I. Roll Call
   () Arlene Schmuland  () Peter Olsson  () Zhaohui (Joey) Yang
   () Tim Hinterberger  () Susan Garten  () FSAL vacancy (CAS)
   () Patricia Sandberg  () Mary Dallas Allen  () FSAL Vacancy
   () Greg Protasel  () Deb Russ  () FSAL Vacancy
   () Yoshito Kanamori  () Hsing-Wen Hu

Ex-Officio Members:
   () Patricia Sandberg  () Mary Dallas Allen  () FSAL Vacancy  () David Yesner
   () Greg Protasel  () Deb Russ  () FSAL Vacancy  () Lora Volden
   () Yoshito Kanamori  () Hsing-Wen Hu

II. Approval of Agenda (pg. 1)

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

IV. Administrative Reports
   A. Associate Dean of the Graduate School David Yesner
   B. University Registrar Lora Volden
      i. Course Search Website (http://www.curric.uaa.alaska.edu/course_search.cfm)

V. Chair’s Report
   A. GAB Chair- Arlene Schmuland
   B. Faculty Alliance
   C. Graduate Council

VI. Program/Course Action Request – Second Reading

VII. Program/Course Action Request - First Readings
   Chg The Department of Public Policy & Administration (pg.4-10)
   Chg MBA, General Management (pg. 11-19)
   Add BIOL A661L Advanced Molecular Biology Laboratory
      (Stacked with BIOL A461L)(3)(0+6)(pg. 20-29)
   Chg Master of Arts, English (pg. 30-38)
   Del ENGL A603 Issues in Rhetoric & Composition (3)(3+0)(pg. 39)
   Chg JUST A640 Corrections Theory & Research (3)(3+0)(pg. 40-43)
   Chg JUST A670 Administrative Law (3)(3+0)(pg. 44-48)

VIII. Old Business
   A. Posthumous Degrees (pg. 49-51)

IX. New Business
   A. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 52-54)
   B. Revised CAR (pg. 55)
   C. Curriculum Handbook Changes (pg. 56-143)
      1. Program Approval Flow Chart (pg. 144)

X. Informational Items and Adjournment
   A. 
I. Roll Call

- Vacant
- Tim Hinterberger
- Patricia Sandberg
- Veronica Padula
- Yoshito Kanamori
- Peter Olsson
- Minnie Yen
- Mary Dallas Allen
- Deb Russ
- Randy Magen
- Zhaohui (Joey) Yang
- Susan Garton
- Hsing-Wen Hu
- David Yesner
- FS at large vacancy (CAS)
- Pat Sandberg
- Mary Dallas Allen
- Hsing-Wen Hu
- David Yesner
- Veronica Padula
- Deb Russ
- Arlene Schmuland
- Lora Volden

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

- Move Chapter 12 to Second Readings
- Approved as amended

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

- Approved

IV. Administrative Reports

A. Associate Dean of the Graduate School, David Yesner
   - Graduate student summit is this afternoon

B. University Registrar, Lora Volden
   - Grading is turned on for Spring

V. Chair’s Report

A. GAB Chair, Patricia Sandberg and Peter Olsson
   1. Election of new Chair (pg. 5)
      - Arlene Schmuland is elected as 2012-2013 chair

B. Faculty Alliance

C. Graduate Council

VI. Program/Course Action Request – Second Reading

- Chg Graduate Certificate, Earthquake Engineering (pg. 6)
- Chg Graduate Certificate, Environment Regulation and Permitting (pg. 7)
- Chg Graduate Certificate, Coastal, Ocean, and Port Engineering (pg. 8)
- Chg Master of Science, Arctic Engineering (pg. 9)
- Chg Master of Civil Engineering (pg. 10)
- Chg MS, Civil Engineering (pg. 11)
- Chg Master of Applied Environmental Science and Technology (pg. 12)
- Chg Master of Science Applied Environmental Science and Technology (pg. 13-44)

- Add EDSE A622Y Strategies for Young Children with Special Needs in Inclusive Environments
  (Stacked with EDSE A422Y)(3 cr)(3+0)(pg. 45-54)
- Add EDSE A690 Selected Topics: Early Childhood Special Education
  (Stacked with EDSE A490)(3 cr)(3+0)(pg. 55-66)

- Unanimously Approved

VII. Program/Course Action Request - First Readings

- Chg Master of Science, Nursing Science (pg. 67-81)
  - Waive first, approve for second

- Chg Master of Business Administration, General Management
  (Student Learning Outcomes) (pg. 82-83)
  - Waive first, approve for second
Chg BA A628 Executive Leadership (3 cr)(3+0)(pg. 84-87)
Waive first, approve for second
Chg Graduate Certificate in Educational Leadership: Principal (pg. 88-93)
Chg Master's Degree in Educational Leadership: Principal (pg. 94-98)
Waive first, approve for second
Chg The Department of Public Policy and Administration (pg. 99-105)
No Faculty Initiator Present

VIII. Old Business
A. Chapter 12 Catalog Copy (pg. 106-124)
   1st Arlene Schmuland
   2nd Tim Hinterberger
   Unanimously approved with changes
B. Posthumous Degrees (pg. 125-127)
   Defer until Fall 2012

IX. New Business
A.

X. Informational Items and Adjournment
A.
1a. School or College  
CB CBPP  

1b. Division  
ADEP Division of Econ Public Pol  

1c. Department  
PADM  

2. Complete Program Title/Prefix  
The Department of Public Policy and Administration  

3. Type of Program  
Choose one from the appropriate drop down menu: Undergraduate: or Graduate:  
CHOOSE ONE  Master of Public Administration  

4. Type of Action:  
- PROGRAM  
  - Add  
  - Change (checked)  
  - Delete  

- PREFIX  
  - Add  
  - Change (checked)  
  - Inactivate  

5. Implementation Date (semester/year)  
From: Fall/2012 To: 9999  

6a. Coordination with Affected Units  
Department, School, or College: COH  
Initiator Name (typed): Greg Protasel  
Initiator Signed Initials: _________  
Date:________________  

6b. Coordination Email submitted to Faculty Listserv (uua-faculty@lists.uaa.alaska.edu)  
Date: 04/06/12  

6c. Coordination with Library Liaison  
Date: 04/06/12  

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

8. Justification for Action  
Change of program name. Inclusion of student learning outcomes. Change in course offerings and areas of emphasis.  

