

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised January 2009

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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 Requirement Committee
OAA	Office of Academic Affairs
PAR	Program 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* (2009) 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
 - B. post-baccalaureate certificates
 - C. graduate programs
 - i. graduate certificates
 - ii. graduate degrees.
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. adoption of a new/revised mode of delivery in an entire course
 - C. 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).
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.

Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

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

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

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

- A. Course is designed with the appropriate content and outcomes, with learning experiences that enable students to achieve the stated outcomes, and with evaluation methods that enable faculty to assess student achievement of those outcomes.
- B. Justification for the change
- C. Effect on resources within the program
- D. Frequency of course offerings for new courses and programs
- E. Impact on other affected UAA programs and courses

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 outcomes from the GER Preamble
- ii. Meets category definition from Board of Regents Regulation (<http://www.alaska.edu/bor/policy-regulations/>)
- iii. Addresses and assesses GER outcomes for the classification descriptions described in the catalog (<http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm>) and this Handbook
- iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:

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

2.1.3 Review of Program Proposals

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

2.1.4 Program Outcomes

- A. Program outcomes should be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
- B. Outcomes should be reasonable in number, relate well to the content and methods of presentation used in the program, and be assessable.
- C. Outcomes should be published for students to use in evaluating and selecting the program.
- D. Outcome assessment should be accomplished with appropriate tools chosen and administered in a way that both direct and indirect measurements of student performance are obtained.
- E. 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.
- F. A complete and valid assessment plan must be presented to the Office of Academic Affairs (OAA) that makes use of the assessments of student learning in the continuous improvement of the course. Plans should conform to the format and content established at

UAA and illustrated at the website: www.uaa.alaska.edu/governance. **Note:** *Boards do not evaluate the assessment plan or resource implications; however the plan must be complete when a new program is submitted to the boards.*

- G. If this action requires BOR review, see Regents' Policy and Regulation (<http://www.alaska.edu/bor/policy-regulations/>).
- H. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.

Section 3 - Curriculum Approval Process

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.

3.1 Overview

1. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
2. All templates are available on the Governance website at: www.uaa.alaska.edu/governance. Proposers should ensure that documents are submitted using Microsoft Word.
3. 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.
4. After review by the College/School Curriculum Committee, a hard copy of the proposal signed by the Dean is forwarded to the Governance Office along with an electronic version of the full proposal.
 - The Governance Office forwards non-credit, continuing education unit (CEU), -93s, -94s, and 500 level courses to the Office of the Registrar to be entered into the system.
 - Catalog courses and prefix requests, are sent to UAB/GAB for review.
5. Any items needing UAB/GAB review **must be received in the Governance Office by Monday at 9 a.m.** in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.
6. Initiating faculty member or representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2.
7. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
8. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes. .
9. UAB/GAB chair signs CAR.
10. The Associate Vice Provost for Curriculum and Assessment reviews and acts on courses, programs and prefixes.
11. After Associate Vice Provost for Curriculum and Assessment approval, the Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.
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. **Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear.**

3.2 Approval for Minor Changes to Undergraduate Credit Courses Numbered 050 – 299

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. Title change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite and co-requisite changes that only affect 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 2007).
7. Updating of the bibliography.

The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as Informational Items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

3.3 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses. ..

Additions, deletions, or changes that have a substantive effect on the intent, content or outcomes of any 050- to 299-level course require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400- level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

3.4 600- Level Courses

A 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the quality of the curriculum:

1. Title change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department

5. Fee change
6. Course description change that does not change course intent (e.g. USSR to Russia, Word 2000 to Word 2003).
7. Updating of the bibliography.

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as Informational Items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

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

3.5 500- Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed as information items on the Faculty Senate agenda.

Section 4 - Prefixes

4.1 Changes 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 Associate Vice Provost for Curriculum and Assessment and Academic Project Specialist Megan Carlson (anmac3@uaa.alaska.edu; ph: 907-786-1054).

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

1. A cover memo summarizing the proposal.
2. Signed Program/Prefix Action Request (PAR;
<http://www.uaa.alaska.edu/governance/coordination/index.cfm>)

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 with Track Changes. A Word copy of the current catalog is available on the Governance Website.
(www.uaa.alaska.edu/governance).
3. Coordination should take place early in the curriculum process and consists of 2 steps:
 - A. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The 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 key words such as MATH A172. A spreadsheet (link to template) is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
 - B. The 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, and must be sent at least ten (10) working days before being presented at UAB/GAB.

Link to Coordination Information on Governance Website:

<http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

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 Associate Vice Provost for Curriculum and Assessment and Academic Project Specialist Megan Carlson (anmac3@uaa.alaska.edu; ph: 907-786-1054).

Need general email address for OAA: ayaa@alaska.edu?

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

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

1. A cover memo summarizing the proposal.
2. Signed PAR (<http://www.uaa.alaska.edu/governance/coordination/index.cfm>).
3. 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 with Track Changes. A Word copy of the current catalog is available on the Governance Website (<http://www.uaa.alaska.edu/governance/>).
4. Coordination should take place early in the curriculum process and consists of 2 steps:
 - A. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The 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 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, and must be sent at least ten (10) working days before being presented at UAB/GAB.

Detailed information about coordination can be found on the Governance Website: <http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

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 Associate Vice Provost for Curriculum and Assessment or Academic Project Specialist Megan Carlson (anmac3@uaa.alaska.edu; ph: 907-786-1054).

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

1. A cover memo summarizing the proposal.
 2. Signed PAR (<http://www.uaa.alaska.edu/governance/coordination/index.cfm>).
- 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 with Track Changes. A Word copy of the current catalog is available on the Governance Website (<http://www.uaa.alaska.edu/governance/>).
3. Coordination should take place early in the curriculum process and consists of 2 steps:
 - A. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The 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 key words such as MATH A172. A spreadsheet is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

- B. The 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, and must be sent at least ten (10) working days before being presented at UAB/GAB.

If the addition/inactivation of a prefix impacts a program, catalog copy with track changes must be provided.

Detailed information about coordination can be found on the Governance Website:
<http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

Section 5 - Courses

5.1 Changes or Revisions to a Course

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

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

1. CAR signed by the initiator, department chair, college curriculum committee chair, and the dean or director or designee.
2. Completed CCG .
3. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word with Track Changes must be provided.
4. Coordination should take place early in the curriculum process and consists of 3 steps:
 - A. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The 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 key words such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
 - B. The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the course revision. The email must include contact information, and must be sent at least ten (10) working days before being presented at UAB/GAB.
 - C. The 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 process of development.

Link to Coordination Information on Governance website:

<http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

5. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6) and templates at <http://www.uaa.alaska.edu/governance/GER>.
6. Signed Fee Request Form to OAA (one per course) for courses with new, deleted or revised fees. (<http://www.uaa.alaska.edu/governance/coordination/index.cfm>)
7. 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 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, instructor goals and student outcomes.

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

1. CAR signed by the initiator, department chair, college curriculum committee chair, and the dean or director or designee.
2. Completed CCG.
3. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word with Track Changes must be provided.
4. Coordination should take place early in the curriculum process and consists of 3 steps:
 - A. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The 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.

