April 28, 2017
9:30-11:30am
Physical location: ADM 204
Audio Conference: 786-6755, Passcode: 284572

I. Roll Call

[ ] Anthony Paris (FS, Chair)   [ ] Andrew Metzger (CoENG)   [ ] Sam Thiru (CAS)
[-] Vacant (FS)   [ ] Peter Olsson (CTC)   [ ] Clayton Trotter (CBPP)
[ ] Hsing-Wen Hu (COE)   [ ] Mei Rose (CBPP)   [ ] Jervette Ward (CAS)
[ ] Cindy Knall (COH)   [ ] 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. Administrative Reports

A. Vice Provost, Helena Wisniewski

B. University Registrar, Lindsey Chadwell

C. Graduate School, Elisa Mattison

D. GAB Chair, Anthony Paris

  i. Newly Elected GAB Members 2017-19:

  – Ruth Terry (LIB)

  – Terry Nelson (CBPP)

  ii. Returning GAB Members 2017-19:

  – Hsing-Wen Hu (COE)

  – Cindy Knall (COH)

  – Anthony Paris (CoENG)

  – Jervette Ward (CAS)

V. Program/Course Action Request - Second Readings

VI. Program/Course Action Request – First Readings

3/30/17   Add   -MS   Master of Science in Civil Engineering (MSCE)

VII. Old Business
    A.   Curriculum Handbook
        i   Curriculum Handbook Draft 4-24-17 (pg. 5-28)
        ii   Current Curriculum Handbook with notes on where things moved to new handbook (pg. 29-132)

VIII. New Business
    A.   Election of 2017-18 Chair

IX. Informational Items and Adjournment
    A.   Graduate Faculty Draft (pg. 133-134)

April 14, 2017
9:30-11:30am
Physical location: ADM 204
Audio Conference: 786-6755, Passcode: 284572

I.   **Roll Call**
      [X] Anthony Paris (FS, Chair)   [] Andrew Metzger (CoENG)   [X] Sam Thiru (CAS)
      [-] Vacant (FS)   [X] Peter Olsson (CTC)   [] Clayton Trotter (CBPP)
      [X] Hsing-Wen Hu (COE)   [] Mei Rose (CBPP)   [X] Jervette Ward (CAS)
      [X] Cindy Knall (COH)   [X] Arlene Schmuland (LIB)

      Ex-Officio Members
      [X] Helena Wisniewski (OAA)
      [X] Lindsey Chadwell (Registrar)
      [X] Elisa Mattison (Graduate School)

II.   **Approval of Agenda** (pg. 1)
      Approved

III. **Approval of Meeting Summary** (pg. 2-3)
      Approved

IV.   **Administrative Reports**
      A.   Vice Provost, Helena Wisniewski

            i.   *Discussing having graduate faculty, Diane Hirshberg & HW will present to the Executive
                  Board of the UAA Faculty Senate. **Discussion on purpose of graduate faculty***

            ii.   *There is a discussion on the idea of possibly merging Graduate Council into GAB.*

            iii. *Discussing having graduate faculty, Diane Hirshberg & HW will present to the Executive
                  Board of the UAA Faculty Senate.*
                     Discussion on purpose of graduate faculty

      B.   University Registrar, Lindsey Chadwell

            i.   *Remind approach deadline for spring rad 4/28*
            ii.   *Final exams 5/2-5/6*
            iii. *Visit registrar's website final exams link, to find where exams are scheduled*
            iv.   *Spring Grades due 5/10 11:59pm in UAonline, including incomplete from SP2016*

      C.   Graduate School, Elisa Mattison (pg. 4)

      D.   GAB Chair, Anthony Paris

V.   **Program/Course Action Request - Second Readings**

VI.   Program/Course Action Request – First Readings

VII.   Old Business
   A.   Motion to Grant In-State Tuition to Out-of-State GA's (pg. 5)
        Motion to support the graduate council's BOR policy exception. Approved.

        Curriculum Handbook Draft 3-06-17 (pg. 6-24)
        Clarification to CIM system not having governing documents and what UAB thinks about it.

VIII.   New Business
   A.   Proposed Revisions to Academic Dispute Resolution Policy (pg. 25-34)
        Motion to approve with minor edits. Approved.

IX.   Informational Items and Adjournment
   A.   Next meeting: 4/28/17 (ADM 204)

UAA Curriculum Handbook
Table of Contents *(Draft 4-24-17)*

Section 1 – Introduction

1.1 Purpose of the Curriculum Handbook

This *Curriculum Handbook* describes the University of Alaska Anchorage's requirements 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.

2

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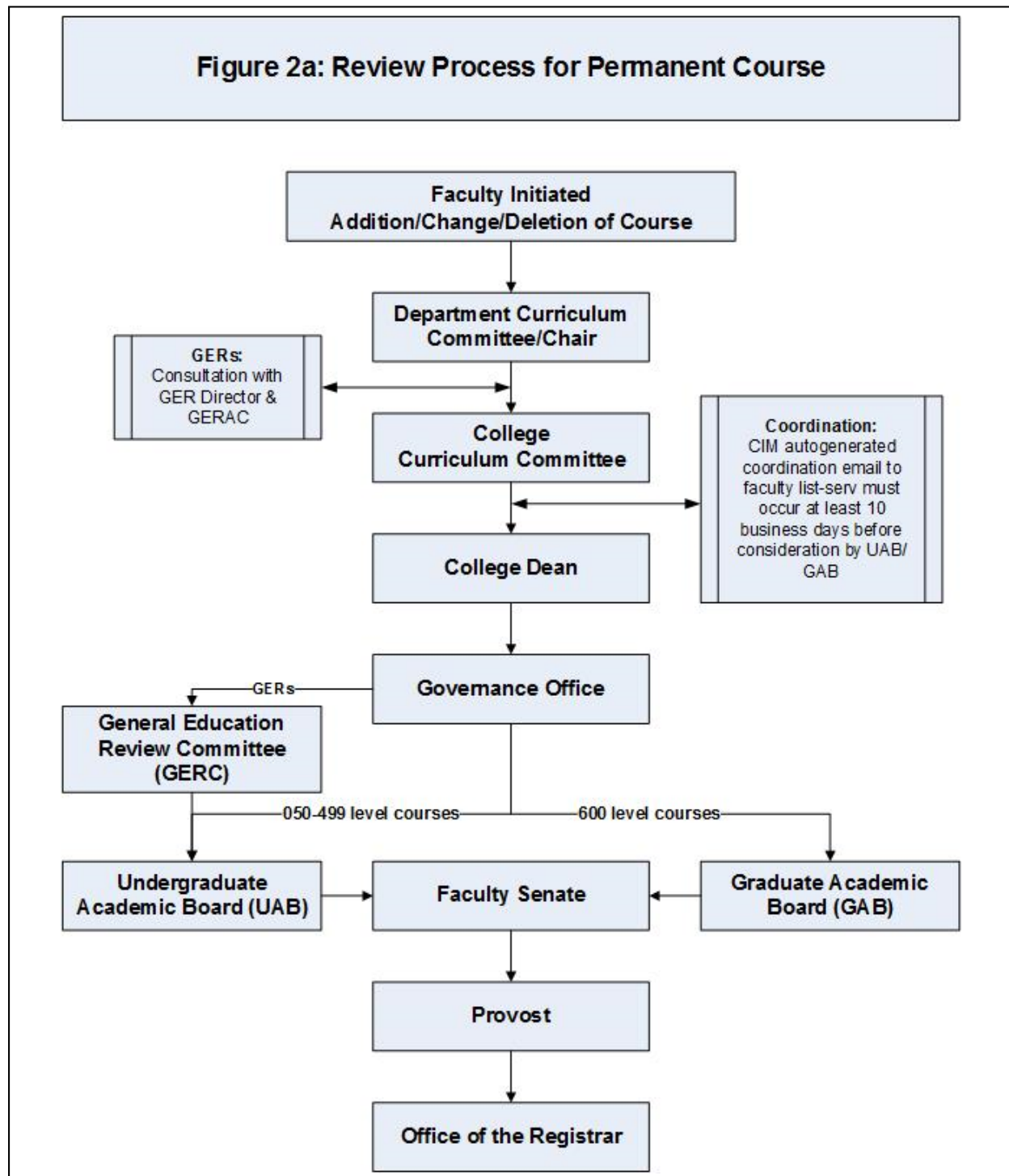
1.4.1 Review of course proposals
A. Justification for the action
B. Appropriate content, student learning outcomes, and evaluation methods
C. College offering course is the appropriate academic unit
D. Appropriate prerequisites for content and level
E. Availability of prerequisites for course
F. Frequency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