Initiator (faculty only)  
Greg Protasel  
Initiator (TYPE NAME)  

Approved  
Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic Board Chairperson  
Date  

Provost or Designee  
Date  

Approved  
Disapproved  

Department Chairperson  
Date  

Approved  
Disapproved  

Curriculum Committee Chairperson  
Date
The Master of Public Administration (MPA) degree provides students with knowledge and skills needed for professional careers in public service. MPA students learn analytical techniques and add to their expertise in organizational and program management, policy analysis, and related areas. Emphasis is on public policy, management, and administrative issues. Students specialize in one of the following emphasis areas: Public Management, Public Policy Analysis, Health Administration, or Criminal Justice. Dual emphasis areas are also offered.

The Public Management emphasis is designed for those working for, or planning to work for, executive agencies of local, state, and federal government; for private, nonprofit organizations; and in government relations units of private corporations. It provides basic tools of public management, understanding of structure and processes of public organizations, and the history and context of the field of public administration.

The Public Policy Analysis emphasis offers professional staff of executive and legislative departments of local, state, and federal governments with the capability to analyze the effects of a broad range of actual and hypothetical government policies. It emphasizes application of economic analysis and other quantitative and qualitative methods to Alaska and national policy issues.

The Health Administration emphasis prepares students as health administrators in state, local, or federal agencies; nonprofit organizations; and private companies that do health-related work. Students develop knowledge and skills necessary for effective public management in the health care area: planning, decision-making, and managing people, money, and programs.

The Criminal Justice Emphasis provides a theoretical basis for management careers in criminal justice. Students develop knowledge and skills necessary for effective public management: planning and decision-making, managing people, money, and programs. These skills are applicable to a wide spectrum of employment areas in law enforcement and the criminal justice system, and they prepare students seeking to earn a terminal degree in justice administration.

The Dual Emphasis in Public Management and Public Policy Analysis is designed for those who plan on working for or planning to work for both executive and legislative agencies of local, state, and federal government; for private, non-profit organizations; and in government relations units of private corporations. It combines the basic tools of public management with the capability to analyze the effects of a broad range of actual or hypothetical government policies. It provides an understanding of the structure and processes of public organizations, the history and context of the field of public administration, and emphasizes the application of economic analysis and other quantitative and qualitative methods to Alaska and national policy issues. This dual emphasis requires an additional 9 credits.

Various additional dual emphasis areas may be created by combining individual emphasis areas. Interested students should speak with their advisor.

Students who have earned the MPA degree may earn a Master of Business Administration (MBA) degree by completing a minimum of 21 resident credits not used for any previous degree. Specific course requirements are at the discretion of the CBPP director of graduate programs and will be reflected in the student's MBA Program Plan prior to beginning coursework toward a second degree.

**Student Learning Outcomes**

Upon graduation, students earning the MPA at UAA will be able to:

1. Demonstrate leadership and decision making skills.
2. Demonstrate effective communication skills.
3. Describe the values and tradeoffs in public service, including sustainability, citizen engagement, democratic values, and transparency.
4. Explain the role of financial, human, information, technology, and other resources.
5. Explain the policy process, including assessment and problem solving, including the use of evidence.
6. Apply information processing and technology for effective administration.
7. Describe the public service environmental characteristics of multi-sectorial populations, diversity, globalization, and rapid technological change.

**Master of Public Administration**

**Admission Requirements**

Students enter the MPA program with a bachelor’s degree from a variety of educational backgrounds. Accordingly, the program is designed to meet the needs of students with a wide mix of professional backgrounds and interests.
Students interested in the Master of Public Administration program may accumulate up to 9 credits in the program as a non-degree-seeking student before applying for admission to the program. To apply for admission, applicants must meet both the University of Alaska Anchorage Admission Requirements for Master’s Degrees and the Department of Public Administration requirements outlined below.

1. Students applying for admission to the MPA program must submit a 300-500 word statement on their career goals and how the MPA degree relates to them.

2. Applicants must submit a professional resume or vita.

3. In addition, applicants must meet one of the following criteria:
   a. Have a combined undergraduate GPA plus GRE Analytic score totaling 7.0 or higher. The GRE test is not required for students having already earned a master’s degree from a regionally accredited institution in the United States or a foreign equivalent, provided they have an undergraduate GPA of 3.00.
   b. Have an undergraduate GPA of 3.00 and have taken an introductory course in government (or demonstrate knowledge by taking an approved UAA college-level achievement examination)
   c. Complete two PADM core courses with a grade of B or better and complete all PADM core course prerequisites (BA A273, ECON A201 and A202 or ECON A602, and PS A101) or their equivalents.

Detailed admission standards available on our website: www.mpa.alaska.edu.

Contact the CBPP Graduate Office for full program information, including application forms and procedures.

Graduate Office
UAA College of Business and Public Policy
3211 Providence Drive, Anchorage, AK 99508 U.S.A.
Telephone: (907) 787-6417
FAX: (907) 786-4115

Academic Progress

To maintain satisfactory progress toward the degree, a student in the MPA program is expected to complete a minimum of six semester credits each calendar year, starting with the first term of enrollment. The six semester credits may consist of either undergraduate prerequisite courses, or graduate program courses. Failure to comply with the six-credit minimum each calendar year may result in a student being dropped from the program.

