available from the English Department.

FACULTY

David Bowie, Assistant Professor, david.bowie@uaa.alaska.edu
Jeane Breinig, Associate Professor, jmbreinig@uaa.alaska.edu
Jacqueline Casou, Assistant Professor, jcasou@uaa.alaska.edu
Robert Craman, Professor, rcraman@uaa.alaska.edu
Suzanne Forster, Associate Professor, sforster@uaa.alaska.edu
Patricia Jenkins, Associate Professor, pmjenkins@uaa.alaska.edu
Daniel Kline, Professor / Chair, dkline@uaa.alaska.edu
Patricia Linton, Professor, plinton@uaa.alaska.edu
Judith Moore, Professor Emeritus, jmoore@uaa.alaska.edu
Clay Nunnally, Professor, jcnunnally@uaa.alaska.edu
Jennifer Stone, Associate Professor, jstone32@uaa.alaska.edu
Toby Widdicombe, Professor, rtwiddicombe@uaa.alaska.edu

PSYCHOLOGY

Social Sciences Building (SSB), Room 264, (907) 786-1795
www.uaa.alaska.edu/psych

Graduate Certificate, Children’s Mental Health

The Graduate Certificate in Children’s Mental Health prepares graduate students and post graduates to practice children’s mental health using principles and methods from multidisciplinary sources to assist in the mental health treatment of children and their families. This certificate will strengthen competencies for work in education, social work and psychology jobs that specialize in children’s mental health. The program builds on the knowledge and skills acquired through current or previous master’s level study in these or related fields. The 14-credit graduate certificate is designed to supplement each candidate’s existing experience and academic preparation and the extent to which each candidate achieves the program outcomes. Therefore, specific required courses are not listed for some of the course requirements, since individual graduate studies plans may vary considerably based on the prior coursework of each candidate. The faculty advisors will use the program’s academic preparation requirements derived from state and national children’s mental health workforce competency guidelines to guide coursework selections included on the graduate studies plan. Students develop advanced knowledge and competencies for working with children’s mental health issues as well as cross-discipline skills for working in Alaska’s systems of care. Applicants may either be in a behavioral health graduate program or have graduated from an approved program.
Program Student Learning Outcomes
The program is designed to expand specific skills and clinical experiences in children’s mental health and allow students to expand their expertise through a multidisciplinary understanding of children’s mental health practices in Alaska. Outcomes for the program are based on state and national competency guidelines for children’s mental health. Students who complete this program will be able to:
1. practice within the legal and ethical parameters of the profession;
2. identify children and their families who are at risk and to assess and intervene properly;
3. apply a variety of theories and methods of assessment and intervention in their practice;
4. understand systems of care as they apply to children’s mental health; and
5. assess, collaborate, intervene and document resources and services for children's mental health.

Admission Requirements
Applicants for the Graduate Certificate in Children’s Mental Health must:
1. satisfy the Admission Requirements for Graduate Certificates at the beginning of this chapter;
2. complete the Children’s Mental Health Graduate Certificate Application (application can be found on the program website);
3. have graduated from or are currently students in an accredited or approved program of Social Work, Psychology, or Counseling/Special Education or a related field with a cumulative graduate GPA of 3.00 on a 4.00 scale (with no course below a grade of B);
4. have completed a prerequisite or corequisite course in child development; and
5. provide a written summary of their children’s mental health related experiences, and career goals.

Curriculum Requirements
Applicants must complete the following requirements for a total of 14 credits.

Area Requirements (minimum 9 credits)*
Applicants who have graduated from or are currently students in an accredited or approved program of Social Work, Psychology, or Counseling/Special Education or a related field are required to complete or show evidence of having successfully completed graduate coursework in the following areas:

- Family systems 3
- Assessment/intervention/ethics in children’s mental health 3
- Specialty content coursework in children’s behavioral health issues minimum 3

*Graduate coursework completed as part of a degree program may be used toward certificate programs. (Note: Courses that fulfill these requirements must be approved by the advisor)

Course Requirements
In addition, applicants are required to complete the following courses as part of the certificate program:

- PSY/SWK/ EDSE A677 Multidisciplinary Seminar in Children’s Mental Health (1)* 2
- PSY/SWK/ EDSE A691 Children’s Mental Health Systems of Care 3

*To be taken 1 credit per semester over 2 sequential semesters. While attending this seminar, students should be involved with an academic or work experience involving children’s mental health.

Certificate Completion Requirements
Admitted students are required to complete curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better. All courses must be at or above a grade of B.

Program Requirements
1. Submit all graduate transcripts to the advisor for review.
2. Collaborate with the advisor to create a Graduate Studies Plan within the first semester of program admission.
3. Complete coursework as specified on the Graduate Studies Plan.
4. Maintain an overall GPA of 3.00 in the program with no grade below a B.
Master of Science, Clinical Psychology

The Master of Science in Clinical Psychology is designed to be responsive to the needs of a variety of Alaska mental health service settings and to meet prerequisites for licensing requirements at the master's level in psychology for the state of Alaska. The MS degree allows graduates to pursue either the Licensed Professional Counselor (LPC) or the Licensed Psychological Associate (LPA) license.

The goal of the program is to provide students with a well-rounded education that includes an evidence-based background in the best practices applicable to community mental health settings. The curriculum addresses local behavioral health needs in a context that is culturally sensitive and community focused. An important program goal is the recruitment and retention of nontraditional students.

Program Student Learning Outcomes

Students graduating with a Master of Science in Clinical Psychology will be able to:

- Apply a broad knowledge of contemporary psychology, with special emphasis in clinical psychology.
- Master and specialize in clinical psychology in either (a) psychological research or (b) a clinical issue related to community treatment.
- Demonstrate acceptable skills in research analysis (including writing and mastery of APA style).
- Demonstrate competence in basic clinical skills sufficient to practice under general supervision.

Admission Requirements

Forms and instructions are available at www.uaa.alaska.edu/psych/masters/admissions.cfm.

1. Application deadline: April 1 for fall admission. This is the only opportunity for program admission each year.
2. Compliance with Admission Requirements for Graduate Degrees as given in the University of Alaska Anchorage catalog.
3. Undergraduate training in general psychology; statistics or research; learning and cognition or strategies of behavior change; clinical psychology; and psychological testing. Examples of UAA courses that meet these requirements are PSY A111, PSY A260 or PSY A420, PSY A335 or PSY A445, PSY A425, PSY A473. Alternative courses and/or experiences will also be considered. Students without an undergraduate degree in psychology must have all prerequisites.
4. Submission of a letter of intent describing the applicant’s interest and purpose in pursuing the MS degree in Clinical Psychology. The letter should address the reasons why the degree is being sought at this point in the applicant’s professional development. See instructions on the website.
5. Submission of three professional letters of recommendation that address the applicant’s suitability for the program.
6. Submission of Student Disclosure Form. See website.
7. Submission of a resume or vita that documents the applicant’s vocational and professional experiences, academic achievements, research accomplishments, special projects, recognitions, and other information relevant to the applicant’s qualifications for the program.
8. Submit copy of complete application packet to the Psychology program office.

Departmental approval for admission to graduate study is contingent on the applicant’s qualifications, interests, and available space.

Graduation Requirements

Students must meet all applicable university requirements for master’s degrees given earlier in this chapter and achieve a grade of B or better in all coursework applied to the degree. It is required that students comply with the American Counseling Association (ACA) and the American Psychological Association (APA) ethical guidelines throughout program completion. Violation can result in immediate dismissal from the program.

Program Requirements

1. Complete the following required courses:
   - PSY A604 Biological and Pharmacological Bases of Behavior 3
   - PSY A609 Applied Research Methods 3
   - PSY A611 Ethics and Professional Practice 3
   - PSY A612 Human Development in a Cultural Context 3
   - PSY A622 Multicultural Psychopathology 3
   - PSY A623 Intervention I 3
   - PSY A624 Group Therapy 3
   - PSY A626 Family Therapy 3
   - PSY A627 Community-Based Intervention Skills 3
   - PSY A633 Tests and Measurements in Multicultural Context 3
   - PSY A654 Cultural Issues in Psychotherapy 3
The Admission Requirements

1. Application: Submit an application to the PhD, Clinical-Community Psychology program. The application includes personal information, academic records, a statement of purpose, two letters of recommendation, and a resume or CV. The application must be submitted online through the program's website.

2. Completion of Undergraduate Education: Applicants must hold a bachelor's degree from an accredited institution with a minimum grade point average of 3.0. They must have completed coursework in psychology, statistics, research methods, and related fields.

3. GRE: Applicants are required to submit scores from the Graduate Record Examination. The minimum acceptable scores vary by department.

4. Interview: Selected applicants may be invited for an interview with the admissions committee.

5. Completion of Minimum Credits: Applicants must have completed a minimum of 90 credits of graduate coursework, including 30 credits in psychology, 18 credits in research and methodology, and 18 credits in courses specific to the Clinical-Community Psychology track.

6. References: Applicants must provide three letters of recommendation from academic advisors or professionals who can attest to their academic and professional capabilities.

7. Application Deadline: The application deadline is January 15 for the fall semester. Applications received after the deadline will be considered if space is available.

Program Student Learning Outcomes

Students completing the PhD, Clinical-Community Psychology program will be able to:

- Demonstrate an understanding of the principles and theories of psychology.
- Apply critical thinking and problem-solving skills to analyze and solve complex problems.
- Demonstrate competence in conducting research and evaluation of research skills to disseminate new knowledge and inform clinical and community practice.
- Demonstrate cultural awareness and the ability to work effectively with diverse populations.
- Demonstrate proficiency in the use of quantitative and qualitative research methods.

PhD, Clinical-Community Psychology

The PhD program in Clinical-Community Psychology is accredited by the American Psychological Association as a clinical psychology program.

The PhD program in Clinical-Community Psychology with Rural, Indigenous Emphasis is a program jointly delivered and administered by the Departments of Psychology at the University of Alaska Anchorage and the University of Alaska Fairbanks. The degree is awarded jointly by UAA and UAF. Students can complete the entire degree program in residence at UAA. All program courses are co-taught across campuses via video conference and all program components are delivered by faculty at both campuses. The student experience is equivalent regardless of students’ city of residence (Fairbanks or Anchorage). The program focuses on the integration of research and practice with a focus on rural, indigenous issues, and an applied emphasis on the integration of research and practice. As a UAA-UAF partnership, the program integrates the strengths and resources of both campuses to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology.

The program ensures that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and will be adequately prepared for licensure as psychologists.

Application

Students apply to the joint PhD program in Clinical-Community Psychology at both UAA and UAF. All applicants submit identical application materials to both institutions; materials are collected and evaluated by the joint UAA-UAF PhD admissions committee, which makes admissions recommendations to the dean of the UAA or UAF Graduate School, depending on a selected applicant’s campus of residence. Applicants may specify a preference for either campus as a location for their studies. For more information about the application process, visit the program’s website.

Admission Requirements

1. Application Deadline: Received by February 1 for fall admission. This is the only opportunity for program admission each year.
2. Compliance with the requirements for admission to graduate studies as detailed in the UAA and UAF catalogs.
3. Minimum of a bachelor’s degree (BS or BA or BEd); major in psychology or related field preferred. All requirements for bachelor’s degree must be completed by June 30 prior to matriculation.
4. Minimum undergraduate grade point average of 3.0.
5. Minimum 3.0 grade point average in major and in all psychology courses.
6. Coursework in the areas of abnormal psychology, statistics, research methods and one of the following: personality, clinical psychology, social psychology or community psychology. All prerequisite coursework must be completed by June 30 prior to matriculation.

Electives:

Some options are the following:

- PSY A631 Cognitive Behavior Therapy (3)
- PSY A638 Child Clinical Psychology (3)
- PSY A690 Advanced Topics in Psychology (1-3)
- PSY A699 Thesis (1-6)

A total of 48 credits is required for the degree.

PhD, Clinical-Community Psychology

http://psyphd.alaska.edu

Students graduating with a Ph.D. in Clinical-Community Psychology will be able to:

- Demonstrate knowledge in the field of psychology and research methodology.
- Apply psychological concepts to real-world situations.
- Communicate psychological ideas effectively in writing and oral presentations.
- Demonstrate leadership skills in the field of psychology.
- Demonstrate competence in the use of quantitative and qualitative research methods.
- Demonstrate knowledge in the areas of abnormal psychology, statistics, research methods, and one of the following: personality, clinical psychology, social psychology or community psychology. All prerequisite coursework must be completed by June 30 prior to matriculation.
7. Letter of intent describing the applicant’s interest and purpose in studying clinical-community psychology, the reasons why a PhD in Clinical-Community Psychology through the joint UAA-UAF program is sought at this point in the applicant’s professional development, and demonstrating an understanding of relevant professional ethics.
8. Professional vita, including documentation regarding academic, research, and professional experiences; special projects and activities; and recognitions or honors.
9. Three professional letters of reference (preferably curriculum or research advisors, major course instructors with whom the student had contact in more than one course, and/or supervisors).
10. Disclosure statement, located at http://psyphd.alaska.edu/forms/annualdisclosure.pdf, must accompany the application to the program. Lifetime criminal background check must be submitted by students invited to a personal interview at least two weeks prior to the interview. Additional information on the FBI criminal background check is located at http://psyphd.alaska.edu/admissions.htm.

**Graduation Requirements**

1. Complete the university requirements for graduate degrees as outlined in the UAA or UAF catalog, depending on the student’s campus of residence.
2. Complete the program and additional requirements listed below.

**Program Requirements**

Students must complete 26 required courses (for a total of 70 credits), 18 credits of dissertation, 18 credits of predoctoral internship, and 9 credits of electives. Students must accumulate a minimum 115 credits to graduate and must have completed all required coursework. Students entering the program with a master’s degree in psychology or related field must complete at least two years of full-time coursework, 18 credits of dissertation, and one year of predoctoral internship, all as approved by the student’s advisory committee.

1. Cultural experience: During their time in the PhD program, students must participate in a cultural experience as defined by program faculty. The actual experience will vary from year to year, but includes direct exposure to Alaska Native and other cultural worldviews, values and life experiences through contact with cultural elders and advisors. The goal of the cultural experience is to provide an opportunity to interact directly with cultures in a non-classroom setting.

2. Complete the following required courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A602</td>
<td>Native Ways of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>PSY A603</td>
<td>Alaskan and Rural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A604</td>
<td>Biological and Pharmacological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY A605</td>
<td>History and Systems</td>
<td>1</td>
</tr>
<tr>
<td>PSY A607</td>
<td>Cognition, Affect, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>PSY A611</td>
<td>Ethics and Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY A612</td>
<td>Human Development in a Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>PSY A616</td>
<td>Program Evaluation and Community Consultation I</td>
<td>3</td>
</tr>
<tr>
<td>PSY A617</td>
<td>Program Evaluation and Community Consultation II</td>
<td>3</td>
</tr>
<tr>
<td>PSY A622</td>
<td>Multicultural Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A623</td>
<td>Intervention I</td>
<td>3</td>
</tr>
<tr>
<td>PSY A629</td>
<td>Intervention II</td>
<td>3</td>
</tr>
<tr>
<td>PSY A632</td>
<td>Community Psychology Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>PSY A633</td>
<td>Tests and Measurement in Multicultural Context</td>
<td>3</td>
</tr>
<tr>
<td>PSY A639</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY A652</td>
<td>Practicum Placement - Clinical I (1-3)</td>
<td>6</td>
</tr>
<tr>
<td>PSY A653</td>
<td>Practicum Placement - Clinical II (1-3)</td>
<td>6</td>
</tr>
<tr>
<td>PSY A657</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY A658</td>
<td>Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY A672</td>
<td>Practicum Placement - Community I (1-3)</td>
<td>3</td>
</tr>
<tr>
<td>PSY A679</td>
<td>Multicultural Psychological Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>PSY A681</td>
<td>Substances of Abuse in Alaska</td>
<td>1</td>
</tr>
<tr>
<td>PSY A682</td>
<td>Clinical Interventions for Substance Abuse</td>
<td>1</td>
</tr>
<tr>
<td>PSY A683</td>
<td>Substance Abuse Assessment and</td>
<td></td>
</tr>
</tbody>
</table>
Additional Requirements

Clinical Competency

Clinical competency is demonstrated through preparation of a clinical portfolio that will be evaluated by an ad hoc committee. Criteria for the clinical portfolio are clearly defined and samples will be provided for students. Students must demonstrate clinical competency before applying to Advance to Predoctoral Internship and must pass the clinical competency and community competency before starting PSY A686 Predoctoral Internship.

Community Competency

Community competency is demonstrated through preparation of a Community portfolio that will be evaluated by an ad hoc committee. Criteria for the portfolio will be clearly defined and samples will be provided for students. Students must pass both the clinical competency and community competency before starting PSY A686 Predoctoral Internship.

Research Competency

Research competency is demonstrated through preparation of a research portfolio that will be evaluated by an ad hoc committee. Criteria for the research portfolio will be clearly defined and samples will be provided for students.

Advancement to Candidacy

Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA-UAF PhD committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with the student to date, submitted paperwork and the student’s progress through the program. Feedback from the review will be provided to the student by her or his advisor. To advance to candidacy, students must also have received at least a conditional pass on their comprehensive exam. The program defines the comprehensive exam as being met through passing the required competency portfolios. Passing one portfolio qualifies the student for a conditional pass on the comprehensive exam, which is sufficient for advancement to candidacy. All portfolios must be passed for the comprehensive exam to be fully passed.

Doctoral Dissertation Proposal Defense

Before commencing data collection for a dissertation project, students must defend their proposal to their dissertation committee. The defense must be based on a written dissertation proposal to be distributed to the dissertation committee after approval by the dissertation chair. The defense will be an oral presentation to the committee by the student and will not be a public meeting. For data-collection based dissertations, the proposal must also be approved by the UAA or UAF Institutional Review Board before data collection can commence.

Doctoral Dissertation

A doctoral dissertation must be carried out successfully and approved by a doctoral dissertation committee. The dissertation committee will consist of at least four members. It is recommended that the dissertation chair be on the same campus as the student. There must be at least one committee member from each psychology department at UAF and UAA. Content areas can vary widely, but must be related to clinical, community, or cross-cultural issues and applicable in Alaska settings.

Advancement to Internship

Students must pass the clinical portfolio before applying to advance to PSY A686 Predoctoral Internship. In addition to passing the clinical portfolio, students must apply to the local program director (PD), by September 30 (the fall semester prior to the year during which the student seeks to complete the internship) stating their intent to advance to internship. For most students this will mean that the application needs to be made in the fall of the fourth year in the program. The PD will notify the core faculty committee, who will review each student’s coursework, ensure that adequate progress has been made toward all prior milestones [i.e., clinical competency, community competency, research competency, doctoral dissertation outline (the outline must be completed, submitted, and approved by the chair), and advancement to candidacy] before approving the student for internship and before writing a letter of support for the student. Students must fully pass both the clinical portfolio and the community portfolio before starting internship. Failure to pass the Clinical Portfolio or the Community Portfolio results in the student not being eligible to enroll in internship credits.

Predoctoral Internship (PSY A686)

A full-time, one-year predoctoral internship is required. This internship should meet the criteria laid out by the American Psychological Association; selection of an Association of Psychology Postdoctoral and Internship Centers (APPIC)-approved internship is encouraged. Placements in Alaska are preferred, but not required.
APA Ethical Guidelines

Strict compliance with APA ethical guidelines is required throughout participation in the degree program. Violations can result in immediate dismissal from the program and failure to graduate. Completion of an annual disclosure statement is also required. Affirmative answers may result in dismissal from the program and failure to graduate. The disclosure statement may be viewed at http://psyphd.alaska.edu.

FACULTY

Robert Boeckmann, Associate Professor, rboeckmann@uaa.alaska.edu
Christiane Bremo, Professor, cbremo@uaa.alaska.edu
Eric John David, Assistant Professor, edavid@uaa.alaska.edu
Patrick Dulin, Assistant Professor, pdulin@uaa.alaska.edu
Gloria Eldridge, Associate Professor, gedrldrg0@uaa.alaska.edu
Jim Fitterling, PhD Program Director/Assistant Professor, jfitterling@uaa.alaska.edu
Vivian Gonzalez, Assistant Professor, vgonzale@uaa.alaska.edu
Mark Johnson, Professor, mejohnson@uaa.alaska.edu
Claudia Lampman, Chair/Professor, clampman@uaa.alaska.edu
John Petraitis, Professor, jmpetraitis@uaa.alaska.edu
Rosellen Rosich, Professor, rrosich@uaa.alaska.edu
Patricia Sandberg, Associate Professor/PSC Director, prsandberg@uaa.alaska.edu
Joshua Swift, Assistant Professor/Intern Coordinator, jkswift@uaa.alaska.edu

COLLEGE OF BUSINESS AND PUBLIC POLICY

The College of Business and Public Policy (CBPP) offers three graduate degrees: Master of Business Administration, General Management; Master of Science; Global Supply Chain Management; and Master of Public Administration. These degree programs prepare students to function as effective leaders and managers in for-profit and not-for-profit organizations. Because of the related nature of the three CBPP degrees, students interested in pursuing two degrees simultaneously or in pursuing a second graduate degree may be able to complete the second degree with a significantly reduced number of credit hours, in accordance with the Graduate School’s policies on Additional Master’s Degrees in this catalog.

BUSINESS ADMINISTRATION

Edward & Cathryn Rasmuson Hall (RH), Room 304, (907) 786-4171
www.uaa.alaska.edu/cbpp

The College of Business and Public Policy offers the Master of Business Administration (MBA) degree in General Management. The MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Program Policies and Administration

Students must maintain a minimum 3.00 GPA in all coursework in the MBA program. Although minimally acceptable, a grade of C in a graduate course may be offset with an A grade in another graduate course. Students with a GPA below 3.00 will be placed on probation and may be dropped from the program if the GPA is not brought up to 3.00 within one academic year. All advanced MBA course requirements (core plus electives) must be completed within seven calendar years.

The faculty reserves the right, where warranted by evaluation of a student’s progress and apparent knowledge, to require additional coursework or other preparation to ensure the degree candidate possesses adequate professional skills and capabilities. This includes the ability to reason and communicate effectively, both verbally and quantitatively.

The MBA program is the responsibility of CBPP’s graduate faculty, which acts as a policy-setting body and as an appeals board. The complete MBA program policies, requirements, and procedures may be obtained from the CBPP Graduate Programs Office. Students are expected to be familiar with, and adhere to, both the MBA program requirements and procedures, and the general UAA requirements for graduate degrees.

Contact the CBPP Graduate Programs Office for full program information, including application forms and procedures.
Master of Business Administration, General Management

The MBA in General Management provides students with perspectives and skills to prepare them for increasingly significant managerial leadership roles.

The focus of the program is management practice, recognizing that sound practice requires a thorough understanding of underlying management principles and techniques. The MBA graduate should be thoroughly grounded in state-of-the-art management theory and practice, aware of the complex global environment in which modern organizations operate, adaptive to change, articulate, and ethical.