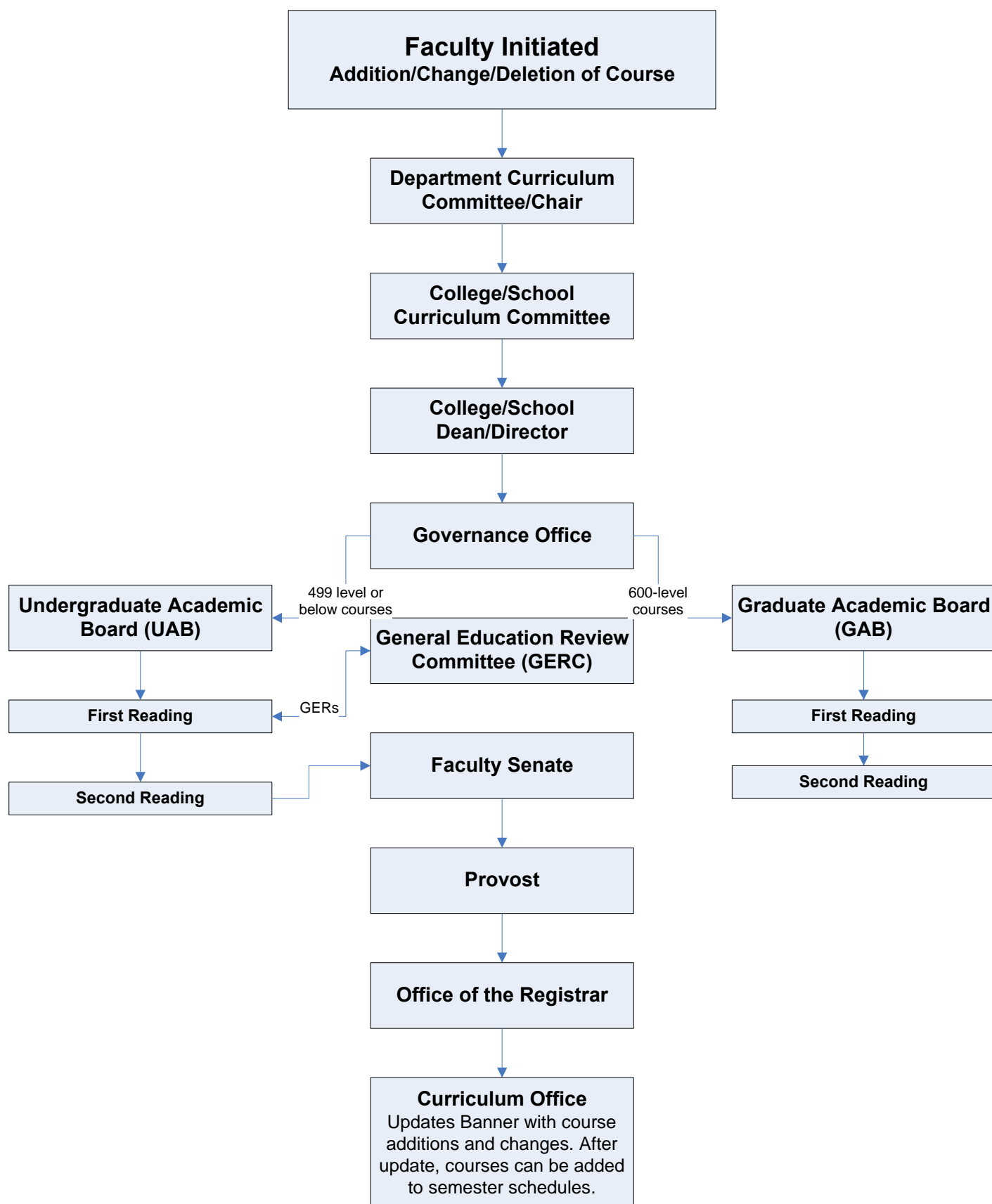
A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using key words such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.
 - B. The 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, and must be sent at least ten (10) working days before being presented at UAB/GAB.
 - C. The initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

Link to Coordination Information on Governance Website:

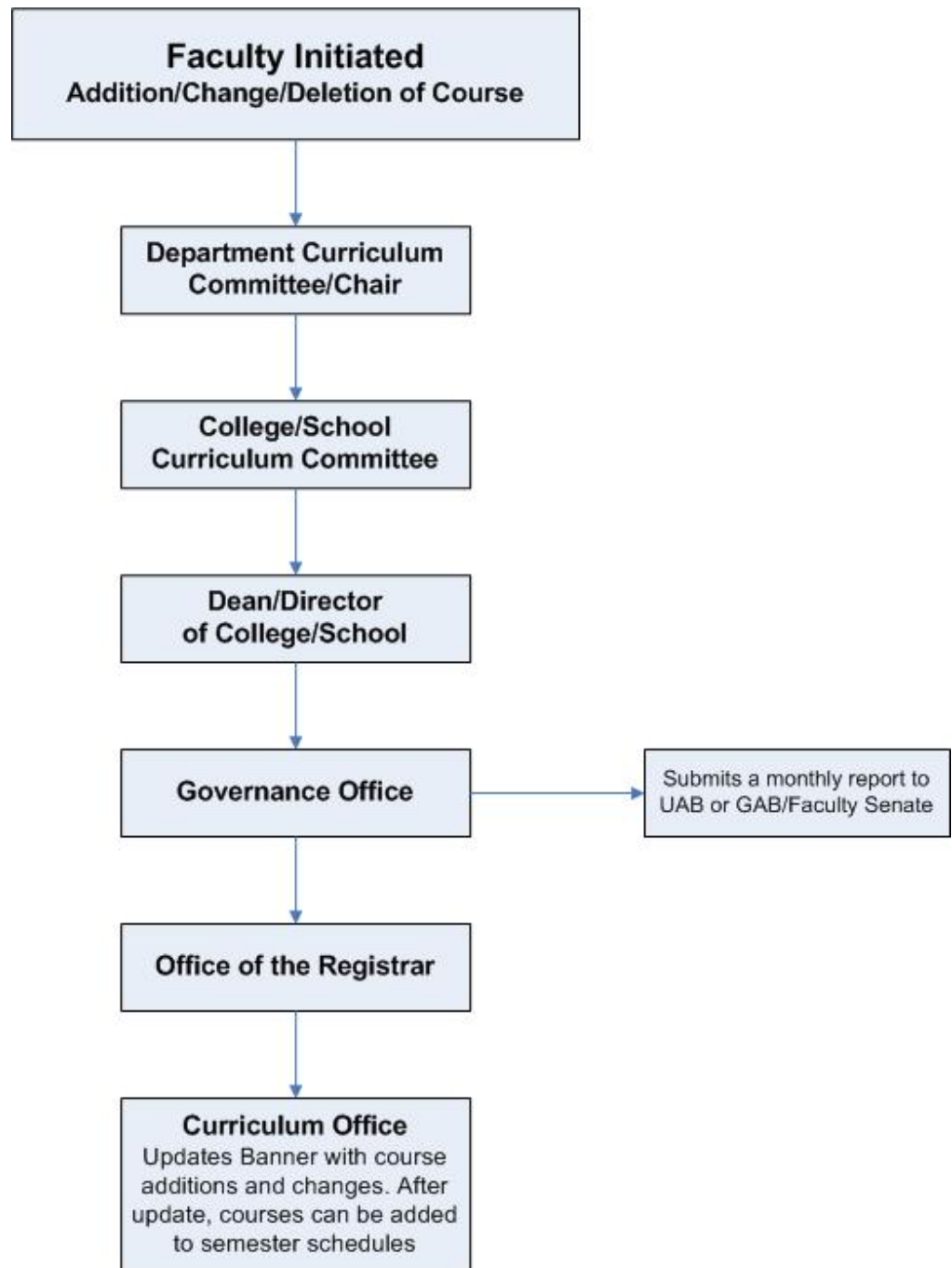
<http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

5. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6) and templates at <http://www.uaa.alaska.edu/governance/GER>.
6. Signed Resource Implication Form (one per discipline). List all course/program information on one form.
7. Signed Fee Request Form (one per course) for courses with new or revised fees (<http://www.uaa.alaska.edu/governance/coordination/index.cfm>).
8. 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.

Permanent Course Approval Process



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



5.3 Deleting a Course

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

1. CAR signed by the initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
2. 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 with Track Changes.
3. Coordination should take place early in the curriculum process and consists of 2 steps:
 - A. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The 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 key words such as MATH A172. A spreadsheet (link to template) is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
 - B. The 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 ten (10) working days before being presented at UAB/GAB.

Link to Coordination Information on Governance Website:

<http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

Purge List

A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

GER Course Purge List

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the OAA each spring. Review of the GER list will be done annually by UAB in the Spring semester.

Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements.

The Associate of Arts degree program and programs at the Baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of Communication, Computation and Human Relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their learning outcomes must be assessed.

The outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

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

When an action involves a change in the GER, the initiator must communicate with all effected 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 outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Outcomes. See the governance webpage at <http://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 ten years.

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

The GERC Review Process is as follows:

1. Department/School/College prepare proposal and coordinate
2. UAB Agenda (1st reading)
3. GER Committee of UAB
4. UAB Agenda (2nd reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

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 Outcomes.

In addition:

- The appropriate GER templates must be applied (<http://www.uaa.alaska.edu/governance/>)
- Addresses GER outcomes from the GER Preamble (<http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm>)
- Meets category definition from Board of Regents Regulation (<http://www.alaska.edu/bor/policy-regulations/>)
- Addresses and assesses GER outcomes for the classification descriptions described in the catalog (<http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm>) and this Handbook
- Provides rationale for adding this course to the GER menu

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

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

1. Signed CAR.
2. 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 with Track Changes. A Word copy of the current catalog is available on the Governance Website (<http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm>)

3. Coordination should be done early in the process and consists of 3 steps:
 - A. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The 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 key words such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
 - B. The 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, and must be sent at least ten (10) working days before being presented at UAB/GAB.
 - C. The initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

Link to Coordination Information on Governance Website:

<http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

4. Signed Fee Request Form to OAA (one per course) for new, deleted or revised fees (<http://www.uaa.alaska.edu/governance/coordination/index.cfm>).