Graduation Requirements

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

Program Requirements

1. Complete the MPA core courses:
   - ECON A625 Economics and Public Policy 3
   - PADM A601 Introduction to Public Administration 3
   - PADM A602 Seminar in Public Management 3
   - PADM A604 Research Methods in Public Administration 3
   - PADM A606 The Policymaking Process 3
   - PADM A628 Public Financial Management 3

2. Complete one of the following emphasis areas:

   **Public Management Emphasis (15 credits)**
   - PADM A603 Management Analysis 3
   - PADM A610 Organizational Theory and Behavior 3
   - PADM A624 Human Resources Administration and Labor Relations 3
   - Plus two 600-level electives 6

   **Public Policy Analysis Emphasis (15 credits)**
   - PADM A632 Public Policy Analysis 3
   - PADM A688 Program Evaluation and Measurement 3
   - Plus three 600-level electives 9

   **Health Administration Emphasis (15 credits)**
   - PADM A624 Human Resources Administration 3
NS/HS A626 Principles of Epidemiology 3
HS A605 Public Health and Society 3
HS A615 Health Services Administration 3
Plus one 600-level elective 3

Criminal Justice Emphasis (15 credits)
JUST A625 Seminar in Criminal Violation 3
JUST A630 Justice Administration Theory and Practice 3
JUST A670 Administrative Law 3
Choose one of the following: 3
JUST A640 Corrections Theory and Research (3)
JUST A650 Policing Theory and Research (3)
Plus one 600-level elective 3

Dual Emphasis: Public Management and Public Policy Analysis (24 credits)
PADM A603 Management Analysis 3
PADM A610 Organizational Theory and Behavior 3
PADM A624 Human Resource Administration 3
PADM A632 Policy Analysis 3
PADM A688 Program Evaluation and Measurement 3
Plus three 600-level electives

3. Candidates for the MPA who do not have public administration work experience must complete one additional course (3 credits):
   PADM A620 Internship in Public Administration/
   Policy (3 credits) 3

4. Take the core comprehensive examination after completing the core courses. This examination must be passed before the student may enroll in the capstone course.
5. Complete the capstone project course (3 credits):
   PADM A659 Public Administration Capstone 3

6. A total of 36-39 credits is required for the degree, 45-48 credits required for a degree with a dual emphasis

FACULTY

Steven Aufrecht, Professor Emeritus, AFSEA@uaa.alaska.edu
Sharman Haley, Professor, AFSH@uaa.alaska.edu
Heather Hudson, Professor, AFHEH@uaa.alaska.edu
Greg Protasel, Associate Professor, AFGJP@uaa.alaska.edu
Sheila Selkregg, Assistant Professor, sheilas@uaa.alaska.edu
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   - PADM A604 Research Methods in Public Administration 3
   - PADM A606 The Policymaking Process 3
   - PADM A628 Public Financial Management 3

2. Complete one of the following emphasis areas:
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     - PADM A603 Management Analysis 3
     - PADM A610 Organizational Theory and Behavior 3
     - PADM A624 Human Resources Administration and Labor Relations 3
     - Plus two 600-level electives 6
   - **Public Policy Analysis Emphasis (15 credits)**
     - PADM A632 Public Policy Analysis 3
     - PADM A688 Program Evaluation and Measurement 3
     - Plus three 600-level electives 9
Health Administration Emphasis (15 credits)

- PADM A624 Human Resources Administration 3
- NS/HS A626 Principles of Epidemiology 3
- NS A658 Public Health Policy HS A605 Public Health and Society 3
- NS A681 Analysis of Health Services HS A615 Health Services Administration 3

Plus one 600-level elective 3

Criminal Justice Emphasis (15 credits)

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- JUST A630 Justice Administration Theory and Practice 3
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- JUST A650 Policing Theory and Research (3)

Plus one 600-level elective 3

Dual Emphasis: Public Management and Public Policy Analysis (24 credits)

- PADM A603 Management Analysis 3
- PADM A610 Organizational Theory and Behavior 3
- PADM A624 Human Resource Administration 3
- PADM A632 Policy Analysis 3
- PADM A688 Program Evaluation and Measurement 3

Plus three 600-level electives

3. Candidates for the MPA who do not have public administration work experience must complete one additional course (3 credits):

- PADM A620 Internship in Public Administration/Policy (4-3 credits) 3

4. Take the core comprehensive examination after completing the core courses. This examination must be passed before the student may enroll in the capstone course.

5. Complete the capstone project course (3 credits):

- PADM A669 Public Administration/Management Capstone 3

6. A total of 36-39 credits is required for the degree, 45-48 credits required for a degree with a dual emphasis.

FACULTY

Steven Aufrecht, Professor Emeritus, AESEA@uaa.alaska.edu
Sharman Haley, Professor, AFSH@uaa.alaska.edu
Heather Hudson, Professor, AFHEH@uaa.alaska.edu
Greg Protasel, Associate Professor, AFGJP@uaa.alaska.edu
Sheila Selkregg, Assistant Professor, shellas@uaa.alaska.edu
To Whom It May Concern:

Several changes are being proposed for the Master of Business Administration program. The changes include raising admissions standards and changing application procedures. We are also proposing several changes to the curriculum. These include the introduction of a new course, BA 611 Foundations of Business Intelligence and Analytics, significant changes to another core course BA 632, the removal of BA 695 Graduate Internship as a capstone option, the introduction of a Business Intelligence and Analytics emphasis option, and changes with regards to our foundation courses requirements.

The changes we are proposing are necessary to improve the overall quality of entering students, and to keep our curriculum up to date with a rapidly changing world of business and complex organizations.
**Program/PREFIX Action Request**  
**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix**

<table>
<thead>
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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
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| 2. Complete Program Title/PREFIX  
Master of Business Administration  |
|-----------------------------------|

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<tr>
<th>3. Type of Program</th>
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<tbody>
<tr>
<td>OEC</td>
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| 4. Type of Action: PROGRAM  
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<th>5. Implementation Date (semester/year)</th>
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<td>From: Spring/2012</td>
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| 6a. Coordination with Affected Units  
Department, School, or College: College of Education; Community and Technical College  |
|---------------------------------------|

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<th>Initiator Name (typed): Rashmi Prasad</th>
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<th>Initiator Signed Initials: _______</th>
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<th>Date: ____________________</th>
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<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
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<th>6c. Coordination with Library Liaison</th>
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<th>7. Title and Program Description - Please attach the following:</th>
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| Cover Memo  |
| Catalog Copy in Word using the track changes function |

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<th>8. Justification for Action</th>
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Changes are being proposed to raise the quality of entering students and to keep our curriculum up to date with changes in the business environment.