1.4.2 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.

3

Section 2 - Curriculum Review Process for Courses

Figure 2a: Review Process for Permanent Course

```
                    Faculty Initiated
              Addition/Change/Deletion of Course
                           |
                           v
                  Department Curriculum
    GERs:  <---->     Committee/Chair
  Consultation with
   GER Director &
     GERAC
                           |
                           v                          Coordination:
                       College       <---->    CIM autogenerated
                 Curriculum Committee            coordination email to
                                                 faculty list-serv must
                           |                     occur at least 10
                           v                     business days before
                       College Dean              consideration by UAB/
                                                 GAB
                           |
                           v
    General           Governance Office
    Education  <-GERs-
    Review
    Committee
    (GERC)
         |        --050-499 level courses--        --600 level courses--
         v                    |                              v
   Undergraduate       Faculty Senate      <----    Graduate Academic
   Academic Board                                    Board (GAB)
   (UAB)                     |
                             v
                          Provost
                             |
                             v
                   Office of the Registrar
```


4

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)](#) 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. 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 Review Process for Permanent Course

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 and the faculty listserv 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 may 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 a change is minor, consult with the UAB or GAB chair.

If the course has not 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

6

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

A. Faculty initiator prepares proposal within a program/department and coordinates with affected units.

B. General Education Director and General Education Requirement Advisory Committee consultation.

C. College curriculum committee review/approval.

D. Dean review/approval.

E. GER Committee of UAB review/approval.

F. UAB review/approval

G. Faculty Senate approval

H. Administration (Office of Academic Affairs)

2.4.2 Revision of or Request for GER Course

A. GER courses are approved through the curriculum approval process outlined in section 2.2.

B. 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.

C. Additional Considerations:

    i. Inter-institutional coordination to facilitate transfer between campuses.

       o Courtesy coordination is recommended to determine potential transfer conflicts.

       o Check other campus' catalogs to see if they have a course with the same prefix and number.

       o 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.

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

    ii. Provides rationale for retaining or adding this course to the GER menu

8

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/gers/

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/gers/

   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 Office of the Registrar will provide the purge list of GER courses to GERC and UAB each spring. Review of the GER list will be done annually by the GERC and UAB in the spring semester.
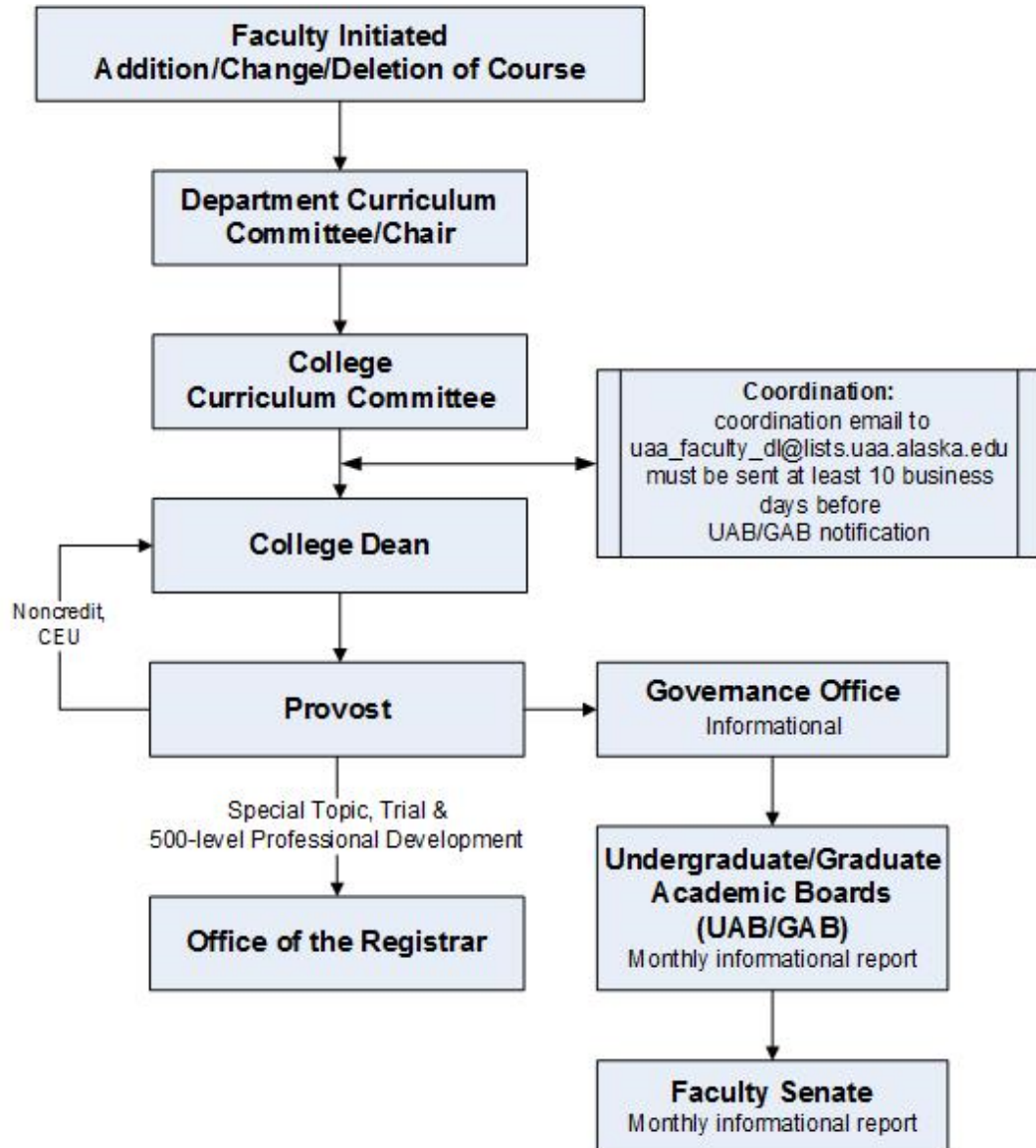
2.5 Purge List