The program serves full- and part-time students and classes are generally scheduled evenings or Saturdays. Although many students are from the greater Anchorage area, the program also attracts students from throughout the United States and from foreign countries, particularly those on the Pacific Rim.

Students may enter the program in either fall or spring semester. A limited number of courses are also offered during the summer. Current application deadlines, as well as other detailed program information, may be obtained by contacting the CBPP Graduate Programs Office.

Program Student Learning Outcomes

Students graduating with a Master of Business Administration in General Management will be able to:

- Develop an understanding of the organization as a complex goal-seeking system interacting with and adapting to the dynamics of its external environment.
- Demonstrate an understanding of the key elements and tools of business performance management.
- Demonstrate effective communication skills utilizing a variety of tools and media suited to specific situations.
- Provide leadership in settings ranging from the organization-wide level to the team.
- Demonstrate professionalism through the maintenance of high standards of personal performance, teamwork, professional development and ethical behavior.

Admission Requirements

Applicants must meet both the Admission Requirements for Graduate Degrees and the College of Business and Public Policy requirements outlined here.

Admission to the MBA program is limited to students who have earned a baccalaureate degree from an AACSB or regionally accredited university, or foreign equivalent. Undergraduate GPA on a 4.00 scale and the Graduate Management Admission Test (GMAT) score must satisfy the following formula:

\[ \text{Undergraduate GPA} \times 200 + \text{GMAT} > 1150. \]

GMAT waivers may be considered for applicants meeting any of the following criteria:

1. Hold another master’s degree from an accredited university.
2. Have a professional designation beyond the baccalaureate (such as CPA, CFA).
3. Have an undergraduate GPA of 3.50 or higher.

If an applicant is not eligible for a GMAT waiver, admission will be deferred until he or she submits an examination score.

Additional indicators for predicting success in individual cases may be provided through documented performance in extracurricular activities; evidence of creativity and leadership; or a record of accomplishment in business or other professional activity.

Each applicant must submit the following to the UAA Office of Admissions as part of their application materials:

- A statement of purpose.
- A resume, including the names and contact information of three references.
- All transcripts from prior college/university studies.

Applicants whose native language is not English must score at least 80 (Internet based exam scale) on the TOEFL examination, or otherwise demonstrate competency in English. Students may apply to enter the program at the beginning of either the fall or spring semester. There currently is no specific application deadline, but students should apply before the start of their first semester. In some cases students may be admitted conditionally while their paperwork is completed.
General Management Program Structure

Requirements consist of two parts: foundation courses and advanced courses in business or accounting or relevant experience and expertise. In key functional areas of business, additional foundational coursework may be required. These foundation courses are:

- ACCT A601 Accounting Foundations for Executives 3
- BA A603 Fundamentals of Finance 3
- ECON A602 Introduction to Economics for Managers 3

All students must complete the three foundation courses. Advisors may, however, waive one or more of the foundation courses if the student has completed disciplinary equivalent coursework within five years preceding their admission.

Entering students are expected to have basic mathematical, computer, and communication skills. Students lacking these fundamental skills will be required to improve by means of independent study, noncredit courses, undergraduate coursework, or seminars and workshops.

The main body of the MBA curriculum consists of seven core courses (21 credits) and 15 credits of curricular options, for a total of 36 credits of advanced coursework:

**Core Courses (21 credits):**

- ACCT A650 Seminar in Executive Uses of Accounting 3
- BA A610 Business Intelligence and Analytics 3
- BA A613 Applied Leadership 3
- BA A632 Organizational Behavior and Foundations of Behavioral Science 3
- BA A635 Current Marketing Issues Seminar 3
- BA A636 Financial Decision Making 3
- BA A655 Strategic Management Seminar 3

In certain cases, where warranted by previous education or experience, students may petition to substitute an elective instead.

**Curricular Options (15 credits):**

a. Executive Focus (3 credits): Select at least one course from the following:

- BA A628 Executive Leadership 3
- BA A629 Negotiation and Conflict Management 3
- BA A631 Business Environment Analysis 3
- BA A634 Organizational Design and Development 3

b. Elective Coursework (9 credits)

Students may design an area of concentration from CBPP courses that focus on management theory and practice, marketing, finance, international business and global economics, management information systems, logistics and supply chain management, or public administration. In addition, elective coursework can be selected from graduate courses offered by other colleges, disciplines, or graduate courses offered by other accredited universities.

c. Capstone course requirement (3 credits)

Capstone courses provide the opportunities to integrate acquired knowledge of business administration. Select one course based on preferred nature of experience (practical or academic) and application (applied or theoretical):

- BA A656 Management Project 3
- BA A686 Management Simulation 3
- BA A698 MBA Individual Research 3

**Thesis Option:**

- BA A699 Thesis 6

Students (especially those who are considering pursuing a PhD degree) may elect to complete a master’s thesis.

**MBA with an Emphasis in Business Intelligence and Business Analytics**

MBA degree candidates will receive a degree with an emphasis in Business Intelligence and Business Analytics by completing the following sequence of elective courses as a part of their degree program:

- BA A633 Problem Formulation and Decision Analysis 3
- BA A648 Business Intelligence and Data Mining 3
- BA A690 Advanced Topics in Business (1-6)* 3
*Recommended Advanced Topics in Business courses include business statistics and data analysis.

FACULTY

Carlos Alsua, Associate Professor, AFCJ@uaa.alaska.edu  
Nalinaksha Bhattacharyya, Professor, AFNB@uaa.alaska.edu  
Yong Cao, Associate Professor, AFYC@uaa.alaska.edu  
Alpana Devai, Associate Professor, alpana@uaa.alaska.edu  
Ted Eschenbach, Professor Emeritus, AFTGE@uaa.alaska.edu  
Edward Forrest, Professor, AFEJF@uaa.alaska.edu  
George Geistauts, Professor, AFGAG@uaa.alaska.edu  
Bogdan Homca, Professor/Director of CBPP Graduate Programs, AFBH@uaa.alaska.edu  
Lee Huskey, Professor, AFLH@uaa.alaska.edu  
Frank Jeffries, Professor, AFLF@uaa.alaska.edu  
Yonggang Lu, Assistant Professor, AFYL@uaa.alaska.edu  
Terry Nelson, Assistant Professor  
Rashmi Prasad, Professor/Dem, AFRP2@uaa.alaska.edu  
Darren Prokop, Professor, AFDJPI@uaa.alaska.edu  
Larry Ross, Professor, AFLR@uaa.alaska.edu  
Suresh Srivastava, Professor, AFSCS@uaa.alaska.edu

LOGISTICS

Edward & Cathryn Rasmuson Hall (RH), Room 304, (907) 786-4171  
www.uaa.alaska.edu/cbpp

Graduate Certificate, Supply Chain Management

Admission to the certificate program is currently suspended. Contact the department for further information.

Master of Science, Global Supply Chain Management

The MS-GSCM degree focuses on managing global supply chain systems with an emphasis on managerial leadership, information technology and international business practices. The degree requires five six-credit courses, to be completed over five consecutive semesters. Time to completion is approximately 20 months for a total of 30 credit hours.

Classes meet exclusively on weekends. Each course requires four weekend meetings per semester. Between weekends, students are engaged in research and online discussions with the instructor and among one another. Students apply their coursework to a host business to attain hands-on experience.

Classes are kept to a maximum of 25 students and each student proceeds through the five courses in the same order as part of a cohort group. The degree is a stand-alone program that is not subsidized by the State, and therefore normal tuition fees do not apply. Please contact the College of Business and Public Policy at (907) 786-4171 for tuition and pre-application information.

Program Student Learning Outcomes

Graduates of the MS-GSCM program will be able to assess logistical activities and supply chain relationships in a strategic context within international and cross-cultural business environments. They will be able to demonstrate the role of leadership and team building in fostering and enhancing supply chain integration. Graduates will also be able to apply information technology as a means to manage knowledge; and use financial and cost accounting techniques to effectively measure logistical value within and across companies. Finally, graduates will have developed an appreciation for the complex nature of global supply chain management in an increasingly integrated world that is subject to rapid change.

Admission Requirements

Applicants must have a minimum of seven years of work experience in some function of logistics or supply chain management and a bachelor’s degree in any discipline. Exceptions to work experience may be made for individuals with a bachelor’s degree in logistics, supply chain management, or a discipline comprised of courses that are closely related to logistics and supply chain management.

In addition, applicants must provide two letters of recommendation, undergraduate degree transcripts, and must complete the Graduate Management Admission Test (GMAT). The minimum acceptable GMAT score is determined by:
(Undergraduate GPA x 200) + GMAT score > 1050.

Conditional admission may be granted if the GMAT has not been completed, but all other required information has been provided. However, the GMAT must be completed with the minimum acceptable score before the start of the third course in the program.

Applicants whose native language is not English are required to score at least 550 on the TOEFL examination or otherwise demonstrate competency in English.

Academic Progress

A minimum GPA of 3.00 is required to successfully complete the program. A grade of C is minimally acceptable and must be offset with a grade of A in one of the other courses. A student must withdraw from the program if he or she earns three C course grades.

The program’s cohort format allows students to develop working relationships with group members, undertake group activities and research, and share professional experiences.

The MS GSCM program is the responsibility of the Logistics Department, which acts as the program’s policy-making body, and appeals board. Students are expected to be familiar with, and adhere to, the MS GSCM program requirements and procedures, as well as general UAA admissions and graduate degree requirements.

Contact the CBPP Graduate Programs Office for full program information, including application forms and procedures:

Graduate Programs Office
UAA College of Business and Public Policy
3211 Providence Drive, Anchorage, AK 99508 U.S.A.
Telephone: (907) 786-4171
Facsimile: (907) 786-4115

Program Requirements

1. Complete the following requirements:

   LOG A661 Supply Chain Strategic Planning  
   LOG A662 Supply Chain Knowledge Management  
   LOG A663 International Supply Chain Management and Marketing Strategies  
   LOG A664 Supply Chain Management Leadership  
   LOG A665 Supply Chain Measurement*  

   *A final research project is required as part of the degree requirements.

2. A total of 30 credits is required for the degree.

FACULTY

Philip Price, Professor, philip@uaa.alaska.edu
Darren Prokop, Professor/Chair, AFDP16@cbpp.uaa.alaska.edu

PUBLIC POLICY AND ADMINISTRATION

Edward & Cathryn Rasmuson Hall (RH), Room 304, (907) 786-4171
www.uaa.alaska.edu/cbpp

Master of Public Administration

The Master of Public Administration (MPA) degree provides students with knowledge and skills needed for professional careers in public service. MPA students learn analytical techniques and add to their expertise in organizational and program management, policy analysis, and related areas.

Emphasis is on public policy, management and administrative issues. Students specialize in one of the following emphasis areas: Public Management, Public Policy Analysis, Health Administration or Criminal Justice. Dual emphasis areas are also offered.

The Public Management emphasis is designed for those working for, or planning to work for, executive agencies of local, state and federal government; for private, nonprofit organizations; and in government relations units of private corporations. It provides basic tools of public management, understanding of structure and processes of public organizations, and the history and context of the field of public administration.

The Public Policy Analysis emphasis offers professional staff of executive and legislative departments of local, state and federal governments the capability to analyze the effects of a broad range of actual and hypothetical government policies. It emphasizes application of economic analysis and other quantitative and qualitative methods to Alaska and national policy issues.
The Health Administration emphasis prepares students as health administrators in local, state or federal agencies; nonprofit organizations; and private companies that do health-related work. Students develop knowledge and skills necessary for effective public management in the health care area: planning, decision-making, and managing people, money and programs.

The Criminal Justice emphasis provides a theoretical basis for management careers in criminal justice. Students develop knowledge and skills necessary for effective public management: planning and decision-making, and managing people, money and programs. These skills are applicable to a wide spectrum of employment areas in law enforcement and the criminal justice system, and they prepare students seeking to earn a terminal degree in justice administration.

The dual emphasis in Public Management and Public Policy Analysis is designed for those who work for, or plan to work for, both executive and legislative agencies of local, state and federal government; for private, nonprofit organizations; and in government relations units of private corporations. It combines the basic tools of public management with the capability to analyze the effects of a broad range of actual or hypothetical government policies. It provides an understanding of the structure and processes of public organizations, the history and context of the field of public administration, and emphasizes the application of economic analysis and other quantitative and qualitative methods to Alaska and national policy issues. This dual emphasis requires an additional 9 credits.

Various additional dual emphasis areas may be created by combining individual emphasis areas. Interested students should speak with their advisor.

Students who have earned the MPA degree may earn a Master of Business Administration (MBA) degree by completing a minimum of 21 resident credits not used for any previous degree. Specific course requirements are at the discretion of the CBPP director of graduate programs and will be reflected in the student’s MBA program plan prior to beginning coursework toward a second degree.

**Program Student Learning Outcomes**

Upon graduation, students earning the MPA at UAA will be able to:

- Demonstrate leadership and decision-making skills.
- Demonstrate effective communication skills.
- Describe the values and tradeoffs in public service, including sustainability, citizen engagement, democratic values and transparency.
- Explain the role of financial, human, information, technology and other resources.
- Explain the policy process, including assessment and problem solving, including the use of evidence.
- Apply information processing and technology for effective administration.

**Admission Requirements**

Students enter the MPA program with a bachelor’s degree from a variety of educational backgrounds. Accordingly, the program meets the needs of students with a wide mix of professional and educational backgrounds and interests.

Students interested in the MPA program may accumulate up to 9 credits in the program as a non-degree-seeking student before applying for admission to the program. To apply for admission, applicants must meet both the UAA Admission Requirements for Graduate Degrees and the Department of Public Policy and Administration requirements outlined below.

1. Students applying for admission to the MPA program must submit a 300-500 word statement on their career goals and how the MPA degree relates to them.
2. Applicants must submit a professional resume or vita.
3. In addition, applicants must meet one of the following criteria:
   a. Have a combined undergraduate GPA plus GRE Analytic score totaling 7.0 or higher. The GRE test is not required for students having already earned a master’s degree from a regionally accredited institution in the United States or a foreign equivalent, provided they have an undergraduate GPA of 3.00.
   b. Have an undergraduate GPA of 3.00 and have taken an introductory course in government (or demonstrate knowledge by taking an approved UAA college-level achievement examination)
   c. Complete two PADM core courses with a grade of B or better and complete all PADM core course prerequisites (BA A273, ECON A201 and ECON A202 or ECON A602, and PS A101) or their equivalents.

Detailed admission standards are available on our website, www.mpa.alaska.edu.

Contact the CBPP Graduate Office for full program information, including application forms and procedures.
Graduate Office
UAA College of Business and Public Policy
3211 Providence Drive, Anchorage, AK 99508 U.S.A.
Telephone: (907) 786-4171
FAX: (907) 786-4115

Academic Progress
To maintain satisfactory progress toward the degree, a student in the MPA program is expected to complete a minimum of 6 semester credits each calendar year, starting with the first term of enrollment. The 6 semester credits may consist of either undergraduate prerequisite courses or graduate program courses. Failure to comply with the 6 credit minimum each calendar year may result in a student being dropped from the program.

Graduation Requirements
See University Requirements for Graduate Degrees at the beginning of this chapter.

Program Requirements
1. Complete the MPA core courses (18 credits):
   - ECON A625 Economics and Public Policy 3
   - PADM A601 Introduction to Public Administration 3
   - PADM A602 Seminar in Public Management 3
   - PADM A604 Research Methods in Public Administration 3
   - PADM A606 The Policymaking Process 3
   - PADM A628 Public Financial Management 3
2. Complete one of the following emphasis areas:
   **Public Management Emphasis (15 credits)**
   - PADM A603 Management Analysis 3
   - PADM A610 Organizational Theory and Behavior 3
   - PADM A624 Human Resources Administration and Labor Relations 3
   - Plus two 600-level electives 6
   **Public Policy Analysis Emphasis (15 credits)**
   - PADM A632 Public Policy Analysis 3
   - PADM A688 Program Evaluation and Performance Measurement 3
   - Plus three 600-level electives 9
   **Health Administration Emphasis (15 credits)**
   - HS/NS A626 Principles of Epidemiology 3
   - HS A605 Public Health and Society 3
   - HS A615 Health Services Administration 3
   - PADM A624 Human Resources Administration and Labor Relations 3
   - Plus one 600-level elective 3
   **Criminal Justice Emphasis (15 credits)**
   - JUST A625 Seminar in Criminal Violation 3
   - JUST A630 Justice Administrative Theory and Practice 3
   - JUST A670 Administrative Law 3
   - Choose one of the following: 3
   - JUST A640 Corrections Theory and Research (3)
   - JUST A650 Policing Theory and Research (3)
   - Plus one 600-level elective 3
Dual Emphasis: Public Management and Public Policy Analysis (24 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM</td>
<td>Management Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PADM</td>
<td>Human Resources Administration and Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>PADM</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PADM</td>
<td>Program Evaluation and Performance Measurement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Plus three 600-level electives</td>
<td>9</td>
</tr>
</tbody>
</table>

3. Candidates for the MPA who do not have public administration work experience must complete one additional course (3 credits):

   PADM A620 Internship in Public Administration/Policy (1-3) 3

4. Take the core comprehensive examination after completing the core courses. This examination must be passed before the student may enroll in the capstone course.

5. Complete the capstone project course (3 credits):

   PADM A659 Public Administration Capstone 3

6. A total of 36-39 credits is required for the degree, 45-48 credits required for a degree with a dual emphasis.

FACULTY

Steven Aufrecht, Professor Emeritus, AFSEA@uaa.alaska.edu
Sharman Haley, Professor Emeritus, AFSH@uaa.alaska.edu
Heather Hudson, Professor, AFHEH@uaa.alaska.edu
Greg Protasew, Associate Professor, AFGJP@uaa.alaska.edu
Sheila Selkregg, Assistant Professor, sheilas@uaa.alaska.edu

COLLEGE OF EDUCATION

The University of Alaska Anchorage is in full compliance with the institutional reporting requirements mandated in Title II of the Higher Education Act Amendments of 1998. Please contact the College of Education for a copy of the completed report.

The College of Education comprises a community of educators dedicated to improving the quality of education. The mission of the College of Education is to prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient and passionate in their work with Alaska's learners, families, educators and communities. Our programs emphasize the power of learning to transform people's lives. Across the university, faculty members teach professional educators to work in diverse settings to form and sustain learning partnerships, and to provide learning across the life span. We are confident that this preparation will result in educators' significant contributions to society.

The College of Education promotes the following core values in their collegial interactions to ensure that program graduates exhibit:

- Intellectual vitality: Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice, and apply innovations in technology.
- Collaborative spirit: Professional educators generate, welcome and support the collaborative relationships and partnerships that enrich people's lives.
- Inclusiveness and equity: Professional educators create and advocate for learning communities that advance knowledge and ensure the development, support, and inclusion of people's abilities, values, ideas, languages and expressions.
- Leadership: Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work, and demonstrating the ability to translate theories and principles into transformative educational practice.

We believe that learning must be designed, delivered and evaluated within the contexts of these core values and program outcomes.

The College of Education offers undergraduate and graduate curricula and programs designed to prepare personnel for various professional roles related to education in a variety of learning environments. The College of Education is accredited by the National Council for Accreditation of
Teacher Education (NCATE). Our professional preparation programs are approved by the Alaska Department of Education and Early Development and are based on NCATE standards.

The Alaska Department of Education and Early Development issues certificates and endorsements under the “approved program” process for certification. The University of Alaska Anchorage recommends individuals to the commissioner of Education and Early Development for certification or endorsement after successful completion of one or more of the approved programs. Only the dean of the College of Education is authorized to recommend candidates for the appropriate certificate or endorsement.

In each of the college’s curricula and programs, candidates are introduced to fundamental issues of education in the contemporary world through courses designed to develop perspective and understanding of the relationship of education to society. Courses provide theory and practice in the development of instructional materials and an understanding of methods of instruction. Many courses and programs are offered through distance delivery methods. The college offers high-quality, distance-delivered coursework in order to improve access for rural students and provide flexible scheduling for practicing educators. Additionally, the college partners with UAA community campuses in optimizing the use of technology for distance delivery through intercampus collaboration.

All students who desire a degree, certification or endorsement must apply for admission to the University of Alaska Anchorage and to the College of Education. Students are formally admitted to an appropriate program on the basis of multiple criteria, including their ability to make a positive contribution to educational professions. Candidates who seek Alaska state licensure must successfully complete the College of Education’s “approved program,” as well as any additional requirements that may be initiated by the Alaska Department of Education and Early Development. Only courses with a grade of C or higher will be applied to meet certification or endorsement requirements. Some programs require a minimum grade of B. In addition, candidates must demonstrate professional behaviors and dispositions consistent with the College of Education’s Conceptual Framework as well as abide by the UAA Student Code of Conduct and the Code of Ethics and Professional Teaching Standards adopted by the Alaska Professional Teaching Practices Commission. These documents are available on the College of Education website.

Applicants admitted to a graduate program work with an advisor from the major and related areas. The advisor develops a Graduate Studies Plan with each candidate based upon transfer credits, program requirements and elective courses. The program may or may not include certification or endorsement requirements.

The College of Education has three academic departments:

1. The Department of Teaching and Learning with programs in school-age care, early childhood education, elementary education and secondary education. (907) 786-4412
2. The Department of Counseling and Special Education with programs in counselor education, special education, early childhood special education and opportunities in speech and language pathology. (907) 786-6317
3. The Department of Educational Leadership with programs in educational leadership (principal, superintendent, and teacher leadership preparation). (907) 786-4450

Professional and Continuing Education (PACE)
www.uaa.alaska.edu/coe

Quality professional learning enriches the knowledge and skills of educators and improves the educational experiences of all students. Therefore, the Office of Professional and Continuing Education (PACE) partners with UAA academic units, schools, professional societies and other organizations to support learning opportunities such as 500-level courses and academies. The flexible structure of PACE allows for rapid response to the dynamic learning needs of educators and related-services professionals around the state.

Master of Arts in Teaching
www.uaa.alaska.edu/coe/degrees

The Master of Arts in Teaching (MAT) degree is intended to prepare students for a career in teaching. It is an intensive experience for the dedicated graduate student who has both academic preparation in a content area taught in the public schools and significant life experience. The program integrates coursework and field experiences to meet Alaska and national teacher education standards. Graduates of the MAT program are prepared to become educators who are:

- Excited about teaching and learning in content based classrooms.
- Committed to a life of thoughtful practice.
- Dedicated to working with all children, their families, and support personnel.
- Knowledgeable in the appropriate subject matter and skilled in how to teach it.
- Committed to the highest standards of professional ethics.