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<th>Initiator (faculty only)</th>
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<tr>
<th>Rashmi Prasad</th>
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| Initiator (TYPE NAME)  |

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<th>Date</th>
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| Approved  |
| Disapproved                      |
| Dean/Director of School/College  |
| Date  |

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<tr>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
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| Approved  |
| Disapproved                      |
| Provost or Designee               |
| Date  |

| Approved  |
| Disapproved                      |
| Department Chairperson            |
| Date  |

| Approved  |
| Disapproved                      |
| Curriculum Committee Chairperson  |
| Date  |
The College of Business and Public Policy (CBPP) offers the Master of Business Administration (MBA) degree in General Management. The MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Program Policies and Administration

Students must maintain a minimum 3.00 GPA on all coursework in the MBA program, including foundation courses. Although minimally acceptable, a grade of C in a graduate course may be offset with an A grade in another graduate course. Students with a GPA below 3.00 will be placed on probation and may be dropped from the program if the GPA is not brought up to 3.00 within one academic year. All advanced MBA course requirements (core plus electives) must be completed within seven calendar years.

The faculty reserves the right, where warranted by evaluation of a student’s progress and apparent knowledge, to require additional coursework or other preparation to ensure the degree candidate possesses adequate professional skills and capabilities. This includes the ability to reason and communicate effectively, both verbally and quantitatively.

The MBA program is the responsibility of CBPP’s graduate faculty, which acts as a policy-setting body and as an appeals board. The complete MBA program policies, requirements, and procedures may be obtained from the CBPP’s Graduate Office. Students are expected to be familiar with, and adhere to, both the MBA program requirements and procedures, and the general UAA requirements for graduate degrees.

Contact the CBPP Graduate Office for full program information, including application forms and procedures.

Graduate Office
University of Alaska Anchorage
College of Business and Public Policy
3211 Providence Drive, Anchorage, AK 99508, U.S.A.
Telephone: (907) 786-4171
Facsimile: (907) 786-4115

Master of Business Administration, General Management

The MBA in General Management provides students with perspectives and skills to prepare them for increasingly significant managerial leadership roles.

The focus of the program is management practice with a recognition that sound practice requires a thorough understanding of underlying management principles and techniques. The MBA graduate should be thoroughly grounded in state-of-the-art management theory and practice, aware of the complex global environment in which modern organizations operate, adaptive to change, articulate, and ethical.

The program serves full- and part-time students and classes are generally scheduled evenings or Saturdays. Although many students are from the greater Anchorage area, the program also attracts students from the rest of the United States and from foreign countries, particularly from those on the Pacific Rim.

Students may enter the program in either the fall or spring semester. A limited number of courses are also offered during the summer. Current application deadlines, as well as other detailed program information, may be obtained by contacting the College of Business and Public Policy Graduate Office.

Admission Requirements

Applicants must meet both the Admission Requirements for Master’s Degrees and the College of Business and Public Policy requirements outlined here.
Admission to the MBA program is limited to students who have earned a baccalaureate degree from an AACSB or regionally accredited university, or foreign equivalent. In general, two formulas are used to assess an applicant’s potential for success in the MBA program -- undergraduate performance as measured by GPA on a 4.00 scale and the Graduate Management Admission Test (GMAT) score:

1. Undergraduate GPA x 200 + GMAT > 1150
   
or
2. Upper division GPA x 200 + GMAT > 1200

GMAT waivers may be considered for applicants meeting any of the following criteria:

1. Hold another master's degree from an accredited university.
2. Have a professional designation beyond the baccalaureate (such as CPA, CFA).
3. Have an undergraduate GPA of 3.50 or higher.

If an applicant is not eligible for a GMAT waiver, admission will be deferred until he or she submits an examination score.

Additional indicators for predicting success in individual cases may be provided through: documented performance in extracurricular activities; evidence of creativity and leadership; or a record of accomplishment in business or other professional activity.

Each applicant must submit the following to the UAA Office of Admissions as part of their application materials:

1. A statement of purpose.
2. A resume, including the names and contact information of three references.

Applicants whose native language is not English must score at least 550 on the TOEFL examination, or otherwise demonstrate competency in English. Students may apply to enter the program at the beginning of either the fall or spring semester. There currently is no specific application deadline, but students should apply before the start of their first semester. In some cases students may be admitted conditionally while their paperwork is completed. Students in conditional admission status are limited in the number of courses they can take before being fully admitted.

**General Management Program Structure**

Requirements consist of two parts: foundation courses and advanced courses in business or accounting or relevant experience and expertise. In key functional areas of business, additional foundational coursework may be required. These foundation courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT A601</td>
<td>Accounting Foundations for Executives</td>
<td>3</td>
</tr>
<tr>
<td>BA A603</td>
<td>Fundamentals of Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON A602</td>
<td>Introduction to Economics for Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

All students must complete the three foundation courses. Student may, however, waive one or more of the foundation courses if he or she has completed a disciplinary equivalent course within five years preceding their admission.

Entering students are expected to have basic mathematical, computer, and communication skills. Students lacking these fundamental skills will be required to improve by means of independent study, noncredit courses, undergraduate coursework, or seminars and workshops.

The main body of the MBA curriculum consists of seven core courses (21 credits) and 15 credits of curricular options, for a total of 36 credits of advanced coursework:

**Core Courses (21 credits):**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>BA A632</td>
<td>Organizational Behavior and Foundations of Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>BA A635</td>
<td>Current Marketing Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BA A636</td>
<td>Financial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BA A655</td>
<td>Strategic Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CIS A692</td>
<td>Management Information Systems Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

In certain cases, where warranted by previous education or experience, an MBA core course may be waived and an elective
Curricular Options (15 credits):

A. Executive Focus (3 credits): Select at least one course from the following:
   - BA A628 Executive Leadership 3
   - BA A629 Negotiation and Conflict Management 3
   - BA A631 Business Environment Analysis 3
   - BA A634 Organizational Design and Development 3

B. Elective Coursework (9 credits)
   Students may design an area of concentration from CBPP courses that focus on management theory and practice, marketing, finance, international business and global economics, management information systems, logistics and supply chain management, or public administration. In addition, elective coursework can be selected from graduate courses offered by other Colleges, disciplines, or graduate courses offered by other accredited universities.