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 Office of the Registrar will provide the list of GER courses to UAB 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.

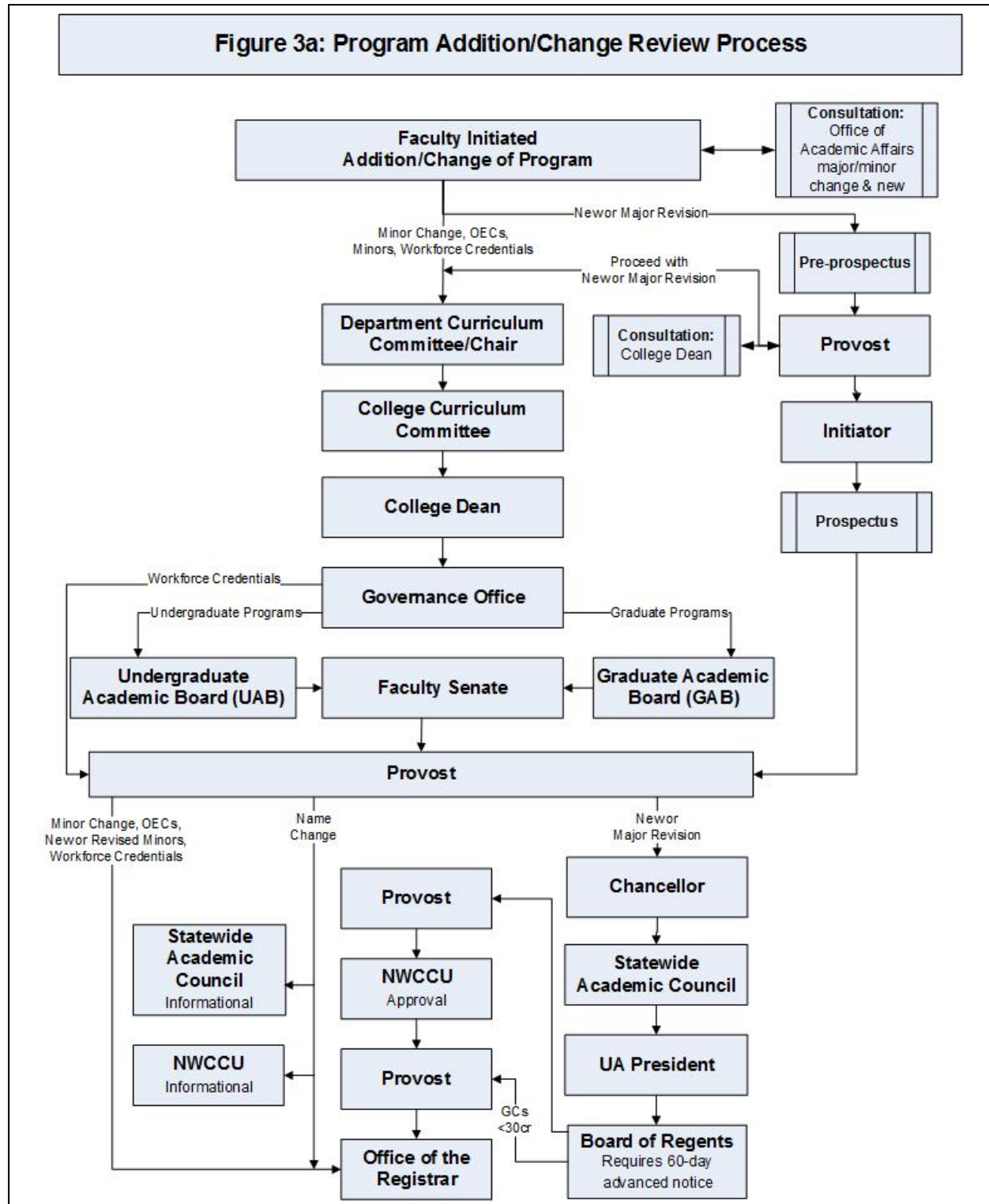This review process is depicted in Figure 2b.

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

10

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

Faculty Initiated
Addition/Change/Deletion of Course

Department Curriculum
Committee/Chair

College
Curriculum Committee

Coordination:
coordination email to
uaa_faculty_dl@lists.uaa.alaska.edu
must be sent at least 10 business
days before
UAB/GAB notification

College Dean

Noncredit,
CEU

Provost

Governance Office
Informational

Special Topic, Trial &
500-level Professional Development

Undergraduate/Graduate
Academic Boards
(UAB/GAB)
Monthly informational report

Office of the Registrar

Faculty Senate
Monthly informational report

11

Section 3 - Curriculum Review Process for Programs

Figure 3a: Program Addition/Change Review Process

Faculty Initiated Addition/Change of Program

Consultation: Office of Academic Affairs major/minor change & new

— New or Major Revision —

Minor Change, OECs, Minors, Workforce Credentials

Pre-prospectus

Proceed with New or Major Revision

Department Curriculum Committee/Chair

Consultation: College Dean

Provost

College Curriculum Committee

Initiator

College Dean

Prospectus

Workforce Credentials

Governance Office

— Undergraduate Programs —

— Graduate Programs —

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

Provost

Minor Change, OECs, New or Revised Minors, Workforce Credentials

Name Change

New or Major Revision

Chancellor

Provost

Statewide Academic Council Informational

NWCCU Approval

Statewide Academic Council

NWCCU Informational

Provost

UA President

GCs <30cr

Office of the Registrar

Board of Regents Requires 60-day advanced notice

12

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 and 3b.