Program Student Learning Outcomes

Students graduating with a Master of Arts in Teaching will be able to:

- Demonstrate and examine how their educational philosophy affects their teaching in the classroom. (AK Standard 1)
- Demonstrate application of learning theory, effective instructional planning and practice, and assessment processes for all students. (AK Standards 2, 5)
- Demonstrate knowledge of the individual and cultural diversity in Alaskan communities and schools and apply that knowledge in educational practice. (AK Standard 3)
- Demonstrate content and pedagogical knowledge in the endorsement area as specified by the appropriate Specialized Professional Association (SPA) - NCTM, NSTA, NCSS, NCTE, ACTFL, TESOL, NASM, etc. (AK Standard 4)
- Demonstrate technological knowledge and proficiency to enhance instructional practice. (AK Standard 5)
- Demonstrate an appropriate learning environment including effective classroom management. (AK Standard 6)
- Demonstrate participation in and contribution to the profession by maintaining high professional standards, including collaboration and communication (both oral and written), with all stakeholders in the university and school community. (AK Standards 7, 8)
- Complete the MAT program and receive an Institutional Recommendation for initial licensure. (AK Standards 1-8)

Admission Requirements

See the beginning of this chapter for Admission Requirements for Graduate Degrees. The application deadline for the MAT is October 1 for applicants seeking spring admission and February 20 for applicants seeking summer admission. Students must apply for admission to both the University of Alaska Anchorage and the College of Education. Students are admitted and proceed through the program as a cohort. An application packet is on the website.

Applicants for the MAT degree must meet subject area requirements for a teaching endorsement.

Approved secondary (7-12) teaching endorsement areas for the MAT are:

- Business Education
- English as a Second Language
- English/Language Arts
- Family and Consumer Science
- General Science
- Mathematics
- Social Studies
- Technology Education
- World Languages (this endorsement is for a specific language)

Approved K-12 teaching endorsement areas for the MAT are:

- Music
- Physical Education

Note: Teaching endorsements must be completed in accordance with the approved standards-based Initial Endorsement Content Preparation Review on file in the College of Education.

Undergraduates interested in applying to the MAT should see a College of Education faculty advisor early in their program to ensure that subject matter courses taken to fulfill undergraduate degree requirements meet the content preparation standards required by the college's accrediting association. Additional subject matter coursework may be required before an applicant can be accepted to the MAT. Therefore, individuals with baccalaureate degrees who are considering a career change to become a teacher should see a faculty advisor at least one year before applying to the program.

Applicants are expected to have basic technology skills such as general computer use, email, word processing, Internet research, etc.

Applicants must also provide documentation to the College of Education of qualifications in the following three areas:

1. Academic preparation and demonstrated content knowledge competency in the endorsement area sought.
2. Successful experience with adolescents.
3. Dispositions for teaching, including collaborative skills, fairness, the belief that all students can learn, and the ability to work with adolescents and families from diverse backgrounds.

Admission to the program is competitive and based on a two-part review of the applicant's credentials. The first committee review is preliminary and based on the documentation submitted by the applicant. If the applicant is recommended as a strong potential candidate for admission, then an admissions interview is scheduled. Applicants’ knowledge, skills and dispositions as documented in the MAT application packet and demonstrated in the admissions interview will be holistically evaluated with two exceptions:

- Passing scores on the Praxis I examination; Scores are determined by the Alaska State Board of Education and Early Development.
- Demonstrated writing ability. Because the MAT is a graduate program, and because teachers are required to communicate effectively with a wide audience, applicants must demonstrate that they are able to meet high expectations for written work.
If the candidate is recommended for admission based on the preliminary review and admissions interview, a physical examination and a background check must be passed prior to admission to the internships.

**Stage I: Preliminary Review**

Applicants must complete the MAT application packet available from the College of Education. It must include the following:

1. Verification of a baccalaureate with an expected minimum of a 2.75 GPA in the last 30 credits of the baccalaureate degree or subsequent graduate-level coursework. Undergraduates may apply during senior year with anticipated graduation in May.
2. Passing scores on the Praxis I, a test of basic skills in reading, writing, and mathematics. This test is also required by the state of Alaska; the Alaska State Board of Education and Early Development determines passing scores. Contact the College of Education for the passing scores.
3. Scores from the relevant content knowledge Praxis II test. Competitive scores will be at the national median or higher.
4. Demonstrated evidence of content area preparation in the teaching area for which the applicant is seeking endorsement, including the standards-based Initial Endorsement Content Preparation Review that has been signed by an appropriate College of Education faculty advisor.
5. An essay addressing questions based on the MAT program purpose and outcomes, as described in the application packet.
7. Two letters of recommendation that speak directly to the applicant’s qualifications to be admitted to the MAT degree and her/his choice of teaching as a career. At least one of the letters should address the academic expertise in the endorsement area.

**Stage II: Admissions Interview**

8. After the preliminary review of the required application materials is completed, all applicants who are recommended as potential candidates will be interviewed by an admissions committee. Admission to the MAT degree program is competitive, and final decisions will be based upon consideration of all data. Admission to the MAT program does not guarantee an internship placement (see note under Professional Field Experiences).

**Additional Requirements**

Applicants accepted for admission must provide the following documents:

9. A completed State of Alaska Student Teacher Certification Authorization application form. The State of Alaska requires fingerprinting and a background check prior to internships in the public schools. The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork. Failure to pass the criminal history background check or failure to comply with the College of Education background check requirements will result in removal from the program. More information is located at www.uaa.alaska.edu/coe/currentstudents/field-experiences/background-checks.cfm.
10. Documentation of a current physical examination.

**Academic Progress**

Students enrolled in the MAT must maintain a minimum GPA of 3.00, with no individual course grade lower than a C, or B where specified.

EDFN A478 Issues in Alaska Native Education, K-12 and EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning require a minimum grade of B. Courses with grades less than a C, including those used to demonstrate content knowledge on the Initial Endorsement Content Preparation Review, may not be applied to meet certification or endorsement requirements. Satisfactory progress on all standards must be demonstrated in the internship courses to remain in the program.

**Graduation Requirements**

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

**Teaching Endorsement and Grade Level Options**

There are two grade level options in the MAT:

- **Secondary Education (7-12)**
- **K-12**

The grade level option an applicant selects is based on the teaching endorsement area.

**A. Secondary Education 7-12**

with a teaching endorsement in Business Education, English as a Second Language, English/Language Arts, Family and Consumer Science, General Science, Mathematics, Social Studies, Technology Education or World Languages

**Program Requirements**

1. Required Foundations Courses (6-9 credits)
   - EDFN A478 Issues in Alaska Native Education, K-12 3
### Required Core Courses (11 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN A601</td>
<td>Foundations: Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>EDFN A602</td>
<td>Foundations: Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EDFN A603</td>
<td>Foundations: Educational History and Sociology</td>
<td>2</td>
</tr>
</tbody>
</table>

(Career and technical education candidates may take CTE A611 Historical and Philosophical Foundations of Career and Technical Education, instead of EDFN A601 and EDFN A603)

Notes: Minimum grade of B required in EDFN A478. With departmental approval, the above courses may be taken before formal admission to the MAT program. If EDFN A478 is taken as part of an undergraduate program, it may be waived for the MAT.

### Required Methods Classes (6 credits)

Choose appropriate two-course sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN A647</td>
<td>Developing Literacies Across the K-12 Continuum</td>
<td>1</td>
</tr>
<tr>
<td>EDFN A649</td>
<td>Capstone Seminar: Inquiry in Teaching and Learning</td>
<td>2</td>
</tr>
<tr>
<td>EDSE A637</td>
<td>Inclusive Teaching and Learning in Content Area Classrooms</td>
<td>2</td>
</tr>
<tr>
<td>EDSY A630</td>
<td>Language, Culture, and Teaching in Secondary Schools</td>
<td>2</td>
</tr>
<tr>
<td>EDSY A644</td>
<td>Community of Learners in Content Area Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDSY A648</td>
<td>Developing Literacies in the Secondary Content Areas</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Minimum grade of B required in EDFN A649.

### Required Field Experiences (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN A695</td>
<td>Internship (1-9)</td>
<td>9*</td>
</tr>
</tbody>
</table>

(Career and Technical Education candidates may take CTE A695)

*Special Note: Completion of 9 credits required for degree and certification.

### Total credits for degree: 32-35
6. Candidates must successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

B. K-12

with a teaching endorsement in Music or Physical Education

Program Requirements

1. Required Foundations Courses (6-9 credits)
   - EDFN A478 Issues in Alaska Native Education, K-12 3
   - EDFN A601 Foundations: Philosophy of Education 2
   - EDFN A602 Foundations: Educational Psychology 2
   - EDFN A603 Foundations: Educational History and Sociology 2

   Notes: Minimum grade of B required in EDFN A478. With departmental approval, the above courses may be taken before formal admission to the MAT program. If EDFN A478 is taken as part of an undergraduate program, it may be waivered for the MAT.

2. Required Core Courses (10 credits)
   - EDFN A647 Developing Literacies Across the K-12 Continuum 1
   - EDFN A649 Capstone Seminar: Inquiry in Teaching and Learning 2
   - EDSE A637 Inclusive Teaching and Learning in Content Area Classrooms 2
   - EDSY A630 Language, Culture, and Teaching in Secondary Schools 2
   - EDSY A644 Community of Learners in Content Area Classrooms 3

   Note: Minimum grade of B required in EDFN A649.

3. Required Methods Classes (6 credits)
   - MUS A668A Methods for Teaching Music I, K-12 (3) 6
   - MUS A668B Methods for Teaching Music II, K-12 (3)
   - or
   - PEP A645 Methods in Elementary Physical Education (3)
   - PEP A646 Methods in Secondary Physical Education (3)

4. Required Field Experiences (9 credits)
   - EDFN A695 Internship (1-9) 9*

   *Special note: Completion of 9 credits required for degree and certification.

5. Total credits for degree: 31-34

6. Candidates must successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

Program Options

1. Fast Track Option

   The Fast Track Option is an intensive three-semester program that allows candidates to complete the MAT as full-time students in 12 to 18 months. Candidates admitted in the fall take classes “spring-fall-spring.” Candidates admitted in the spring take classes “summer-fall-spring.” The yearlong internship is during the fall and spring semesters.

2. Two-Year Option

   The Two-Year Option allows candidates to complete the MAT as part-time students over a period of 24 to 30 months. Depending on admission, candidates take the 9 credits of foundations courses either during the spring or summer semester. Beginning in the fall semester when candidates are enrolled in the core courses and/or methods courses, their schedule includes a required field experience component (internship).

3. Alternate Route to Certification Option
The Alternate Route Option is for candidates who have secured a teaching position with an Alaska school district. Generally this option is available only to those candidates in areas of teacher shortage. Candidates will complete the MAT in 24 to 30 months. Please contact the College of Education for further information about this option.

**Professional Field Experiences**

The Master of Arts in Teaching program includes a comprehensive internship experience in an educational setting. Internship placements are arranged and supervised by university faculty in partnership with the principal and staff from the public school. University coursework and classroom practice are closely linked and communication about performance in both the coursework and classroom practice is shared among the partners. Internships follow the K-12 school year calendar and not the university academic year calendar.

Performance in the internship must meet stated competencies and individual outcomes. Performance evaluations determine the candidate’s progress toward meeting the State of Alaska Standards for Beginning Teachers, the Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools, and the International Society for Technology in Education’s National Education Technology Standards and Performance Indicators for All Teachers.

It is expected that interns will demonstrate appropriate professional dispositions with respect to their actions, attitudes, and performance. Teacher candidates are required to adhere to the characteristics of professionalism as published in the MAT Program Handbook, and to abide by the State of Alaska Code of Ethics of the Education Profession. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, 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 university candidates according to the district’s established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placement 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 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 I and II examinations;
4. Satisfactorily completed internships; and
5. Met all standards listed in the standards-based Initial Endorsement Content Preparation Review.

Alaska certification note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for certificate.

**Master of Education**

Within the curriculum of the MEd program are several options, each with its own set of specific requirements. Each is designed to provide the student with initial or advanced preparation in professional education. Some also lead to endorsement or certification. MEd options are:

A. Counselor Education  
   School Counseling (K-8, 7-12, or both)  
   Community Agency Counseling  
B. Early Childhood Special Education  
C. Educational Leadership  
   Principal (K-8, 7-12, or both)  
   Teacher Leadership — admission suspended  
D. Teaching and Learning  
E. Special Education  
   Special Education  
   Special Education Administration — admission suspended
**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**

Most College of Education graduate programs require field experiences in school or agency settings.

**Criminal History Background Clearance**

The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork and those enrolling in coursework offered at the Providence Early Learning Lab (PELL). In some cases, criminal history background clearance is required for admission to a department or program. In addition to self disclosure of criminal history to the College of Education and its partners, a check of the Alaska and National Sex Offender Registries, a fingerprint-based check by the Federal Bureau of Investigation, and a name-based check through the Alaska Public Safety Information Network may be required. Various agencies and centers may have additional requirements.

Failure to comply with the College of Education background check requirements will result in denial of access to field placement settings or PELL. Failure to pass the criminal history background check will result in removal from the program. More information is available at www.uaa.alaska.edu/coe/currentstudents/field-experiences/background-checks.cfm.

**Cooperating School/Agency**

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. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field placement.

**Transfer**

Candidates who have taken all or part of an approved program at another university must take at least 9 credits of approved education courses at the University of Alaska prior to being admitted to an advanced practicum or internship.

**Admission Procedures**

Individuals applying to the MEd must complete both UAA's graduate application (www.uaa.alaska.edu/admissions) and the application for the specific program in the College of Education. When all official transcripts and other required materials are received by the Office of Admissions, 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 the appropriate department. In some cases, applicants may be contacted about providing writing samples or for scheduling personal interviews with the department after their completed files are received. When all documents are received and reviewed by the department, the applicant will be notified of the department’s decision.

**Admission Deadlines**

Applicant files are reviewed throughout the year. However, applications for admission need to be submitted by specific dates (July 1, November 1, and May 1) to qualify for financial aid.

**Admission Requirements**

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter.
2. Hold a baccalaureate degree from a regionally accredited institution or equivalent from another country.
3. Have a GPA of 3.00 (or a 4.00 point scale) in the last 30 credits.
4. Satisfy the admission requirements as specified by the appropriate program. In general, programs require submission of a resume documenting professional experience, goal statements, and professional references. Some programs may require teacher certification. Departments may request writing samples or interviews as part of the admission process.

**Competitive Qualifications**

Applicants who meet the above criteria are considered for program admission on a competitive basis.

**Continuous Registration**

Graduate students must demonstrate continuous progress toward program completion. College of Education candidates must complete at least one approved program course during any 24-month consecutive period to maintain active status in their programs. Candidates not making continuous progress and not on an approved leave of absence (see Leave of Absence policy at the beginning of this chapter) may be removed from master's degree-seeking status.

**Graduate Studies Plan**

An official Graduate Studies Plan must be approved before completion of more than 12 credits of coursework.

**Graduation Requirements**

Candidates completing the Master of Education degree must complete the following requirements:

1. Satisfy University Requirements for Graduate Degrees and master’s level graduation requirements at the beginning of this chapter.
2. Complete a minimum of 30 credits of approved coursework. Specific programs may require more than 30 credits. See appropriate program for credit requirements.
3. Satisfy the requirement of a comprehensive examination, comprehensive portfolio, or other scholarly work as specified by the program.
   
   **Cautionary note:** Graduate courses completed prior to being admitted as a graduate student will not necessarily be applicable toward a specific graduate degree program. Since recency of credits is of concern to the candidate’s committee when developing the graduate program, coursework must be completed within a consecutive seven-year period prior to graduation in order to fulfill the requirements of the degree.

**Institutional Recommendation**

Following are the requirements for an institutional recommendation for those programs leading to a recommendation for certification or endorsement:

1. All program courses must be completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the program coursework.
3. For endorsements, all requirements for a current Teacher Certificate must be successfully met.
4. For Principal Type B Administrative Certificates, candidates must have three years of successful certified contract experience as a teacher or special services provider (Type C). In addition, a minimum of a master’s degree is required.
5. For the Principal Type B Certificate, the MEd must be conferred.
6. For the Type F Special Education Administration Certificate, candidates must have three years of successful contract experience as a special services provider. The certificate is restricted to those candidates who hold a Type C Special Services Certificate with an endorsement in school psychology, speech-language pathology, or school counseling. In addition, a minimum of a master’s degree is required.
7. For the Type B Administrative Certificate with an endorsement in special education administration, candidates must have three years of successful contract experience as a special education teacher. In addition, a minimum of a master’s degree is required.
8. Demonstration of basic computer/technology competence. See specific programs for additional information.

*Note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for the certificate.*

**Program Requirements (MEd)**

Complete one of the following courses of study:

**A. Counselor Education**

[www.uaa.alaska.edu/coe/degrees](http://www.uaa.alaska.edu/coe/degrees)

The MEd in Counselor Education is designed for individuals who desire initial professional preparation as counselors in public schools or community agencies. The program encompasses theory, technology, research, and practice relating to the delivery of counseling services to children, adolescents, or adults who require assistance with developmental, academic, personal, social, or career issues.

**Program Student Learning Outcomes**

Upon completion of this program, graduates will be able to:
1. Communicate essential knowledge and understandings of the profession of counseling including an ability to integrate knowledge into personally meaningful frameworks.
2. Apply practical knowledge that is developmentally appropriate to individuals and groups in multicultural contexts.
3. Utilize individual and group approaches to assessment and evaluation to support and improve counseling practices in multicultural contexts.
4. Show dispositions relating to effective counseling practices for diverse populations.
5. Engage in work that meets ethical standards and legal mandates in the field of counseling.
6. Communicate essential knowledge and understanding of career development and related life issues.
7. Utilize professional literature, research methods, and program evaluation to support and improve counseling practices.
8. Communicate essential knowledge of and skills in effective group counseling practice including theoretical and experiential understanding of group approaches in a multicultural society.
9. Create a plan for continued professional development in a counseling specialty area.

**Admission Requirements**

1. See Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Complete the Counselor Education application (application packet can be found on the program web site).
3. Submit three letters (or reference forms) of professional recommendation (see application packet for forms).
4. Provide a goal statement of approximately 500 words that contains an autobiography, career goals, and how the MEd program relates to those goals.
5. Participate in an interview, if requested.
6. Provide an additional writing sample, if requested.

**Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**Program Requirements**

1. Research Core (6 credits):

   - EDRS A660 Fundamentals of Research in Education 2
   - EDRS A664 Developing and Writing Literature Reviews* 2
   - EDRS A667 Program Evaluation 2

   *Must be taken within the first 12 credits of program coursework.

2. Counselor Education Core (30 credits):

   - EDCN A610 Professional and Ethical Orientation to Counseling 3
   - EDCN A613 Human Development for Helping Professionals 3
   - EDCN A614 Counseling Diverse Populations 3
   - EDCN A616 Counseling Theories 3
   - EDCN A620 Assessment in Counseling 3
   - EDCN A623 Counseling Skills and Techniques 3
   - EDCN A624 Group Counseling 3
   - EDCN A632 Lifespan Career Development 3
   - EDCN A680 Counseling Practicum 3

3. Choose one of two options:
   a. School Counseling
   b. Community Agency Counseling.

The School Counseling and Community Agency options address the academic requirements for the credential of National Certified Counselor (NCC). Additional requirements apply. See the National Board for Certified Counselor for more information: www.nbcc.org. Both options also address partial academic requirements for the credential of Licensed Professional Counselor (LPC) in Alaska.
Candidates must have a total of 60 credits approved by the LPC Board. Additional requirements apply. See the Alaska Board of Professional Counselors website for more information: www.commerce.state.ak.us/occ/ppco.htm. Also see the Graduate Certificate in Counselor Education.

a. **School Counseling (12 credits)**

   The School Counseling option is designed for individuals who want to work as counselors in public school settings.

   - **EDCN A625** Counseling Internship: Elementary School (3-6) 
   - **EDCN A633** Counseling Children and Adolescents (3)
   - **EDCN A695E** Counseling Internship: Elementary School (3-6) or Secondary School (3-6)

   Electives by advisement 3

   *EDCN A695E Counseling Internship: Elementary School and EDCN A695S Counseling Internship: Secondary School cannot be used to fulfill elective course requirements for the degree.

   The School Counseling option may lead to an institutional recommendation for a Type C Special Services Certificate with an endorsement in School Counseling. Candidates will be considered for endorsement at the elementary (K-8) or secondary (7-12) level upon completion of an internship at the appropriate level. Thus, candidates seeking institutional recommendation for grades K-12 must successfully complete internships at both elementary and secondary levels. The School Counseling option addresses EED’s academic requirements for a Type C Special Services Certificate with an endorsement in School Counseling. In addition to program completion and institutional recommendation, EED requires approved coursework in multicultural education/cross-cultural communication and Alaska studies. The multicultural education/cross-cultural communication requirement is met through completion of EDCN A614 Counseling Diverse Populations if taken after May 2008. Candidates are encouraged to complete an approved course in Alaska studies in addition to program coursework to qualify for a regular Type C certificate. Candidates who do not complete an approved course in Alaska studies may qualify for an initial Type C certificate. For a list of all approved courses, see the EED website at www.eed.state.ak.us.

b. **Community Agency Counseling (12 credits)**

   The Community Agency Counseling option is designed for individuals who want to work as counselors in community agency settings.

   - **EDCN A627** Counseling in Community Agencies (3)
   - **EDCN A637** Treating Emotional and Mental Disorders (3)
   - **EDCN A695C** Counseling Internship: Community Agency (3-6) (3)

   Electives** by advisement 3

   *EDCN A695C Counseling Internship: Community Agency cannot be used to fulfill elective course requirements for the degree.

   **Students seeking a concentration in career education counseling should choose CTE A611 Historical and Philosophical Foundations of Career and Technical Education.

4. See College of Education Graduation Requirements at the beginning of this section.
5. Successful completion of a portfolio is required.
6. Successful completion of a case study analysis is required.
7. A minimum of 48 credits is required for the degree. Note: EDRS A660 is waived for candidates entering the program with a master’s degree that included an equivalent research course. EDCN A680 Counseling Practicum and an internship (EDCN A695E, EDCN A695C, EDCN A695S) are required for all candidates seeking a master’s degree in Counselor Education. Also, coursework taken at another institution to satisfy requirements for the master’s degree must be pre-approved by an advisor in the Counselor Education program in order to be accepted as part of the graduate studies plan.
B. Early Childhood Special Education

www.uaa.alaska.edu/oei/descriptors

The MEd 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 from birth to 5 years of age who experience developmental delays and disabilities. In addition to the degree, this program may also lead to an institutional recommendation for initial teacher certification* or endorsement in Early Childhood Special Education-Birth to Five on an existing certificate from the Alaska Department of Education and Early Development (EED).

Program Student Learning Outcomes

Student outcomes for the program are based on the Council for Exceptional Children (CEC) standards (www.cec.sped.org/Standards/Special-Educator-Professional-Preparation?sc_lang=en) and the Division of Early Childhood Special Education standards (www.dec-sped.org/About_DEC/Personnel_Standards_for_Early_Intervention_and_Early_Childhood_Special_Education).

