

March 10, 2017

9:30-11:30am

Physical location: ADM 204

Audio Conference: 786-6755, Passcode: 284572

I. Roll Call

<input type="checkbox"/> Anthony Paris (FS, Chair)	<input type="checkbox"/> Andrew Metzger (CoENG)	<input type="checkbox"/> Sam Thiru (CAS)
<input type="checkbox"/> Vacant (FS)	<input type="checkbox"/> Peter Olsson (CTC)	<input type="checkbox"/> Clayton Trotter (CBPP)
<input type="checkbox"/> Hsing-Wen Hu (COE)	<input type="checkbox"/> Mei Rose (CBPP)	<input type="checkbox"/> Jervette Ward (CAS)
<input type="checkbox"/> Cindy Knall (COH)	<input type="checkbox"/> Arlene Schmuland (LIB)	

Ex-Officio Members

☐ Helena Wisniewski (OAA)
☐ Lindsey Chadwell (Registrar)
☐ Elisa Mattison (Graduate School)

II. Approval of Agenda (pg. 1-2)

III. Approval of Meeting Summary (pg. 3-4)

IV. Program/Course Action Request - Second Readings

12/13/16	Chg	EDLD-MED: Master of Education in Educational Leadership
12/14/16	Chg	TCPR-GRCERT: Graduate Certificate in Education Leadership: Principal (K-8, 7-12, or K-8 7-12)
12/13/16	Chg	EDL A610 Orientation to Graduate Studies in Leadership
12/13/16	Chg	EDL A637 Organizational Theory and Change
12/13/16	Chg	EDL A638 Instructional Leadership and Student Learning
12/13/16	Add	EDL A644 School Resource Allocation and Management
12/13/16	Chg	EDSE A633 Autism: Communication and Social Disorders
01/12/17	Add	GIS A655 Spatial Analysis
01/12/17	Add	GIS A658 Spatial Data Management

V. Program/Course Action Request – First Readings

02/07/17	Del	CE A641 Fundamentals of Environmental Engineering and Applied Environmental Science
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Thesis and Project Review Requirements Catalog Copy (pg. 5)

- 12/9/2016 Add [HS A654](#) [Cross-Cultural Health Issues](#)
- 1/13/2017 Add [HS A655](#) [Global Health and Development](#)
- 2/8/2017 Chg [MBIO A650](#) [Advanced Microbial Ecology](#)
- 2/8/2017 Chg [MBIO A662](#) [Advanced Virology](#)
- 2/21/2017 Chg [HUMS A610](#) [Program Evaluation in Applied Settings](#)
- 2/21/2017 Chg [HUMS A630](#) [Family and Community Systems](#)
- 2/21/2017 Chg [HUMS A640](#) [Contemporary Issues in Rehabilitation](#)
- 2/21/2017 Chg [HUMS A650](#) [Leadership and Organizational Development in Human Services](#)
- 2/21/2017 Chg [HUMS A670](#) [Professional Ethics in Human Services](#)
- 2/21/2017 Chg [HUMS A682](#) [Advanced Topics in Human Development: Adulthood and Aging](#)

VI. Old Business

- A. Motion to Grant In-State Tuition to Out-of-State Gas (pg. 6)

VII. New Business

- A. Curriculum Handbook Draft 3-06-17 (pg. 7-25)

VIII. Administrative Reports

- A. Vice Provost, Helena Wisniewski
- B. University Registrar, Lora Volden
- C. Graduate School, Elisa Mattison
- D. GAB Chair, Anthony Paris

IX. Informational Items and Adjournment

- A. Next meeting: 3/24/17 (ADM 204)

February 24, 2017

9:30-11:30am

Physical location: LIB 302

Audio Conference: 786-6755, Passcode: 284572

I. Roll Call

[P] Anthony Paris (FS, Chair)	[P] Andrew Metzger (CoENG)	[P] Sam Thiru (CAS)
[P] Bogdan Hoanca (FS)	[A] Peter Olsson (CTC)	[A] Clayton Trotter (CBPP)
[P] Hsing-Wen Hu (COE)	[P] Mei Rose (CBPP)	[P] Jervette Ward (CAS)
[E] Cindy Knall (COH)	[P] Arlene Schmuland (LIB)	

Ex-Officio Members

[P] Helena Wisniewski (OAA)
[P] Lindsey Chadwell (Registrar)
[P] Elisa Mattison (Graduate School)

II. Approval of Agenda (pg. 1-2)

Approved

III. Approval of Meeting Summary (pg. 3-4)

Approved

IV. Old Business

V. New Business

A. Motion to Grant In-State Tuition to Out-of-State Gas (pg. 6)

Discussed. Earlier report requested.

VI. Program/Course Action Request - Second Readings

11/30/16 Chg [CLCO-DOCDEG: PhD in Clinical-Community Psychology](#)

11/30/16 Chg [PSY A684 Clinical Supervision and Consultation](#)

11/30/16 Chg [PSY A687 Multicultural Psychological Assessment II](#)

11/30/16 Add [PSY A640 Substance Abuse: Etiology, Treatment, and Assessment](#)

Motion to approve second read. Motion passes.