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding Summer Sessions. The list of GER courses will be provided to UAB by the OAA each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 7 - Programs

7.1 Minor Revisions to Programs (includes new option within a program)

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

Also refer to UA Regulation 10.04.02 <http://www.alaska.edu/bor/policy-regulations/>

Minor program revisions are approved through the standard curriculum review process at UAA. The final approval rests with the Provost. Reviews by the System-wide Academic Council, the Board of Regents and the Commission on Colleges are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change with the OAA. **OAA contact persons are the Associate Vice Provost for Curriculum and Assessment or Academic Project Specialist Megan Carlson (anmac3@uaa.alaska.edu; ph: 907-786-1054).**

1. Program proposals or program changes must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
 - The governance office forwards minor revisions to program descriptions and student outcomes to the Provost for approval and then to the Office of the Registrar. These revisions are considered by the academic boards only upon the request of a board member.
2. After review by the College Curriculum Committee, program proposals or revisions must be signed by the dean/director/designee and submitted to the Governance Office. A hard copy of the proposal signed by the Dean is forwarded to the Governance Office along with an electronic version of the full proposal.

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

1. PAR signed by the initiator, the department chair, the curriculum committee chair, and the dean or director or designee (<http://www.uaa.alaska.edu/governance/coordination/index.cfm>).
2. Complete program catalog copy in Word with Track Changes including student learning outcomes for the program or a web address linked to the student outcomes. A Word copy of the current catalog is available on the Governance Website (<http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm>)
3. All course CARs and CCGs for new and revised courses.
4. Coordination should take place early in the process and consists of 3 steps:
 - A. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The 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 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, and must be sent at least ten (10) working days before being presented at UAB/GAB.
- C. The initiator is required to send the CARs and CCGs to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

Link to Coordination Information on Governance Website:

<http://www.uaa.alaska.edu/governance/coordination/coordination.cfm>

The following will be sent from the Governance Office to the OAA.

- 1. Four-Year Course Offering Plan for the Program.
- 2. Signed Resource Implication Form.
- 3. Signed Fee Request Form (for new, deleted or revised fees).

7.2 New Programs and Major Changes to 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 Associate Vice Provost for Curriculum and Assessment or Academic Project Specialist Megan Carlson (anmac3@uaa.alaska.edu; ph: 907-786-1054).

Should there be generic email: ayaa@uaa.alaska.edu?

Also refer to UA Regulation 10.04.02 <http://www.alaska.edu/bor/policy/policy.xml>

- 1. The OAA assists the initiators in determining the proposed program's
 - A. Relationship to the Board of Regents' Strategic Plan.
 - B. Contribution to the UAA missions and priorities, and alignment with the UAA values and standards expressed in the UAA Academic Plan.
 - C. Alignment with Department and College mission and priorities as stated in their plans.
 - D. Projected effect on the established UAA performance measures.
 - E. Projected demand, efficiencies and strategic importance for the state.
 - F. Effectiveness of the program assessments and continuous improvement plans.
 - G. Projected effects on programmatic, departmental, college or institutional accreditation
 - H. Overall costs and required commitments for program implementation and continuation.
- 2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and the dean/director of the school/college.

After review by the College Curriculum Committee, curriculum must be signed by the dean/director/designee and submitted to the Governance Office. A hard copy of the proposal signed by the Dean is forwarded to the Governance Office along with an electronic version of the full proposal.

The following information will be sent from the Governance OAA. They will not be reviewed by the Academic Boards.

1. Four-Year Course Offering Plan for the Program.
Board of Regents Summary Form (<http://www.alaska.edu/bor/policy-regulations/>) which addresses all requirements and policies approved by the Statewide Academic Council (SAC). <http://www.alaska.edu/swacad/sac.htm>.
2. The Dean's office, in consultation with the initiating faculty, prepares a budget and complete fiscal plan which projects all revenue and expenses for the implementation and continued operation of the program, documents both student and community demand and projects enrollments and graduates over a 5 year period.
3. Initiating faculty, department chair and dean collaborate in presenting projected faculty assignments and qualifications.
4. The academic department prepares an assessment plan for Student Outcomes.
5. The academic department, in consultation with the dean, the Director of Risk Management, and legal counsel, prepare a risk management plan where required.
6. Approval to Admit Form – for program admission prior to catalog publication.

The following must be submitted to the Governance Office: avgov@uaa.alaska.edu:

1. A cover memo summarizing the proposal.
2. Signed PAR (<http://www.uaa.alaska.edu/governance/coordination/index.cfm>).
3. Complete catalog copy in Word with Track Changes, including student learning outcomes for the program or a web address linked to the student outcomes. A Word copy of the current catalog is available on the Governance Website (link to catalog in Word).
4. CARs and CCGs for all new and revised courses.
5. Coordination needs to take place early in the process and consists of 3 steps:
 - A. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The 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 initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new program or program revision. The email must include contact information, and must be sent at least ten (10) working days before being presented at UAB/GAB.
 - C. The initiator is required to send the PAR, CARs, CCGs and program proposals to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

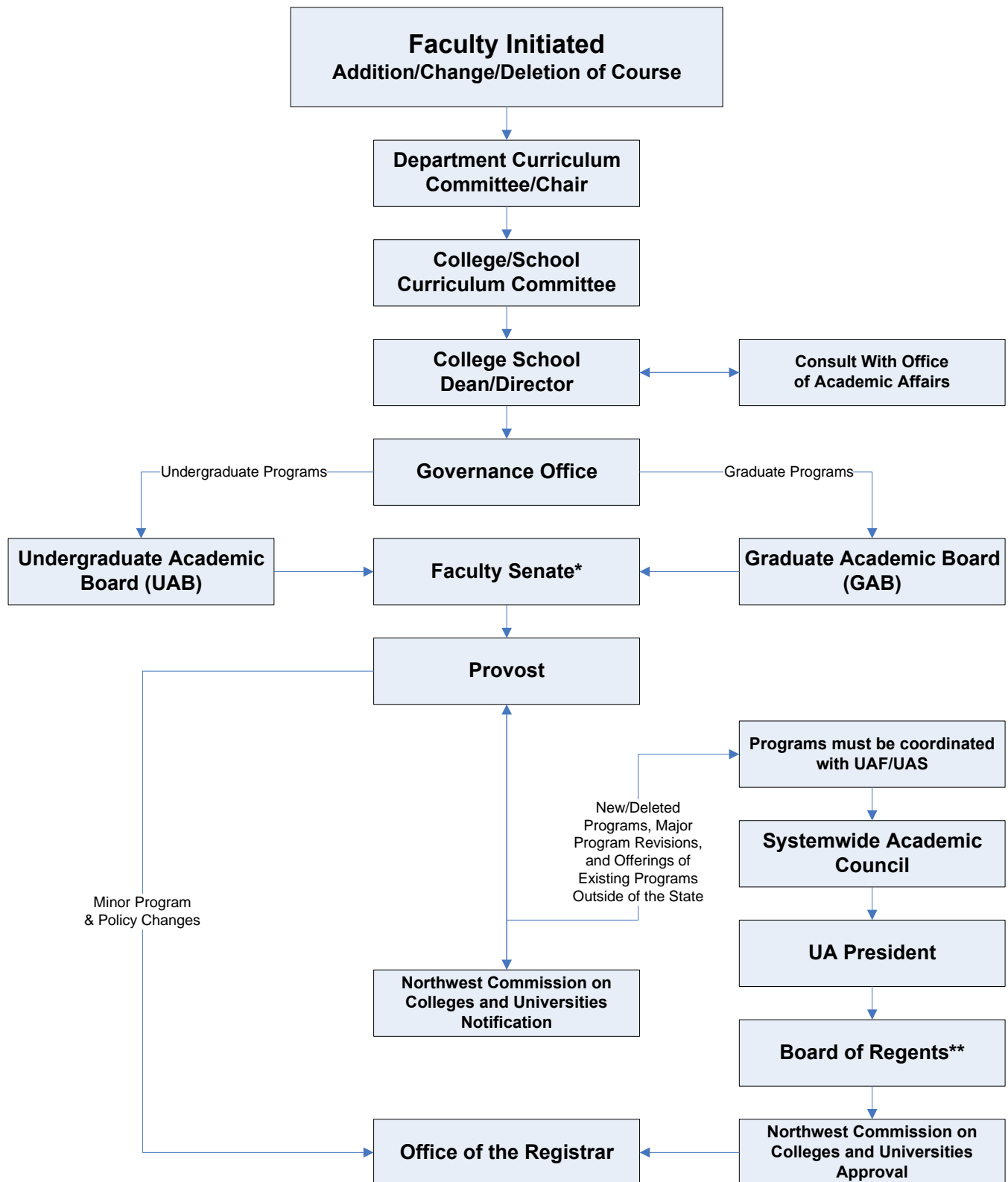
6. In cases where the chair of the academic board, in consultation with the Provost, determines that additional input is needed for consideration of a proposal, arrangements will be made by the OAA to obtain that input and present it to the appropriate board(s).
7. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
8. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed programs and academic policies.
9. UAB/GAB chair signs CAR.
10. The Provost (or designee) reviews and acts on programs and academic policies.
11. Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
12. The OAA forwards new programs and any major revisions of existing programs to the System-wide Academic Council (SAC) for review. The initiator needs to check Standard 2 and Policy A-2 in the Northwest Commission on Colleges and Universities Accreditation Handbook to ensure the program is in compliance with the requirements of Commission on Colleges. The Handbook is located at www.nwccu.org.
13. SAC forwards program initiatives to the President who gives particular attention to:
 - A. Identifying the needs and opportunities important to Alaska's future.
 - B. Responding to the needs identified.
 - C. Maintaining high levels of accountability, including extensive fiscal and program evaluation.
14. Upon recommendation of the President, the Board of Regents (BOR) reviews and acts on new programs or major program changes. The BOR requires a 60-day advance notification to have items placed on the agenda. See www.alaska.edu/bor/contents/pt10.html for BOR degree and certificate program approval criteria.
15. After BOR approval the Governance Office sends the approved programs and academic policies to the Office of the Registrar.
16. Upon approval by the BOR, the OAA sends a prospectus describing program initiatives to the Northwest Commission on Colleges and Universities for review. This prospectus is prepared by the originating academic department in consultation with the OAA. *See Appendix B for links to examples.*