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. 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:** faculty (except adjunct faculty) as defined in the Faculty Senate Constitution must initiate new, changed and deleted programs. The faculty initiator may consult an adjunct faculty member who has expertise in the area.

   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 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.

13

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 and the faculty listserv 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.

14

3.3 Minor Changes
Definition of a "minor change": Minor change 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. I For further assistance in determining whether 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).

3. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.

4. 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.

5. 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***

15

boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.

6. 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.

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.

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, deactivation of a program is submitted by faculty through the Program Management system.

This review process is depicted in Figure 3b.

16

Figure 3b: Academic Program Deletion Review Process

```
                    ┌─────────────────────────────────┐
                    │  Faculty and/or College Dean     │
                    │  Initiated Deletion of Program   │
                    └─────────────────────────────────┘
                                    │
                    ┌─────────────────────────────────┐
                    │  Department Curriculum           │
                    │  Committee/Chair                 │
                    └─────────────────────────────────┘
                                    │
                    ┌─────────────────────────────────┐
                    │  College                         │
                    │  Curriculum Committee            │
                    └─────────────────────────────────┘
                                    │
                    ┌─────────────────────────────────┐
                    │  College Dean                    │
                    └─────────────────────────────────┘
                                    │
   Workforce Credentials           │                    Graduate Programs
      Undergraduate Programs  ┌─────────────────┐
                    ┌─────────│ Governance Office │──────────┐
                    │         └─────────────────┘           │
                    ▼                 │                      ▼
        ┌──────────────────┐  ┌─────────────────┐  ┌──────────────────┐
        │  Undergraduate   │─▶│  Faculty Senate  │◀─│  Graduate Academic│
        │ Academic Board   │  └─────────────────┘  │  Board (GAB)     │
        │     (UAB)        │          │            └──────────────────┘
        └──────────────────┘          ▼
                    ┌─────────────────────────────────┐
                    │  Provost                         │──────┐
                    └─────────────────────────────────┘      │
                                    │                         │
                    ┌─────────────────────────────────┐      │ Minors,
                    │  Chancellor                      │      │ OECs,
                    └─────────────────────────────────┘      │ Certificates <30cr
                                    │                         │
                    ┌─────────────────────────────────┐      │
                    │  Statewide                       │      │
                    │  Academic Council                │      │
                    └─────────────────────────────────┘      │
                                    │                         │
                    ┌─────────────────────────────────┐      │
                    │  UA President                    │      │
                    └─────────────────────────────────┘      │
                                    │                         │
                    ┌─────────────────────────────────┐      │
                    │  Board of Regents                │──┐   │
                    │  Requires 60-day Advanced notice │  │   │
                    └─────────────────────────────────┘  │   │
                                    │                     │   │
                    ┌─────────────────────────────────┐  │   │
                    │  Provost                         │  │ GCs
                    └─────────────────────────────────┘  │ <30cr
                                    │                     │   │
                    ┌─────────────────────────────────┐  │   │
                    │  NWCCU                           │  │   │
                    └─────────────────────────────────┘  │   │
                                    │                     │   │
                    ┌─────────────────────────────────┐  │   │
                    │  Provost                         │◀─┘   │
                    └─────────────────────────────────┘      │
                                    │                         │
                    ┌─────────────────────────────────┐      │
                    │  Office of the Registrar         │◀─────┘
                    └─────────────────────────────────┘
```

17

Section 4 - Prefix Approval Process

Figure 4: Prefix Approval Process for Additions, Changes and Inactivations

New Prefix: Contact Office of the Registrar uaa.publications@alaska.edu and Office of Academic Affairs uaa.oaa@alaska.edu before proceeding

Faculty Initiated Addition/Change/Inactivation of Prefix

↓

Department Curriculum Committee/Chair

↓

College Curriculum Committee

↓

College Dean

↓

Provost

↓ ↓

Governance Informational → **Office of the Registrar**

↓

Undergraduate/Graduate Academic Boards (UAB/GAB) Monthly informational report

↓

Faculty Senate Monthly informational report

18

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   Khrystyne 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

19

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/1qbK9gik0ZlVVoB9X7cSf3AarJ_gucYVc8sQeG5PVvhc/edit?usp=sharing

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

Appendix A – Stacking Guidance

Stacking criteria:

1. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.

2. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

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

4. 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.

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

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

7. 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:

- ***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 <u>only</u> 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.
- ***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.
- ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***
  - *Is the PRIMARY source of information/reading the primary research literature of the field?*

21

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.

- o *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:

- Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations
- Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)
- Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student's own thesis research
- Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data
- Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

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

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

22

Appendix B – Number of Credits/CEUs and Contact Hours

The number of credits/CEUs is in direct relation to the 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.
- For CEU courses, the total number of lecture and laboratory contact hours for the course should be stated. 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.

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. **Credit 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 hours of lecture (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).

23

- **(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 fieldwork 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. **CEU Examples**
   - **0.1** CEU = 1 hour of instruction and no additional hours of work for the course.
   - **1.0** CEU = 10 hours of instruction and no additional hours of work for course.
   - **1.5** CEU = 15 hours of instruction and no additional hours of work for course.
   - **3.5** CEU = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
   - **2.0** CEU = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

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 one credit each week (seven days)." Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Commented [A1]: New will have title page

Table of Contents

Commented [A2]: New has TOC

List of Figures

iv

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

   D. Doctoral programs

   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

Commented [A4]: This bulleted list is nearly verbatim new 1.2

Commented [A5]: This outline is in a less detailed format in new 1.3 or moved to applicable new sections; BOR policy not reiterated just referenced in new

Commented [A6]: New 1.3.1

Commented [A7]: New 1.3.2 words not outline format

Commented [A8]: Reference BOR policy in 3.2 Program Review

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, numbers 4 and 5 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.

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 student learning outcomes.

B. Justification for the change

C. Effect on resources within the program *Note: resources are not evaluated by the academic boards.*

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

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. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
D. Possible duplication of an existing program is addressed.
E. All courses used in the creation or modification of a degree or certificate program must have course curriculum documents submitted to the Governance Office or have current documents 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.
F. 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.

> **Commented [A18]:** New 1.4.2

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.

> **Commented [A19]:** New 3.4

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, graduate degrees, and doctorates; 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). Initiators shall be tenure-track or term faculty members with a .5 F.T.E. or greater, non-administrative assignment, and who hold the reank of Instructor, Assistant Professor, Associate Professor, or Professor. Special circumstances may apply.

   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 http://www.uaa.alaska.edu/governance/coordination/index.cfm. 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 and/or PAR 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/or PAR and a hard copy of the curriculum proposal is forwarded to the Governance Office. *Note: The Governance Office will accept electronic*

Commented [A20]: Course review new 2
Program review new 3
Prefixes new 4

Commented [A21]: Highlighted statement appears in slightly edited form in new intros 2.1 and 3.1

Commented [A22]: This statement reworked in new intros to sections 2 and 3

Commented [A23]: 3.1.2 and 3.1.3 condensed in new 2.2.1 and references Faculty Senate Constitution.