12/13/16 Chg [EDLD-MED: Master of Education in Educational Leadership](#)

12/14/16 Chg [TCPR-GRCERT: Graduate Certificate in Education Leadership: Principal \(K-8, 7-12, or K-8 7-12\)](#)

12/13/16 Chg [EDL A610 Orientation to Graduate Studies in Leadership](#)

12/13/16 Chg [EDL A637 Organizational Theory and Change](#)

- 12/13/16 Chg [EDL A638](#) [Instructional Leadership and Student Learning](#)
12/13/16 Add [EDL A644](#) [School Resource Allocation and Management](#)
12/13/16 Chg [EDSE A633](#) [Autism: Communication and Social Disorders](#)
Postponed at initiator request.

VII. Program/Course Action Request – First Readings

- 12/14/16 Chg [EDSL A695A](#) [Beginning Internship in Speech-Language Pathology](#)
12/14/16 Chg [EDSL A695B](#) [Advanced Internship in Speech-Language Pathology](#)
Motion to waive first, approve for second. Unanimously Approved. Motion Passes.
- 01/12/17 Add [GIS A655](#) [Spatial Analysis](#)
01/12/17 Add [GIS A658](#) [Spatial Data Management](#)
Accepted as first read.
- 02/07/17 Chg [CE A641](#) [Fundamentals of Environmental Engineering and Applied Environmental Science](#)
Postponed
Thesis and Project Review Requirements Catalog Copy (pg. 5)
Postponed

VIII. Administrative Reports

- A. Vice Provost, Helena Wisniewski
- B. University Registrar, Lora Volden
- C. Graduate School, Elisa Mattison
- D. GAB Chair, Anthony Paris

IX. Informational Items and Adjournment

- A. Next meeting: 3/10/17 (ADM 204)

Thesis and Project 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 or project as required by the student's graduate program. Changes or corrections to the thesis or project may be required at any of these levels. The graduate committee is primarily responsible for thesis or project evaluation, grammar, punctuation, and usage, but the department chair and college dean may also conduct reviews to monitor the quality of theses and projects 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 the thesis or ~~dissertation~~project. ~~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 and projects in detail and does not give a final approval until all required corrections are made.

- See more at:

<https://catalog.uaa.alaska.edu/graduateprograms/degree requirements/#sthash.ztFraPUX.dpuf>

Motion to Grant In-state Tuition to Out-of-State Graduate Assistants

WHEREAS the cost to university programs for Graduate Assistants from outside of Alaska is significantly higher due to the out-of-state tuition surcharge;

WHEREAS charging out-of-state tuition for Graduate Assistants discourages programs from recruiting top students and hinders programs from developing national reputations;

WHEREAS the university already grants in-state tuition for out-of-state student athletes;

WHEREAS it is common practice at other institutions to waive out-of-state tuition for Graduate Assistants;

THEREFORE, the Graduate Council resolves that UAA should grant in-state tuition rates to all out-of-state Graduate Assistants.

Motion passed unanimously by Graduate Council on Friday, February 10, 2017.

UAA Curriculum Handbook
Table of Contents (Draft 3-6-17)

Section 1 – Introduction	2
1.1 Purpose of the Curriculum Handbook	2
1.2 Principles for Academic Review.....	2
1.3 Basis for Academic Board Review	2
1.4 Curriculum Review Board Evaluation Criteria.....	3
1. Review of course proposals:.....	3
2. Review of program proposals.....	3
Section 2 - Curriculum Review Process for Courses	4
2.1 Overview	5
2.2 Permanent Course Review Process.....	5
2.3 Minor Changes.....	6
2.4 General Education Requirements (GER).....	7
2.4.1 General Education and General Course Requirements	7
2.4.2 Revision of or Request for GER Course	8
2.4.3 Revocation of General Education Requirement Designation and Deletion of a GER Course	9
2.5 Purge List.....	10
2.5.1 Non-GER Courses Purge List	10
2.5.2 GER Course Purge List.....	10
2.6 Curriculum Review Process for Noncredit (A001-A049), Continuing Education Unit (CEU) (AC001-AC049), Special Topic (-93s), Trial (-94s) and Professional Development (A500-A599) Courses	10
Section 3 - Curriculum Review Process for Programs	12
3.1 Overview	13
3.2 Program Review Process	13
3.3 Minor Changes.....	15
3.4 Program Student Learning Outcomes.....	15
3.5 Career Readiness Workforce Credential.....	16
3.6 Academic Program Suspension of Admissions or Deletion	16
Section 4 - Prefix Approval Process	17
4.1 Addition, Change or Inactivation of a Prefix	18
Section 5 –Further Resources	19

Section 1 – Introduction

1.1 Purpose of the Curriculum Handbook

This *Curriculum Handbook* describes the University of Alaska Anchorage's process for reviewing all curriculum. The *Curriculum Handbook* should be used in conjunction with Board of Regents academic policies and regulations (i.e., minimum number of credits required for a degree or certificate), academic policy in the UAA catalog (<https://catalog.uaa.alaska.edu/academicpoliciesprocesses/>), and accreditation requirements. The *Curriculum Handbook* is revised periodically to reflect policy and procedural changes.