The Commission determines the program's effect on the institutional accreditation held by UAA. The determination can range from **No Effect**, to **Major Substantive Change**. Each determination is normally accompanied by additional reports or site visits that must be hosted by the program and the university. Admission of students to a new program should not precede program approval by the Commission.
17. After appropriate reviews are completed, the program or academic policy appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally can not precede the publication date of the first catalog or schedule in which it is to appear.**
18. New certificate programs require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after Regents' approval of the program. US DoE approval usually occurs within 90 days of submission.

19. Degree and Certificate requirements are effective from fall through summer of each catalog publication.

Program Approval Process

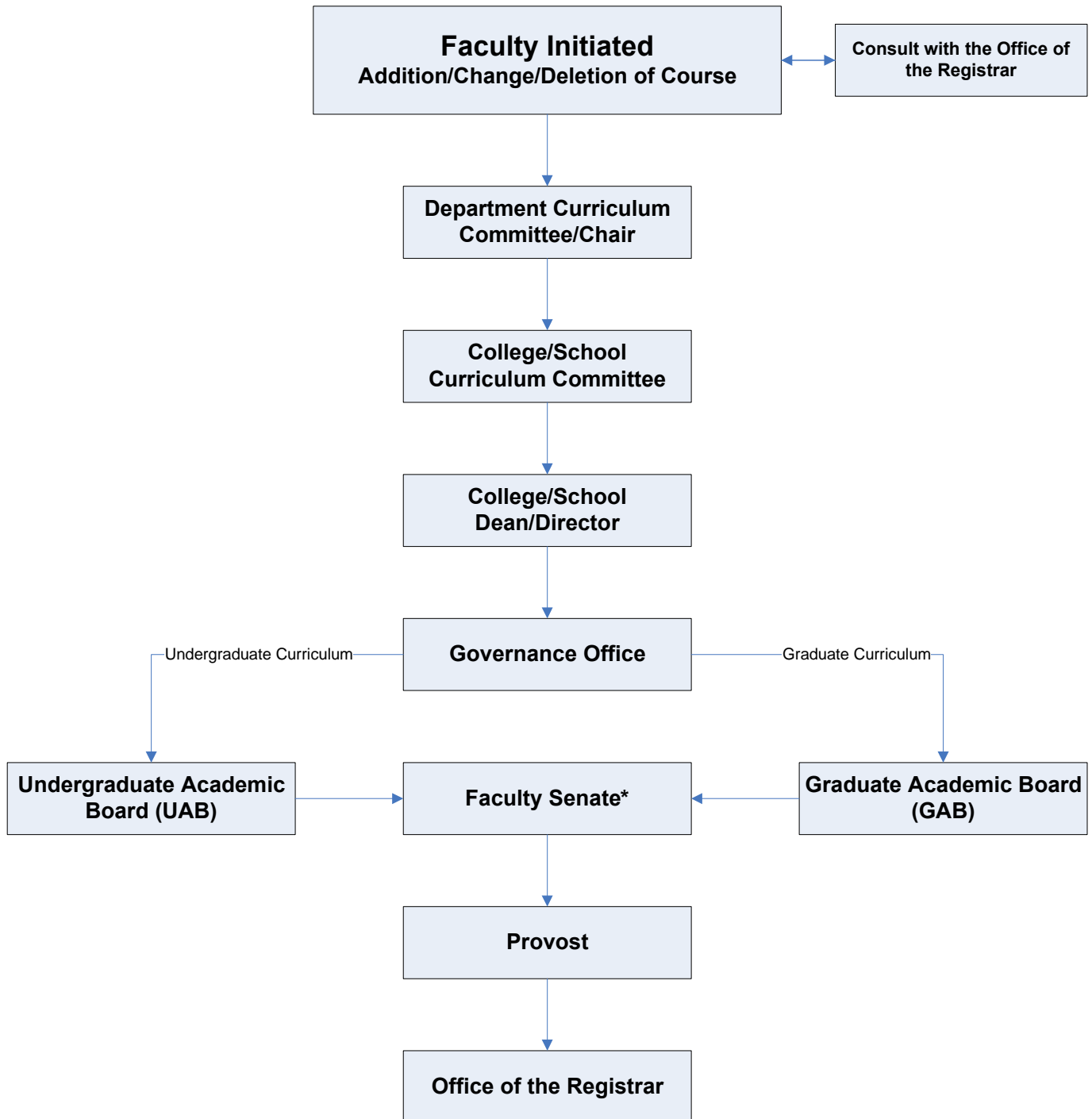
The school/college must discuss a major revision of an existing program or the development of a new program with the OAA before the curriculum proposal is presented to UAB/GAB for review.



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

Prefix Approval Process

The school/college must request a new prefix from the Office of the Registrar before the curriculum proposal is presented to the school/college committees and UAB/GAB.



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 OAA and finally to the Chancellor's Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word with Track Changes if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.
4. Upon recommendation of the provost, the Chancellor reviews and acts on academic policies.

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

When developing a new course the CCG should be developed first. Considerations are: level; title; goals and 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 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 initiation consult with the School/College Curriculum Committee.

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

1. **The date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**
 - A. **College or School** – Choose from the following the School or College initiating action:

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HW	College of Health and Social Welfare
HC	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 Credit 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. *Non-credit and Preparatory Courses*

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

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

C. *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.

D. *Professional Development Courses*

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit courses of similar content.

NOTE: All permanent numbered courses (A050-A499) and (A600-A699) are included in the UAA catalog. If a Discipline/Department/School/College/Extended Campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Associate Vice Provost for Curriculum and Assessment.

- 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).

-95 *Internship and Practicum:*

Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected outcomes, and is involved in the evaluation of the student’s achievements.

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

-97 *Independent study:* Address topics or problems chosen by the student with appropriate approval.

-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/CEU’s 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 non-credit, enter the appropriate range of contact hours.

- Over a 15 week semester, one contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture class, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the

laboratory, at least one additional hour of outside work is expected for each credit (or a total 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 20 ("Justification") of the CAR and in the CCG to explain the actual course length and required hours per week. For non-credit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

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)
	<i>or</i>	2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)
	<i>or</i>	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 <i>per week based on a 15 week semester</i>

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 non-credit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of non-credit education, including various forms of independent, informal, and experiential study and learning.

Examples:

.1 CEU	=	1 hour of instruction and no additional hours of work for the course.
1 CEU	=	10 hours of instruction and no additional hours of work for course.
1.5 CEUs	=	15 hours of instruction and no additional hours of work for course.
3.5 CEUs	=	20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs	=	20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

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 (1) credit each week (7 days).” Two credits require a minimum of 8 days and three credits require a minimum of 15 days.

E. **Course Title** – Insert full title of the Course.

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 Non-credit Offerings).

G. **Implementation Date** – Insert the semester and year that the addition, deletion, or change will be implemented.

- Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed.

Course additions or modifications may be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at <http://www.uaa.alaska.edu/governance>.

- 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, ART/JPC A324 is listed both in Art and in Journalism and Public Communications. Cross listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix's section, including additions, changes, and deletions.
- I. **Stacking** (if applicable)
- i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
 - ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
 - iii. Courses may not be stacked informally for scheduling purposes.
 - iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
 - v. Courses that are at the 500-level may not be stacked with any other credit course numbered A050-A499 and A600-A699 or non-credit courses.
 - vi. If stacking status is requested, rationale must be provided.
 - vii. Courses at the 300-level courses 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 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 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.