Students who complete this program will be able to:
1. Apply legal and ethical policies that affect young children with developmental delays and disabilities, families, and programs for young children.
2. Use intervention strategies with young children having developmental delays and disabilities and their families that affirm and respect family, cultural, and linguistic diversity.
3. Develop and apply instructional practices based on knowledge of the child, family, community, and the curriculum.
4. Design, implement, and evaluate environments to ensure developmental and functional appropriateness.
5. Assess the development and learning of young children with developmental delays and disabilities and use that information to direct intervention.
6. Critically analyze and apply principles of research in the area of early childhood special education.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a GPA of 3.00 in most recent 30 credits.
3. Submit a resume documenting experience in early childhood special education, early childhood education or a related field. Students without the experience may be required to take additional coursework and enter the program on a provisional admission status.
4. Submit a goal statement on career goals and how they relate to the MEd program.
5. Submit three letters of recommendation or rating forms from professional references, including one from a supervisor.
6. Participate in an interview if requested by the department.
7. Submit copies of applicable licenses, certificates, or other professional credentials.
8. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST).

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills, and access to equipment to engage in distance learning

1. Complete required courses (36 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRS A660</td>
<td>Fundamentals of Research in Education</td>
<td>2</td>
</tr>
<tr>
<td>EDRS A661</td>
<td>Data-Informed Instruction (2)</td>
<td>2</td>
</tr>
<tr>
<td>EDRS A662</td>
<td>Action Research in Education (2)</td>
<td>2</td>
</tr>
<tr>
<td>EDRS A664</td>
<td>Developing and Writing Literature Reviews</td>
<td>2</td>
</tr>
<tr>
<td>EDSE A474</td>
<td>Special Children from Birth Through Five</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A610Y</td>
<td>Assessment: Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A622Y</td>
<td>Strategies: Early Childhood Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>
C. Educational Leadership
www.eed.state.ak.us/degrees

The MEd in Educational Leadership is designed for individuals seeking advanced professional preparation to become school leaders. The program specifically prepares individuals for principal or teacher leadership positions. The options include:

- Principal (with Type B certificate)
- Teacher Leadership (without Type B certificate) — admission suspended

Admission Requirements
1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Have at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
3. Hold a current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.

Program Student Learning Outcomes
Student learning outcomes for the MEd in Educational Leadership are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:

1. Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for a safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal and cultural context.

a. Principal (with Type B Administrator Certificate)

Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

Background Check Requirements
See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements
This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Foundation Core (12 credits):
   - EDL A610 Orientation to Graduate Studies in Leadership 3
   - EDL A620 Leadership in Alaska Culture and Social Justice Issues 3
EDRS A660 Fundamentals of Research in Education 2
EDRS A661 Data-Informed Instruction 2
EDRS A667 Program Evaluation 2

2. Principal Core (24 credits):
   EDL A637 Educational Leadership and Organizational Behavior 3
   EDL F631 Culture, Community, and the Curriculum (3) or
   EDL A638 Instructional and Curricular Leadership (3) 3
   EDL A639 The Politics of Education 3
   EDL A640 Law and Ethics in Education 3
   EDL A641 Principal Internship (3-6) 6
   EDL A642 Principal’s Seminar I 3
   EDL A643 Principal’s Seminar II 3

3. Comprehensive portfolio required.

4. A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B Administrator Certificate from the Alaska Department of Education and Early Development (EED).

   Alaska certification note: EED requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See the Alaska Department of Education and Early Development website for more information: www.eed.state.ak.us.

b. Teacher Leadership

Admission to the Teacher Leadership option is suspended.

D. Teaching and Learning

www.uaa.alaska.edu/coe/degrees

The MEd in Teaching and Learning is designed for professionals seeking advanced studies in education. The program offers a selection of courses appropriate for individuals committed to reflecting on, refining and enhancing professional practice. Culturally responsive practice and applying that practice and theory to the Alaskan context is emphasized, particularly with respect to Alaska Native education. A comprehensive portfolio, as one element of the degree, is constructed throughout the program to document professional growth and reflective practice. Programs will be planned with an advisor to allow concentrations in particular areas of interest (e.g., Early Childhood, English for Speakers of Other Languages, Professional Development, Special Education, Research, Literacy and Teacher Leadership). Candidates may also work with faculty to co-design a program that meets their professional needs.

For those interested in or seeking certification by the National Board for Professional Teaching Standards (NBPTS), the coursework can be tailored to support candidate’s specific area of certification. Most NBPTS certification fields can be accommodated within the parameters of this master’s program. Also, for those who have already completed board certification course work, up to nine of those approved graduate credits may be applied to the master’s degree. Candidates should contact a faculty advisor for information on this and other NBPTS options.

Program Student Learning Outcomes

Student outcomes for the MEd in Teaching and Learning are informed by the American Association of Colleges for Teacher Education (AACTE) core principles, the NBPTS five core propositions, the eight Standards for Alaska Teachers and the Alaska Culturally Responsive Teaching Standards. Students who complete this program will present a comprehensive portfolio that documents their growth in the following areas:

1. Deepening subject matter knowledge for teaching
2. Understanding and using research to inform practice, strengthen skills and foster dispositions toward becoming change agents within the professional context
3. Developing leadership and facilitation skills
4. Extending and refining personal and professional resources
5. Translating theoretical ideas and concepts into culturally responsive practice.
Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees listed at the beginning of this chapter and Admission Requirements for Master of Education degrees as noted earlier in this section.
2. Complete the Department of Teaching and Learning application packet, including two letters of reference, an application essay, and transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits.
3. Submit a resume documenting education or leadership experience and at least one year of appropriate professional experience; or successful completion of a teacher education program from a regionally accredited university.
4. Participate in an interview if requested by the department.

Program Requirements

1. Research (9 credits):
   - EDFN A698 Individual Research (1-3) 3
   - EDRS A660 Fundamentals of Research in Education* 2
   - Select 4 credits from the following: 4
     - EDRS A661 Data-Informed Instruction (2)
     - EDRS A662 Action Research in Education (2)
     - EDRS A663 Research Design (2)
     - EDRS A664 Developing and Writing Literature Reviews (2)
     - EDRS A667 Program Evaluation (2)
   *This required course must be completed within the first 12 credits of program coursework.

2. Professional Concentration (12 elective credits) 12
   In consultation with a faculty advisor, candidates are required to choose an approved area of concentration designed to enhance their professional expertise, then select 12 credits of coursework that maintain thematic integrity in support of the professional concentration. Examples of concentrations include courses from Mathematics, Science, English, Humanities, Business, Early Childhood, Special Education, Literacy, English for Speakers of Other Languages, Research, etc.
   Note: Concentration may include courses outside the College of Education.

3. Select nine (9) credits from the following courses that support the teaching and learning core principles:
   - EDCN A613 Human Development for Helping Professionals (3)
   - EDEC A600 Contemporary Issues and Approaches in Education (3)
   - EDEC A604 Responsive Practices in Early Childhood (3)
   - EDEC A650 Leadership and Advocacy in Early Childhood (3)
   - EDFN A478 Issues in Alaska Native Education, K-12 (3)
   - EDFN A609 Philosophical Communities of Inquiry (3)
   - EDFN A621 Culture, Language, and Teaching (3)
   - EDFN A622 Philosophy of Education (3)
   - EDFN A631 Advanced Educational Psychology (3)
   - EDFN A636 Innovations in Teaching and Learning (3)
   - EDFN A651 Curriculum Theory and Development (3)
   - EDFN A654 Brain, Mind, and Education (3)
   - EDL A637 Educational Leadership and Organizational Behavior (3)
   - EDL A638 Instructional and Curricular Leadership (3)
   - EDL A639 The Politics of Education (3)
   - EDSE A623 Language and Literacy: Best Practices in Assessment and Intervention (3)
   - EDSE A624 Social/Emotional Development, Assessment, and Intervention (3)
EDSE A625  Teaching Mathematics to Special Learners (3)

4. Complete a comprehensive portfolio documenting professional growth and reflective practice throughout the program. An oral presentation is required.
5. Satisfy College of Education Graduation Requirements listed at the beginning of this section.
6. Complete a minimum of 30 credits for the degree.

E. Special Education

www.uaa.alaska.edu/coe/degrees

The MEd in Special Education has two options:

a. Special Education Concentration
b. Special Education Administration Concentration — admission suspended.

c. Special Education Concentration

The MEd in Special Education with the Special Education Concentration is designed for individuals who desire advanced professional preparation in special education. The program encompasses theory, research, and practice relating to individuals who experience disabilities.

Program Student Learning Outcomes

Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at www.cec.sped.org.

1. Students who complete this program will be able to:
2. Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
3. Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
4. Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
5. Apply the legal and ethical principles associated with special education.
6. Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
7. Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
8. Critically analyze and apply principles of research.
9. Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits.
3. Provide evidence of a current teaching certificate or proof of eligibility for obtaining a teaching certificate.
4. Submit a resume documenting educational experience with at least one year of appropriate professional experience.
5. Submit a 300-500 word goal statement on career goals and how they relate to the MEd program.
6. Submit three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

The College of Education (COE) provides coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills and access to engage in distance learning.

1. Complete required courses (38 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRS A660</td>
<td>Fundamentals of Research in Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Research courses by advisement</td>
<td>4</td>
</tr>
<tr>
<td>EDSE A622</td>
<td>Theories and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A632</td>
<td>Special Education Law: Principles and Practices</td>
<td>3</td>
</tr>
</tbody>
</table>
Each

Continuous Progress

Individuals

Admission Deadlines

See

Field Placements

See

The Graduate Certificates

UAA Speech-Language Affiliated Program

3.

complete

Applicant

5.

4.

Education

Admitted

November

1, the

EDSE A633 Autism: Communication and

Social Disorders 3

Electives by advisement 21

2. Satisfactorily complete a comprehensive examination documenting attainment of CEC standards.

3. Satisfy College of Education Graduation Requirements at the beginning of this section.

4. Complete a total of 36 credits for the degree. NOTE: EDRS A660 (2 credits) and research credits by advisement (4 credits) may be waived for candidates entering the program with a master’s degree. Candidates pursuing an additional master’s degree are required to take a minimum of 21 resident credits not used for any other previous degree. Candidates admitted or seeking admission to the MEd in Special Education must receive pre-approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the master’s degree.

Alaska certification note: Students who already hold a teaching certificate may receive an institutional recommendation for a special education endorsement at the developmental level listed on the existing certificate. See section on Graduate Certificate in Special Education. The certificate courses may be used to fulfill elective requirements for the MEd. The Alaska Department of Education and Early Development (EED) requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for the professional certificate. See the EED website for more information: www.eed.state.ak.us.

b. Special Education Administration Concentration

Admission to the Special Education Administration Concentration option is suspended.

Speech-Language Affiliated Program

UAA is affiliated with two graduate schools outside Alaska to provide a master’s degree in speech-language pathology. The graduate schools offer academic coursework by distance education while UAA sponsors internships and leveling courses. Contact the project director at slp@uaa.alaska.edu for further information.

Graduate Certificates

The College of Education offers six graduate certificate programs:

1. Graduate Certificate in Counselor Education
2. Graduate Certificate in Educational Leadership: Principal
3. Graduate Certificate in Educational Leadership: Superintendent
4. Graduate Certificate in e-Learning — admission suspended
5. Graduate Certificate in Language Education: English as a Second Language (ESL) and Culturally Sustaining Pedagogy Concentration
6. Graduate Certificate in Special Education.

Each program is designed to provide the student with initial or advanced preparation in professional education. With the exceptions of Counselor Education and e-Learning, successful completion of the programs leads to an institutional recommendation for a state certificate or endorsement. Admitted students must have the technological knowledge and skills to engage in distance learning.

Coursework that is applied to graduate certificates may also apply to the MEd with faculty advisor approval.

Professional Field Practice

See Master of Education section for description of requirements for admission and performance in internships.

Field Placements

See Master of Education section for description of factors affecting field placements with cooperating school districts.

Admission Deadlines

Individuals applying to the graduate certificate programs must complete UAA’s graduate application and the College of Education application. Applicant files are reviewed throughout the year. However, applications for admission need to be submitted by specific dates (June 15, November 1, and May 1) to qualify for financial aid.

Continuous Progress

College of Education graduate certificate candidates must demonstrate continuous progress toward program completion. Candidates must complete at least one approved program course during any 24-month consecutive period to maintain active status in their programs. Candidates not making continuous progress and not on an approved leave of absence may be removed from certificate-seeking status.
A. Graduate Certificate, Counselor Education

www.uxa.alaska.edu/ces/degrees

The Graduate Certificate in Counselor Education provides graduates of counseling programs with continuing professional preparation as counselors in public schools and community agencies. The graduate certificate program builds on the knowledge and skills acquired through previous master’s level study in counselor education and related fields.

This graduate certificate provides structured support to those seeking continuing education for maintaining current certifications or obtaining additional credentials through the Alaska Board for Professional Counselors and/or the National Board of Certified Counselors. It is designed to supplement each candidate’s existing experience and academic preparation and the degree to which each candidate achieves the program outcomes. Therefore, specific required courses are not listed since individual graduate studies plans may vary considerably based on prior coursework of each candidate. The faculty advisors will use the academic preparation requirements set forth by the licensing boards to guide the coursework selections included in the graduate studies plan.

Program Student Learning Outcomes

The outcomes for the program are based on the National Board of Certified Counselors standards located at www.nbcc.org. Students who complete this program will be able to:

1. Articulate a personalized meaning of the professional and ethical issues in the counseling field.
2. Demonstrate mastery in the counseling field content areas of:
   a. Research including program evaluation
   b. Appraisal of the individual
   c. Social and cultural foundations
   d. Human growth and development
   e. Group work
   f. Career development through the lifespan
   g. Helping relationships

Admission Requirements

1. Satisfy the Admission Requirements for Graduate Certificates at the beginning of this chapter.
2. Complete the Counselor Education Application (application can be found on the program website).
3. Hold a master’s degree in counselor education or closely related field from a regionally accredited institution with a grade point average of 3.00 on a 4.00 scale.
4. Submit three letters (or reference forms) of professional recommendation (see application packet for forms).
5. Provide a goal statement of approximately 500 words that contains an autobiography, career goals, and how the certificate program relates to those goals.
6. Participate in an interview (if requested).
7. Submit a writing sample (if requested).

Graduation Requirements

1. Satisfy the University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

1. Submit all graduate transcripts to the advisor for review.
2. Collaborate with the advisor to create a Graduate Studies Plan within the first semester of program admission.
3. Complete a total of 12 – 18 selective credits of coursework as specified on the student’s Graduate Studies Plan.
4. Maintain an overall GPA of 3.00 in the program with no more than one C.
5. Submit a Professional Disclosure Statement.
6. Pass the Counselor Preparation Comprehensive Examination.

Alaska Type C Special Services Certification Note: This program does not lead to certification or endorsement from the Alaska Department of Education and Early Development. Individuals holding master’s degrees in counseling related fields who are interested in certification as an Alaska school counselor should consider applying to the MEd in Counselor Education as a second master’s degree candidate.

Alaska Licensed Professional Counselor and National Certified Counselor Note: This program addresses academic preparation requirements for the Alaska Licensed Professional Counselor (LPC) and the National Certified Counselor (NCC). Other requirements apply. Completion of the graduate certificate
program does not automatically result in an LPC or NCC credential, but focuses on professional development and advanced practice for counseling professionals under the guidance of a faculty advisor. However, through advisement, candidates completing the graduate certificate program are well prepared to take the examinations and fulfill other requirements set forth by the licensing boards.

Candidates seeking the Alaska LPC credential must have a total of 60 credits approved by the Alaska Board of Professional Counselors. See their website for more information: www.commerce.state.ak.us/occ/ppco.htm.

The credential of NCC is awarded by the National Board of Certified Counselors (NBCC). See their website for more information: www.nbcc.org.

B. Graduate Certificates, Educational Leadership

www.uaa.alaska.edu/coe/degrees

Principal and Superintendent

The Educational Leadership Graduate Certificate programs are designed for individuals with master's degrees who are seeking advanced professional preparation to become principals or superintendents.

Program Student Learning Outcomes

Student outcomes for these certificates are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership Graduate Certificate programs will be able to:

1. Facilitate the development, implementation, and monitoring of shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Certificates found at the beginning of this chapter.
2. Hold a master's degree from a regionally accredited institution with a grade point average of 3.00 on a 4.00 scale.
3. Hold appropriate certification:
   a. Current teacher or special services provider (Type C) certificate or equivalent for Educational Leadership Graduate Certificate: Principal.
4. Provide a resume documenting educational experience including at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
5. Submit an educational goal statement.
6. Submit three letters of recommendation or rating forms from professional references.

Graduation Requirements

1. Satisfy the University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

Educational Leadership: Principal (K-8, 7-12, or K-8 & 7-12), Graduate Certificate

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (24 credits):
   EDL A637 Educational Leadership and Organizational Behavior 3
   ED AF631 Culture, Community, and the Curriculum (3) or
EDL A638 Instructional and Curricular Leadership (3) 3
EDL A639 The Politics of Education 3
EDL A640 Law and Ethics in Education 3
EDL A641 Principal Internship (3-6) 6
EDL A642 Principal’s Seminar I 3
EDL A643 Principal’s Seminar II 3

2. Complete portfolio documenting attainment of ELCC standards.
3. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the Type B Administrator Certificate with a principal endorsement from the Alaska Department of Education and Early Development.

Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.edd.state.ak.us for more information.

Educational Leadership: Superintendent (K-12), Graduate Certificate

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete required courses (24 credits):
   EDL A671 Superintendent Stewardship and Systemic Change 3
   EDL A672 Student Performance: Academic and Developmental 3
   EDL A673 Human Resource Management and Labor Relations 3
   EDL A674 Public School Finance and Facilities 3
   EDL A675 Superintendent Internship (3-6) 6
   EDL A676 Superintendent Seminar I 3
   EDL A677 Superintendent Seminar II 3

2. Complete portfolio documenting attainment of ELCC standards.
3. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the superintendent endorsement from the Alaska Department of Education and Early Development.

Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.edd.state.ak.us for more information.

Institutional Recommendation Principal Type B Administrator Certificate or Superintendent Endorsement

Following are the requirements for an institutional recommendation. The candidates must have:

a. Completed all program courses with a grade of C or higher.
b. Received a cumulative GPA of 3.00 in the program coursework.
c. Met all requirements for a current Alaska Teacher Certificate, or Type C Special Services Certificate or equivalent from another state.
d. Acquired appropriate professional experience:
   - For Principal Type B Administrator Certificate, candidates must have three years of successful certificated contract experience as a teacher or special services provider (Type C).
   - For a Superintendent’s endorsement, candidates must have five years (minimum three years as a teacher and one as an administrator) of experience.
e. Earned a master’s degree from a regionally accredited institution.
f. Demonstrated basic computer/technology competence.
g. Demonstrated mastery of the relevant standards through a professional portfolio.

C. Graduate Certificate, e-Learning

Admission to the Graduate Certificate in e-Learning (electronic learning) is suspended. Contact the Department of Teaching and Learning for more information.
D. Graduate Certificate, Language Education

www.uaa.alaska.edu/coe/degrees

The Graduate Certificate in Language Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with language learners in the P-6 setting. Those who teach languages in public or private settings, both in the United States and abroad, may enhance their knowledge and practice by completing this standards-based program.

**English as a Second Language (ESL) and Culturally Sustaining Pedagogy Concentration**

The ESL concentration is for candidates who are seeking one of the following:
1. Institutional Recommendation for an English as a Second Language (ESL) endorsement on a current teacher certificate or
2. Advanced preparation in ESL for increasing professional performance in community programs.

**Program Student Learning Outcomes**

The student outcomes for this concentration are based on the Teachers of English to Speakers of Other Languages (TESOL), and World-Class Instructional Design and Assessment (WIDA) standards. More information about these standards may be found at www.tesol.org and www.wida.us. Students who complete the Graduate Certificate in Language Education with a concentration in English as a Second Language and Culturally Sustaining Pedagogy will:

- Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading and writing for social and academic purposes.
- Understand and apply concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- Know, understand and use the major concepts, principles, theories and research related to the nature and role of culture in language development and academic achievement that support an individual student’s learning and apply this knowledge to improve teaching and learning.
- Know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
- Know, understand and apply concepts from research to plan instruction in a supportive learning environment for language learners.
- Understand various issues of measurement (e.g., equity; cultural and linguistic bias; and political, social, and psychological factors) in assessment, IQ and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
- Serve as a professional advocate and resource for language learners and the community.

**Admission Requirements**

1. Satisfy the Admission Requirements for Graduate Certificates found at beginning of this chapter.
2. Document professional background (must hold or be eligible to hold a teacher certificate from the State of Alaska.)
3. Provide a minimum of three letters of recommendation addressing the candidate’s potential for program success.
4. Submit a current resume.
5. Submit a writing sample including an educational goal statement directly related to the certification program.

**Graduation Requirements**

1. Satisfy the University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

**Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**Program Requirements**

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete a minimum of 18 credits beyond the baccalaureate degree including:

   - EDFN A621 Culture, Language and Literacy 3
   - EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners 3
   - EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English
## Program Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN A689</td>
<td>Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A691</td>
<td>Current Topics in Second Language Education (1-3)</td>
<td>3</td>
</tr>
<tr>
<td>EDSY A668</td>
<td>Teaching English as a Second Language in Secondary Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Meet the TESOL Standards for ESL teachers. This may require students to take additional credits beyond the minimum of 18 required for a graduate certificate.

3. Maintain an overall GPA of 3.00 in the program with no more than one C in a required course.

*Note: As with all graduate certificates in the College of Education, coursework applied to the certificate may apply to the MEd with faculty advisor approval.*

## Institutional Recommendation

Following are the requirements for an institutional recommendation for an ESL endorsement:

1. Professional Teacher Certificate or equivalent.
2. Baccalaureate degree from a regionally accredited institution or foreign equivalent.
3. Completion of all program requirements as indicated above.

*Alaska certification note: The State of Alaska Department of Education and Early Development (EED) in Juneau awards endorsements. Graduates must meet all requirements specified by EED at the time of application for the endorsement.*

## E. Graduate Certificate, Special Education

[www.uaa.alaska.edu/coe/degrees](http://www.uaa.alaska.edu/coe/degrees)

The Graduate Certificate in Special Education is designed for individuals who want to become certificated special education teachers. This program expands teaching competencies by providing the theory, knowledge, and practical experience in special education needed to serve children with disabilities and their families. Graduates of this program are eligible for an institutional recommendation for (a) an initial teaching certificate with a special education endorsement, or (b) a special education endorsement on an existing teaching certificate from the Alaska Department of Education and Early Development (EED). Students who are admitted to the Graduate Certificate in Special Education may apply to the MEd in Special Education. Courses applied to this certificate may also apply to the MEd in Special Education.