1.2 Principles for Academic Review

- Excellence in teaching, learning, and research are at the core of the University of Alaska Anchorage (UAA) mission, goals and activities. The Undergraduate Academic Board (UAB) and the Graduate Academic Board (GAB) of the Faculty Senate are the principal peer review committees charged to initiate, develop, review and recommend curriculum and academic policies.
- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical evaluation for all curriculum.
- The work of the academic boards, including the college curriculum committees, 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.

1.3 Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses or revisions to existing courses that will appear on the student's transcript with academic credit.
2. New degrees, program and certificates or revisions to existing degrees, programs and certificates.
3. New academic policies or revisions to existing academic policies.
4. Retaining 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 Undergraduate or Graduate Academic Board it intends to deliver. See section 2 for additional information).
5. Major revision* to the academic content of a course or program such as
 - A. Additions, modifications or deletions of major subject areas.
 - B. Selection/admission procedures and standards related to academic programs and degrees.
 - C. Prerequisites, co-requisites, and registration restrictions.
 - D. Change in GER status.

**Major revisions are defined as anything that is not specified as a minor change. See section 2 for the definition of minor change.*

1.4 Curriculum Review Board Evaluation Criteria

Curriculum additions and changes are reviewed for content, impact on other curriculum at the department, college, and university level, and formatting. Curriculum additions and changes are also reviewed for alignment with the mission, goals, and values of the department, college, and university

Curriculum additions and changes are reviewed *de novo* as described in this *Curriculum Handbook*. Previous approval of changes does not guarantee future approval, as policies and contexts change over time.

Although additional issues and questions may arise during the process, in general, college level and university level boards consider the following issues during curriculum review.

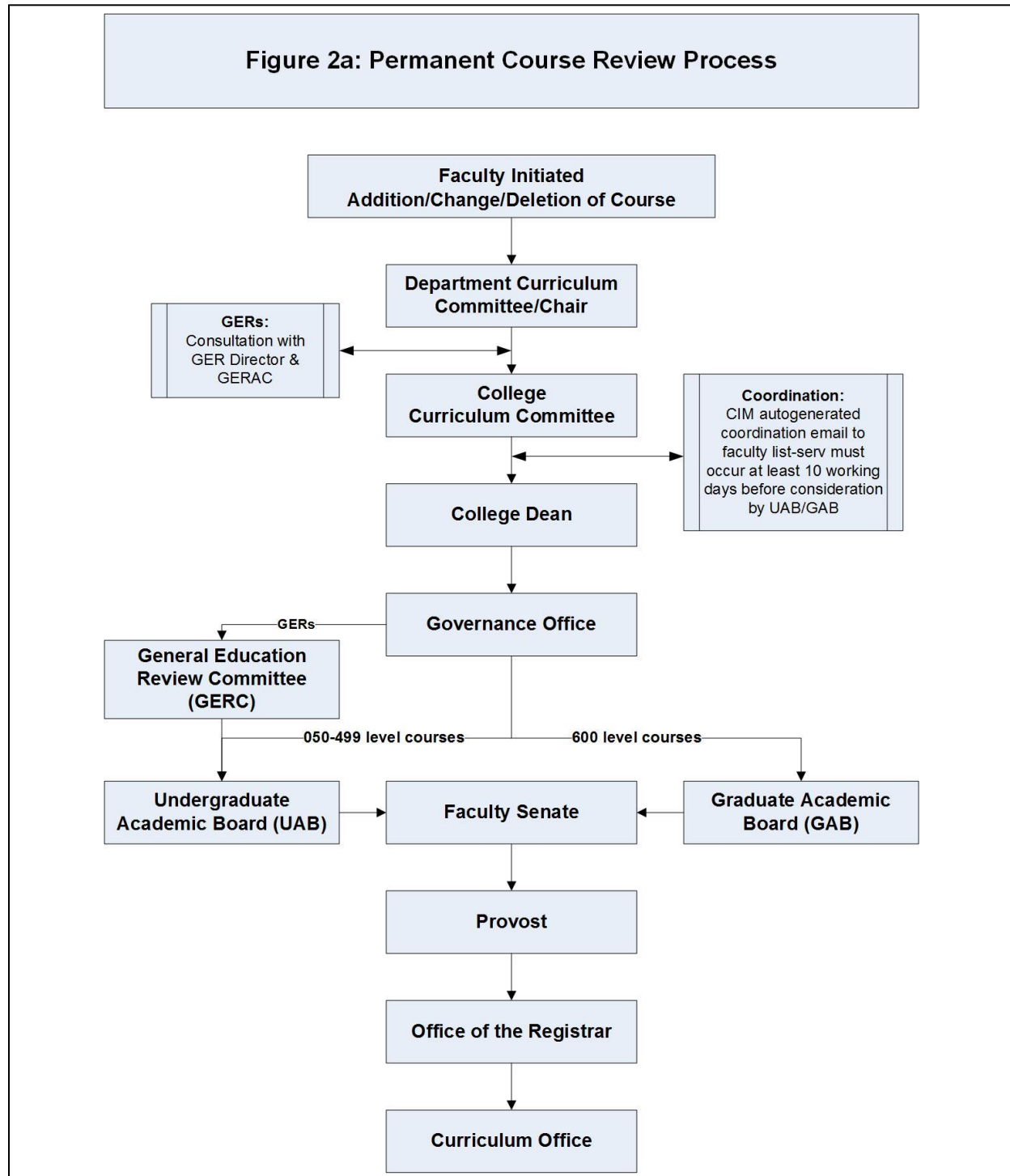
1. Review of course proposals:

- A. Justification for the action
- B. Appropriate content, student learning outcomes, and evaluation methods
- C. College offering course is the appropriate academic unit
- D. Appropriate prerequisites for content and level
- E. Availability of prerequisites for course
- F. Frequency of scheduling of course
- G. Justification for stacking or cross listing
- H. Duplication of content in courses is explained
- I. Documented coordination with the affected departments
- J. Accreditation or nationally accepted practice standards
- K. Rationale for requiring this course in a program
- L. Credit hours
- M. Ensuring student learning outcomes are attainable wherever offered and however delivered (distance delivery, mixed delivery modality, multiple sections of the same course, across sites)
- N. Effect of course on other electives/selectives, including content and scheduling
- O. Enhancement of a program by this course

2. Review of program proposals

- A. Justification for the action
- B. Program characteristics, requirements and program student learning outcomes
- C. Availability of resources including faculty, support staff, fiscal resources, facilities and equipment
- D. Increase in specialization within the major
- E. Coordination with appropriate departments, colleges and community campuses.
- F. Impact on other affected UAA programs and courses
- G. Duplication of an existing program is addressed.
- H. Frequency of course offerings for new programs
- I. If a new prefix is requested, the prefix must be approved prior to developing the curriculum
- J. All courses used in the creation or modification of a degree or certificate program must be current or submitted for review simultaneously with the program proposal.

Section 2 - Curriculum Review Process for Courses



2.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All courses follow the review process presented in this section. Any new, changed or deleted course, wherever initiated within UAA, requires approval through the [Curriculum Inventory Management \(CIM\)](https://www.uaa.alaska.edu/curriculum-proposals/index.cshtml) system, except as noted in section 2.6. The CIM system can be accessed at: <http://curric.uaa.alaska.edu/curriculum.php>.

This review process is depicted in Figures 2a and 2b for specific types of courses.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing courses with changes may not be implemented for a term once registration for that term has opened. After appropriate reviews are complete, the course appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved.

2.2 Permanent Course Review Process

1. **Faculty Initiation:** New, changed and deleted courses must be initiated by faculty (except adjunct 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).

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review (and following review by the General Education Review Committee, if applicable) to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

2. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
3. **GER Courses:** Following approval at the department level, consultation with the GER Director and General Education Requirement Advisory Committee (GREAC) is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/ GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10 business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (UAB/GAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **General Education Review Committee (GERC):** GERs must be reviewed by the GERC prior to review by the UAB. This can be completed on the same day. GERC review will cover the items listed in section 2.4.
8. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** UAB and GAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the CIM system before UAA Faculty Senate takes action.

9. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
10. **Provost:** The Provost provides the final approval for all curricular actions at UAA.

2.3 Minor Changes

Definition of a “minor change”: Minor change are defined as changes that do not substantially affect the intent or content of courses. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the CIM system and the courses must be reviewed through UAB or GAB. For further assistance in determining whether or not a change is minor, consult with the UAB or GAB chair.

If the course hasn’t been previously entered into CIM, all fields must be entered as in the existing approved course content guide (CCG). If entering the information from the CCG identifies additional changes that need to be made, the course proposal must go through the entire review process.

Minor changes include:

- Title change
- Course number change at the same level
- Grammatical change in course description
- Co-requisite or prerequisite changes that only affect the prefix department
- Fee change
- Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
- Updating the bibliography

The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office, the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

2.4 General Education Requirements (GER)

Overview: GER courses are subject to the same processes, guidelines, and procedures as permanent courses as described in the preceding sections of this chapter. Additional information, requirements, guidelines, and procedures are noted here.

2.4.1 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, 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.

General education courses tend to have broad subject matter. They are often taught by many different instructors on multiple campuses and/or through various modalities. In spite of this, instructors must ensure all relevant student learning outcomes are addressed and assessed, wherever offered and however delivered.

Faculty initiators should confer with the General Education Director and General Education Requirements Advisory Committee about the course prior to submission of the course (for addition OR revision) at the college-level of review.

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. These are listed in the catalog under each category and within the CIM course template. All category outcomes and relevant GER Student Learning Outcomes should be addressed in the course (e.g. in course description, instructional goals, student learning outcomes, and/or course content outline).

The faculty initiator should consider and be prepared to answer questions such as:

- How will the instructor convey the general education aspect of this course to the students?
- Do instructional goals tie back to relevant GER outcome(s)?
- How does this course fit with UAA's general education values?
- How does this course play a role in the assessment of general education as an institution?

- How will consistent delivery of general education outcomes be ensured among multiple instructors and venues?
- Will this course offering affect enrollment in other GER courses?
- What programs require this course and what effect will this change have on those programs? What comments or concerns have been raised by those programs about this change?

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 7 years.

The General Education Review Committee (GERC) is a standing committee of the UAB reporting to the UAB.

Actions involving changes in GER are referred to the GERC. After GERC review and approval, the curriculum/policy change with GERC recommendations proceeds to a first reading at UAB.