J. **Course Description** – Identifies the intent of the course or program. For courses, a 20-50 word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., *May be repeated for credit with a change in subtitle, 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.

- 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).

- ii. **Test Score** – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required.
- iii. **Corequisite** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.
- iv. **Registration Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission^a, major^b, class standing^c, or level^d). Must be enforced by the program/department/ instructor.
 - ^a College of 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 do the following:

- 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:
- vii. Competence in a specialized field of knowledge
- viii. Extensive experience with specialized client relationships
- ix. Application of expert knowledge within a recognized professional practice
- x. Analysis and synthesis of primary scholarship or research
- xi. Self-directed written research projects
- xii. Mastery of theoretical knowledge

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

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

4. **Instructional Goals and Student 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 Outcomes*** Identifies what the student should know and/or be able to do as a result of completing the course. Student outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.
- C. ***Goals and Outcomes*** should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

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

- A. Student learning outcomes for programs and their assessments are treated in detail in the program’s Outcomes Assessment Plan. This plan is evaluated for new and modified programs.
- B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of outcomes and assessment methods is preferred 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 outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

Note: All academic programs at UAA are assessed. Student outcomes for courses should be compatible with program outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program's assessment procedures, see the college assessment coordinator.

Example 1

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

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 Outcomes:

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 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. Similar texts are expected to be used in the actual course.
8. **Bibliography** – Provide a list of the literature that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg).

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

10.1 The CAR Form



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

1a. School or College choose one		1b. Division choose one		1c. Department	
2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number		5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab) (+)
6. Complete Course Title					
<small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: / To: /		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></div>		
13. List any programs or college requirements that require this course					
14a. Coordinate with Affected Units: <input type="checkbox"/> done Department, School, or College:				Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____	
14b. <input type="checkbox"/> Coordination Email submitted to Faculty Listserve: uaa-faculty@lists.uaa.alaska.edu				14c. Coordinate with Library: <input type="checkbox"/> done	
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Also, mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description (suggested length 20 to 50 words)					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable)			
18. <input type="checkbox"/> Mark if course has fees			19. <input type="checkbox"/> Mark if course is a selected topic course		
20. Justification for Action					
Initiator (faculty only) _____ Date _____				<input type="checkbox"/> Approved	
Initiator (TYPE NAME)				<input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____	
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved Department Chairperson _____ Date _____				<input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____	
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Disapproved Provost or Designee _____ Date _____	

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
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HW	College of Health and Social Welfare
HC	Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

Box 1b. Division

Choose from the drop-down menu the Division initiating action. Note: Changing the name of a Division or Academic Department requires Provost approval and a Course Action Request notifying Governance.

College of Arts and Sciences

AFAR	Division of Performing and Fine Arts
AHUM	Division of Humanities
AMSC	Division of Mathematical and Natural Science
ASSC	Division of Social Sciences

College of Business and Public Policy

ADBP	Division of Business Programs
ADEP	Division of Economics and Public Policy

Community and Technical College

AAVI	Division of Aviation Technology
ABCT	Division of Business and Computer Training Connections
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 Vocational Education
AHLS	Division of Health and Safety
AMAP	Division of Mining and Petroleum
AOEE	Division of Alaska Outdoor and Experiential Education
AOPE	Division of Outdoor Physical Education
APER	Division of Physical Education and Recreation
APRS	Division of Preparatory Studies

College of Education

ADEC	Division of Education
ADED	Division of Adult Education

School of Engineering

No Division Code

College of Health Social Welfare

ADHS Division of Human Services and Health Sciences
ADSN Division of Nursing
AJUS Division of Justice
ASWK Division of Social Work

Box 1c. Department

Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a Course Action Request notifying Governance.

Box 2. Course Prefix

Insert 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 in Section 11.*

Box 3. Course Number

Insert the course number.

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 with these numbers count toward undergraduate and graduate degrees and certificates as OAA 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):

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. ***Non-credit Courses***

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

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

C. ***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.

D. ***Professional Development Courses***

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit courses of similar content.

NOTE: All permanent numbered courses (A050-A499) and (A600-A699) are included in the UAA catalog. If a Discipline/Department/School/College/Extended Campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Associate Vice Provost for Curriculum and Assessment.

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:*** 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).
- 95** ***Internship and Practicum***

Internship: A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected outcomes, and is involved in the evaluation of the student's achievements.

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

-97 Independent study: Address topics or problems chosen by the student with appropriate approval.

-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

Insert whether the course was offered previously under a different prefix and/or number, including -93s or -94s. If course was not offered previously, insert n/a. If course was previously offered under different prefix or number, type in former prefix and number.

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 non-credit, 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 1500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture class, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15 week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15 week period. Additional description should be provided in Box 20 ("Justification") of the CAR and in the CCG to explain the actual course length and required hours per week. For non-credit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

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)
	<i>or</i>	2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)
	<i>or</i>	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 <i>per week based on a 15 week semester</i>

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 non-credit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional

modes of non-credit education, including various forms of independent, informal, and experiential study and learning.

Examples:

- .1 CEU = 1 hour of instruction and no additional hours of work for the course.
- 1 CEU = 10 hours of instruction and no additional hours of work for course.
- 1.5 CEUs = 15 hours of instruction and no additional hours of work for course.
- 3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
- 2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

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 (1) credit each week (7 days).” Two credits require a minimum of 8 days and three credits require a minimum of 15 days.

Box 6. Complete Course 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.

Box 7. Type of Course

Identifies Type of Course offered.

1. Academic (100-600)

- 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. Non-Degree (050-099): A credit course that provides basic or supplemental preparation for introductory college courses. (See Box 3. Course Number, above for further information).

- A. **Non-Credit Courses (000-049)** - These are non-credit and non-degree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student outcomes.
- 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 (500 Level)** - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit

courses, even by petition, and may not be delivered simultaneously (stacked) with credit or non-credit courses of similar content. (See Box 3. Course Number, above for further information).

Box 8. Type of Action

Identifies whether the CAR is for a course an 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 Add, not a Change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status

Identifies the Repeat Status of the course.

- **Yes**, means the course may be repeated for credit,
- **No**, means it cannot be repeated for credit.

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.

The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

Example

HIST A390 3 credits

Repeat Status: Yes **Number of Repeats:** 1 **Max Credits:** 6

Box 10. Grading Basis

Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for Academic and Professional Development courses; NG [no grade] for CEUs and Non-credit 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 non-permanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed.

Course additions or modifications may be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current

production calendar can be found on the Governance website at <http://www.uaa.alaska.edu/governance>.

2. Program or Academic Policy

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

- A. ***Students must receive adequate notice of a program change.***
- B. ***Staff must have adequate time to implement the change effectively.***

Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 12. Cross-Listed or Stacked.

1. Cross-listed

- A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
- B. Each cross-listed course must have a separate CAR for each prefix.
- C. Everything except the course prefix must be identical.
- D. The department chair of the coordinating department must signify approval of the cross-listing by signing box 12 of the CAR.
- E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
- F. When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, ART/JPC A324 is listed both in Art and in 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 that are at the 500-level may not be stacked with any other credit course numbered A050-A499 and A600-A699 or non-credit courses.
- F. If stacking status is requested, rationale must be provided.
- G. Courses at the 300-level courses may not be stacked with 600-level courses.

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)

Box 13. List Any Programs Who Use or Reference This Course

Identifies all majors, minors, certificates, that use or require the proposed course. Clearly indicate whether the program requires the course or uses it for electives (selectives). **The department initiating the proposal is also responsible for coordinating with each affected program (See Box 14, below, for further information). In order to find programs that use this course, use the .pdf file provided on the Office of the Registrar's website (<http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm>) to search for the course prefix and number. If changes/additions proposed cause changes to affected programs, a spreadsheet listing the affected programs, and the impacted page(s) of the catalog must be submitted. The format for the spreadsheet can be found on the Governance website at <http://www.uaa.alaska.edu/governance/>.**

Box 14a. Coordination with Affected Units

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

- The purpose of coordination is to:
 - A. Allow affected units who may have a legitimate interest in the course or program proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.
 - B. Encourage collaboration among all academic units;
 - C. Maintain and improve quality of academic offerings.

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

- Coordination with affected units is required in the following cases:
 - A. When the degree, course, name or content bridges material regularly included in other disciplines (e.g., Business proposed change to "Business Statistics").
 - B. When the course or program includes or requires prerequisite courses for 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.