C. Capstone course requirement (3 credits)
   Capstone courses provide the opportunities to integrate acquired knowledge of business administration. Select one course based on preferred nature of experience (practical or academic) and application (applied or theoretical):
   - BA A656 Management Project 3
   - BA A686 Management Simulation 3
   - BA A698 Individual Research 3

Thesis Option:
   - BA A699 Thesis 6

Students (especially those who are considering pursuing a PhD degree) may elect to complete a master’s thesis.

MBA with an Emphasis in Business Intelligence and Business Analytics

MBA degree candidates will receive a degree with an emphasis in Business Intelligence and Business Analytics by completing the following sequence of elective courses as a part of their degree program:

   - BA A633 Problem Formulation and Decision Analysis 3
   - BA A648 Business Intelligence and Data Mining 3
   - BA A690 Advanced Topics in Business* 3

*Recommended Advanced Topics in Business courses include business statistics and data analysis

FACULTY

Carlos Alsua, Associate Professor, AFCJA@ uaa.alaska.edu
Elisha (Bear) Baker, IV, Dean, AFERB1@ uaa.alaska.edu
Nalinaksha Bhattacharyya, Associate Professor, AFNB@ uaa.alaska.edu
Ken Boze, Professor, AFKMB@ uaa.alaska.edu
Yong Cao, Associate Professor, AFYC@ uaa.alaska.edu
Alpana Desai, Associate Professor, alpana@ uaa.alaska.edu
Ted Eschenbach, Professor Emeritus, AFTGE@ uaa.alaska.edu
Edward Forrest, Professor, AFEJF1@ uaa.alaska.edu
George Geistauts, Professor, AFGAG@ uaa.alaska.edu
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Yonggang Lu, Assistant Professor, AFYL@ uaa.alaska.edu
Rashmi Prasad, Professor/Director of CBPP Graduate Programs, AFRP2@ uaa.alaska.edu
Darren Prokop, Professor, AFDJP1@ uaa.alaska.edu
Larry Ross, Professor, AFLLR@ uaa.alaska.edu
Suresh Srivastava, Professor, AFSCS@ uaa.alaska.edu
The MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Program Policies and Administration

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The requirements consist of two parts: foundation courses and advanced courses in business or accounting or relevant experience and expertise. In key functional areas of business, additional foundational coursework may be required. These foundation courses are:

- ACCT A601 Accounting Foundations for Executives 3
- BA A601 Business Statistics and Data Analysis 2
- BA A603 Fundamentals of Finance 3
- BA A604 Marketing Management 3
- BA A606 Fundamentals of Production/Operations Management 2
- ECON A602 Introduction to Economics for Managers 3

All students must complete the three foundation courses. Student may, however, waive one or more of the foundation courses if he or she has completed a disciplinary equivalent course within the five years preceding their admission.

In some cases, students may have fulfilled the core foundation requirements in part through undergraduate courses, or some students holding undergraduate business or accounting degrees may not have covered all of the foundation material in their degree program, or some of their foundation work may be dated in comparison to modern business practice. Thus, foundation requirements will be evaluated on an individual student basis to ensure each student is properly prepared for the more advanced MBA courses. Foundation courses may be waived or added to an individual student’s program based on previous preparation.

In addition, entering students are expected to have basic mathematical, computer, and communication skills. Students deficient lacking these fundamental in basic skills will be required to improve them by means of through independent study, noncredit courses, undergraduate coursework, and/or seminars or workshops.

The main body of the MBA curriculum consists of seven core courses (21 credits) and 15 credits of curricular options, for a total of 36 credits of advanced coursework:

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   Capstone courses provide the opportunity to integrate acquired knowledge of business administration. Select one course from the following depending on preferred nature of experience (practical or academic) and application (applied or theoretical):
   - BA A656  Management Project  3
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   - BA A695  Graduate Internship  3
   - BA A698  Individual Research  3

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Suresh Srivastava, Professor, AFSCS@ uaa.alaska.edu
### Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A661L</td>
<td>N/A</td>
<td>3</td>
<td>(0+6)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**

**Advanced Molecular Biology Laboratory**

**Abbreviated Title for Transcript (30 character)**

7. **Type of Course**

- ☒ Academic
- ☐ Preparatory/Development
- ☐ Non-credit
- ☐ CEU
- ☐ Professional Development

8. **Type of Action:**

- ☒ Add
- ☐ Change
- ☐ Delete

If a change, mark appropriate boxes:

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

(please specify)

9. **Repeat Status No**

- # of Repeats: N/A
- Max Credits: N/A

10. **Grading Basis**

- ☒ A-F
- ☐ P/NP
- ☐ NG

11. **Implementation Date**

- semester/year: SPRING/2013
- To: XX/9/999

12. **Cross Listed with**

- ☐

- BIOL A461L

- Cross-Listed Coordination

**Signature**

13a. **Impacted Courses or Programs:** List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):**

**Initiator Signed Initials:**

**Date:**

13b. **Coordination Email**

- Date: 04-26-2012

- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**

- Date: 04-26-2012

14. **General Education Requirement**

Mark appropriate box:

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

15. **Course Description (suggested length 20 to 50 words)**

A practical implementation of the theory learned in BIOL A661, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn and practice experimental design, proposal writing, and oral and written presentation skills, lead research groups, and learn mentorship skills.

16a. **Course Prerequisite(s) (list prefix and number)**

BIOL A661, with minimum grade of C, or concurrent enrollment

16b. **Test Score(s)**

- N/A

16c. **Co-requisite(s) (concurrent enrollment required)**

- BIOL A661 unless completed with a minimum of C

16d. **Other Restriction(s)**

- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

16e. **Registration Restriction(s) (non-codable)**

- N/A

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. **Justification for Action**

Students enrolled in BIOL A661 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course, particularly when their graduate thesis work involves molecular approaches - an increasingly common trend. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A661. Stacking this course with BIOL A461L will enable BIOL A661L students to gain mentorship experience and pursue more elaborate research projects.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jocelyn Krebs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
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<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Implementation Date: Spring 2012.