Commented [A24]: No longer relevant

Commented [A25]: Reworded and placed in various places in new

Commented [A26]: Coordination wording various locations in new

Commented [A27]: No longer relevant

Commented [A28]: Reworded New 2.2.4

Commented [A29]: No longer relevant

Commented [A30]: No longer relevant for most part; reworded new 2.2.5

signed CARs and PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

In addition, an electronic version of the full proposal should be submitted in Microsoft Word format to the Governance Office (uaa_gov@uaa.alaska.edu). Word versions of the CAR and CCG should be submitted for courses and Word versions of the PAR and catalog copy should be submitted for programs.

- The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of Academic Affairs for approval and then to the Office of the Registrar to be entered into the system.

- The Governance Office forwards Workforce Credential proposals to OUAA 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 9:00 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 section 2.1.2 of this handbook or the proposal will be tabled. OUAA 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, programs and prefixes.

15. OUAA 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.

Comments:

Commented [A31]: Section no longer relevant

Commented [A32]: The following 2 bullets captures in new Fig. 2b.

Commented [A33]: New 2.2.6

Commented [A34]: Reworded in new intro section 2; most of this language is controlled in CIM and Program Management system structure.

Commented [A35]: Reworded in new intro 3.1 for programs; new intro 2.1 and 2.4.2 for courses

Commented [A36]: In new 2.2.8

Commented [A37]: No longer correct; current path is shown in new Fig. 3a

Commented [A38]: No longer relevant

Commented [A39]: No longer correct all go through Provost

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 prepare 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, BOR, 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.

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. A Course Content Guide will be required, but will not be reviewed by the UAB so long as nothing more in the guide has changed and 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. A Course Content Guide (CCG) will be required, but will not be reviewed by the UAB so long as nothing more in the guide has changed and 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 Undergraduate Academic Affairs and 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 Graduate School and 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 Undergraduate Academic Affairs and 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.

Commented [A52]: This section is no longer relevant as these are just as any other graduate program and fall under standard program review.

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)**
   (Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

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.)

   o Justification on the Basis of Need:
      Found in section _____
   o Justification on the Basis of Prospective Student Demand:
      Found in section _____
   o Identify Several Peer Programs:
      Found in section _____
   o Entry Requirements:
      Found in section _____
   o Faculty Qualifications:
      Found in section _____
   o Student Services:
      Found in section _____
   o Facilities and Resources:
      Found in section _____
   o 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**

Figure 3.1: Permanent Academic Course Approval Process

Faculty Initiated
Addition/Change/Deletion of Course

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.

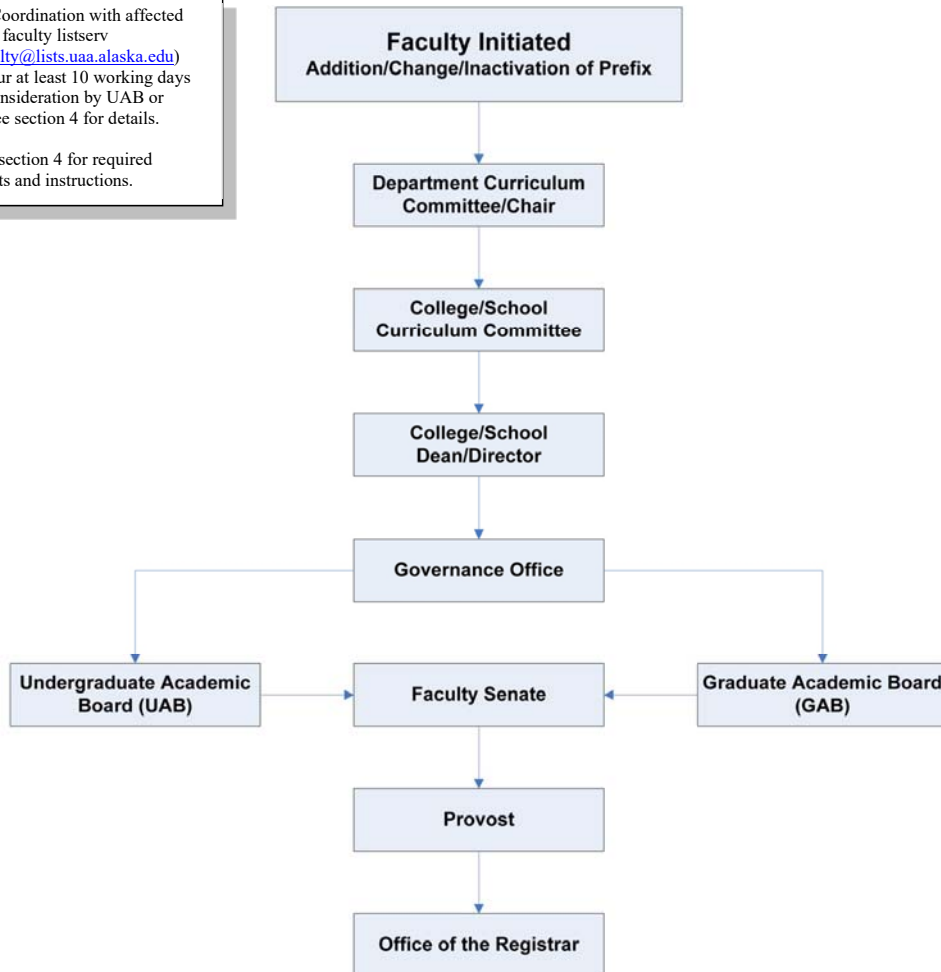Also see section 5 for required documents and instructions.

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

GERs

600-level courses

General Education Review Committee (GERC)

499 level or below courses

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

Provost

Office of the Registrar

Curriculum Office
Updates Banner with course additions and changes. After update, courses can be added to semester schedules.

48

Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

Faculty Initiated
Addition/Change/Deletion of Course

↓

Department Curriculum Committee/Chair

↓

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.

College/School Curriculum Committee

↓

Dean/Director of College/School

↓

Governance Office → Submits a monthly report to UAB or GAB/Faculty Senate

↓

Office of Academic Affairs

↓

Office of the Registrar

↓

Curriculum Office
Updates Banner with course additions and changes. After update, courses can be added to semester schedules

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

Figure 3.3: Program Approval Process

Faculty Initiated
Addition/Change/Deletion of Program

Faculty, Dean, or Director Initiated
Suspension of Program

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.