## Program Student Learning Outcomes

Student outcomes for the Special Education Graduate Certificate program are based on the professional standards of the Council of Exceptional Children (CEC) located at www.cec.sped.org. Students who complete this program will be able to:

1. Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
2. Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
3. Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
4. Apply the legal and ethical principles associated with special education.
5. Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
6. Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
7. Critically analyze and apply principles of research.
8. Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

## Admission Requirements

1. Satisfy Admission Requirements for Graduate Certificates found at the beginning of this chapter.
2. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent and have appropriate experience in the field of special education. (See requirements for specific requirements).
3. Provide transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits of academic coursework.
4. Submit a resume documenting educational experience and at least one year of appropriate, recent experience with children experiencing disabilities at the developmental level in which the special education endorsement is sought.
5. Submit an essay of 300-500 words addressing career goals and how the program relates to these goals.
6. Provide three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.
**Graduation Requirements**

1. Satisfy the University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

**Concentrations**

There are two concentrations within the program leading to a Graduate Certificate in Special Education. These concentrations have different entry points.

a. **Certification Route I** (Special Education with Initial Teaching Certification), Graduate Certificate

Certification route I is for individuals with baccalaureate degrees who are not certificated teachers, but have professional experience in working with children with disabilities. Individuals in this concentration will need to take the Praxis II examination in a content area prior to receiving an institutional recommendation for certification.

**Special Admission Requirements**

1. Provide documentation of passing scores on the Praxis I or other EED-approved basic skills test.
2. Submit Interested Person Report.
3. Complete the following 15 credits of prerequisite courses with a minimum grade of B in each course. An advisor may waive one or more of the prerequisite courses if the applicant can demonstrate successful completion of an equivalent course taken at a regionally accredited institution within the consecutive seven-year period prior to graduation. Prerequisites must be successfully completed prior to beginning the graduate-level program requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL A426</td>
<td>Teaching Mathematics in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A303</td>
<td>Foundations of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A212</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A482</td>
<td>Inclusive Classrooms for All Children</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A483</td>
<td>Language and Literacy: Assessment and Interventions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**Program Requirements**

The College of Education allows access to coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills and access to engage in distance learning.

Prerequisite courses must be successfully completed prior to taking the following program requirements.

1. Complete required courses (24 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE A610</td>
<td>Clinical Assessment: Eligibility and Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A623</td>
<td>Language and Literacy: Best Practices in Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A624</td>
<td>Social/Emotional Development, Assessment, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A625</td>
<td>Teaching Mathematics to Special Learners</td>
<td>3</td>
</tr>
</tbody>
</table>
**b. Certification Route II (Special Education Endorsement), Graduate Certificate**

Certification Route II is for teachers holding a current Alaska teaching certificate who wish to add a special education endorsement to their existing teaching certificate.

**Special Admission Requirements**

Provide documentation of a current teaching certificate.

**Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**Program Requirements**

The College of Education (COE) allows access to coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills and access to engage in distance learning.

1. Complete one advisor-approved prerequisite course in special education or provide documentation of other appropriate experience with children or adults with disabilities. Course may be taken concurrently with other program requirements.

2. Complete required courses (24 credits):

   - **EDSE A610** Clinical Assessment: Eligibility and Program Planning 3
   - **EDSE A623** Language and Literacy: Best Practices in Assessment and Intervention 3
   - **EDSE A624** Social/Emotional Development, Assessment, and Intervention 3
   - **EDSE A625** Teaching Mathematics to Special Learners 3
   - **EDSE A632** Special Education Law: Principles and Practices 3
   - **EDSE A634** Support and Supervision of Paraeducators 3
   - **EDSE A695E** Advanced Internship in Special Education: Elementary (3-6) 6
   - **EDSE A695S** Advanced Internship in Special Education: Secondary (3-6)

3. Complete a total of 24 credits for the graduate certificate and application for an institutional recommendation for a special education endorsement on an existing teaching certificate. Candidates admitted or seeking admission to the Graduate Certificate in Special Education must receive pre-approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the graduate certificate.
Institutional Recommendation

Following are the requirements for an institutional recommendation for a special education certificate or endorsement. The candidate must have:

1. Completed all applicable prerequisite courses with a minimum grade of B.
2. Completed all required courses with a minimum overall GPA of 3.00, with no grade lower than a C.
3. Earned a baccalaureate degree from a regionally accredited institution, or foreign equivalent.
4. Completed internships and professional portfolio documenting attainment of CEC standards.
5. Passed applicable examinations. For candidates in the Certification Route I, passing scores on the Praxis I, or other EED-approved basic skills examination, and the Praxis II are required. The passing scores are established by EED. Elementary special education teachers must take one of the Praxis II examinations designated for elementary teachers; middle and high school teachers must take one of the Praxis II examinations in Mathematics, English, Science, or Social Studies.

Alaska certification note: The institutional recommendation for an initial certificate with a special education endorsement (Certification Route I) will be at the level of the internship. The institutional recommendation for special education endorsement (Certification Route II) on an existing teaching certificate will be at the level of that certificate. EED may have additional requirements for certification/endorsement.

For those graduates receiving an initial certificate (Certification Route I), prior to advancing to the professional certificate, EED requires completion of 3 credits of approved Alaska studies coursework and 3 credits of approved multicultural/cross-cultural communications coursework. See the EED website for more information: www.eed.state.ak.us.

FACULTY

Jeff Bailey, Professor, AFJGB@uaa.alaska.edu
Robyn Bailey, Term Assistant Professor, AFRA@uaa.alaska.edu
Susan Barstow, Term Assistant Professor, AFSD2@uaa.alaska.edu
Liz Barrio, Term Assistant Professor, ANLE@uaa.alaska.edu
Sharon Bohyamun, Term Assistant Professor, sbohyamun@uaa.alaska.edu
Nancy Boxler, Term Assistant Professor, ANNJ1@uaa.alaska.edu
Ellen Brigham, Term Assistant Professor, AFETB1@uaa.alaska.edu
Teresa Busen, Associate Professor, AFDB@uaa.alaska.edu
Robert Capuozzo, Assistant Professor, AFRMC8@uaa.alaska.edu
Keith Cates, Assistant Professor, AFKACT@uaa.alaska.edu
Carolyn Cox, Term Assistant Professor, AFCM@uaa.alaska.edu
Cathy Coulter, Assistant Professor, AFCA@uaa.alaska.edu
Kitty Deal, Term Assistant Professor, KDEAL@kodiak.alaska.edu
Claudia Dybdahl, Professor, AFC5@uaa.alaska.edu
Susan Garton, Associate Professor, AFSG@uaa.alaska.edu
Christine Gehrett, Associate Professor, IFCG@uaa.alaska.edu
Satala Green, Associate Dean, SLGREEN@uaa.alaska.edu
Bonny Headley, Term Assistant Professor, AFBC@uaa.alaska.edu
Hoang-Wen Hu, Assistant Professor, HHIU2@uaa.alaska.edu
Tim Jester, Associate Professor, AFTJ@uaa.alaska.edu
Agatha John-Shields, Term Assistant Professor, AFAlS1@uaa.alaska.edu
Dean Konopasek, Associate Professor, AFDK@uaa.alaska.edu
Sunny Mall, Term Assistant Professor, AFAM@uaa.alaska.edu
Ed McLain, Associate Professor, AFEAML@uaa.alaska.edu
Kathleen O’Dell, Professor Emerita, AFKDO@uaa.alaska.edu
Paul Ongtongog, Term Assistant Professor, AFPO@uaa.alaska.edu
Marc Robinson, Assistant Professor, MRobinson@msu.edu
Karen Roth, Term Assistant Professor, ANRL1@uaa.alaska.edu
Debra Preston Russ, Associate Professor, AFDP@uaa.alaska.edu
Hilary Seitz, Associate Professor, AFHJS1@uaa.alaska.edu
Jim Seitz, MAT Program Coordinator, AFJAS1@uaa.alaska.edu
Amina Tarton, Assistant Professor, AFATJ@uaa.alaska.edu
Master of Public Health, Public Health Practice

Public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. Public health professionals typically take a community or population focus. Our graduate program prepares public health practitioners who identify and assess needs of populations; plan, implement and evaluate programs to address those needs; and otherwise assure conditions that protect and promote the health of populations. The Master of Public Health (MPH) in Public Health Practice is an interdisciplinary degree designed to provide a broad background to meet the challenges of the diverse and complex field of public health, with a particular focus on the needs of Alaska and the circumpolar north. Students with backgrounds in the natural sciences, social sciences, health professions, human services, business, education and law have successfully entered the field of public health at the graduate level.

Both mid-career students and recent graduates may pursue their careers with minimal disruption while working on the MPH degree, because all required courses are offered via distance format. Students are required to attend one mandatory meeting in Anchorage each year, typically in conjunction with the Alaska Public Health Summit, and are expected to communicate frequently with their MPH academic advisor. In-person oral defense of capstone thesis in Anchorage is also expected of the student at the end of the MPH program.

This degree requires core courses in health education and behavioral sciences, environmental and occupational health, health management and policy, biostatistics, and epidemiology. It also includes coursework in research methods, program evaluation, circumpolar health issues and management of public health emergencies and disasters, as well as the opportunity to create an individualized emphasis as the foundation for the required capstone project.

**MPH Mission Statement**

The MPH in Public Health Practice program at the University of Alaska Anchorage enhances health in diverse communities across Alaska, the circumpolar north, the nation, and the world. This is accomplished through excellence in the education of public health practice leaders, scientific investigation of public health issues, and engaging communities in an organized effort to identify, assess, prevent, and mitigate community health challenges.

**MPH Program Goals and Program-Level Objectives**

Based on national accreditation criteria and quality standards, the program goals are:

**Service**

A. To provide leadership and service to enhance public health practice at the local, state, national and international levels.
   1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.
   2. Promote collaboration with a variety of public and private agencies in the rural areas and the surrounding region to meet current and future public health practice needs.
   3. Provide leadership to national, regional, and state public health and community health education professional organizations.

**Teaching and Research**

B. To develop an academic public health program that contributes to and helps train students and support faculty to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.
   1. Support a local and global research agenda through enhanced international collaboration and increased graduate student involvement in research.
   2. Increase the opportunities for students to participate in and learn from faculty-directed research designed to inform public health decision-making.
   3. Facilitate qualitative, quantitative, and mixed-method research.
   4. Stimulate innovative, crosscutting, interdisciplinary research (grounded in the ecological model) that will help solve public health problems.
   5. Facilitate the publication and dissemination of student and faculty research.
   6. Strengthen and support student and faculty capacity for conducting ethical research.

**Workforce Development**

C. To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.
   1. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for workforce capacity building.
2. Conduct continuing education programs that help meet the needs determined in the assessments above.
3. Facilitate student collaboration with faculty to participate in community and continuing education.
4. Periodically evaluate the current program, student/faculty perceptions and experiences.
5. Revise or enhance courses, the program, opportunities, and resources based on an evolving body of knowledge and on results of periodic evaluations.
6. Create and/or enhance mechanisms (media, pamphlets/fliers, meetings, seminars, and others) to provide educational opportunities for education regarding ongoing and emerging public health issues, especially those based on community concerns.
7. Provide student MPH opportunities in communities to disseminate information and foster action on public health issues.

**Program Student Learning Outcomes**

D. To prepare public health professionals who can demonstrate attainment of our MPH program competencies.
1. Give, solicit and receive oral, written, graphic and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings. [Competency: Communication]
2. Interact sensitively and professionally with individuals and communities with diverse characteristics. [Competency: Diversity and cultural proficiency]
3. Create and communicate a shared vision to improve the public’s health.
4. Develop and champion solutions to population health challenges.
5. Demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commit to personal and institutional development. [Competency: Professionalism and ethics]
6. Design, develop, implement and evaluate strategies and interventions to improve individual and community health. [Competency: Program planning and assessment]
7. Recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities. [Competency: Systems thinking]
8. Utilize biostatistics in the practice of public health. [Competency: Biostatistics]
9. Design, develop, implement and evaluate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. [Competency: Environmental health]
10. Utilize epidemiological skills for informing scientific, ethical, economic, and public health policy decisions on health issues. [Competency: Epidemiology]
11. Understand the main components and issues of the organization, financing and delivery of health services and public health systems in the US. [Competency: Health policy and management]
12. Understand the role of social, behavioral and community factors in both the onset and solution of public health problems. [Competency: Social and behavioral science]

**Environment**

F. To create an environment where diverse faculty, students, and staff work collaboratively and respectfully to promote public health.
1. Maintain a diverse student body that reflects the diversity of the region we serve.
2. Maintain a student body with diverse educational and professional backgrounds.
3. Provide a multi-disciplinary, ethnically diverse, and experienced public health faculty and staff.
4. Provide students with contact and involvement with diverse communities and peoples within and outside the MPH program, that provide and/or enhance knowledge and experience.
5. Annually monitor and continually evaluate processes for recruitment and admission into the program.

**Professional Program Fee**

A professional program fee is required of all students in the MPH program in addition to course tuition fees, lab fees, course material fees, and student activity fees. The professional program fee is a sum equal to 50 percent of resident tuition, and is charged upon enrollment in MPH courses. The fee contributes directly to program support.

**Admission Requirements**

See the beginning of this chapter for Admission Requirements for Graduate Degrees. In addition, students should also meet the following criteria when applying for admission to the MPH program:
1. Have earned a baccalaureate degree from a regionally accredited institution in the United States, or a foreign equivalent.
2. Have a GPA of at least 3.00 (B average on a 4.00 scale) in their baccalaureate degree.
3. Submit documentation indicating a grade of 2.00 (C or higher) in an introductory statistics course which covers descriptive and inferential statistics.
4. Provide copies of one or more substantial professional writing samples.
5. Submit an essay explaining how and why obtaining the MPH degree would contribute to the student’s career goals.

6. Completed applications are reviewed twice each year. The Department of Health Sciences deadlines are March 1 for fall admission and October 1 for spring admission. UAA admission must be successfully processed before the Department of Health Sciences will consider an application complete. The UAA process may take as long as four months, so applicants are encouraged to apply to the university first and early.

Note also that:

1. To the extent that there are limited positions 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.

2. Preference may also be given to applicants with two or more years work experience in the field of public health. Such applicants must submit documentation of their public health-related work experience, and a request for special consideration to the admissions committee.

**Academic Progress**

In order to maintain satisfactory academic progress toward the degree, a student in the MPH program is expected to complete a minimum of 6 semester credits each academic year, beginning with the first semester of enrollment. For satisfactory academic progress, the 6 semester credits may consist of prerequisite courses or program courses. Failure to comply with the 6 credit minimum each academic year may result in the student being removed from the degree program. See the beginning of this chapter for additional requirements to remain in good standing, and to maintain satisfactory academic progress toward the degree.

**Candidacy Requirements**

See the section Advancement to Candidacy at the beginning of this chapter.

**Graduation Requirements**

See University Requirements for Graduate Degrees at the beginning of this chapter.

**Program Requirements**

1. Complete the MPH core courses (28 credits total):
   - HS A605  Public Health and Society  3
   - HS A610  Environmental and Occupational Health  3
   - HS A615  Health Services Administration  3
   - HS A624  Circumpolar Health Issues  3
   - HS/NS A625  Biostatistics for Health Professionals  3
   - HS/NS A626  Principles of Epidemiology  3
   - HS/SWK A628  Program Evaluation  3
   - HS A629  Public Health Research Tools and Methods  4
   - HS A630  Public Health Emergencies and Disasters  3

2. Complete three focused public health-related emphasis courses at the 600-level (graduate) with advisor approval  9

3. Complete a Project Practicum (HS A698) or Thesis Practicum (HS A699)  5

4. A total of 42 credits are required for the degree.

**FACULTY**

Betty J. Monsour, Associate Professor, Betty.Monsour@uaa.alaska.edu

Gabriel Garcia, Assistant Professor, GGarcia16@uaa.alaska.edu

Liz Hodges Snyder, Assistant Professor, EHodges4@uaa.alaska.edu

Rhonda M. Johnson, Professor/MPH Coordinator, Rhonda.Johnson@uaa.alaska.edu

Jenny Miller, Assistant Professor, VLMiller2@uaa.alaska.edu

Nancy Nix, Assistant Professor, NaNix@uaa.alaska.edu
Graduate Certificate, Advanced Human Service Systems

The Graduate Certificate in Advanced Human Service Systems prepares students with a Bachelor of Human Services or related degree for a broad array of mid-level and advanced occupations within the behavioral health/community and social services clusters. Students will develop advanced knowledge and skills in program evaluation, family and community service delivery, organizational development and leadership, professional ethics and decision making, as well as current and continuing issues in human development.

Program Student Learning Outcomes

Graduates of the Certificate in Advanced Human Service Systems will be able to demonstrate knowledge and skills necessary to perform organizational and human service management/practice roles using a broad array of knowledge based skills.

Students who complete this program will be able to:
1. Demonstrate ethical leadership and decision making in human service organizations.
2. Apply management skills at multiple levels within an organization.
3. Utilize human service family and community service delivery systems to enhance the mission of their respective programs and organizations.
4. Utilize program evaluation and research techniques to accurately design and measure performance outcomes to objectively assess the effectiveness of programs in applied settings.

Admission Requirements

1. Satisfy the Admission Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete a Bachelor of Human Services or equivalent degree from an accredited institution;
3. Have a cumulative undergraduate grade point average of 3.00.
4. Complete an admission application for the Graduate Certificate in Advanced Human Service Practice, including a writing sample and a barrier crimes screening.

Graduation Requirements

1. Satisfy the University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

Program Requirements

1. Complete core courses (12 credits):
   - HUMS A610 Program Evaluation in Applied Settings 3
   - HUMS A630 Family and Community Systems 3
   - HUMS A650 Leadership and Organizational Development in Human Services 3
   - HUMS A670 Professional Ethics in Human Services 3

2. Complete one of the following courses in human development:
   - HUMS A680 Advanced Topics in Human Development: Childhood (3)
   - HUMS A681 Advanced Topics in Human Development: Adolescence (3)
   - HUMS A682 Advanced Topics in Human Development: Adulthood and Aging (3)
   - EDCN A613 Human Development for the Helping Professionals (3)

3. Complete one of the following elective courses:
   - HUMS A640 Contemporary Issues in Rehabilitation (3)
   - HUMS A660 Promoting Positive Development in At-Risk Youth (3)
   - EDCN A614 Counseling Diverse Populations (3)
SCHOOL OF NURSING

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 Nursing Education (EDUC), as a Family Nurse Practitioner (FNP) or Psychiatric-Mental Health Nurse Practitioner (PMH-NP). 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 (3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326; (404) 975-5000). Graduates in the FNP option are eligible to write the national certification examination for advanced professional practice as a family nurse practitioner. Graduates of the PMH-NP option are eligible to write the national certification exam for advanced professional practice as a psychiatric-mental health nurse practitioner. Graduates of the EDUC option, who have had two years of full-time academic teaching experience, are eligible to take the NLN Certified Nurse Educator Examination.

Program Student Learning Outcomes

1. Engage in scholarly inquiry, including evaluation and application of evidence-based research to advanced nursing practice or nursing education.
2. Practice in a manner that incorporates ethical, legal, and professional standards for advanced nursing practice or nursing education.
3. Collaborate across disciplines and in partnership with communities, groups, families and individuals through culturally sensitive practice.
4. Demonstrate competence and caring in the professional nurse role to serve as a leader, provider, and educator in the health care system.
5. Articulate a plan for self-directed, lifelong learning and professional development.

Master of Science, Nursing Science

UAA Admission Requirements

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

- November 1 for March 1 applicants
- June 15 for November 1 applicants

School of Nursing Admission Requirements

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

1. Hold a bachelor’s or a master’s degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. Have a minimum undergraduate (and graduate, if applicable) GPA of at least a 3.00 (B) on a 4.00 scale.
3. Have a grade of 2.00 (C) or higher in an undergraduate research methods course and a statistics course that covers descriptive and inferential statistics.
4. Submit the School of Nursing graduate admission application directly to the School of Nursing.
5. Submit three letters of professional recommendation. Letters must be submitted directly to the School of Nursing from the person writing the reference. References may be contacted by a member of the admissions committee.
6. Complete a minimum of one year of half-time clinical experience as a registered nurse.
7. Hold and maintain an active unencumbered Alaska State RN license throughout the program.∗

∗There are different reasons for a license to be encumbered and some may preclude admission to the program. Students with encumbered licenses should meet with the graduate chair to determine program eligibility.

The following School of Nursing application submission deadlines are required to ensure full processing of application:

- November 1 for graduate study and/or PMH-NP or EDUC specialty
- March 1 for graduate study and/or FNP or EDUC specialty

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Nor does prior acceptance into graduate study status guarantee admission into the clinical specialty tracks. Special consideration may be given to candidates with portfolios that document exceptional clinical experience and a proven record of professional contributions. 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 master’s degree program must:

- Maintain at least a 3.00 (B) GPA in all required coursework.
- Earn a grade of 3.00 (B) or higher in all specialty courses.
- Receive no more than one 2.00 (C) grade in core and elective courses.
- Earn all credits, including transfer credits within a consecutive seven-year period prior to graduation. See UAA Catalog for additional information.

In addition, students in the Family Nurse Practitioner or the Psychiatric-Mental Health Nurse Practitioner programs must complete additional clinical hours (2 credits) if they have not completed degree requirements within 12 months after finishing their last clinical course. For each additional year that passes without completing degree requirements the student will need to complete an additional 2 credits of clinical. More information on this policy can be found in the School of Nursing Graduate Handbook.

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing Policy in the School of Nursing Graduate Handbook for more information.

**Part-Time/Full-Time Study**

This program is designed to be completed in six to eight semesters of part-time study, although students can take longer. Prior to being formally admitted to graduate study, students with a bachelor’s or graduate degree in nursing and who are licensed or eligible to be licensed in Alaska as an RN may complete up to 9 credits of degree-applicable coursework, either UAA credit or transfer credit. Students who are not formally admitted will be allowed to register on a space-available basis and with instructor permission.

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 School of Nursing Requirements**

All students enrolled in UAA nursing programs must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubosla, and hepatitis A and B (by titer); documentation of Tdap (tetanus, diphtheria, pertussis) immunization within the past 10 years; annual PPD skin test or health examination indicating freedom from active tuberculosis; documentation of an annual HIV test (results not required); and
- The results School of Nursing-sanctioned national-level criminal background check.

Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio-conferencing. Students must have access to a personal computer and reasonable Internet connectivity. All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:

- Word processing (preferably MS Word),
- Sending and receiving e-mail with attachments,
- Accessing and navigating the Internet/World Wide Web, and
- Basic understanding of hardware, software, and operating systems.

**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.

**Graduation Requirements**

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

**Program Requirements**

1. Complete the following required core courses (18 credits)*:
   - NS A618 Role Development in Advanced Practice Nursing 2
   - NS A619 Health Policy Issues in Advanced Practice Nursing 2
   - NS A620 Nursing Research Methods 4
   - NS A621 Knowledge Development for Advanced Nursing Practice 3
   - HS/NS A625 Biostatistics for Health Professionals 3
   - NS A696 Individual Project (2 credits/semester) 4

   *Students seeking a second master’s degree may petition to have core courses waived based on evaluation of prior graduate degree.