E. When a course is a GER.

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

- Coordination includes:
 - A. Providing proposed curriculum to affected units
 - B. Actively seeking collaboration, comments and suggestions
 - C. Allowing ten days from the published date of notification of affected units before moving the proposed curriculum through the established levels of review.
 - D. **Email notification.** In addition to coordination and sending proposed curriculum (or making it available on the web) to the director and department chair of affected units, initiating faculty are also required to send an email notification to faculty list-serve at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:
 - i. Description of the proposed action
 - ii. Course prefix
 - iii. Course number
 - iv. Course description
 - v. Prerequisite(s)
 - vi. Any other relevant information.

Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserve and to the department chairs of affected units. Affected academic units are encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within ten (10) working days of the Notification Date, it is assumed that there are no objections to the proposal.

Do not send proposals as attachments when sending email notices to the faculty list-serve since large files can cause difficulty with email delivery.

- After Coordination is complete, in Box 14a check the “done” box; type in the department, schools, or colleges coordinated with; type the initiator’s name; write in the initiator’s initials and the date.

Box 14b. Coordination Email Submitted to Faculty Listserve

Check the box to indicate that an email has been sent to the faculty list-serve at: uaa-faculty@lists.uaa.alaska.edu. Initiating faculty are required to send an email notification to faculty list-serve giving a brief overview of the proposal including:

1. Description of the proposed action,
2. Any other relevant information.

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

Box 14c. Coordinate with Library

The 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 15. 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 16. Course Description

Identifies the intent of the course or program. For courses, a 20-50 word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., *May be repeated for credit with a change in subtitle, Offered Spring Semesters*).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

Box 17a. Course Prerequisite(s)

Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (must be listed with prefix and number) must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course. It is assumed that faculty may waive the requirement.

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).

Box 17b. 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. It is assumed that faculty may waive the requirement.

Box 17c. Corequisites)

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.

Box 17d. Other Restrictions(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). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

^a College of 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).

Box 17e. 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 18. Mark if Course Has Fees

Using the drop-down menu, choose *Yes* or *No*. Identifies that 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 (<http://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 <http://www.alaska.edu/bor/policy-regulations/>.

Box 19. 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 20. 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 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. Division choose one	1c. Department												
2. Complete Program Title/Prefix														
3. Type of Program <div style="display: flex; flex-wrap: wrap; justify-content: space-between; padding: 0 10px;"> <div><input type="checkbox"/> OEC</div> <div><input type="checkbox"/> Undergrad Certificate</div> <div><input type="checkbox"/> AA/AAS</div> <div><input type="checkbox"/> Baccalaureate</div> <div><input type="checkbox"/> Minor</div> <div><input type="checkbox"/> Post Baccalaureate Certificate</div> <div><input type="checkbox"/> Graduate</div> <div><input type="checkbox"/> Graduate Certificate</div> <div><input type="checkbox"/> Doctoral</div> <div><input type="checkbox"/> Specialty</div> </div>														
4. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <input type="checkbox"/> Program <input type="checkbox"/> New Prefix														
5. Implementation Date (semester/year) From: / To: /														
6a. Coordinate with Affected Units: <input type="checkbox"/> done Department, School, or College: _____ Initiator Name: _____ Initiator Signed Initials: _____ Date: _____														
6b. <input type="checkbox"/> Coordination Email submitted to Faculty Listserve (uaa-faculty@lists.uaa.alaska.edu)														
6c. Coordinate with Library: <input type="checkbox"/> done														
7. Title and Program Description - Please attach the following: <input type="checkbox"/> Cover Memo <input type="checkbox"/> Catalog Copy in Word with Track Changes														
8. Justification for Action														
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> <td style="width: 5%; border: none; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="width: 50%; border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Dean/Director of School/College</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> </tr> <tr> <td style="border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Undergraduate/Graduate Academic Board Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> </tr> <tr> <td style="border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Department Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Curriculum Committee Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> </tr> <tr> <td style="border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Curriculum Committee Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Provost or Designee</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div> </td> </tr> </table>			<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Dean/Director of School/College</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Undergraduate/Graduate Academic Board Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Department Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Curriculum Committee Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Curriculum Committee Chairperson</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Provost or Designee</div> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 5px;"> Date </div>
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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
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HW	College of Health and Social Welfare
HC	Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

Box 1b. Division

Using the drop-down box, insert Division initiating action. Note: Changing the name of a Division or Academic Department requires Provost approval and a Course Action Request notifying Governance.

College of Arts and Sciences

AFAR	Division of Performing and Fine Arts
AHUM	Division of Humanities
AMSC	Division of Mathematical and Natural Science
ASSC	Division of Social Sciences

College of Business and Public Policy

ADBP	Division of Business Programs
ADEP	Division of Economics and Public Policy

Community and Technical College

AAVI	Division of Aviation Technology
ABCT	Division of Business and Computer Training Connections
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 Vocational Education
AHLS	Division of Health and Safety
AMAP	Division of Mining and Petroleum
AOEE	Division of Alaska Outdoor and Experiential Education
APER	Division of Physical Education and Recreation
APRS	Division of Preparatory Studies

College of Education

No Division Code

School of Engineering

No Division Code

College of Health Social Welfare

ADHS	Division of Human Services and Health Sciences
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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 PAR notifying Governance.*

Box 2. Complete Program Title

Insert full title of the proposed program.

Box 3. Type of Program

Insert Type of Program proposed.

- OEC
- Undergraduate Certificate
- Associates (A.A./A.S.)
- Baccalaureate (B.A./B.S.)
- Minors
- Post Baccalaureate Certificates
- Graduate Certificate
- Graduate
- Doctoral
- Specialty

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, or inactivation/change 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 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 extended 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; and
 - 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 ten 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 listserve 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 ten (10) working days of the Notification Date, it is assumed that there are no objections to the proposal.
- After Coordination is complete, in Box 14a check the “done” box; type in the department, schools, or colleges coordinated with; type the initiator's name; write in the initiator's initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserve

Initiating faculty are required to send an email notification to faculty list-serve at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

1. Description of the proposed action,
2. Any other relevant information.

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

Box 6c. Coordinate with Library

The initiator is required to send the PAR 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. Check the box to indicate that the coordination has been done.

Box 7. Title and Program Description

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

Box 8. Justification for Action

Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.

Section 12 - Catalog Copy Formatting

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

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

Basic Format:

Department Name

Contact information, location, web address

1. General discipline information
 - A. Degree or Certificate program name and description
 - B. Overview and career information
 - C. Outcomes: Include student outcomes for the program or web address to the student outcomes.
 - D. Honors
 - E. Accreditation
 - F. Research possibilities
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:

- It is easiest to start with the Word formatted catalog copy available here <http://www.uaa.alaska.edu/governance/>.
- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.
- Within a department or discipline, the order of undergraduate programs should be:
 1. Honors
 2. Occupational Endorsement Certificates

3. Undergraduate Certificates
4. Associates Degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:

1. Graduate Certificates
 2. Masters Degrees
 3. PhD 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 (also called 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 parenthesis 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:

Complete the following required courses (12 credits):

THR A111	Introduction to the Theatre	3
THR A141	Stagecraft I	3
THR A243	Scene Design	3
THR A311	Representative Plays I (3)	3
	or	
THR A312	Representative Plays II (3)	
	or	
THR A411	History of the Theatre I (3)	
	or	
THR A412	History of the Theatre II (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., PhD, P.E., etc.). Faculty position title and email address are included.

EXAMPLE 1:

THEATRE

Fine Arts Building (ARTS), Room 302, (907) 786-1792
<http://theatre.uaa.alaska.edu>

*Be sure to check the address
and contact information*

The Department of Theatre and Dance offers a well-rounded liberal arts approach in its curriculum. Theatre courses cover all the basic areas of theatrical endeavor, including acting, movement for the actor, directing, stagecraft, scene design, lighting, costuming, makeup, dramatic literature, theatre history, dramatic theory and criticism, and play writing. The dance program offers courses in dance techniques, choreography, improvisation, dance history and dance research methods.

Theatre is the art of giving life in performance to dramatic literature. Production is at the very center of our award-winning theatre and dance program. Each season UAA Theatre produces four plays on its "modified thrust" Mainstage, and as many as twenty one-act or full-length plays in the student-directed Second Stage program. In some years, one of our productions is chosen to tour rural Alaska. The plays are cast at open auditions and on average more than 100 majors, non-majors and members of the community are involved in our season each year. All Theatre majors are required to participate in Mainstage productions and/or related departmental activities.

Dance as performance and as theoretical discourse from a multidisciplinary and multicultural perspective is primary in the dance program. As in theatre, production is also at the heart of the program, with the UAA Dance Ensemble as the core performing group. Each year we feature two dance productions either on Mainstage and/or on Second Stage theatre including the Dance Ensemble's annual New Dances concert and our "Expanding the Stage" offering. Expanding the Stage is dedicated to the blurring of the boundaries between dance, theatre, and the visual arts. Guest artist residencies are a staple of the program, and other frequent performances include the UAA Jazz Week. All dance minors, or theatre majors choosing the dance emphasis, are required to participate in Dance Ensemble performances and/or related departmental activities.