GER course review process

- Faculty initiator prepares proposal within a program/department and coordinates with affected units.
- General Education Director and General Education Requirement Advisory Committee consultation.
- College curriculum committee review/approval.
- Dean review/approval.
- GER Committee of UAB review/approval.
- UAB review/approval
- Faculty Senate approval
- Administration (Office of Academic Affairs)

2.4.2 Revision of or Request for GER Course

- GER courses are approved through the curriculum approval process outlined in section 2.2.
- GER changes should have a fall implementation date. To ensure approval is received in time, the faculty initiator should consult the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.
- Additional Considerations:
 - Inter-institutional 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 non-UAA course is not a GER, consider using a new, unused (at all institutions) 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.
 - Provides rationale for retaining or adding this course to the GER menu

- iii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
- iv. The appropriate GER outcomes (category and institutional) must be selected within the CIM system and then justified through the course content guide.
 - o Fulfills appropriate institutional [GER student learning outcome\(s\)](#) These can be found at this web address:
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>
- v. Addresses and assesses GER category student learning outcomes. Note: Each category heading is also a hyperlink to the catalog site listing category outcomes.
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>
[Oral communication skills](#)
[Quantitative skills](#)
[Written communication skills](#)
[Fine arts](#)
[Humanities](#)
[Natural sciences](#)
[Social sciences](#)
[Integrative capstone](#)
 NOTE:
 - o Integrative capstone outcomes relevant to each course should be explicitly reflected in course-specific student learning outcomes. For example: [Integrate perspectives and experiences from previous major and GER course work to address challenges and issues associated with the project.](#)
 - o 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.

2.4.3 Revocation of General Education Requirement Designation and Deletion of a GER Course

A course's designation as an approved general education course may be revoked if the course is not updated through the curriculum approval process at least once every 10 years or if the department offering the course does not provide requested data for the current general education assessment process relevant to that course.

The revocation process will be initiated by the GERC. The GERC will notify the department of noncompliance with UAA general education policy (published in the Curriculum Handbook) and/or assessment procedures. After notification, the department will have the next academic year to come into compliance.

If compliance is not achieved by the end of the next academic year after notification of noncompliance, GERC will initiate revocation of GER designation and the curriculum process will then be followed. Faculty wishing to reinstate general education designation for a course must submit a new proposal.

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 two academic years. The purge list of GER courses will be provided to GERC and UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by the GERC and UAB in the spring semester.

2.5 Purge List

2.5.1 Non-GER Courses 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.

2.5.2 GER Course Purge List

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.

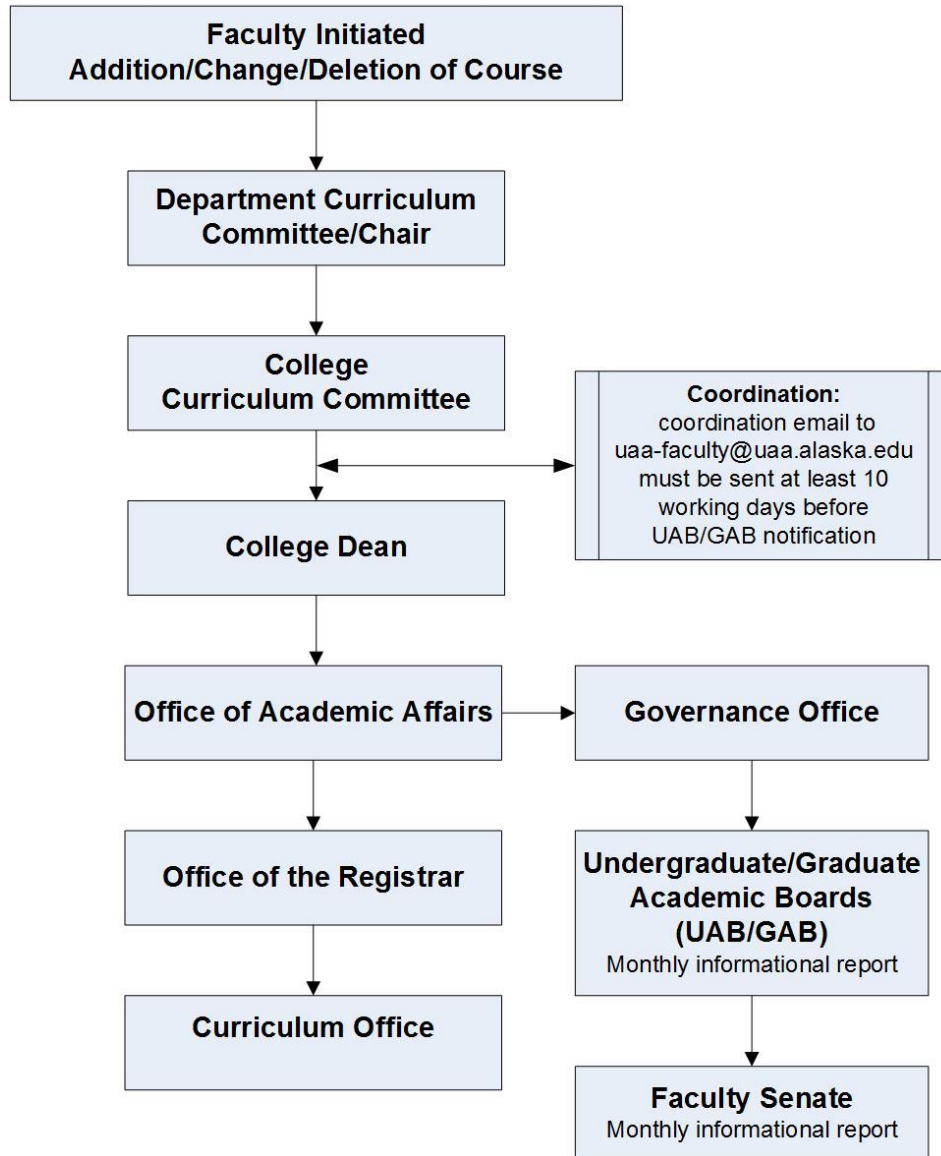
2.6 Curriculum Review Process for Noncredit (A001-A049), Continuing Education Unit (CEU) (AC001-AC049), Special Topic (-93s), Trial (-94s) and Professional Development (A500-A599) Courses