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 5
   - NS A663 Family Nurse Practitioner IV 6
   - Elective Advisor approved 3

   **Psychiatric-Mental Health 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 A611 Psychopharmacology 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

   **Nursing Education Option (27 credits)**
   - NS A601 Advanced Pathophysiology 3
   - NS A602 Advanced Health Assessment in Primary Care 3
   - NS A610 Pharmacology for Primary Care 3
   - NS A640 Teaching and Learning in Nursing 3
   - NS A641 Curriculum Development and Evaluation 3
NS A643  Assessment and Evaluation in Nursing Education  3
NS A644  Distance Education in Nursing  3
NS A647  Teaching Practicum in Nursing  3
Elective  Advisor approved  3

3. A total of 45-50 credits is required for the degree.

**Scholarly Project**

A total of 4 credits of NS A696 Individual Project, taken over two semesters, are required for the degree. Students who are unable to complete the project after two semesters will be required to register for 2 credits of NS A696 Individual Project every semester thereafter (excluding summer sessions) until the project is satisfactorily completed. In the event a student wants to work on the project during a summer semester, utilizing faculty and UAA resources, they must get approval from their committee and register for a 1-credit independent study (P/NP). The independent study credit does not count toward the 4 required project credits. There is no limit to the number of project credits that may be accrued; however, if a year or more passes since the last clinical course, additional coursework will be required. Specific requirements for additional coursework will be determined by the chair of the Graduate Program in Nursing, the coordinator of the specialty track, and the thesis or project chair.

**Nursing Graduate Certificate Programs**

The nursing graduate certificate programs were designed for individuals who have previously acquired their master's or doctoral degrees in nursing and wish to expand their nursing competencies or practice. Graduate certificate programs are offered in several specialty areas: Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner or Nurse Educator. Prior nursing degrees must be issued from institutions that hold regional accreditation and from programs that hold nursing accreditation (from either the National League for Nursing Accrediting Commission or the Collegiate Commission on Nursing Education).

The 15-29 credit graduate certificate curriculum builds on the student’s prior graduate degree in nursing by integrating content from that degree with theory-based advanced practice nursing courses and specialty clinical practice. To be eligible for either of the nurse practitioner graduate certificate programs, the individual must already be certified as a nurse practitioner in another specialty.

**UAA Admission Requirements**

See the beginning of this chapter for Admission Requirements for Graduate Certificates. The following UAA application submission deadlines are recommended to ensure full processing of application and transcripts:

- November 1 for March 1 applicants
- June 15 for November 1 applicants

**School of Nursing Admission Requirements**

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

- Earned graduate degree in nursing (master’s or doctoral) from a school of nursing accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
- Graduate GPA of at least a 3.00 (B) on a 4.00 scale.

Additional requirements for students applying for the Family Nurse Practitioner or Psychiatric-Mental Health Nurse Practitioner graduate certificate programs include:

- Current active unencumbered licensure as an advanced practice nurse in the state of Alaska must be maintained.*
- Documentation of national certification as an advanced nurse practitioner.

There are different reasons for a license to be encumbered and some may preclude admission to the program. Students with encumbered licenses should meet with the graduate program chair to determine program eligibility.

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission. Prior acceptance into graduate study status does not guarantee admission into the clinical nursing tracks. Special consideration may be given to candidates with portfolios that document exceptional clinical experience and a proven record of professional contributions. 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.

The School of Nursing will consider applications for the graduate certificate during fall and spring semesters. Following are the deadlines for submission to ensure full consideration by the admissions committee:

- November 1: Graduate certificate PMH-NP or EDUC specialty
- March 1: Graduate certificate FNP or EDUC specialty
Academic Progress

Students enrolled in the graduate certificate program must:

- Maintain at least a 3.00 (B) GPA in all required coursework.
- Earn a grade of 3.00 (B) or higher in all specialty courses.
- Receive no more than one 2.00 (C) grade in core or elective courses (if required).

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing Policy in the School of Nursing Graduate Handbook for more information.

Additional School of Nursing Requirements

All students enrolled in UAA nursing graduate certificate programs must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants, and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubella, and hepatitis A and B (by titer); documentation of Tdap (tetanus, diphtheria, pertussis) immunization within the past 10 years; annual PPD skin test or health examination indicating freedom from active tuberculosis; documentation of an annual HIV test (results not required); and
- The results of the School of Nursing-sanctioned national level criminal background check.

Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio-conferencing. Students must have access to a personal computer and reasonable Internet connectivity. All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:

- Word processing (preferably MS Word);
- Sending and receiving e-mail with attachments;
- Accessing and navigating the Internet/World Wide Web; and
- Basic understanding of hardware, software, and operating systems.

Graduation Requirements

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

Graduate Certificate, Family Nurse Practitioner

The Family Nurse Practitioner (FNP) Graduate Certificate for psychiatric nurse practitioners is designed 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 specialty practice to include a family scope. The curriculum includes didactic, seminar, and approximately 720 clinical hours in practicum coursework. 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 a family nurse practitioner. These examinations are given nationwide throughout the year.

The Family Nurse Practitioner Graduate Certificate for primary care specialties was developed for nurses who are already certified in one of the primary care nurse practitioner specialties (adult, child, or women). Students who successfully complete it will be eligible to take the family nurse practitioner examination offered by the ANCC, or the AANP to become certified as a family nurse practitioner. These examinations are given nationwide throughout the year.

Graduate Certificate, Psychiatric-Mental Health Nurse Practitioner

The Psychiatric-Mental Health Nurse Practitioner (PMH) Graduate Certificate for advanced nurse practitioners is designed for nurses who are already certified as advanced nurse practitioners in fields other than psychiatric-mental health. Students who successfully complete the graduate certificate program will be eligible to write the national certification for psychiatric mental health nurse practitioner-family offered by the ANCC.

This examination is given nationwide throughout the year.

Graduate Certificate, Nursing Education

The specialty certificate in Nursing Education is designed for nurses who have previously acquired a minimum of a master’s 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 graduate 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 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 distance-delivery 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
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 with practicum opportunities in classroom and clinical settings.

**Program Requirements**

**Graduate Certificate, Family Nurse Practitioner**

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

   **Psychiatric Mental Health Nurse Practitioner (32 credits)**
   - NS A601 Advanced Pathophysiology 3
   - NS A602 Advanced Health Assessment in Primary Care 3
   - NS A610 Pharmacology for Primary Care 3
   - NS A611 Psychopharmacology 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

   **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

2. A total of 15-32 credits is required for the certificate.*

**Graduate Certificate, Psychiatric-Mental Health Nurse Practitioner**

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.*

**Graduate Certificate, Nursing Education**

1. Complete the following required courses (15 credits):
NS A640  Teaching and Learning in Nursing  3
NS A641  Curriculum Development and Evaluation  3
NS A643  Assessment and Evaluation in Nursing Education  3
NS A644  Distance Education in Nursing  3
NS A647  Teaching Practicum in Nursing  3

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

* Students need to have had an advanced pharmacology, pathophysiology and health assessment course in their original nursing master’s program; if their program did not include some or all of these courses, they may need to be taken for the graduate certificate.

FACULTY

Barbara Berner, Professor/Interim Director, AFBHB@uaa.alaska.edu
Bethany Buchanan, Term Assistant Professor, BRUCHAN1@uaa.alaska.edu
Elizabeth Campbell, Assistant Professor, AFEC@uaa.alaska.edu
Bernice Carmon, Associate Professor, AFWCO@uaa.alaska.edu
Elizabeth Driscoll, Term Assistant Professor, AFEMD1@uaa.alaska.edu
Thomas Hendriz, Assistant Professor, AFTHH1@uaa.alaska.edu
Jill Janke, Professor/Graduate Program Chair, AFJR@uaa.alaska.edu
Cindy Jones, Assistant Professor, AFGJ1@uaa.alaska.edu
Mary Logan, AFMOQ@uaa.alaska.edu
Patricia Lynes-Hayes, Assistant Professor, AFPAL1@uaa.alaska.edu
Susan Medlin, Associate Professor, AFSMJ2@uaa.alaska.edu
Maureen O’Malley, Associate Professor/Interim Associate Director, AFBMO@uaa.alaska.edu
Nadine Parker, Assistant Professor, AFSNP@uaa.alaska.edu
Sharon Peabody, Term Assistant Professor, AFSMPI@uaa.alaska.edu
Elizabeth Predecessor, Professor, AFEAP@uaa.alaska.edu
Dianne Tarrant, Associate Professor, AFDT81@uaa.alaska.edu
Dianne Tohe, Associate Professor, AFDMT1@uaa.alaska.edu
Sharl E. Tomsen, Associate Professor, TBA
Angela Trujillo, Assistant Professor, AFACM1@uaa.alaska.edu
Shirley Valek-Wilson, Associate Professor, AFV4@uaa.alaska.edu

SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

Master of Social Work

The mission of the UAA Master of Social Work program is to prepare advanced generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska. Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program will have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of 32 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the
advanced placement option are required to take SWK A632 Direct Practice I (3 credits) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall.

Program Student Learning Outcomes

Students graduating with a Master of Social Work will be able to:

- Be leaders who assume multiple practice roles to address health and social issues in Alaska.
- Engage in practice consistent with the values and ethics of the social work profession.
- Utilize critical thinking to synthesize and apply a broad range of knowledge and skills.
- Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
- Differentially intervene with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
- Develop and conduct research to inform practice.
- Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.
- Develop and evaluate social policies that promote social and economic well-being.
- Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
- Engage in planned change using theory and evidence based practice processes to provide competent and effective services in Alaska.

Admission Requirements

1. Deadline for application: January 15. This is the only application date for the year.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor’s degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Liberal Arts Requirements for Admissions

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines);
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development);
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines);
4. One university course in oral communication;
5. One university course in written communication;
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-psycho-social determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Academic Progress

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).
The Program Requirements

Graduation Requirements

1. Graduation Requirements

2. Up Transfer Credits


Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

Transfer Credits

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

Candidacy for a Master of Social Work Degree

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.

2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.

3. Successfully complete MSW comprehensive examination, given in SWK A635 Advanced Generalist Integrative Seminar during spring semester of the concentration year of the program.

Graduation Requirements

1. See the beginning of this chapter for University Requirements for Graduate Degrees.

2. Successful completion of research project (SWK A698).

3. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Program Requirements

The following outlines course requirements for the full-time program plan. Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work.

1. Foundation Curriculum: Complete, test out of, or waive the following required courses in the foundation sequence:

<table>
<thead>
<tr>
<th>Fall — Year One</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A630 Practice Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>SWK A631 Foundation Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A632 Direct Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK A642 Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A643 Human Diversity in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A644 Generalist Practicum I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring — Year One</strong></td>
<td>16 credits</td>
</tr>
<tr>
<td>SWK A607 Social Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK A624 Foundation Research Methods*</td>
<td>4</td>
</tr>
<tr>
<td>SWK A636 Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A645 Generalist Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level Social Work elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Advanced placement students take SWK A624 and SWK A632 in the summer prior to enrolling in the concentration curriculum.

2. Concentration Curriculum:

<table>
<thead>
<tr>
<th>Fall — Year Two</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A608 Social Policy for Advanced Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK/HS A628 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SWK A633 Direct Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK A634 Organizational Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A646 Advanced Generalist Practicum I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring — Year Two</strong></td>
<td>16 credits</td>
</tr>
<tr>
<td>SWK A635 Advanced Generalist Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SWK A647 Advanced Generalist Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>SWK A698 MSW Research Project</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate-level Social Work electives 6

3. A minimum of 38 credits is required for the Master of Social Work.
   A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. No more than 3 credits at the 400 level may be counted toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

**Research Project**
All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

**Graduate Certificate, Clinical Social Work Practice**
The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a licensed clinical social worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

**Program Student Learning Outcomes**
Students graduating with a Graduate Certificate in Clinical Social Work Practice will be able to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well-being of individuals, families and groups who seek their services.
- Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
- Develop a concept and a plan for their future professional development.

**Admission Requirements**
Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade point average of 3.00 or higher (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

**Curriculum Requirements**
Total = 15 credits:

1. Required courses (7 credits):
   - SWK A651 Social Work Practice in Addictions and Mental Health 3
   - SWK A663 Clinical Social Work with Children and Adolescents 2
   - SWK A664 Clinical Social Work with Adults 2
2. Plus completion of 8 credits from the following:
   - SWK A696 Treatment of Families (3)
   - SWK A665 Comparative Group Work (3)
   - SWK A667 Clinical Group Therapy (2)
   - SWK A672 Social Work with Families and Couples (2)
Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

**Certificate Completion Requirements**

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

**Graduate Certificate, Social Work Management**

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

**Program Student Learning Outcomes**

Students graduating with a Graduate Certificate in Social Work Management will be able to:

- Demonstrate the role of leadership and decision-making in social service organizations.
- Apply supervisory management skills at multiple levels within an organization.
- Integrate budget development and fiscal analysis into social services program planning.
- Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations.
- Design and implement financial resource development plans for social programs/social service agencies.

**Admission Requirements**

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

**Curriculum Requirements**

**Total = 15 credits:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A634</td>
<td>Organizational Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A654</td>
<td>Supervisory Management in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK A659</td>
<td>Leadership and Decision Making in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK A660</td>
<td>Financial Leadership for Social Work Administrators</td>
<td>2</td>
</tr>
<tr>
<td>SWK A661</td>
<td>Marketing in the Social Sector</td>
<td>2</td>
</tr>
<tr>
<td>SWK A662</td>
<td>Financial Resource Development for Social Services</td>
<td>2</td>
</tr>
</tbody>
</table>

**Certificate Completion Requirements**

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

**FACULTY**

Donna Aguiniha, Assistant Professor, daguiniha@uaa.alaska.edu
Mary Dallas Allen, Associate Professor, mdallen@uaa.alaska.edu
Tracey Burke, Associate Professor, tkburke@uaa.alaska.edu
Patrick Cunningham, Associate Professor, pmcunningham@uaa.alaska.edu
Alexa Filanowicz, Clinical Assistant Professor/BSW Field Coordinator, afilanowicz@uaa.alaska.edu
Eva Kapacz, Professor/MSW Field Coordinator, ekkapacz@uaa.alaska.edu
Randi Magen, Professor, magen@uaa.alaska.edu
Chad Morse, Clinical Professor/MSW Program Coordinator, AFCEM@uaa.alaska.edu
Elizabeth A. Sirles, Professor/Director, easirles@uaa.alaska.edu
Kathie Trauner, Associate Professor/BSW Program Coordinator, ktrauner@uaa.alaska.edu
COMMUNITY & TECHNICAL COLLEGE

CAREER AND TECHNICAL EDUCATION

University Center (UC), Suite 130, (907) 786-6423
www.uaa.alaska.edu/cte

Graduate Certificate, Career and Technical Education

The Graduate Certificate in Career and Technical Education (CTE) at UAA provides instruction for teachers, administrators, industry trainers, and workforce development professionals specializing in career and technical education and workforce development at the secondary and postsecondary levels. An optional CTE endorsement is available for candidates who want to earn an institutional recommendation to add a grades 7-12 endorsement in CTE to their teaching certificate. Face-to-face and distance delivery options meet the learning needs of students while making instruction available worldwide. Internships are available for students interested in updating their skills in an aspect of industry, and teaching internships are required for students who want a Career and Technical Education Teaching Endorsement. Coursework that is applied to graduate certificates may also apply to the Master of Science, Career and Technical Education with faculty advisor approval.

Program Student Learning Outcomes

At the completion of this program, students will be able to:

- Develop a philosophy of and advocate for career and technical education/workforce development using literature and personal experience.
- Design and implement curriculum and related assessment.
- Identify and demonstrate teaching strategies that meet the needs of diverse learners.

Admission Requirements

Satisfy the Admission Requirements for Graduate Certificates described at the beginning of this chapter.

- Demonstrate graduate level writing skills through a writing exercise.
- Participate in a program interview and develop a graduate study plan with faculty advisor.
- Meet the additional admission requirements below for a CTE Graduate Certificate leading to a CTE Teacher Endorsement.
- Score at the 50th percentile or better on the PRAXIS 2 exam in Family and Consumer Sciences, Business Education, or Technology Education. Scores below the median will be considered on a case-by-case basis.
- Hold or be eligible for an Alaska Professional or Master Teacher Certification.

Graduation Requirements

- See the beginning of this chapter for University Requirements for Graduate Certificates.
- Complete 15-17 credits of approved coursework (up to 3 credits may be at the 400 level).
- Complete program requirements below.

Program Requirements for a CTE Graduate Certificate That Does Not Lead to a CTE Teacher Endorsement

1. Complete the Career and Technical Education core courses (12 credits):

   - CTE A611 Historical and Philosophical Foundations of Career and Technical Education 3
   - CTE A633 Current Issues in Career and Technical Education 3
   - CTE A643 Teaching in Career and Technical Education 3
   - CTE A655 Curriculum and Assessment in Career and Technical Education 3

2. Complete 3 credits of electives approved by the graduate advisor. Electives may be in a technical area.

3. Total credits for graduate certificate without CTE Teaching Endorsement: 15
Program Requirements for a CTE Graduate Certificate That Leads to a CTE Teacher Endorsement

1. Complete the Career and Technical Education core courses (12 credits):
   - CTE A611  Historical and Philosophical Foundations of Career and Technical Education  3
   - CTE A633  Current Issues in Career and Technical Education  3
   - CTE A643  Teaching in Career and Technical Education  3
   - CTE A655  Curriculum and Assessment in Career and Technical Education  3

2. EDFN A647  Developing Literacies Across the K-12 Continuum  1
3. EDSY A648  Developing Literacies in the Secondary Content Areas  1
4. Required Field Experiences (3 credits)
   - CTE A695  Internship (1-9)  3*

   *Special Note: Significant internship experience of no less than 3 credits is required for institutional recommendation for a teaching endorsement.

5. Total credits for graduate certificate with CTE Teaching Endorsement: 17

Application Requirements

1. Basic technology skills including, but not limited to, general computer use, email, word processing, and Internet research.
2. Demonstrated writing ability. Because the Graduate Certificate in CTE is a graduate program, and because teachers are required to communicate effectively with a wide audience, applicants must demonstrate that they are able to meet high expectations for written work.
3. Demonstrated evidence of content area preparation (academic preparation and/or work experience) in the teaching area for which the applicant is seeking endorsement. This must be documented in the standards-based Content Preparation Review that has been approved by an appropriate Career and Technical Education faculty advisor.
4. Courses with grades less than a C will not be considered on the Content Preparation Review or to meet certification or endorsement requirements.

Admission to the CTE Graduate Certificate program does not guarantee an internship placement (see note under Professional Field Experiences).

Academic Progress

Satisfactory progress on Alaska Teaching Standards must be demonstrated in the internship courses to remain in the CTE Teacher Endorsement option.

Professional Field Experiences

See Master of Arts in Teaching section for description of factors affecting field placements with cooperating school districts.

Background Check Requirements

See Field Placements located in the College of Education section of this chapter.

Institutional Recommendation

To obtain an institutional recommendation for teacher certification, candidates must have:

1. Completed all program courses with a minimum grade of C;
2. Maintained a cumulative 3.00 GPA in the Career and Technical Education Graduate Certificate program;
3. Achieved passing scores on the Praxis I and II examinations;
4. Earned a baccalaureate degree from a regionally accredited institution, or foreign equivalent;
5. Hold or be eligible for an Alaska Professional or Master Teacher Certification;
6. Satisfactorily completed internships; and
7. Met all standards listed in the standards-based Initial Endorsement Content Preparation Review.

Alaska certification note: Certification is awarded by the state of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau.

Grades must meet all requirements specified by EED at the time of application for certificate.
Master of Science, Career and Technical Education

The Master of Science, 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. Internships are available for students interested in updating their skills in an aspect of industry. Each student’s program is jointly designed by the student and a faculty advisor.

Upon completion the graduate will be able to:

- Defend a philosophy of career and technical education using literature and personal experience.
- Facilitate discussions on and advocate for or argue against career and technical education.
- Design and implement curriculum using methodology that meets the needs of diverse learners.
- Develop, organize, and critically analyze research for a specific audience.
- Apply leadership and management theory through research and practice in organizations.
- Incorporate technology to facilitate learning.

Admission Requirements

1. See the beginning of this chapter for Admission Requirements for Graduate Degrees.
2. Complete a writing exercise.
3. Participate in a program interview with faculty advisor.

Graduation Requirements

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Complete 36 credits of approved coursework (up to 9 credits may be at the 400 level).
3. Complete, present, and obtain approval from graduate committee for individual research project or thesis.
4. Pass an oral or written examination based on the core program of study.

Program Requirements

1. Develop an official Graduate Studies Plan with faculty advisor and obtain approval before completion of more than 9 credits of coursework.
2. Complete the Career and Technical Education core courses (12 credits):
   - CTE A611 Historical and Philosophical Foundations of Career and Technical Education 3*
   - CTE A633 Current Issues in Career and Technical Education 3
   - CTE A643 Teaching in Career and Technical Education 3
   - CTE A655 Curriculum Assessment in Career and Technical Education 3

   *(If credit was earned for CTE A411 Historical and Philosophical Foundations of Career and Technical Education, students must substitute a 3-credit, CTE 600-level course approved by the advisor for CTE A611.)

3. Complete a component in human resources and leadership using one of the following courses (3 credits):
   - BA A632 Organizational Behavior and Foundations of Behavioral Science (3)
   - EDL A657 Educational Leadership and Organizational Behavior (3)
   - PADM A610 Organizational Theory and Behavior (3)
   - Other human resources/leadership class with approval by faculty advisor (3)

4. Complete a technology education component using one of the following courses (3 credits):
   - EDET A637 Design of e-Learning (3)

FACULTY

Sally Speker, Assistant Professor, sspeker@ualaska.edu
EDET A638  Facilitation of Learning with Technology (3)
Other technology course with approval by faculty advisor (3)

5. Complete the following research courses (9 credits):
   EDRE A660  Fundamentals of Research in Education  2
   EDRE A664  Developing and Writing Literature Reviews  2
   Another research course with approval by faculty advisor  2
   CTE A698  Individual Research (1-6)  3
   or
   CTE A699  Thesis (1-6)  9

6. Complete 9 credits of electives jointly selected with the graduate advisor. Electives may be in a technical area.

7. A total of 36 credits is required for the degree.

FACULTY

Maria Angela Dirks, Assistant Professor, madirks@uaa.alaska.edu

DIETETICS AND NUTRITION

Lucy Cuddy Hall (CUDY), Room 126, (907) 786-4728
www.uaa.alaska.edu/culinary

Graduate Certificate, Dietetic Internship

The UAA Dietetic Internship, with a concentration emphasis on Alaska Native culture and Alaska healthcare delivery systems, developmentally accredited by the Commission on Accreditation for Dietetics Education (CADE), offers the supervised practice experience required by the American Dietetic Association (ADA) to sit for the Registered Dietitian (RD) examination. The UAA Dietetic Internship offers unique experiences as it places emphasis on awareness of the cultural diversities of Alaska and how they affect the practice of dietetics.

The UAA Dietetic Internship is a highly competitive, full-time, 40-hour-per-week program. The program begins in the fall semester and runs mid-August through mid-April. The students take a total of 15 graduate credit hours through attending a weekly seminar at UAA and by completing their supervised practicum experience at rotation sites in Anchorage and the surrounding communities.