HONORS IN THEATRE

Students majoring in Theatre are eligible to graduate with Departmental Honors if they satisfy all of the following requirements:

1. Meet the requirements for a BA degree in Theatre.
2. Maintain a grade point average of 3.50 or above in Theatre courses applicable to the major requirements.
3. Complete Individual Research (THR A498) with a minimum grade of B prior to enrolling in THR A499 Senior Thesis.
4. Complete THR A499 Senior Thesis with a minimum grade of B. The thesis project must be approved in writing in advance by the department faculty and be completed in the senior year. The project must culminate in a public performance or presentation.
5. Students intending to graduate with Departmental Honors must notify the Department in writing at least one year prior to filing their Application for Graduation with Enrollment Management.

BACHELOR OF ARTS, THEATRE

Admission Requirements: All Majors

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations.

Graduation Requirements

Students 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. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS, BA THEATRE

1. Complete the following required core courses (25 credits):

THR A121	Introduction to Acting	3
THR A131	Theatrical Production Techniques	3
THR A221	Movement for the Actor	3
THR A257	Costume Design and Construction I	3
THR A295	Theatre Practicum: Technical (1-3)	2
THR A431	Directing I	3
THR A411	History of the Theatre I	3
THR A412	History of the Theatre II	3
THR A495	Advanced Practicum: Technical (1-3)	2

All required courses have the credits aligned to the right

Double-check all course titles. They must match the full titles exactly what is published in the catalog

2. Complete one of the following Design Area courses:

THR A347	Lighting Design (3)
THR A357	Costume Design and Construction II (3)

3. Students working toward a degree in Theatre may choose from the following two options:

Theatre Option: (18 credits)

Complete the following required courses (12 credits):

THR A111	Introduction to the Theatre	3
THR A141	Stagecraft I	3
THR A243	Scene Design	3
THR A311	Representative Plays I (3)	3
or		
THR A312	Representative Plays II (3)	3

Electives have the required course number listed and aligned to the right, and...

Complete two of the following Performance Area courses

THR A222	Voice for the Actor (3)	6
THR A315	Playwriting Workshop (3)	
THR A321	Meisner Acting Technique (3)	
THR A325	Theatre Speech and Dialects (3)	
THR A328	Acting Shakespeare (3)	
THR A329	Combat for the Stage I (3)	
THR A413	Dramatic Theory and Criticism (3)	
THR A435	Directing II (3)	

Elective course credit amounts are shown in parenthesis after the course name

Dance Option: (20 credits)

Complete the following required courses (13 credits):

Any DNCE A100-Level Technique Class		2
DNCE A170	Dance Appreciation	3
DNCE A185	Design for Dance	3
DNCE A262	Theory and Improvisation	2
DNCE A361	Approaches to Dance Composition	3

Complete 7 credits from the following Performance Area Courses

DNCE A101	Fundamentals of Ballet I (2)	7
DNCE A121	Fundamentals of Modern I (2)	
DNCE A124	Dance for Musical Theatre I (2)	
DNCE A131	Fundamentals of Jazz I (2)	
DNCE A145	Dances of the West African Diaspora I (2)	
DNCE A146	Introduction to Alaska Native Dance (1-2)	
DNCE A151	Fundamentals of Tap I (1)	
DNCE A205	Fundamentals of Ballet II (2)	
DNCE A223	Fundamentals of Modern II (2)	
DNCE A224	Dance for Musical Theatre II (2)	
DNCE A234	Fundamentals of Jazz II (2)	
DNCE A245	Dances of the West African Diaspora II (2)	
DNCE A253	Beginning Tap II (1)	
DNCE A321	Intermediate Modern I (2)	
DNCE A322	Intermediate Modern II (2)	
DNCE A360	Contemporary Techniques, Composition, and Repertory (1)	
DNCE A365	Dance Repertory and Performance (3)	

- DNCE A465 Advanced Performance and Choreographic Workshop (3)
4. A total of 120 credits is required for the degree of which 42 credits must be upper division.

FACULTY

Jeff Bailey, Professor, AFJGP@uaa.alaska.edu

EXAMPLE 2:

ELEMENTARY EDUCATION

*Professional Studies Building (PSB), Suite 224, (907) 786-4481
<http://coe.uaa.alaska.edu/elementary>*

*Be sure to check the address
and contact information*

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 for information on post-baccalaureate certificates.

The BA in Elementary Education is a professional degree. Unique features of the program include a strong liberal studies emphasis, integration of educational technology, and a year-long internship that follows the school district's calendar rather than the UAA calendar. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the profession. Admission to the program occurs in two stages (see below) and admission to the internship is competitive. Criteria considered for admission to the internship include academic achievement, written and oral communication skills, and community involvement. The deadline for internship placement consideration is February 15. See Field Placements located at the beginning of the College of Education section of this chapter.

STUDENT OUTCOMES

Student 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.

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 on the UAA website at: www.uaa.alaska.edu/admissions.

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

Admission to the Department of Teaching and Learning is a prerequisite for all education course work with the exception of EDFN A101 Introduction to Education and EDFN A300 Philosophical and Social Context of American Education. In order to be admitted to the Department, students must:

1. Complete an application to the Department of Teaching and Learning by one of the following dates: March 1, August 1, or November 1.
2. Complete a minimum of 60 liberal studies credits, including all General Education Requirements, required for the degree (transfer credits may be used).
3. Have a cumulative GPA of 3.00.

4. Successfully complete the Praxis I examination. With the exceptions of EDFN A101 Introduction to Education and EDFN A300 Philosophical and Social Context of American Education, applicants may not enroll in education courses without passing this examination at the level established by the College of Education.

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 Elementary Internship

The Elementary Education Programs Admission Committee determines a candidate's readiness to enroll in methods and the internship. 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, methodology, or classroom experience.

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 status by February 15.
3. Submit one letter of recommendation from someone who can speak to the candidate's potential as a future elementary teacher.
4. Demonstrate general content knowledge competency through successful completion of all liberal studies course work and a passing score on Praxis II: Elementary Content Knowledge.
5. Provide evidence of successful experiences working with children.
6. Interview.
7. Initiate fingerprinting and criminal background check process.
8. Provide evidence of a current physical examination. This service is available free at the UAA Student Health Center.
9. Maintain student health insurance throughout internship. Candidates may purchase this insurance through UAA.

Note: Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the internship.

ACADEMIC PROGRESS

Satisfactory progress in the first internship is required for enrollment in the second internship. Child development, Alaska studies, MATH A205, and all Elementary Education major courses 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.

Liberal Studies Humanities Core (12 - 20 credits)

ENGL A201 Masterpieces of World Literature I (3)	3
or	
ENGL A202 Masterpieces of World Literature II (3)	
HUM A211 Introduction to Humanities I	3
HUM A212 Introduction to Humanities II	3
Select one course from GER Fine Arts List	3
Two semester sequence of one language*	0/8

**Any language other than English (may be waived if fluency in a language other than English can be demonstrated or if grades of C or higher were received in four years of one language completed in high school).*

Liberal Studies Integrated Sciences Core (16 credits)

LSIS A101 Discoveries in Science	1
LSIS A102 Origins: Earth-Solar System-Life	5

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, also.

LSIS A201	Life on Earth	5
LSIS A202	Concepts and Processes: Natural Sciences	5

Liberal Studies Integrative Core (9 credits):

LSIC/PHIL A231	Truth, Beauty, and Goodness	3
LSIC A331	Power, Authority, and Governance	3
LSIC A332	Science, Technology, and Culture	3

Liberal Studies Social Sciences Core (22 credits)

ANTH A250	The Rise of Civilization*	3
ANTH A200	Natives of Alaska (3)*	3
	or	
HIST A341	History of Alaska (3)*	3
HIST A355	Major Themes in US History	3
EDSE A212	Human Development and Learning (3)	4
	or	
PSY A245	Child Development (3)	
EDSE A212L	Human Development and Learning Lab (1)	1
	or	
PSY A245L	Child Development Laboratory (1)	
LSS S A111	Cultural Foundations of Human Behavior	3
LSSS A311	People, Places, and Ecosystems	3
LSSS A312	Individuals, Groups, and Institutions	3

* GER Social Sciences must be selected from two different disciplines.