These courses [non-credit, CEU, professional development, special topics courses (-93) and trial (experimental, -94)] are not entered into the CIM system. Paper-based forms are used instead. For the forms and more information on the completion of the forms, see the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.

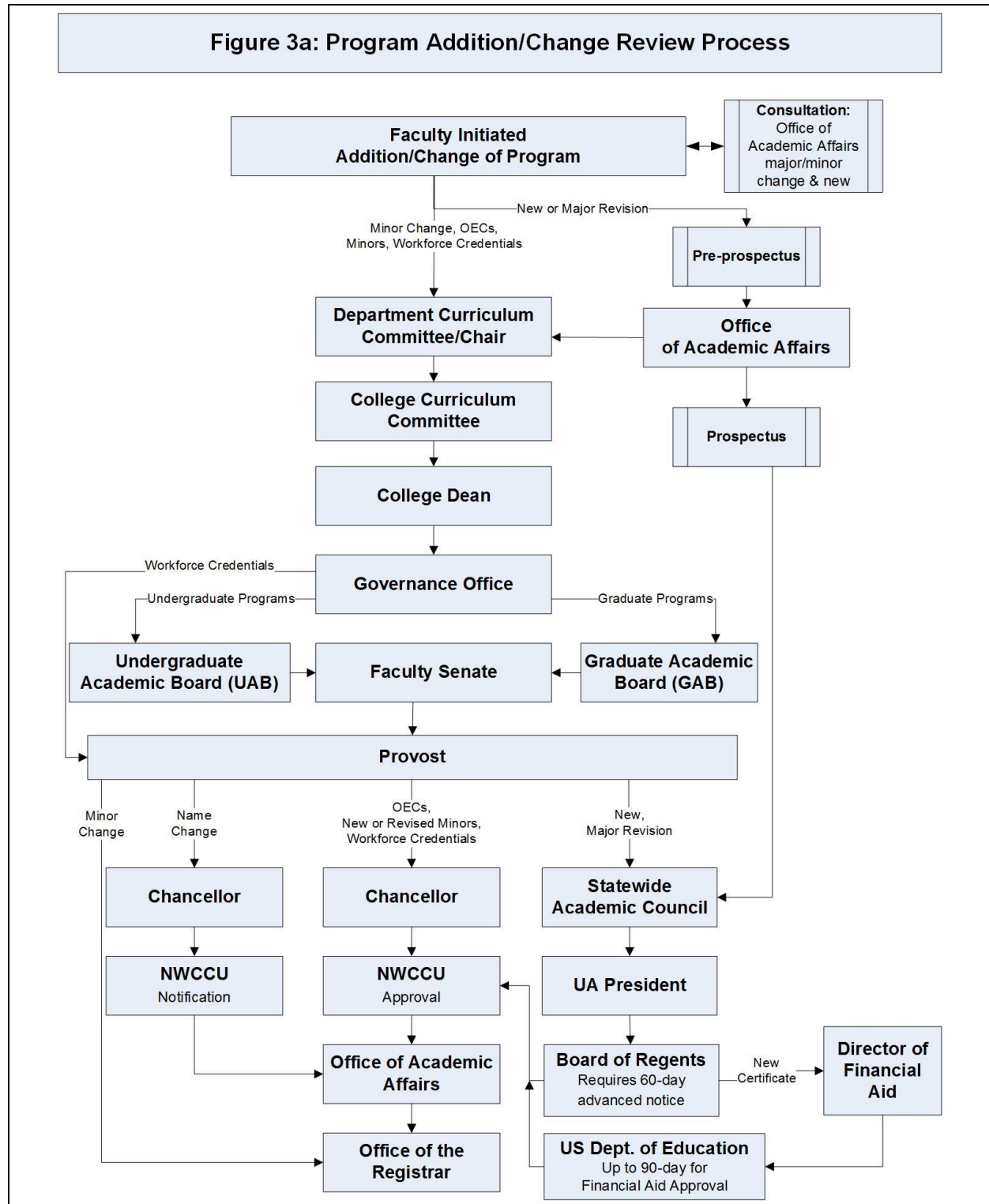
This review process is depicted in Figures 2b.

For definitions of the courses in this section see the UAA catalog course numbering system: <https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/courseinformation/>.