Program Student Learning Outcomes

At the completion of this program, students are able to:

- Demonstrate ability to adapt to the ever-changing scientific, technical and professional environment, including knowledge of public policy, legislative issues, ethics and lifelong learning. [Professional skills]
- Practice communicating effectively through the development of writing, speaking, listening, and problem-solving skills. [Communication skills]
- Integrate efficient and effective use of techniques and tools for managing foodservice systems in a variety of situations. [Foodservice management]
- Apply knowledge and skills in medical nutrition therapy in a variety of settings. [Clinical nutrition]
- Design interventions to combine knowledge and skills in community nutrition that enhance health and promote wellness. [Community nutrition]
- Recognize the impact of Alaska Native culture and Alaska’s unique healthcare delivery system on the practice of dietetics in Alaska. [Specialty emphasis]
- Pass (national) registration examination, over a five-year period, on the first attempt 80 percent of the time.*
- Achieve a knowledge-based score of at least “satisfactory” on evaluation by employers of alumni.*
- Indicate feelings of being "well-prepared" for practice as a registered dietitian (program alumni).*

*Those outcomes are required by the Commission on Accreditation for Dietetics Education, the accrediting body for the UAA DI.

Upon successful completion of all parts of the dietetic internship, students are given an ADA Verification Statement showing completion of the internship. With the Verification Statement graduates can apply to take the RD examination.

Admission Requirements

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

1. The application process adheres to the deadlines and procedures outlined by the American Dietetic Association. For the current year deadlines see the Dietetic Internship website: www.uaa.alaska.edu/culinary/academics/internship.cfm.
2. Baccalaureate degree (minimum) in dietetics or foods and nutrition.
3. Didactic Program in Dietetics Verification Statement within the past five years. Fulfill remedial education requirements (available upon request) if no coursework or work experiences in dietetics in five years prior to program admission.
4. GPA of 3.00 or higher (4.00 scale).
5. Evidence of ability and willingness to work productively (prior work or volunteer experience).
6. Current resume and three letters of recommendation (one must be from an employer and one must be from a professor or academic advisor).
8. Provide documentation of all necessary immunizations required to work in hospitals and other healthcare facilities.
9. Provide documentation of all necessary security background checks to meet state and federal requirements.
10. Provide documentation of necessary insurance coverage required to work in hospitals and healthcare facilities.
11. Acceptance into the program may become competitive if the number of applicants exceeds the number of intern spaces available. This program currently accepts four to five interns each academic year.

Graduation Requirements

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

Program Requirements

1. Complete the following courses:
   - DN A692A Seminar: Current Issues in Dietetics: Clinical and Community Nutrition 2
   - DN A692B Seminar: Current Issues in Dietetics: Community Nutrition and Foodservice Administration 1
   - DN A695C Practicum in Clinical Nutrition 4
   - DN A695D Practicum in Community Nutrition 2
   - DN A695E Advanced Practicum in Community Nutrition 2
   - DN A695F Practicum in Foodservice Administration 4
2. A total of 15 credits is required for this certificate.

FACULTY

Anne Bridges, Professor, AFABD@uaa.alaska.edu
Timothy Doebler, Director/Associate Professor, AFTWD@uaa.alaska.edu
Carrie King, Term Associate Professor, cdking@uaa.alaska.edu
Kendra Sticka, Term Assistant Professor, AFKDS@uaa.alaska.edu
Amanda Walsh, Term Assistant Professor, AFFW@uaa.alaska.edu

SCHOOL OF ENGINEERING

The School of Engineering offers graduate degrees in Arctic Engineering, Civil Engineering, Engineering Management, Science Management, Applied Environmental Science and Technology, and Project Management. The three engineering degree programs require a baccalaureate degree in engineering for admission while the two science degree programs require a baccalaureate degree in science as an entrance requirement. The Project Management program requires a baccalaureate degree in engineering, science, or equivalent areas. The graduate offerings of the School of Engineering are scheduled to accommodate evening students. As a result the graduate programs normally require two or more years for completion. A project or thesis may be required as a part of each graduate program within the School of Engineering.
APPLIED ENVIRONMENTAL SCIENCE
AND TECHNOLOGY

Engineering Building (ENGR), Room 201, (907) 786-1900
www.uaa.alaska.edu/schoolofengineering

The graduate program in Applied Environmental Science and Technology (AEST) is designed for students seeking careers as environmental professionals in the academic, regulatory, industrial, military or consulting sectors. The program is interdisciplinary in nature and encourages candidates to develop an understanding of environmental principles through advanced studies across biology, chemistry, geology, statistics, applied environmental science and technology, and environmental engineering.

This program offers two degree options and one graduate certificate option.

Applied Environmental Science and Technology (AEST) Degrees
The AEST master’s degrees are designed for those students who wish to pursue specialized advanced study and original research. AEST is an excellent preparation for both the practicing professional and the future doctoral student.

Program Objectives
The objective of the AEST programs are to produce graduates who:

- Have an advanced technical knowledge of environmentally related disciplines within the life sciences, physical sciences, geosciences, mathematics and environmental engineering;
- Are capable of integrating advanced technical information from different science and engineering disciplines;
- Are capable of conceiving and conducting a research project (MS-AEST option only); and
- Are capable of working in a professional environment.

Program Student Learning Outcomes
In keeping with the above objectives, the expected outcome of the AEST program is that the graduates will have:

- An ability to use advanced methods of analysis;
- An ability to understand and apply advanced environmental engineering theory;
- An ability to understand and apply advanced scientific theory;
- An ability to integrate advanced technical information from different science and engineering disciplines;
- An ability to conduct advanced environmental science research (MS-AEST option only); and
- An ability to manage projects and function in a professional environment.

Admission Requirements
See the Admissions Requirements for Graduate Degrees at the beginning of this chapter. In addition, students must meet the requirements specified below.

In order to be considered for full admission into the program, students should be able to demonstrate:

- Successful completion of a Bachelor of Science from a regionally accredited undergraduate program;
- A minimum undergraduate GPA of 3.00 in the natural/physical sciences or engineering;
- Successful completion of two or more consecutive semesters (or equivalent) in two of the following subject areas: chemistry, physics, biology or geology;
- Successful completion of one or more semesters of calculus; and
- Satisfactory verbal and quantitative GRE scores as determined by the admissions committee. The general GRE requirement may be waived at the discretion of the admissions committee for applicants with five or more years of professional experience in environmental engineering, environmental science or a related field.

In most instances, graduate degrees in the physical sciences, life sciences or engineering will provide sufficient background to meet course prerequisites. Students without the appropriate background to meet course prerequisites may be required to complete undergraduate courses that will not be applied toward the graduate degree.

Applicants not meeting the admissions requirements may be provisionally accepted at the discretion of the admissions committee. In this case, the candidate's continuation in the program after the first semester will be contingent upon successful completion of a student-specific remedial plan formulated by the admissions committee.
Application Procedures

All application materials must be received by the UAA Office of Admissions by the required dates as established by the Admissions office. The required application materials to be submitted to the Office of Admissions include:

- A completed UAA graduate application form;
- Official transcripts of all college-level work;
- Official GRE scores (general examination or subject-specific in a relevant subject area)

In addition, please submit to the School of Engineering:

- Two letters of recommendation from people familiar with the applicant’s technical aptitude; and
- A one-page statement of the applicant’s career goals.

Beginning the Program

Upon admission to the AEST program, students will:

- Meet with an academic advisor prior to the start of classes to plan coursework for the first semester of study. Academic advisors will be assigned by the admissions committee and named in the acceptance letters sent to successful applicants;
- Select a graduate study committee (GSC) consisting of one UAA faculty member for the M-AEST or three members, two of which must be UAA faculty members, for the MS-AEST, to be chaired by the student’s academic advisor. The GSC must be selected during the first semester of study; and
- Prepare a Graduate Study Plan for approval by the student’s GSC by the end of the first semester of study. It is during the development of the Graduate Study Plan that the students will decide whether to pursue the MS-AEST or the M-AEST degree option. The study plan will include core competency courses and technical electives designed to meet the student’s professional or research interests. The approved study plan and any subsequent changes should be submitted to the associate dean of graduate studies of the SOE, a copy filed in the department office, and the original sent to the Office of the Graduate School.

Master of Science, Applied Environmental Science and Technology (MS-AEST)

Graduation Requirements

In order to receive an MS-AEST degree, students must:

1. Satisfy all University Requirements for Graduate Degrees listed at the beginning of this chapter;
2. Present (written and orally) a thesis research proposal to the GSC at least one semester prior to graduation;
3. Complete 24 credits of coursework approved in advance by the student’s GSC, and 6 credits of thesis work. Thesis credits are accumulated under the course number AEST A699;
4. Satisfactorily complete thesis defense during the final semester prior to graduation.

All thesis research must meet the following requirements:

- The work must contribute to the body of knowledge in the candidate’s graduate field of study.
- The thesis, as judged by the GSC, must be of sufficient quality to justify publication in a peer-reviewed journal.
- The work must demonstrate command of knowledge and skills associated with the candidate’s graduate program of study.
- The thesis format must meet general UAA requirements for format as determined by the UAA Graduate School.

The student must defend the thesis in an open oral presentation to the students’ GSC and public. The public will be excused after the presentation and the GSC will evaluate the student further to determine the student’s competency in a closed session. Students who fail to adequately defend their thesis will work with their graduate advisor to develop an action plan to correct any deficiencies noted by the GSC. This action plan may require additional coursework, research and/or independent and directed study. After completing the items identified in the corrective action plan, the student will again be evaluated by their GSC. Failure to pass a second time will result in dismissal from the program.

Course Requirements

MS-AEST students must take CE A641 Fundamentals of Environmental Engineering and Applied Environmental Science (completed with a grade of B or better) and AEST A666 Methods; Assessment and Communication of Basic and Applied Research during the first academic year admitted to the MS-AEST program. The remaining coursework must be drawn from two or more of the core competency disciplines (at least one course from each of the selected competency disciplines must be completed with a grade of B or better): analysis (EISM, STAT or MATH), biology (BIOL), chemistry (CHEM), applied environmental science and technology (AEST and CE), geology (GEOL), or other disciplines and courses as approved by the GSC to support the research topic of the individual student. A minimum 21 credits must be drawn from approved 600-level courses. Suggested course lists are provided below.
Analysis

ESM A620  Statistics for ESM (3)
MATH A423  Advanced Engineering Mathematics (3)
MATH A426  Numerical Methods (3)
STAT A402  Scientific Sampling (3)
STAT A403  Regression Analysis (3)
STAT A404  Analysis of Variance (3)
STAT A405  Nonparametric Statistics (3)
STAT A407  Time Series Analysis (3)
STAT A408  Multivariate Analysis (3)
STAT A601  Statistical Methods (3)

Biology

BIOL A478  Biological Oceanography (4)
BIOL A650  Advanced Microbial Ecology (3)
BIOL A661  Advanced Molecular Biology (3)
BIOL A677  Advanced Tundra and Taiga Ecosystems (3)
BIOL A690  Advanced Lecture Topics in Biology (1-3)

Chemistry

AEST A601  Aquatic Process Chemistry (3)
CHEM A450  Environmental Chemistry (3)
CHEM A634  Advanced Instrumental Methods (5)
CHEM A641  Advanced Biochemistry I (3)
CHEM A642  Advanced Biochemistry II (3)

Environmental Engineering

AEST A602  Water Quality Management (3)
AEST A603  Solid Waste Management (3)
AEST A604  Environmental Law, Regulations and Permitting (3)
AEST A605  National Environmental Policy Act (3)
AEST A606  Clean Water Act (3)
AEST A608  Fundamentals of Air Pollution (3)
AEST A613  Remediation (3)
AEST A666  Methods, Assessment and Communication of Basic and Applied Research (3)
AEST A694  Topics as approved by advisor (3)
CE A641  Fundamentals of Environmental Engineering and Applied Environmental Science (3)
CE A645  Chemical and Physical Water and Wastewater Treatment Processes (3)
CE A646  Biological Treatment Processes (3)
CE A647  Advanced Unit Processes (3)
CE A662  Surface Water Dynamics (3)
CE A663  Ground Water Dynamics (3)
CE A674  Waves, Tides, and Ocean Processes for Engineers (3)
CE A677  Coastal Measurements and Analysis (3)
CE A683  Arctic Hydrology and Hydraulic Engineering (3)
CE A690  Selected Topics in Civil Engineering (3)
ENVE F651  Environmental Risk Assessment (3)
(UAF Online Course)*
ENVE F652  Introduction to Toxicology for Engineers
and Scientists (3) (UAF Online Course)*
ESM A430 Economic Analysis and Operations (3)
ESM A601 Engineers and Organizations (3)
ESM A605 Engineering Economy (3)
PM A601 Project Management Fundamentals (3)

Geology
GEOL A455 Permafrost (3)
GEOL A460 Environmental Geochemistry (3)
GEOL A475 Environmental Geophysics (3)

Thesis
AEST A699 AEST Thesis (1-6)

*UAF courses may be considered as resident credit. It is the student’s responsibility to check the UAF Catalog for current course content and availability.

Master of Applied Environmental Science and Technology (M-AEST) Graduation Requirements
In order to receive an M-AEST degree, students must:

1. Satisfy all University Requirements for Graduate Degrees listed at the beginning of this chapter;
2. Complete 30 credits of coursework approved in advance by the student’s graduate advisor; and
3. Satisfactorily complete a written comprehensive examination during the final semester prior to graduation.

The student’s advisor will administer a comprehensive examination to evaluate the candidate’s knowledge gained throughout the M-AEST program. The student will be requested by their graduate advisor to provide one course from each of the three core competency disciplines completed and the affiliated faculty or instructor contact information. The student’s advisor will construct a comprehensive examination based on questions provided by the affiliated faculty or instructors of selected courses. The students must complete the exam with a passing grade.

Students who fail to pass the comprehensive examination will work with their graduate advisor to develop an action plan to correct any deficiencies noted in the comprehensive examination. This action plan may require additional coursework or directed study. After completing the items identified in the corrective action plan, the student will again take the comprehensive examination. Failure to pass a second time will result in dismissal from the program.

Course Requirements
M-AEST students must take CE A641 Fundamentals of Environmental Engineering and Applied Environmental Science (completed with a grade of B or better) in their first year. In order to ensure that M-AEST students achieve a balanced multi-disciplinary education, at least one course must be completed with a grade of B or better in at least three of the five remaining core competency disciplines: analysis (ESM, STAT or MATH), biology (BIOL), chemistry (CHEM), applied environmental science and technology (AEST and CE) and geology (GEOL) or other disciplines and courses as approved by the GSC to support the graduate program of the individual student. A minimum 21 credits must be drawn from approved 600-level courses. Suggested course list is provided under course requirements of the MS-AEST program.

FACULTY
Aaron Dotson, Assistant Professor, adotson@uaf.alaska.edu
John Olofsson, Professor, ajfao@uaf.alaska.edu
Andy Soria, Associate Professor, jsoria@alaska.edu

Applied Environmental Science and Technology (AEST) Certificate
The Graduate Certificate in Environmental Regulations and Permitting is designed for those students who wish to pursue specialized advanced professional studies in specialized AEST topics.

Graduate Certificate, Environmental Regulations and Permitting
The UAA Graduate Certificate in Environmental Regulations and Permitting offers a cohesive sequence of courses in key federal environmental laws and regulations and federal and state environmental permitting. The series is intended to provide specialized education to enhance the knowledge and practical understanding of environmental regulations and the permitting process. Upon completion of the certificate program, students will have specialized knowledge and skills applicable to Alaska and other areas in the United States.
Program Student Learning Outcomes
Upon completion of the program, students will be able to:

1. Apply the principles and requirements of major federal environmental laws and regulations, including the National Environmental Policy Act (NEPA) and the Clean Water Act (CWA), and state laws and regulations to projects, policy changes and other applicable activities;
2. Synthesize practical challenges facing applicants, policymakers, agency personnel and the public in working with federal and state laws and regulations;
3. Understand the environmental data needs and data management options associated with federal and state permitting requirements for proposed development projects;
4. Specify NEPA, CWA and other state and federal permitting requirements for Alaska-based projects;
5. Understand and anticipate the positions and interests of various Alaska stakeholders (including government policymakers, agency personnel, industry, municipalities, nongovernmental organizations and the general public) to facilitate conflict resolution potentially encountered during the regulatory and permitting process.

Admission Requirements and Related Graduate Certificate Policies
See the beginning of this chapter for Admissions Requirements for Graduate Certificates. Admission to the Environmental Regulations and Permitting Graduate Certificate program requires that a student must have earned a Bachelor of Science in a science or engineering discipline from an accredited institution in the United States or a foreign equivalent.

Graduation Requirements
See the beginning of this chapter for University Requirements for Graduate Certificates.

Program Requirements
Students must complete the first three courses before they may enroll in AEST A607 Environmental Permitting Project course. Complete the following requirements (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEST A604</td>
<td>Environmental Law, Regulations and Permitting</td>
<td>3</td>
</tr>
<tr>
<td>AEST A605</td>
<td>National Environmental Policy Act</td>
<td>3</td>
</tr>
<tr>
<td>AEST A606</td>
<td>Clean Water Act</td>
<td>3</td>
</tr>
<tr>
<td>AEST A607</td>
<td>Environmental Permitting Project</td>
<td>3</td>
</tr>
</tbody>
</table>

FACULTY
Alice Bullington, Term Faculty, afazb@uaa.alaska.edu
John Olofsson, Professor, afao@uaa.alaska.edu
Robert Reges, Adjunct Faculty

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
www.uaa.alaska.edu/schools/engineering/programs/arctic

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenges of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science, Arctic Engineering
The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Arctic Engineering faculty members.
**Program Student Learning Outcomes**

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;
7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;
8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;
9. Acquire, integrate, and interpret data from public records regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;
10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and
11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

**Admission Requirements**

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

**Graduation Requirements**

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

**Major Requirements**

1. Candidates must complete the following core courses (9 credits):
   - CE A603 Arctic Engineering* 3
   - CE A681 Frozen Ground Engineering 3
   - ME A685 Arctic Heat and Mass Transfer 3

   *Students who have completed CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC30 Fundamentals of Arctic Engineering or ES AC31 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student’s graduate advisory committee.

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits):
   - CE A682 Ice Engineering (3)
   - CE A683 Arctic Hydrology and Hydraulic Engineering (3)
   - CE A684 Arctic Utility Distribution (3)
   - CE A689 Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student’s program of study, as approved by the student’s advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student’s advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student’s advisory committee.

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:
   - CE A686 Civil Engineering Project 3

   The Arctic engineering project should have the following characteristics:
a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.
b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.
c. The project must include innovative components directly involving cold regions engineering.
d. The project must have sufficient scope to clearly demonstrate the candidate's advanced technical expertise in cold regions engineering.
e. The project report must demonstrate command of knowledge and skills directly associated with the candidate's graduate program of study.
f. The written project report, in the judgment of the candidate's advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.
g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

**FACULTY**

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu
Tom Rovers, Professor, AFTRM@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhholi Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannlie Zadeck, Professor/Chair, AFHZ@uaa.alaska.edu

**CIVIL ENGINEERING**

*Engineering Building (ENGR), Room 201, (907) 786-1900*

www.uaa.alaska.edu/schoolofengineering

The Master of Science in Civil Engineering (MSCE) is designed for students who wish to pursue research-oriented occupations or to eventually pursue a PhD degree, as well as to prepare for advanced professional engineering practice. The Master of Civil Engineering (MCE) is designed for students who wish to further emphasize engineering practice and prefer to substitute additional classroom education for graduate research experience.

**Civil Engineering (CE) Degrees**

The MSCE and MCE designed for those students who wish to pursue specialized advanced study and original research. CE is an excellent preparation for both the practicing professional and the future doctoral student.

**Program Objectives**

The objectives of the UAA civil engineering graduate programs are to provide graduates with:

1. Advanced technical knowledge within one or more of the recognized sub-disciplines of civil engineering,
2. The ability to conceive and conduct an advanced research program, and
3. The ability to effectively communicate research results.

**Program Student Learning Outcomes**

In keeping with the above objectives, the expected student learning outcomes of the UAA MSCE and MCE programs include:

1. An ability to use advanced methods of analysis,
2. An ability to understand advanced civil engineering theory,
3. An ability to conduct advanced civil engineering research,
4. An ability to apply advanced engineering theory to the design of civil engineering systems, and
5. An ability to work effectively within the management framework of organizations responsible for the practice of engineering.

**Admission Requirements**

See the beginning of this chapter for Admission Requirements for Graduate Degrees and deadlines. All students must hold a baccalaureate degree in an engineering discipline.
Application Procedures

All application materials must be received by the UAA Office of Admissions by the required dates as established by the Admissions office. The required application materials to be submitted to the Office of Admissions include:

- A completed UAA graduate application form;
- Official transcripts of all college-level work;

In addition, please submit to the School of Engineering:

- A one-page statement selecting a core competency area and discussing the applicant’s career goals.

Master of Science, Civil Engineering (MS-CE)

Graduation Requirements

In order to receive the Master of Science in Civil Engineering, students must:

1. Satisfy all University Requirements for Graduate Degrees listed at the beginning of this chapter;
2. Complete 30 credits of coursework approved in advance by the student’s graduate advisor; and
3. Satisfactorily complete thesis work approved in advance by the student’s graduate committee, of which 6 credits will be CE A699 Thesis.

Course Requirements

Students must complete at least three courses in one of the core competency areas of environmental, geotechnical, structures, transportation, water resources and one course in analysis all with a grade of B or better. Remaining courses can be selected from any of the following areas or as approved by student’s graduate committee. No more than one 400-level course may be included with prior approval of the student’s graduate committee.

Environmental

- AEST A601 Aquatic Process Chemistry (3)
- AEST A602 Water Quality Management (3)
- AEST A603 Solid Waste Management (3)
- AEST A608 Fundamentals of Air Pollution (3)
- AEST A613 Remediation (3)
- CE A645 Chemical and Physical Water and Wastewater Treatment Processes (3)
- CE A646 Biological Treatment Processes (3)
- CE A647 Advanced Unit Processes (3)

Geotechnical

- CE A610 Engineering Seismology (3)
- CE A611 Geotechnical Earthquake Engineering (3)
- CE A612 Advanced Foundation Design (3)
- CE A614 Soil Strength and Slope Stability (3)

Structures

- CE A610 Engineering Seismology (3)
- CE A631 Structural Finite Elements (3)
- CE A633 Structural Dynamics (3)
- CE A634 Structural Earthquake Engineering (3)
- CE A637 Earthquake Resistant Structural Design (3)
- CE A639 Loads on Structures (3)
- CE A652 Advanced Steel Design (3)
- CE A654 Timber Design (3)

Transportation

- CE A623 Traffic Engineering (3)
- CE A624 Pavement Design (3)
- CE A625 Highway Engineering (3)
- CE A675 Design of Ports and Harbors (3)
Students

Course Requirements

Graduation Requirements

Master of Civil Engineering (M-CE)

Graduation Requirements

In order to receive the Master of Civil Engineering, students must:

1. Satisfy all University Requirements for the Graduate Degrees listed at the beginning of this chapter;
2. Complete 30 credits of coursework approved in advance by the student’s graduate advisor; and
3. Satisfactorily complete requirements for a comprehensive exam or 3 credits of CE A686 Civil Engineering Project if applicable to the chosen competency area. The following requirements apply for each individual competency area:
   - **Environmental**: Students must complete 30 credit hours of coursework and a comprehensive exam. Students may opt to take up to 3 credit hours of CE A688 Individual Research with advisor approval as part of the required 30 credit hours of coursework.
   - **Geotechnical**: Students must complete 27 credit hours of coursework and 3 credits of CE A686 Civil Engineering Project.
   - **Structural**: Students must complete 27 credit hours of coursework, 3 credits of CE A686 Civil Engineering Project, and a comprehensive exam.
   - **Transportation**: Students must complete 27 credit hours of coursework and 3 credits of CE A686 Civil Engineering Project.
   - **Water Resources**: Students may choose between completing 30 credit hours of coursework and a comprehensive exam or 27 credit hours of coursework and 3 credits of CE A686 Civil Engineering Project.