Lifetime Wellness (2 Credits)

PEP A145	Principles of Health and Physical Activity	2
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Mathematical Skills (9-13 credits)

MATH A107	College Algebra (4)	3-6
	or	
MATH A108	Trigonometry (3)	
	or	
MATH A109	Precalculus (6)	
	or	
MATH A200	Calculus I (4)	
	or	
MATH A201	Calculus II (4)	
	and	
MATH A205	Communicating Mathematical Ideas	3
	and	
STAT A252	Elementary Statistics (3)	3-4
	or	
STAT A253	Applied Statistics for the Sciences (4)	

Oral and Written Communication Skills (9 credits)

Select one course from GER Oral Communication List	3
Select two courses from GER Written Communication List	6

E. MAJOR REQUIREMENTS

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses:

EDFN A300	Philosophical and Social Context of American Education	3
EDFN A301	Foundations of Literacy and Language Development	3

All required courses have the credits aligned to the right.

If a student has a choice between to electives to fill a required course, put the elective credit amounts in parenthesis 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.

Electives have the required course number listed and aligned to the right, and...

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

Double-check all course titles. They must match the full titles exactly what is published in the catalog

- | | |
|---|---|
| EDFN A302 Foundations of Educational Technology | 2 |
| EDFN A303 Foundations of Teaching and Learning | 3 |
| EDSE A482 Inclusive Classrooms for All Children | 3 |
2. Complete the following method courses. Concurrent enrollment in an internship may be required.
- | | |
|---|---|
| EDEL A425 Teaching Reading in Elementary Schools | 4 |
| EDEL A426 Teaching Mathematics in
Elementary Schools | 3 |
| EDEL A427 Teaching Social Studies in
Elementary Schools | 2 |
| EDEL A428 Teaching Science in Elementary Schools | 2 |
| EDEL A429 Teaching Health Education in
Elementary Schools | 2 |
| EDEL A430 Teaching Language Arts in
Elementary Schools | 3 |
| EDEL A431 Creative Expression: Music, Art,
and Drama for Elementary Teachers | 3 |
| EDEL A432 Physical Education for Elementary
Classroom Teachers | 1 |
3. Complete the following internships:
- | | |
|--------------------------|---|
| EDEL A495A Internship I | 3 |
| EDEL A495B Internship II | 6 |
4. A total of 122 - 134 credits is required for the degree, of which 42 credits must be upper division.

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 3.00.
3. Cumulative GPA of 3.00 in all major requirements.
4. Passing scores on the Praxis I and Praxis II exams.
5. College of Education's educational technology assessment satisfactorily completed.
6. Internships satisfactorily completed.
7. Baccalaureate degree conferred.

FACULTY

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Appendix A - Links to Templates

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

Budget worksheet - Provides detailed budget information for a new program.

Curriculum Coordination Form - Notifies affected units of pending curriculum proposals.

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

Four Year Course Offering Plan - Identifies the four year course offering plan for a new program or a major or minor program change

Outcomes Assessment Plan - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.

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

Faculty matrix - Provides detailed information on existing and new faculty needed 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:

[Board of Regents](#)

[Budget Worksheet](#)

[CAR](#)

[CCG](#)

[Faculty Matrix](#)

[Program Outcomes Assessment Plan](#)

[Prospectus](#)

[Risk Management Plan](#)

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.

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

<p><i>Comprehension – Interpret information in one's own words</i></p> <p> Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates </p>			<p><i>Evaluation – Make judgments on basis of given criteria</i></p> <p> 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 </p>
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Affective Domain Observable Verbs

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

<u>Receiving</u>	<u>Responding</u>	<u>Valuing</u>	<u>Organization</u>	<u>Internalization</u>
<i>Ability to attend to a particular stimuli</i>	<i>Active participation when attending to stimuli</i>	<i>Worth or value student attaches to something</i>	<i>Bringing together different values, resolving conflicts between them</i>	<i>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</i>
Asks Chooses Follows Gives Holds Selects Shows interest	Accepts responsibility Answers Assists Be willing to Complies Conforms Enjoys Greet Helps Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop a code of behavior Develop a philosophy of life Influence Judge problems/issues Listen Perform Practice Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Observable Verbs

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

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

Appendix D - The Undergraduate & Graduate Academic Boards

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

Membership

Voting Members

Undergraduate Academic Board (UAB)

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

Arts and Sciences (1)

At Large Members (3)

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

Non-Voting Members

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

Responsibilities

Membership

- Members are responsible for attending all meetings.

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

Chair

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

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

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

Graduate Academic Board

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

Summer Meetings

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

Meeting Notification

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

Agenda and Summary

Structure

Date, Time, and Location

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

I. Roll

II. Approval of the Agenda

III. Approval of Meeting Summary

IV. Administrative Report

V. Chair's Report

VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)- Second Reading

VII. CAR or PAR-First Reading

VIII. Old Business

IX. New Business

X. Informational Items

XI. Adjournment

Definitions

Meeting Summary

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

First Reading

- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.

- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs

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

Second Reading

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

Informational Items

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

Meeting Procedure

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

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

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

Administrative Support

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

Appendix E - Guidelines on Student Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Outcomes should:

- Be representative on the program performance, defining to the student the accomplishments expected from program participation
- Be verifiable through replication on third party inspection
- Be relevant to what is being claimed

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

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

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

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

Appendix F - Guidelines for UAA Distance Education Courses

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

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

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

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

Guidelines for Institutional Support Services

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

includes information on how to log in to the university's primary course management system (e.g., Blackboard).

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

Guidelines for Student Support Services

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

Guidelines for Faculty Support Services

- UAA faculty shall have access to instructional design support services (i.e., a course development team) to ensure the sound planning and approved quality of distance education courses.
- UAA faculty shall have access to training workshops and mentoring opportunities that will assist faculty in learning how to teach at a distance and how to translate face-to-face courses for distance delivery.
- UAA faculty shall be provided with incentives to participate in distance education course development training opportunities and technical training opportunities offered by the institution.
- UAA faculty shall be provided appropriate and reasonable access to new technologies and technical equipment for use in distance education instruction.
- UAA faculty shall be granted convenient (and free) access to technical “help desk” services.

- UAA distance education faculty shall have convenient (and free) access to centralized distance education course delivery services such as homework collection, materials duplication and distribution, exam proctoring, content digitization, etc.
- UAA faculty shall receive assistance in researching and interpreting current copyright law on the use of published and non-published instructional materials.
- UAA faculty shall receive assistance from library personnel in obtaining and organizing online and print library resources.

Guidelines for Course Content & Course Delivery

- UAA faculty shall assume full responsibility for the oversight and quality of distance education courses; this includes full responsibility for the selection and design of course content, course activities, and course assessments; the selection and use of appropriate course technologies; the facilitation of course activities and course interactions; the evaluation of course assignments and tests; etc.
- UAA faculty shall ensure that the major tasks and learning outcomes of a given distance education course are comparable to the major tasks and learning outcomes of the course's face-to-face counterpart.
- UAA faculty shall ensure that all course materials, course requirements, course links, course policies, etc. are revised and up to date by the first day of the start of the course.
- UAA faculty shall ensure that distance education students have access to a copy of the course syllabus by the first day of the start of the course (note: if syllabus content is needed before the start of the course, then it shall be provided at an earlier time as the instructor sees fit). In addition to standard items such as "course objectives" and "course grading protocols," the syllabus should contain information particularly relevant to distance education, such as
 - course access information
 - course format and pacing
 - course technologies
 - course equipment requirements
 - technical skill requirements
 - book purchasing information
 - IT Call Center information
 - library access information
 - required synchronous activities
 - assignment submission instructions, etc.
- UAA faculty shall give distance education students at least two reliable methods of contacting the course instructor throughout the semester (e.g., email, discussion board, telephone, in-person meeting, online chat room, etc.).
- UAA faculty shall respond to student questions and inquiries within a timely manner (preferably within two working days).
- UAA faculty shall provide useful and corrective feedback on assignments, tests, papers, and activities in a timely manner (preferably within seven working days).

- UAA faculty shall build mechanisms into their distance education courses that foster student-to-student interactions as well as student-to-instructor interactions.
- UAA faculty shall adopt teaching strategies and course design strategies that will verify a given student's work as his/her own. UAA faculty shall attempt to address different learning styles in the design and development of course materials and activities.
- UAA faculty shall assess student learning through multiple means rather than relying solely on the use of standardized tests.
- UAA faculty shall provide students with advance notice of required synchronous activities.
- UAA faculty shall ensure that borrowed print and electronic materials are used in accordance with current copyright law.
- UAA faculty shall carefully assess and review third party courseware (e.g, publishers' course cartridges, telecourse tapes, etc.) before integrating such content into a given course.
- UAA faculty shall assess distance education courses through formal means (e.g, peer review, student review, departmental review, etc.) to ensure that appropriate learning outcomes are being met.
- UAA faculty shall ensure that course content is accessible to students with disabilities when and where appropriate. This may include presenting material in alternative formats, such as printable text files.

Guidelines for Student Participation

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

some instructors may make exceptions to this policy for self-paced courses and other courses with alternative formats).

- UAA students shall take the time to complete and submit the university-sponsored course evaluation form made available to them at the end of the semester.

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