Figure 2b: Noncredit, CEU, Special Topic, Trial, and Professional Development Course Review Process



Section 3 - Curriculum Review Process for Programs



3.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All programs follow the review process presented in this section. Any new, changed or deleted program, wherever initiated within UAA, requires approval through the Program Management system which can be accessed at: <https://nextcatalog.uaa.alaska.edu/programadmin/>.

This review process is depicted in Figures 3a, 3b, and 3c.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing programs with changes may not be implemented for a term once registration for that term has opened. New programs may have an implementation date of summer, fall, or spring. 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 in accordance with the dates posted on the curriculum website.

3.2 Program Review Process

1. **Faculty Initiation:** New, changed and deleted programs must be initiated by faculty (except adjunct 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).

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

2. **Consult with Office of Academic Affairs (for new programs only):** Approval of a pre-prospectus by OAA is required prior to submitting curriculum to the review process for a new program (catalog copy and courses). See the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml> for more information on the pre-prospectus. Contact information for OAA is also available on the curriculum website.

Once the pre-prospectus is approved, faculty may submit the program and course curriculum to the curricular process. Faculty must meet the posted deadlines, which are designed to allow time for Board of Regents review and approval, as well as the Northwest Commission on Colleges and Universities (NWCCU) process.

Additionally, once the pre-prospectus is approved, faculty will receive an expanded "full prospectus," which includes additional questions. OAA will work with the faculty initiator to develop the full prospectus and to complete the Board of Regents Program Action Request form. Ideally, by the time the curriculum is approved by the Faculty Senate, the full prospectus will be complete and ready for submission by the Provost to the Statewide Academic Council.

The University of Alaska Board of Regents Academic Policy, including the minimum number of credits required for a degree or certificate program, can be accessed at: <http://www.alaska.edu/bor/policy/10-04.pdf>.

3. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10 business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (GAB/UAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** GAB and UAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the Program Management system before UAA Faculty Senate takes action.

8. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
9. **OAA/Provost:** The Provost provides the final approval for all curricular actions at UAA.
10. Refer to Figure 3a for the steps beyond OAA/Provost approval that are specific to the type of program review.

3.3 Minor Changes

Definition of a “minor change”: Minor changes are defined as changes that do not substantially affect the intent or content of programs. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the Program Management system. For further assistance in determining whether or not a change is minor, consult with the UAB or GAB chair.

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. If faculty initiators believe their program changes fall within the following categories, an explanation of that should be provided in the notes section of the program documentation:

- Contact information, location, and web address
- Career information
- Accreditation
- Research possibilities
- Advising
- Grammatical changes

The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office for transmittal to the Graduate School (as applicable), the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

3.4 Program Student Learning Outcomes

1. 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.
2. 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 \(https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf\)](https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf).
- 3.
4. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
5. 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.
6. 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.

7. If this action requires notifying NWCCU refer to their website at www.nwccu.org.

3.5 Career Readiness Workforce Credential

Note: This type of program does not use the Program Management system.

The development of these programs must first be discussed with the Office of Academic Affairs.

Contact information for OAA is available on the [Provost's Office website](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml.

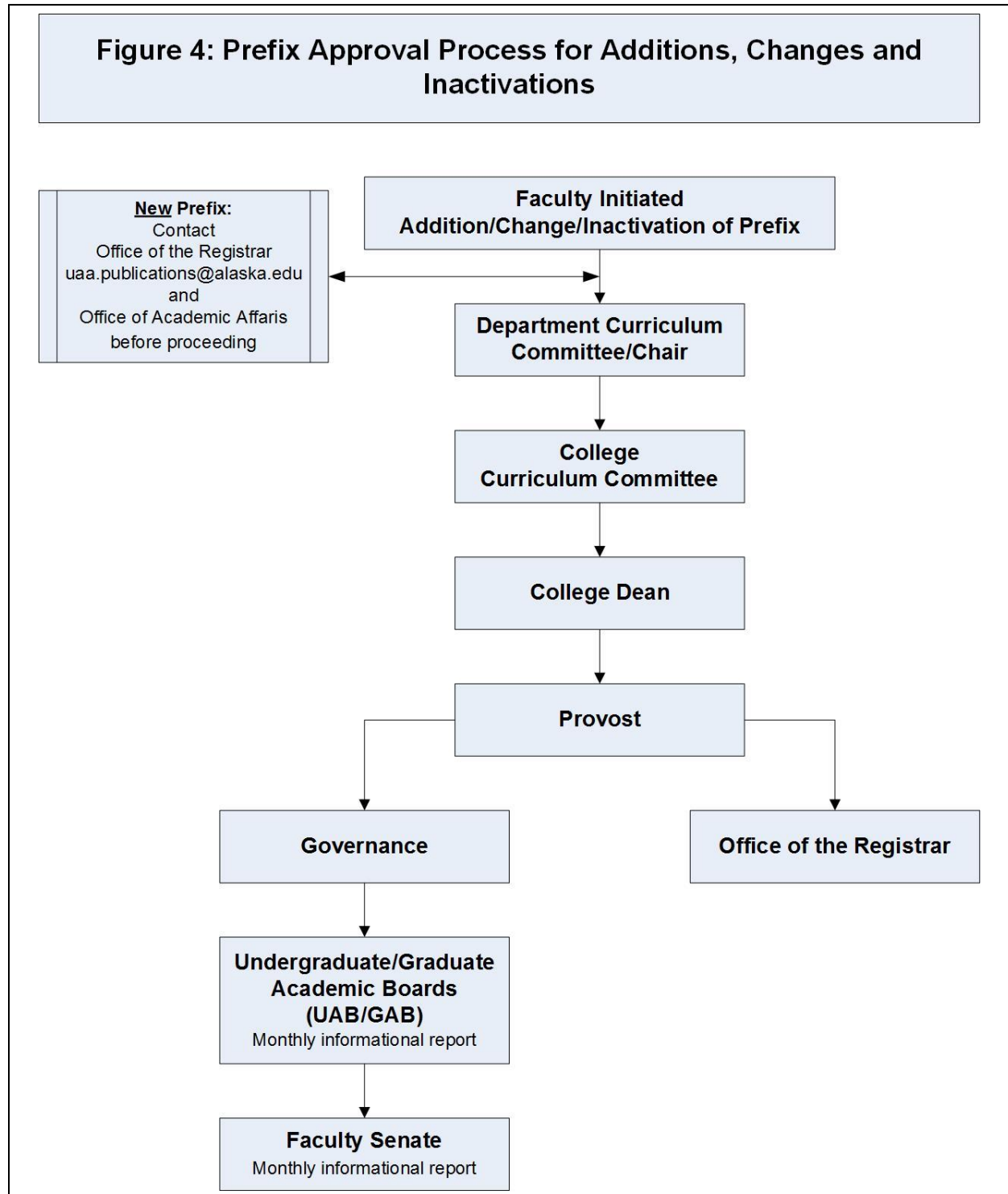
3.6 Academic Program Suspension of Admissions or Deletion