Consult With Office of Academic Affairs

Department Curriculum Committee/Chair

College/School Curriculum Committee

College School Dean/Director

Program Suspensions

Workforce Credentials

Governance Office

Graduate Programs

Undergraduate Programs

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost Approval

Program Name Changes

New or Revised Minors, OECs, Workforce Credentials

New Programs, Major Program Revisions*, Program Deletions

Minor Program Changes

Program Suspensions

Chancellor

Chancellor

Statewide Academic Council

Chancellor

Northwest Commission on Colleges and Universities Notification

Northwest Commission on Colleges and Universities Approval

UA President

OAA

Notification

OAA

OAA

Board of Regents**

Northwest Commission on Colleges and Universities Notification

Notification

Office of the Registrar

Statewide Academic Council Notification

52

Figure 3.4: Prefix Approval Process

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.

Faculty Initiated
Addition/Change/Inactivation of Prefix

Department Curriculum
Committee/Chair

College/School
Curriculum Committee

College/School
Dean/Director

Governance Office

Undergraduate Academic
Board (UAB) → Faculty Senate ← Graduate Academic Board
(GAB)

Provost

Office of the Registrar

Figure 3.5: Degree and Certificate Suspension Approval Process

A suspension to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.

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

Consult With Office of Academic Affairs

College/School Dean/Director

Notification

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

Programs Offered on One Campus

OAA/Provost Approval

Notification	Notification	Notification	Notification	Notification (Undergrad Progs)	Notification (Grad Progs)	Notification
Northwest Commission on Colleges and Universities	Statewide Academic Council	Chancellor	Faculty Curriculum Listserv	Undergraduate Academic Board	Graduate Academic Board	Registrar

Figure 3.6: Degree and Certificate Deletion Approval Process

A deletion to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.

```
                    ┌─────────────────────────────────┐
                    │  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 │
                    └─────────────────────────────────┘
                                  │
┌──────────────────┐    ┌─────────────────────────────┐
│ Accommodation for│    │    Develop Proposal Based on    │
│ Existing Students│    │     Relevant Considerations     │◄── Considerations
├──────────────────┤    └─────────────────────────────┘
│ Impact on Other  │
│ Departments and  │
│ Colleges         │
├──────────────────┤
│ Input from External│
│ Stakeholders     │
└──────────────────┘
```
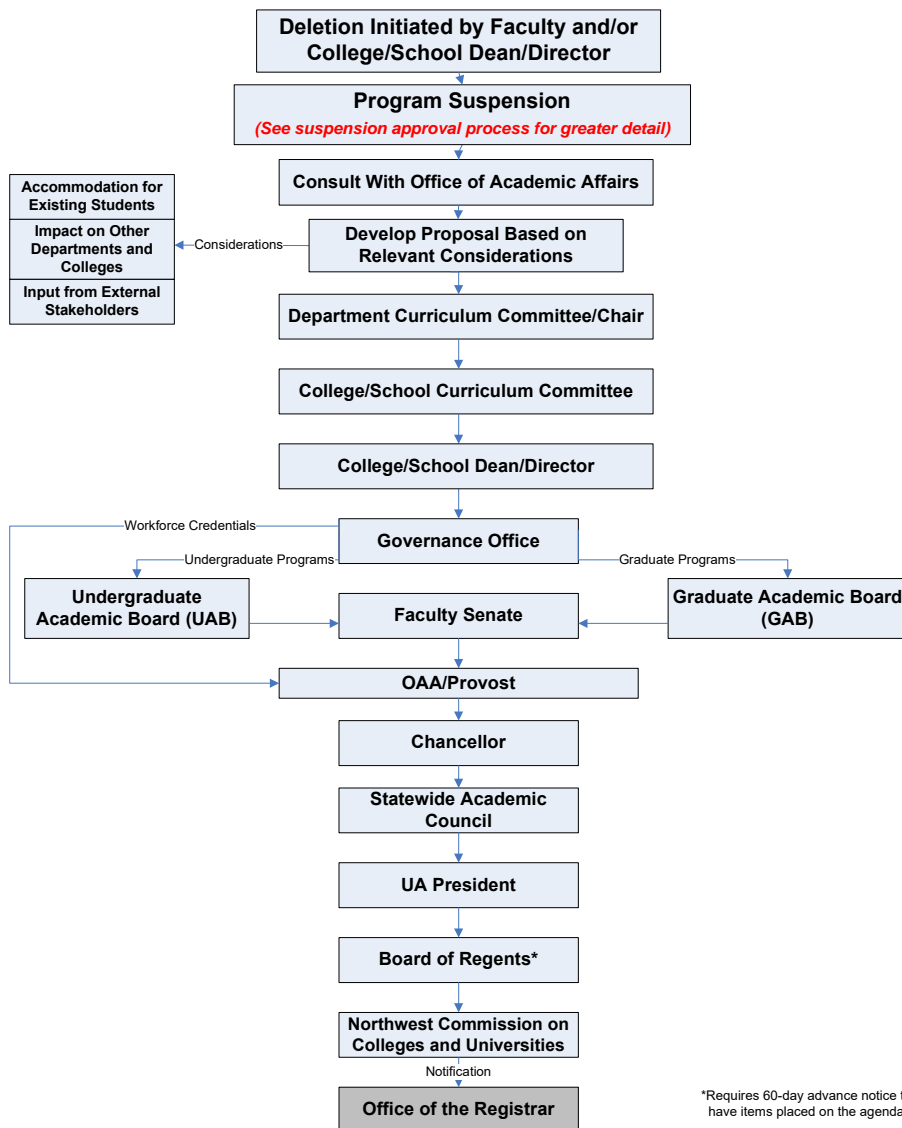
Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

The flow chart continues with the following boxes in sequence:

- Department Curriculum Committee/Chair
- College/School Curriculum Committee
- College/School Dean/Director
- Governance Office (branches: Workforce Credentials, Undergraduate Programs, Graduate Programs)
- 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
- (Notification) Office of the Registrar

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

Section 4 - Prefixes

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. Copy the text directly from the program website of the online catalog into a Microsoft Word document. .

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).

Commented [A54]: Text for old section 4 is no longer relevant; now Fig 4 and example memo new 4.1

Commented [A55]: Text for old section 4 is no longer relevant; now Fig 4 and example memo new 4.1

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 (uaa_gov@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. Copy the text directly from the program website of the online catalog into a Microsoft Word document.

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

Commented [A56]: Text for old section 4 is no longer relevant; now Fig 4 and example memo new 4.1

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.

> **Commented [A57]:** Text for old section 4 is no longer relevant; now Fig 4 and example memo new 4.1

———————————

Section 5 - Courses

> **Commented [A58]:** Course review is new section 2 single section for new, change or deletion

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 (uaa_gov@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. In addition to the signed CAR, an electronic Word version (without signatures) must be submitted to the Governance Office email.

        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 in an electronic Word version.