II. Course Information
A. College: College of Arts and Sciences.
B. Course Subject/Number: BIOL A661L.
C. Course Title: Molecular Biology Laboratory.
D. Course Description: A practical implementation of the theory learned in BIOL A661, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn and practice experimental design, proposal writing, and oral and written presentation skills, lead research groups, and learn mentorship skills. May be stacked with: BIOL A461L.
E. Credit Hours: 3.0
F. Contact Hours: 0+6.
G. Grading Basis: A-F.
H. Status of Course Relative to Degree Program: Elective course for graduate students studying at UAA.
I. Lab Fees (Yes/No): Yes.
J. Coordination: UAA Faculty Listserv, UAA Deans and Directors.
K. Prerequisites/Corequisite: BIOL A661, with minimum grade of C, or concurrent enrollment
L. Registration Restrictions: None

III. Course Activities: This is a laboratory class meeting for two 3 hour sessions per week for 15 weeks.

IV. Evaluation:

Course grading is A-F. The evaluation methods, while at the discretion of the faculty member teaching the course, may include participation in group discussions and experimental work, reading and interpreting primary scientific literature and a presentation of project outcomes.

V. Course Level Justification: Designed for graduate students in the biological sciences as an elective graduate course comparable to 600-level molecular biology laboratory courses offered at other universities. This course covers the practical applications of molecular biology, cell biology, genetics and genomics essential to the student's ability to succeed in biological research and apply this content to research topics in the
VI. Course Outline

1.0 Research Project Proposals
   1.1 Choice of topic and experimental system
      1.1.1 Developing a research project from a topic of interest
      1.1.2. Choosing an effective model organism or model system
   1.2 Experimental design
      1.2.1 Developing research aims
      1.2.2 Developing hypotheses and designing experiments to address them
      1.2.3 Elaborating experimental protocols

2.0 Experimentation
   2.1 Practical methodology
      2.1.1 Chemical safety
      2.1.2 Handling reagents and making solutions
      2.1.3. Biological media and organism care
      2.1.4 Biological assays and molecular techniques
      2.1.5 Data collection
   2.2 Data analysis
      2.2.1. Qualitative data analysis
      2.2.2. Quantitative data analysis
      2.2.3. Critical analysis and troubleshooting

3.0 Research communication
   3.1 In-lab journal article presentation/discussion
   3.2 In-lab research project presentation/discussion
   3.3 Research Proposal
      3.3.1 Peer review
   3.4 Primary research manuscript
   3.5 Oral presentation to a scientific audience - In-class presentation
   3.6 Poster presentation

VII. Instructional Goals and Student Learning Outcomes:
A. The instructor will:
   Support the development of group projects aimed at investigating one or more biological phenomena using molecular approaches. This includes facilitating the discussion of research topics, the developments of research aims and experimental design. The instructor will provide review and critical analysis of student proposals in addition to the student-to-student peer review.

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an experimental research plan,</td>
<td>Oral literature summary, written proposal, group discussion and peer review.</td>
</tr>
<tr>
<td>including the elaboration of research aims and experimental strategies, and the</td>
<td></td>
</tr>
<tr>
<td>Demonstrate competency in molecular laboratory technique including, in vitro DNA/RNA protein methods, genomics and gene expression analysis.</td>
<td>Laboratory exercises and group discussion.</td>
</tr>
<tr>
<td>Lead a small research team by coordinating group activity, maintaining communication and coordination of group efforts in written work and oral presentation</td>
<td>Laboratory exercises, primary research, written proposals, oral presentation and group discussion.</td>
</tr>
<tr>
<td>Communicate, to an audience of scientific peers, their project as primary scientific research.</td>
<td>Oral presentation, primary research paper.</td>
</tr>
</tbody>
</table>

VIII. Suggested Text(s):

Barker K. 1998. At the Bench: A Laboratory Navigator. CSHL Press, Woodbury, NY

IX. Bibliography:

Journal articles from the primary literature (Science, Nature, Cell, EMBO J, Cell and Molecular Biology, etc) related to student research projects.

Web-based resources for project development and data analysis, including genomic analysis (NCBI and model organism databases), microarray and image analysis platforms (Image J and MAGIC Tool), and DNA sequence analysis.

Reference books related to student research topics and model systems, including:


# Course Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A461L</td>
<td>N/A</td>
<td>3</td>
<td>(0+6)</td>
</tr>
</tbody>
</table>

## Complete Course Title

**Molecular Biology Laboratory**

*Abbreviated Title for Transcript (30 character)*

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td># of Repeats</td>
<td>A-F</td>
<td>From: SPRING/2013 To: XX/9999</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>N/A</td>
<td>P/NP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>Max Credits</td>
<td>NG</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
<th>14. General Education Requirement</th>
<th>15. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A661L</td>
<td>List any programs or college requirements that require this course.</td>
<td>Date: 04-26-2012 submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td>Mark appropriate box:</td>
<td>A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills.</td>
</tr>
</tbody>
</table>

**Course Description (suggested length 20 to 50 words)**

A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A461, with minimum grade of C, or concurrent enrollment</td>
<td>N/A</td>
<td>BIOL A461 unless completed with a minimum of C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s) (non-codable)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

Students enrolled in BIOL A461 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A461. Changing the BIOL A461L from one credit to three reflects the significant time commitment of students in the course (6hrs in lab per week), and will attract students to the course when it does not run concurrently with the lecture course. Stacking this course with BIOL A661L will enable the course to include graduate students who will learn mentorship skills, facilitate advanced experimentation, and represent different areas of active research at UAA.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jocelyn Krebs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date: Spring 2012.