A suspension of admissions or deletion of an existing program must be discussed with the Office of Academic Affairs. Contact information for OAA is also available on [Provost's Office website](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml.

Academic Program Suspension of Admissions or Deletion Guidelines are available at:
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/_documents/guidance-for-suspension-5-11-15.pdf.

While suspension of admissions is a management decision, deactivations are submitted by faculty through the Program Management system.

Section 4 - Prefix Approval Process



4.1 Addition, Change or Inactivation of a Prefix

The process for approval of a prefix addition, change or inactivation is depicted in Figure 4.

Example memo for a prefix addition:

To: Dr. Sam Gingerich, Provost and Executive Vice Chancellor of Academic Affairs

From: Dr. Khrys Duddleston, Curriculum Committee Chair, Dept. Biological Sciences

Khristyne
Duddleston

[Through: Dr. Fred Rainey, Director, Dept. Biological Sciences

AND Dr. Karl Pfeiffer, Chair CAS Course and Curriculum Committee

AND Dr. John Stalvey, Dean, College of Arts and Sciences

Date: 30Nov15

RE: Creation of new prefix, MBIO

The Department of Biological Sciences hereby requests a new prefix, MBIO. We recently hired two faculty members in microbiology. The teaching and research interests of the two new faculty combined with those of existing microbiology faculty (three) form a Microbiology Core within the department, similar to existing cores (e.g. physiology, cell and molecular biology). We are creating several new upper division courses in microbiology that will be part of a larger curriculum package adding a Microbiological Sciences option to our BS in Biological Sciences degree. Although we anticipate creating a new BS degree in Microbiological Sciences in the future, we are moving forward with an option within our existing degree program at this time.

The Dept. of Biological Sciences is beginning to run low on available upper division numbers under the BIOL prefix. Additionally, and perhaps more importantly, we have a numbering strategy within the department in which similar courses are grouped together by number. For example, most of our physiology courses are in the "teens" (413, 414, 415 etc.). Microbiology, like biology, is a broad science with many sub-disciplines (e.g., microbial genetics, microbial physiology, microbial pathogenesis etc.). As we embark on an expansion of our microbiology offerings, and in anticipation of growth in that area in the future, we feel it is important to create a new prefix, MBIO, for these courses. Although there are currently enough BIOL numbers available for the curriculum package we wish to submit now, creating a new prefix will a) allow us to group courses in microbiological sub-disciplines similarly to how we group them in biology, b) provide room for future growth in the microbiology curriculum and c) avoid consuming the few remaining numbers in BIOL which would limit available numbers for future changes in BIOL course offerings.

Date of coordination email to faculty listserve: 30Nov15

Section 5 –Further Resources

University of Alaska Board of Regents academic policy (see part 10): <http://alaska.edu/bor/policy-regulations/>

UAA curriculum landing page (curriculum and program management system): <http://curric.uaa.alaska.edu/curriculum.php>

Annual deadlines: <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/>

Office of Academic Affairs:
<https://www.uaa.alaska.edu/academics/office-of-academic-affairs/>

Governance Office, Undergraduate and Graduate Academic Boards, Faculty Senate, GER Committee information:
<http://uaa.alaska.edu/governance>

Academic Assessment Committee and plans information:
<https://www.uaa.alaska.edu/about/governance/academic-assessment-committee>

Distance Education Handbook:
https://docs.google.com/document/d/1qbK9gik0ZlVV0B9X7cSf3AarJ_gucYVc8sQeG5PVvhc/edit?usp=sharing

Writing Objectives with Bloom's Taxonomy:
University of North Carolina Charlotte, The Center for Teaching and Learning
<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>