    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).

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).

Commented [A59]: No longer relevant; integral to CIM

Commented [A60]: Coordination email autogenerated in CIM Text on coordination in new 1.4.1, 2.2.4, 2.2.6, 2.3, 2.4.2,

Commented [A61]: Generated in CIM

Commented [A62]: No longer relevant

Commented [A63]: No longer relevant; autogenerated in CIM

Commented [A64]: Need to check on this; CIM asks about library resources but not sure if that goes to library for review.

Commented [A65]: New 2.4

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 (uaa_gov@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. In addition to the signed CAR, an electronic Word version (without signatures) must be submitted to the Governance Office email.

   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 in an electronic Word version.

   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) (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 (this must be indicated on the CAR).

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.

   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 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.

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).

> **Commented [A71]:** Need to check on this; CIM asks about library resources but not sure if that goes to library for review.

4. 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).

> **Commented [A72]:** New 2.4

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

> **Commented [A73]:** Fig. 2a

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

> **Commented [A74]:** New 2.6 and Fig. 2b; Process description to be contained on curriculum website for new paper-based forms.

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. In addition to the signed CAR, an electronic Word version (without signatures) must be submitted to the Governance Office email.

   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 in an electronic Word version.

   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) (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 standard program fee is to be applied (standard fees must be indicated on the CAR).

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.

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).

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2

Commented [A75]: New 2.6 and Fig. 2b;

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.

   _____

Commented [A78]: New 2.5.2

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

When an action involves a change in GER, the action will be reviewed by the GERC and referred to the UAB for approval with recommendations.

The GERC review process is as follows:

1.   Department/school/college prepare proposal and coordinate

2.   GER Committee of UAB

3.   UAB agenda

4.   Faculty Senate (approved actions of UAB only)

5.   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.

- o 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.
- o 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

  o **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.

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

  o **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.

> **Commented [A82]:** This series of bullets is in catalog, handbook links to those sections

- 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.

o **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.

o **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.

o **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 GERC review and approval, the first reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

> **Commented [A83]:** No longer relevant

   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:

> **Commented [A84]:** Coordination email autogenerated in CIM Text on coordination in new 1.4.1, 2.2.4, 2.2.6, 2.3, 2.4.2,

   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 GERC.

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

Commented [A85]: New 2.4.3

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 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 make a recommendation regarding revocation of general education designation to UAB. UAB will consider the matter and make a recommendation to Faculty Senate. If approved by Faculty Senate, then it moves to the Provost for consideration. If approved, the UAB Chair will notate the appropriate curriculum documents to indicate revocation of general education status. Faculty wishing to reinstate general education designation for a course are referred to section 6.1-6.2.

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 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.

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 (uaa_gov@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. In addition to the signed PAR, an electronic Word version (without signatures) must be submitted to the Governance Office email.

    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. Copy the text directly from the program website of the online catalog into a Word document.

    c. All course CARs and CCGs for new and revised courses.

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

    e. Appropriate curriculum documents for all new/revised courses (see Section 5). .

    f. 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.

3. 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

<div style="float:right; border:1px solid #ccc; padding:4px;">
Commented [A91]: Need to check on this; CIM asks about library resources but not sure if that goes to library for review.
</div>

<div style="float:right; border:1px solid #ccc; padding:4px;">
Commented [A92]: Will need to double-check on reason for removal
</div>

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

| Commented [A93]: New section 3 and Fig. 3a covers all programs including graduate 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.

| Commented [A94]: New 3.2.2 |

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:

| Commented [A95]: The pre-prospectus and prospectus is built into Program Management System with screen shots etc. available on curriculum proposals website; did not see the need to continue to use this section in handbook |

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, 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.**

> **Commented [A96]:** The pre-prospectus and prospectus is built into Program Management System with screen shots etc. available on curriculum proposals website; did not see the need to continue to use this section in handbook

a. Four-Year Course Offering Plan for the Program (optional for Dean's Office planning purposes).

b. A budget worksheet (optional for Dean's Office planning purposes).

c. Board of Regents Program Action Request Form

d. Board of Regents/NWCCU Prospectus which address all requirements and policies approved by SAC and BOR.

e. An Academic Assessment Plan for review by the Academic Assessment Committee (see the AAC Handbook for requirements).

f. 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):**

> **Commented [A97]:** New section 3, much of this language is no longer relevant

a. A cover memo summarizing the proposal.

b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm). In addition to the signed PAR, an electronic Word version (without signatures) must be submitted to the Governance Office email.

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.Copy the text directly from the program website of the online catalog into a Word document.

d. Appropriate curriculum documents for all new/revised/deleted courses (see Section 5).

4. The approval process for new programs and programs with major changes is outlined in section 3.

> **Commented [A98]:** New section 3 and fig. 3a

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. Copy the text directly from the program website of the online catalog into a Word document.

    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.

> **Commented [A105]:** New section 3 and built into Program Management System

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):

> **Commented [A106]:** No longer relevant

    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:

- 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.

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.

_____

Commented [A109]: Included in new 1.3

Commented [A110]: This process as listed here is outdated. Current process for Policy Additions and Changes will be located on the OAA website

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/.

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 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	College 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.

> **Commented [A115]:** Help bubble in CIM

> **Commented [A116]:** Upon further consideration, the Ad Hoc Committee on the Curriculum Handbook decided to include I. Stacking as Appendix A in revised Handbook dated 4/24/17

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:

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

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.

[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 = freshmen; 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).

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

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

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

90

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.

> **-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**

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

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 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:
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

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

Commented [A121]: Help bubble in CIM

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.)

Commented [A122]: Upon further consideration, added text in yellow as Appendix A in new handbook.

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.
Copy the text directly from the program website of the online catalog into a Word document

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)

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
Global Logistics and Supply Chain Management, BBA	3/25/2011	Philip Price
Business Computer Information Systems, AAS	3/25/2011	Minnie Yen
Management Information Systems, BBA	3/25/2011	Minnie Yen
Computer Information Systems, Minor	3/25/2011	Minnie Yen
CIS A360	3/25/2011	Minnie Yen
CIS A410	3/25/2011	Minnie Yen
CIS A430	3/25/2011	Minnie Yen
Computer Science BA, BS	3/25/2011	Sam Thiru

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

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 = freshmen; 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

1a. School or College choose one	1b. Department

2. Complete Program Title/Prefix

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: or   Graduate:
                                                CHOOSE ONE   CHOOSE ONE

This program is a Gainful Employment Program: ☐ Yes or ☐ No

4. Type of Action:

PROGRAM	**PREFIX**
☐ Add	☐ Add
☐ Change	☐ Change
☐ Delete	☐ 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

Initiator (faculty only) Date	☐ Approved ☐ Disapproved Dean/Director of School/College Date
Initiator (TYPE NAME)	
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Date Board Chair
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

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: <u>uaa-faculty@lists.uaa.alaska.edu</u> 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 (
<u>http://consortiumlibrary.org/about/directory/liaisons.php</u>
), 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 online catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

For catalog copy: copy the text directly from the program website of the online catalog into a Word document.