II. Course Information
A. College: College of Arts and Sciences.
B. Course Subject/Number: BIOL A461L.
C. Course Title: Molecular Biology Laboratory.
D. Course Description: A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills. May be stacked with: BIOL A661L.
E. Credit Hours: 3.0
F. Contact Hours: 0+6.
G. Grading Basis: A-F.
H. Status of Course Relative to Degree Program: Elective course for BA-Biological Sciences, BS-Biological Sciences majors, Biology minors; BS Natural Sciences major.
I. Lab Fees (Yes/No): Yes.
J. Coordination: UAA Faculty Listserv, UAA Deans and Directors.
K. Prerequisites/Corequisite: BIOL A461, with minimum grade of C, or concurrent enrollment
L. Registration Restrictions: None

III. Course Activities:
This is a laboratory class meeting for two 3 hour sessions per week for 15 weeks.

IV. Evaluation:
Course grading is A-F. The evaluation methods, while at the discretion of the faculty member teaching the course, may include participation in group discussions and experimental work, reading and interpreting primary scientific literature and a presentation of project outcomes.

V. Course Level Justification:
Designed for Biological and Natural Sciences majors as an elective undergraduate
course comparable to 400-level molecular biology laboratory courses offered at other universities. This course covers the practical applications of molecular biology, cell biology, genetics and genomics essential to the student's ability to succeed in biological research and integrate content with other upper division courses in biological sciences.

VI. Course Outline

1.0 Research Project Proposals
   1.1 Choice of topic and experimental system
      1.1.1 Developing a research project from a topic of interest
      1.1.2 Choosing an effective model organism or model system
   1.2 Experimental design
      1.2.1 Developing research aims
      1.2.2 Developing hypotheses and designing experiments to address them
      1.2.3 Elaborating experimental protocols

2.0 Experimentation
   2.1 Practical methodology
      2.1.1 Chemical safety
      2.1.2 Handling reagents and making solutions
      2.1.3 Biological media and organism care
      2.1.4 Biological assays and molecular techniques
      2.1.5 Data collection
   2.2 Data analysis
      2.2.1 Qualitative data analysis
      2.2.2 Quantitative data analysis
      2.2.3 Critical analysis and troubleshooting

3.0 Research communication
   3.1 In-lab journal article presentation/discussion
   3.2 In-lab research project presentation/discussion
   3.3 Research Proposal
      3.3.1 Peer review
   3.4 Primary research manuscript
   3.5 Oral presentation to a scientific audience - In-class presentation
   3.6 Poster presentation

VII. Instructional Goals and Student Learning Outcomes:

A. The instructor will:
   Support the development of group projects aimed at investigating one or more biological phenomena using molecular approaches. This includes facilitating the discussion of research topics, the developments of research aims and experimental design. The instructor will provide review and critical analysis of student proposals in addition to the student-to-student peer review.

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>

28
Develop an experimental research plan, including the elaboration of research aims and experimental strategies, and the evaluation of similar research proposals. | Oral literature summary, written proposal, group discussion and peer review.

Demonstrate competency in molecular laboratory technique including, in vitro DNA/RNA protein methods, genomics and gene expression analysis. | Laboratory exercises and group discussion.

Communicate, to an audience of scientific peers, their project as primary scientific research. | Oral presentation, primary research paper.

VIII. Suggested Text(s):

Barker K. 1998. At the Bench: A Laboratory Navigator. CSHL Press, Woodbury, NY

IX. Bibliography:

Journal articles from the primary literature (Science, Nature, Cell, EMBO J, Cell and Molecular Biology, etc) related to student research projects.

Web-based resources for project development and data analysis, including genomic analysis (NCBI and model organism databases), microarray and image analysis platforms (Image J and MAGIC Tool), and DNA sequence analysis.

Reference books related to student research topics and model systems, including:


TO: GAB/UAA Faculty

FROM: Jennifer Stone, Department of English

DATE: February 27, 2012

SUBJECT: Proposed Course and Program Changes

The Department of English is proposing the following changes that will affect catalog copy for our MA program:

- Adding outcomes for the program,
- Establishing an earlier deadline for applications for fall admission,
- Removing ENGL A603 from the core courses,
- Including instructions for the Department Chair’s review of theses,
- Clarifying some language that has been confusing to students.

Second, we would like to delete ENGL A603: Issues in Rhetoric and Composition. The faculty who proposed the course are no longer at UAA and we do not have the faculty or resources to continue offering it. Also, its content overlaps significantly with ENGL A613.

Please direct any questions or comments to me at jstone32@uaa.alaska.edu, 786-4373.

Attached: ENGL A603 Deletion CAR; PAR for English MA; Catalog copy for English (track changes and clean copy)
1a. School or College
   AS CAS

1b. Division
   AHUM Division of Humanities

1c. Department
   English

2. Complete Program Title/Prefix
   Master of Arts, English / ENGL

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

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

5. Implementation Date (semester/year)
   From: Fall/2012
   To: /9999

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

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 2/24/2012

6c. Coordination with Library Liaison
   Date: 2/24/2012

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

8. Justification for Action
   Added program outcomes per Faculty Senate requirement; deleted ENGL A603 from core courses; added earlier application deadline for fall admission

   ______________________________________________________
   Initiator (faculty only)  Date
   Jennifer Stone
   Initiator (TYPE NAME)
   □ Approved
   □ Disapproved

   ________________________________
   Dean/Director of School/College  Date
   □ Approved
   □ Disapproved

   ________________________________
   Undergraduate/Graduate Academic Board Chairperson  Date
   □ Approved
   □ Disapproved

   ________________________________
   Provost or Designee  Date
   □ Approved
   □ Disapproved

   ________________________________
   Curriculum Committee Chairperson  Date
   □ Approved
   □ Disapproved
Master of Arts, English

The Department of English offers a 36-credit Master of Arts in English emphasizing balanced coursework in literature, rhetoric, composition, and linguistics. This degree prepares students both to pursue a more specialized PhD program and to take a variety of jobs in teaching, writing, editing, and related fields. Students take three required courses: Contemporary Literary Theory (ENGL A602), Advanced Research and Professional Practices (ENGL A689), and Thesis (ENGL A699). Teaching Assistants (TAs) also are required to take ENGL A687 (Composition Theory and Practice). Otherwise, students enjoy significant flexibility in designing their degree. The degree culminates in the master’s thesis, a thoroughly researched and carefully argued article-length work that demonstrates the student’s academic achievement and enables students to take on a variety of professional roles or to pursue advanced study.