Course Requirements

Students must complete at least three courses in one of the core competency areas of environmental, geotechnical, structures, transportation, water resources and one course in analysis (as listed in Master of Science, Civil Engineering section) all with a grade of B or better. Additionally, students must complete at least one course from the project management area of study, listed below. Remaining courses can be selected from the list provided in Master of Science, Civil Engineering section or as approved by student’s graduate committee. No more than one 400-level course may be included without prior approval of the student’s graduate committee.

Project Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEST A604</td>
<td>Environmental Law, Regulations and Permitting (3)</td>
</tr>
<tr>
<td>ESM A601</td>
<td>Engineers in Organizations (3)</td>
</tr>
</tbody>
</table>
Upon Program Student Learning Outcomes

Civil Engineering (CE) Certificates
These certificates are designed for those students who wish to pursue advanced professional studies in specialized CE topics of particular concern in Alaska.

Graduate Certificate, Earthquake Engineering
The UAA School of Engineering offers a sequence of courses leading to a Graduate Certificate in Earthquake Engineering. This certificate program is intended to provide specialized education to enhance the theoretical knowledge and practical skills of civil engineers to deal with earthquake-resistant structural design. Upon completion of the certificate program, students will have specialized knowledge and skills applicable to various aspects of earthquake engineering issues.

Program Student Learning Outcomes
Upon the completion of this certificate, students will be able to:

1. Evaluate seismograms and perform site response analysis.
2. Analyze earthquake characteristics and associated effects on structures, including linear and nonlinear responses.
3. Apply the basic principles for seismic design and construction of structures in accordance with the provisions of International Building Codes.
4. Understand the concepts of dynamic equations of motion and perform analysis for dynamic systems in civil engineering applications.
5. Evaluate dynamic soil properties; analyze ground response and soil-structure interaction effects, and other geotechnical engineering problems.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESM A608</td>
<td>Legal Environment for Engineering Management (3)</td>
</tr>
<tr>
<td>ESM A610</td>
<td>Cost Estimating (3)</td>
</tr>
<tr>
<td>ESM A613</td>
<td>Management of Technical People (3)</td>
</tr>
<tr>
<td>PM A601</td>
<td>Project Management Fundamentals (3)</td>
</tr>
</tbody>
</table>

Project Requirement
Within the last 9 credits applicable to the degree, each student may need to complete CE A686, per the requirements of their competency area. The Civil Engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

1. The project problem and solution must be explained in the context of the current state of the art by means of a thorough review of pertinent literature.
2. The project must include advanced technical components directly involving modern practice of civil engineering.
3. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in civil engineering.
4. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.
5. The written project report, in the judgment of the candidate’s graduate committee, must be publishable in the proceedings of a civil engineering specialty conference.
6. The project proposal, submitted prior to enrolling in CE A686, must present evidence that the above requirements will be satisfied and will generally consist of an explicit problem statement, a literature review, and one or more sections describing the information and analytical methods to be applied.
7. The project is to be orally presented to the student’s graduate committee and invited guests.

FACULTY
Osama Abaza, Professor and Chair, afjao@uaa.alaska.edu
Aaron Dotson, Assistant Professor, addotson@uaa.alaska.edu
Ulpi Dutta, Associate Professor, afud@uaa.alaska.edu
Scott Hamel, Assistant Professor, sehame@uaa.alaska.edu
Robert Lang, Professor, afjrl@uaa.alaska.edu
He Liu, Professor, afjl@uaa.alaska.edu
John Olofsson, Professor, afjan@uaa.alaska.edu
T. Bart Quinby, Professor, afjqt@uaa.alaska.edu
Tom Ramey, Professor, afmn@uaa.alaska.edu
Orson P. Smith, Professor, afps@uaa.alaska.edu
Zhao Li, Associate Professor, afz1@uaa.alaska.edu
Hanele Zubeck, Professor, afhz@uaa.alaska.edu

Civil Engineering (CE) Certificates
These certificates are designed for those students who wish to pursue advanced professional studies in specialized CE topics of particular concern in Alaska.
6. Evaluate the magnitude and distribution of seismic and other probable loads for strength, stress and load-resistant factor design.

**Admission Requirements and Related Graduate Certificate Policies**

See the beginning of this chapter for Admission Requirements for Graduate Certificates. Admission to the Earthquake Engineering Graduate Certificate program requires that a student must have earned a Bachelor of Science in an engineering discipline from an ABET accredited institution in the United States or a foreign equivalent.

**Graduation Requirements**

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

**Program Requirements**

Complete the following requirements (15 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A610</td>
<td>Engineering Seismology</td>
<td>3</td>
</tr>
<tr>
<td>CE A611</td>
<td>Geotechnical Earthquake Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A634</td>
<td>Structural Earthquake Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A637</td>
<td>Earthquake Resistant Structural Design</td>
<td>3</td>
</tr>
<tr>
<td>CE A639</td>
<td>Loads on Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

**FACULTY**

Utpal Datta, Associate Professor, afud@uaa.alaska.edu  
He Liu, Professor, afhl@uaa.alaska.edu  
T. Bart Quimby, Professor, afbq@uaa.alaska.edu  
Zhao Lin Yang, Associate Professor, afzy@uaa.alaska.edu

**Graduate Certificate, Coastal, Ocean and Port Engineering**

The UAA School of Engineering offers a cohesive sequence of courses in the theory and practice of coastal, ocean, and port engineering. The series is intended to provide specialized education to prepare graduate engineers for sustainable development and protection of coastal, ocean, and port environments for the benefit of society in Alaska, the United States, and foreign countries. The program is designed to provide students with competencies required to become a Diplomate of the Academy of Coastal, Ocean, Port, and Navigation Engineers.

**Program Student Learning Outcomes**

Upon completion of the program, students will be able to:

1. Characterize oceans, seas and estuaries in terms of physical dimensions, sediments, water chemistry, major wind patterns and currents, and wave climate;
2. Define nearshore and offshore ocean processes in terms of wind, wave and current climates and their interaction with sediments and local features of seafloor and shoreline;
3. Accomplish data collection, analyze data, and interpret analytical results to applicable to design of engineering systems;
4. Plan and design port, harbor and ocean engineering facilities suited to demands of vessels and cargo transfer operations, to safe and efficient exploration for and extraction of minerals, and to survival in extreme ocean conditions; and
5. Quantify natural physical processes or human activities responsible for coastal erosion, and design shore protection works suited to the local environmental setting.

**Admission Requirements and Related Graduate Certificate Policies**

See the beginning of this chapter for Admission Requirements for Graduate Certificates. Admission to the Coastal, Ocean and Port Engineering Graduate Certificate program requires that a student must have earned a Bachelor of Science in an engineering discipline from an ABET-accredited institution in the United States or a foreign equivalent.

**Graduation Requirements**

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

**Program Requirements**

Complete the following five courses (15 credits):
A student who earns the Port and Coastal Engineering Graduate Certificate may apply up to 9 credits from the certificate program toward other graduate degrees at UAA.

**FACULTY**

Orson Smith, Professor, afops@uaa.alaska.edu
Thomas Ravens, Professor, aftmr@uaa.alaska.edu

---

**COMPUTER SCIENCE**

Social Sciences Building (SSB), Room 154, (907) 786-1744/786-4824
www.uaa.alaska.edu/mathematicalsciences

**Master of Science, Computer Science**

The UAA Department of Mathematical Sciences offers the opportunity to pursue a master’s degree in Computer Science while residing in the Anchorage area. The degree is available through a cooperative program with the University of Alaska Fairbanks (UAF) and the degree is awarded by UAF.

The program is designed to accommodate computer science professionals working in the Anchorage area; courses are offered in late afternoon and evening. For more information, contact the Department of Mathematical Sciences at UAA or visit our website at www.uaa.alaska.edu/mathematicalsciences.

**FACULTY**

David Meyers, Associate Professor, AFDFM@uaa.alaska.edu
Kenrick Mock, Associate Professor, AFKJM@uaa.alaska.edu
Frank Moore, Associate Professor, AFFWM@uaa.alaska.edu
Kirk Scott, Associate Professor, AFKAS@uaa.alaska.edu

---

**ENGINEERING MANAGEMENT AND SCIENCE MANAGEMENT**

University Lake Annex (ULBA), (907) 786-1924
www.uaa.alaska.edu/schoolofengineering/programs/esm

The Engineering Management and Science Management curriculum is designed for graduate engineers and scientists who will hold executive or managerial positions in engineering, construction, industrial or governmental organizations as well as develop technology based enterprises. It includes human relations, financial, economic, quantitative, technical, and legal subjects useful in solving problems of management.

**Master of Science, Engineering Management**

**Master of Science, Science Management**

**Program Student Learning Outcomes**

Students graduating with a Master of Science in Engineering Management or a Master of Science in Science Management will:

- Approach to solve engineering and business problems from a real-world environmental and cultural perspective, rather than relying solely on a static textbook environment.
- Focus on applying the management principles for significant, long-lasting improvements, instead of just dealing with day-to-day operational efficiency.
- Seek the optimal solutions for systematic problems, rather than simple reactive adjustments to individual components.
• Be able to define sustainable business models and lead in changing local, national and international business environments.
• Be able to form an integrated problem statement from various, often uncertain, ambiguous data; to forecast the future trends; and to recommend decisions.
• Be a contributing member of the engineering management community by examining, questioning and providing alternatives to today’s management, business and engineering challenges and issues.
• Have communication, team-building, leadership and entrepreneurship skills.
• Be able to integrate feasibility requirements with current conditions for using engineering management resources and applying technologies as well as the relative laws.
• Be able to build a system with conformity and compliance and manage risks.
• Create and develop a life-long commitment to learning and through the required design project form the skills necessary research a new topic and apply new skills. In the fast paced changing business environment this learning skill may be the most valuable to the graduate.

Admission Requirements
See the Admissions Requirements for Graduate Degrees at the beginning of this chapter.

Students who are working toward the Master of Science in Engineering Management must hold a Bachelor of Science or Master of Science in an engineering discipline. Students enrolling in the Master of Science in Science Management must hold a Bachelor of Science or Master of Science in a scientific field. Students are expected to be proficient in the use of computers for word processing, spreadsheet analysis, and scientific calculations. A candidate should have had on-the-job experience in engineering or science.

Graduation Requirements
Students must earn a 3.00 GPA in graduate courses that are part of the program. No course included in the credits of a student’s program may be counted toward another degree. A student may not repeat a course that is part of their program if they have received a C or better in that course.

Program Requirements
Substitutions for one or more of the courses listed below may be permitted if similar courses are included in the student’s previous academic background. No more than 9 semester credits of appropriate graduate-level coursework completed at other institutions with a grade of A or B may be transferred and applied toward the total 30 credits of required and elective courses. Both substitutions and transfer of credit must be approved by the department.

1. Complete the following area requirements:

   Management Area (6 credits)
   ESM A601  Engineers in Organizations  3
   PM A601  Project Management Fundamentals (PM fee)  3
   And choose two courses from the following (6 credits):
   ESM A608  Legal Environment for Engineering Management (3)
   ESM A613  Management of Technical People (3)
   ESM/BA A617  Technology Management (3)
   ESM A623  Total Quality Management (3)

   Fiscal Area (6 credits minimum):
   ACCT 601  Accounting Foundations for Executives (3)
   ESM A605  Engineering Economy (3)
   ESM A610  Cost Estimating (3)

   Quantitative Area (6 credits minimum):
   ESM A619  Computer Simulation of Systems (3)
   ESM A620  Statistics for ESM (3)
   ESM A621  Operations Research (3)

   Elective Curriculum
   Any ESM/PM/Engineering/Science/Business Administration or other graduate courses approved by the student’s ESM advisor.
   ESM A698  Individual Research (1-6)

2. To register for ESM A684 or ESM A699 students must have a 3.00 GPA or better in courses listed on their Graduate Studies Plan:

   Nonthesis Option (3 credits)
   Complete ESM A684 ESM Project
The Program Student Learning Outcomes

The Program Student Learning Outcomes are based on the professional best practices of the Project Management Institute (PMI) Global Accreditation Center (GAC) standards and guidelines, and UAA paradigms. Students who successfully complete this program will:

1. Demonstrate the capability to successfully manage projects across a broad range of scale, complexity, scope, environments and inherent risks.
2. Demonstrate the ability to employ the full range of project management tools and techniques to best satisfy industry and agency stakeholder requirements.
3. Conduct research that significantly contributes to and expands the diverse project management body of knowledge and produces a final project and product that demonstrates academic and project management success.
4. Demonstrate the ability to plan and execute project management activities across a broad range of industry sectors and organizations, and to employ the appropriate project management tools and techniques across a wide spectrum of project types, technologies and requirements.
5. Have the skills to determine the needs and balance the interests of project stakeholders in any organizational context and within cross-cultural business environments.
6. Demonstrate effective project team leadership and team development throughout the project management life cycle.
7. Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management and project scheduling, and change management in the project environment.
8. Demonstrate a facility for comprehensive and objective analysis, structured decision-making, process optimization, and problem solving in the project management environment.
9. Understand and apply the principles of cost-benefit analysis, strategic alignment, project portfolio management and project performance analysis and metrics.
10. Understand and apply project planning and execution optimization and control in the context of the triple constraint: project scope, schedule, and budget.
12. Demonstrate effective project management communications and problem-solving techniques related to project team management, project status reporting, conflict management and project stakeholder management.

**Professional Program Fee**

A professional program fee is required of all students in the MSPM program in addition to course tuition fees, fees, course material fees, and student activity fees. The professional program fee is a sum equal to the current level of resident graduate level tuition. Therefore, this fee is applied to either resident or non-resident tuition equally and is charged upon enrollment in PM courses. The fee contributes directly to program support.

**Admission Requirements**

See the Admissions Requirements for Graduate Degrees at the beginning of this chapter.

**Provisional/Conditional Admission**

Provisional/conditional admission to the MSPM program in project management is offered to applicants who provide sufficient evidence that they meet the requirements for study at an advanced level. Applicants must meet the minimum admissions requirements of the University of Alaska Anchorage. In addition, an entering master’s degree student will have:

1. Earned at least a bachelor’s degree in engineering, science, or equivalent areas (or as agreed to by the department chairman), from an accredited university with a minimum of a B average in the last two years of undergraduate work.
2. A grade of 3.00 (B) or higher in an undergraduate or equivalent research methods course and a statistics course that covers descriptive and inferential statistics. ESM A620 may be taken in lieu of the statistics requirement.
3. Completed a minimum of two years of appropriate project management experience in a science or engineering related field as shown by the applicant’s resume.
4. Obtained three letters of recommendation from professors, former or current employers or supervisors who are familiar with the candidate’s work experience.
5. Provided a statement of professional career objectives related to the study of project management.

**Full Admission**

Full admission to the MSPM program is offered to students who have:

1. Previously been admitted in Provisional/Conditional admission status.
2. Completed the first 9 credits of the core PM classes (PM A601, PM A602 and either PM A603 or PM A604) with a minimum 3.00 (B) in each.
3. Undergone departmental review in Phase Gate 1 and have been successfully judged to have made satisfactory progress, met performance standards and demonstrated aptitude in project management by the MSPM Admissions Committee.

*Note: The department retains the right to remove any student from the program who fails to maintain sufficient academic performance and progress.*

**Additional Requirements**

Enrolled students must have access to a personal computer and Internet connection speed the department finds acceptable. All students are expected to have basic computer and keyboarding skills prior to entry into the program, for example:

- Word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint) and spreadsheet software (preferably Microsoft Excel)
- Sending and receiving e-mail with attachments
- Accessing and navigating the Internet/World Wide Web
- Understanding how to use basic software, computer, and peripheral hardware.

Remote (distance) students in the program are additionally responsible for:
• Any incremental, individual long distance or high speed Internet connection costs
• Any additional hardware (such as webcams, headsets, etc.) necessary to facilitate class participation
• Contacting the distance learning coordinator before classes start to set up and arrange for distance delivery.

**Academic Progress**

Students enrolled in the MSPM program must:

• Achieve at least a 3.00 (B) in each of the program’s required courses.
• Must receive a 3.00 (B) or better in all core classes.
• Receive no more than one 2.00 (C) grade in any elective course.
• Earn all credits, including transfer credits, within a consecutive seven-year period prior to graduation. See University Requirements for Graduate Degrees in this chapter for additional information.
• As a prerequisite for PM A686A registration, students must have a cumulative 3.00 GPA or better in courses listed on their official Graduate Studies Plans.
• As a prerequisite for PM A686A registration, students must have a cumulative 3.00 GPA or better in courses listed on their official Graduate Studies Plans.

The faculty reserves the right, where warranted by evaluation of a student’s progress and apparent knowledge, to require additional coursework or other preparation to ensure the degree candidate possesses adequate professional skills and capabilities. This includes the ability to reason and communicate effectively orally, in writing, and quantitatively.

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing policy in this chapter for more information.

**Course Delivery**

Students in the MSPM program can attend courses in the classroom and/or by state-of-the-art, real-time video capabilities. This format allows students from across the state and around the world to join local students and faculty in real time, in the classroom as an active course participant using readily available, off-the-shelf technology. This real-time capability also enables students who must travel during the semester to join the class via ad hoc connections from wherever they may be located (connection speed permitting). Additionally, all class sessions are recorded and posted to the UAA Learning Management System after the class session is completed so that students can review the material in the event that a class session is missed. This approach provides flexibility for students to begin and complete the program from wherever their work assignments or personal situations may take them.

**Graduation Requirements**

Complete University Requirements for Graduate Degrees at the beginning of this chapter as well as the program requirements below.

**Program Requirements**

1. Complete the following requirements
   a. **Core requirements (21 credits)**
      1) **PM Overview (6 credits)**
         - PM A601 Project Management Fundamentals 3
         - PM A602 Application of Project Management Processes 3
      2) **PM Process Series (9 credits)**
         - PM A603 Project Initiation and Planning 3
         - PM A604 Project Executing, Monitoring and Control 3
         - PM A605 Operational Integration and Project Closure 3
      3) **Capstone Project Demonstration of PM Mastery (6 credits)**
         - PM A686A Capstone Project: Initiation and Planning 3
         - PM A686B Capstone Project: Executing, Controlling, and Closing 3
   b. **Electives (12 credits)**
1. Complete an additional 12 credits of PM courses as electives.
2. A student may petition for a single elective 3 credit graduate level course from outside the program.

c. Departmental Review/Phase Gates
   1. Phase Gate 1 (after completion of the first three core classes: PM A601, PM A602 and either PM A603 or PM A604) Students will be admitted provisionally/conditionally to the program until this phase gate has been successfully completed. Phase Gates are established in order to evaluate a student’s progress, performance, and their demonstrated potential to be a successful project manager.
   2. Phase Gate 2 (after completion of PM A686A) Students must receive departmental and advisory committee approval prior to enrollment in PM A686B after the successful completion of an approved project management plan completed in PM A686A.

2. A total of 33 credits are required for degree completion.
3. An approved Graduate Studies Plan will be created, approved, and fulfilled for each student to define their individual program of study (per the requirements set forth in this chapter).
4. Local classroom and/or real time distance participation is required.

**Capstone Project**

Three credits of PM A686A and 3 credits of PM A686B, taken over two semesters, are required for the degree.

All capstone project work must meet the following requirements:

- The work must contribute to the body of knowledge in the student’s graduate field of study.
- A literature search is required to demonstrate how the work is associated with the current state of the art in the student’s graduate field of study.
- The final capstone project report, as judged by the student’s graduate committee, must be of sufficient quality to justify publication in either a peer-reviewed technical conference proceeding or a peer-reviewed journal. Publication of a manuscript in a journal or conference paper is not a requirement for graduation, but submissions are encouraged.
- The work must demonstrate command of knowledge and skills associated with the student’s graduate program of study.
- The project must have sufficient scope to clearly demonstrate the student’s advanced expertise in and mastery of project management.
- The work must require a level of effort consistent with 6 graduate level credit hours.
- The student must satisfactorily present their capstone project and be evaluated by a panel of faculty and project management practitioners.

**Questions:**

**Project Management (PM) Department**

(907) 786-1924
(907) 786-1935 fax
pm@uaa.alaska.edu

**Mailing address:**

University of Alaska Anchorage
3211 Providence Drive
University Center 155
Anchorage, AK 99508-4614

**FACULTY**

Roger Hull, Instructor, AFRKH@uaa.alaska.edu
Seong Dae Kim, Assistant Professor, AFSDK1@uaa.alaska.edu
LuAnn Picard, Assistant Professor and ESPM Interim Director, AFLP@uaa.alaska.edu
DRAFT
Graduate Academic Board report to Faculty Senate, May 2014:

GAB 2013-2014 proposed goals and yearlong agenda:
1. Continue the mission of the Board as detailed in Faculty Senate Bylaws 3b. [Done so.]
2. In coordination with UAB, develop training for college curriculum committees and faculty initiators. [In progress: at joint UAB/GAB meeting in 03/14 discussed possible joint meetings for fall 2014 between UAB, GAB & College Curriculum Committee members]
3. Work with the Office of the Registrar on the implementation of the e-catalog and in the standardization of its language. [Committee with GAB & UAB representation has been formed, various standardization proposals have passed through the Board this year.]
4. Liaise with the Graduate Council. [Two members of GAB are also members of GC.]
5. Update the Curriculum Handbook, as needed. [Done so.]
6. Review the language and standards of graduate/undergraduate stacked courses. [Joint UAB/GAB subcommittee has been formed, initial report has been made to the Boards, ongoing research is needed/underway.]
7. Develop a FAQ for curriculum questions. [Undone. Will review again as electronic catalog processes are developed.]

Statistics (from Faculty Senate agendas):
Courses approved: 73 [+ May FS numbers]
Programs approved: 9 [+ “]

Length of GAB agendas by date of meeting.

![Page count chart](chart.png)