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:

- Copy the text directly from the program website of the online catalog into a Word document 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 Programs 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.
9. A current Student Teaching Authorization Certificate is necessary for Internship.

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)	

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.

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)	

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.

LSIS A202	Concepts and Processes: Natural Sciences (5)	5-8
	or	
CHEM A103	Survey of Chemistry (3)	
	and	

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)3ENGL 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
	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)	
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	3
	and	
STAT A252	Elementary Statistics (3)	3-4
	or	
STAT A253	Applied Statistics for the Sciences (4)	
	and	

All required courses have the credits aligned to the right.

Groups of electives have the required course number listed to the right, and...

Select one additional course from quantitative
skills GERs 3-6

Elective course credit amounts are shown in parentheses after the course name.

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:

Be sure to check the address and contact information

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):

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):   9

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.

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

Comprehension – Interpret information in one's own words			*Evaluation – Make judgments on basis of given criteria*
Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates			Appraises Argues Assesses Attacks Chooses Compares Concludes Critiques Defends Determines Estimates Evaluates Grades Judges Justifies Measures Predicts Ranks Rates Revises Scores Selects Supports Tests Validates Values

Affective Domain Observable Verbs

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

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

Psychomotor Domain Observable Verbs

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

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

Appendix D - The Undergraduate & Graduate Academic Boards

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

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each 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.

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

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

> **Commented [A131]:** Help bubble in CIM

Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link bellow to the Distance Education Handbook:

http://www.uaa.alaska.edu/governance/upload/DE-Faculty-Handbook-V18.pdf

Index

Proposal for the Approval of a Graduate Faculty at UAA

Submitted by the Vice Provost for Research and Graduate Studies
April 25, 2017

UAA Policy on Graduate Faculty

The Graduate Faculty at UAA consists of those members of the University and appointed affiliates who, because of their educational qualifications and professional activities, have been designated to be active participants in graduate education, with regards to teaching graduate courses, supervising graduate dissertations, theses, and substantial research/creative activity projects, and advising graduate students. UAA's Graduate Faculty policy and procedures are designed to recognize the importance and excellence of graduate education.

There are two Graduate Faculty designations: **Full** and **Affiliate**. These designations are intended to differentiate expectations for supervision of graduate student work. They are also intended to provide opportunities for mentoring of faculty new to research supervision and for the inclusion of other individuals deemed qualified to play a supervisory role on graduate student committees.

Full Members
➢ Serve as principal advisor to graduate students, teach in graduate degree programs, chair, co-chair, or serve as a member of thesis or dissertation committees, or on other approved graduate research projects (e.g., creative project, capstone, or research projects of at least three graduate credits)

Affiliate Members
➢ Serve as a member of thesis or dissertation committees, or on other approved graduate research project committees (e.g., creative project, capstone, or research projects of at least three graduate credits). Affiliate members may not chair committees, serve as principal advisors, or teach graduate courses.

Appointment Criteria

Full Members
➢ Normally hold a faculty or faculty administrator position within the University of at least 50%.
➢ Apply for, and are approved as graduate faculty by their unit dean.
➢ Unless otherwise agreed by School or College, hold a terminal degree for their discipline.
➢ Produce evidence of recent demonstrable research and/or creative productivity.
➢ Demonstrate effectiveness in graduate education instruction and/or curricular development.
➢ Professors Emeriti who were formerly graduate faculty, or meet the requirements above, are eligible to be full members.

Affiliate Members
➢ Meet the requirements for a UAA appointment as described for full membership but may not have a terminal degree for their discipline, or, may hold an adjunct or affiliate position, a faculty appointment at another university, or be a skilled practitioner employed in an industrial, commercial, or professional position, and have specific expertise that would make significant contributions to graduate education at UAA.

Appointment Process

Appointment Process for Graduate Faculty Membership for Existing Faculty
- ➢ Based on the appointment criteria listed above and upon approval by the unit dean, existing faculty who have taught, currently teach, or are qualified to teach graduate courses and/or currently serve or have served as chair or member of committees supervising graduate student theses or dissertations, or other approved graduate research/creative/capstone projects, will be considered for Full Graduate Faculty membership.
- ➢ To streamline the process of appointment, the unit dean will, upon review of faculty Annual Activity Reports, prepare a statement indicating the names of faculty who will be accorded Full or Associate Member designation. This information will be forwarded to the Dean of the Graduate School for approval and the faculty will be informed of the decision.
- ➢ Faculty may elect to advise their unit dean that they do not wish to have their name forwarded for Graduate Faculty designation.

Appointment Process for Graduate Faculty Membership for New Faculty
- ➢ Based on the appointment criteria listed above, new faculty will be considered for Full or Associate Graduate Faculty membership. For initial faculty appointments to UAA, the academic dean will ensure that the applicants meet the requirements for Graduate Faculty designation.
- ➢ In initial appointment, the applicant's Graduate Faculty designation will be recorded in their appointment letter, and the Dean of the Graduate School will be advised of the designation.

Appointment Process for Graduate Faculty Membership for Non-Faculty
- ➢ Based on the appointment criteria listed above, and for non-faculty appointments (including adjunct and affiliate faculty), the dean of the school, college or divisional unit or director is authorized to appoint Associate Graduate Faculty members.

General Processes
- ➢ The Dean of the Graduate School will be responsible for maintaining the current record of approved Graduate Faculty on the Graduate School's website and for publication of the graduate faculty names in the annual Graduate Catalog.
- ➢ Unit deans reserve the right to confer Affiliate Membership rather than Full Membership for some faculty, or to refuse to recommend faculty to either designation.
- ➢ In the event that the unit dean/director does not support an existing faculty member's appointment, that individual may appeal to the Dean of the Graduate School who will confer with the unit dean/director for resolution. If agreement cannot be reached, the faculty member reserves the right of appeal to the Provost.
- ➢ Faculty are designated as graduate faculty for three year terms. Unit deans will review those individuals holding graduate faculty designation in their school or college every three years to ensure that they have demonstrated a current and sustained record of scholarly and/or creative activities consistent with the standards for this designation, and reappoint them to this status.
- ➢ In the event that the record of achievements does not meet the criteria for the relevant designation, faculty will be removed from the graduate faculty, and the unit dean will provide recommendations for improvement in teaching and/or scholarship needed to regain graduate faculty status.
- ➢ Designation as graduate faculty is in addition to the faculty member's primary assignment in their department and does not replace or affect that appointment.