Student Learning Outcomes

The specific educational outcomes that support the graduate program objectives are to produce graduates who are able to:

- Address precisely articulated critical questions,
- Demonstrate deep familiarity with print and electronic scholarship,
- Apply detailed evidence to support claims,
- Utilize field-appropriate theories and methodologies effectively,
- Write analytically according to disciplinary conventions, and to
- Document fully according to disciplinary stylesheets

Competitive teaching assistantships and research assistantships are also available. Contact the English Department for details, deadlines, and applications.

Admission Requirements

Admission to the MA in English requires a baccalaureate degree from a regionally accredited institution in the United States (or foreign equivalent) as defined by the Council of Higher Education, with at least a 3.00 undergraduate GPA. See Admission Requirements for Master’s Degrees at the beginning of this chapter for additional prerequisites. Complete application packets are due by May 1 for fall enrollment (April 1 if applying for a Teaching Assistantship) and November 1 for spring enrollment. Late applications will be reviewed for the following semester. TA/RA applications are due to the department by April 1 (for fall semester).

At the time of application, students must submit the following documents to the Master of Arts program, Department of English:

1. A three- to five-page application essay that addresses the student’s background in English, reasons for applying to Master of Arts program, specific area(s) of interest, learning goals, and professional objectives.
2. A recent sample (from within the past five years) of the applicant’s academic or professional writing.
3. Two letters of recommendation from faculty who know the applicant’s academic work (or professional writing, when appropriate).
4. Official transcripts for all prior coursework.

Admission to the program is based upon the evaluation of the entire application packet in conjunction with the applicant’s undergraduate GPA.

Under-Prepared Students/Admission for Students without an Undergraduate Degree in English (or Related Discipline)

An applicant who does not have sufficient undergraduate experience in English, at the discretion of the Department, may be required to take up to 9 credits of additional coursework at the undergraduate level. These preparatory courses do not count toward the MA degree and must be passed with a grade of B or better.

International Students

According to the UAA Admission Requirements for Master’s Degrees, applicants whose native language is not English must submit official TOEFL (Test of English as a Foreign Language) scores, and the Department reserves the right to require TOEFL scores above the university requirement for graduate admission.

Teaching Assistantships

Applicants to the graduate program who are also interested in an assistantship should contact the Department of English for an application packet. Students selected for teaching assistantships are required (1) to attend all training, informational, and evaluation sessions and (2) to meet the academic and professional standards set by faculty members. If these requirements are not met, students risk forfeiting their assistantships.
Advising and Program Sequence

Admitted students are assigned an initial advisor whose responsibility is to assist the student prior to initial enrollment. Students shall acquaint themselves with different faculty members during the first year and approach a faculty member to serve as a mentor for the duration of the student’s program. It is also expected that the mentor will assist the student in course selection and should advise the student in selecting a thesis committee and thesis advisor. Students are advised to complete the required MA courses in the following sequence: ENGL A602, ENGL A689, ENGL A699 (final semester).

The thesis proposal, a requirement of ENGL A689, must be approved by the graduate English coordinator; students will not be allowed to enroll for ENGL A699 Thesis without completing ENGL A689 and having an approved thesis proposal.

Developed in consultation with the mentor and in reference to the program requirements (see below), the Graduate Studies Plan (GSP) detailing the student’s actual coursework should be submitted during the semester that the student takes ENGL A689. See the beginning of this chapter for a description of the GSP and other university requirements. The Graduate Studies Plan and other paperwork may be found on the UAA Graduate Studies webpage.

Thesis Requirements

The thesis is the culmination of the MA program. It is an extended, article-length writing project that demonstrates MA students’ ability to think creatively, research thoroughly, write effectively, and argue analytically at the graduate level. Students are expected to have conversations with faculty members about possible thesis topics during their coursework, and the thesis committee and thesis chair should be chosen in conversation with the graduate English coordinator. Additional thesis requirements follow:

1. The thesis should focus upon, and fall within, a disciplinary specialty covered by a tenured or tenure-track UAA English Department faculty member. (See the faculty profiles on the English Department webpage for descriptions of faculty members’ fields of expertise.)
2. The thesis should primarily address recognized disciplinary specialties (literary, rhetorical, linguistic, cinematic, or electronic texts, concepts, and perspectives) and methodologies (literary critical and rhetorical analysis, qualitative or quantitative research). Secondarily, the project may incorporate cultural studies approaches, popular culture topics, or extra-canonical texts, if pertinent and approved by the thesis advisor.
3. The thesis should articulate a critical approach to the topic according to a clearly defined literary theory, rhetorical approach, or linguistic consideration (a key question, idea, concept, theorist, or school of thought).
4. The thesis may be an extension of coursework; however, under no circumstances is it permissible to turn in the same paper for both a course and the thesis.
5. The thesis must be developed out of the thesis proposal required in ENGL A689 and approved by the graduate English coordinator.
6. The completed thesis should be submitted to the thesis committee at least two weeks prior to the thesis defense. See the English Department for specific dates and deadlines. If the thesis is not submitted with adequate lead time, and revisions are required, it is unlikely that the thesis can be completed in time to meet graduation deadlines. See the UAA Graduate School website for thesis deadlines.
7. Students must be aware that after the thesis defense is completed, and before the degree can be awarded, the thesis must also be:
   - Revised according to the instructions of the thesis defense committee (if any);
   - Submitted, reviewed and approved by the Chair of the Department of English;
   - Revised according to the Chair’s instructions (if any);
   - Submitted, reviewed and approved in the College of Arts and Sciences Dean’s Office;
   - Revised according to the CAS Dean’s Office’s instructions (if any);
   - Submitted, reviewed and approved by the Graduate School;
   - Revised according to the Graduate School instructions (if any); and
   - Submitted to the Graduate School for binding and archiving (required), and copyrighting (optional) according to current requirements.

Please see the English Department support staff for a detailed description of the procedures to follow after the thesis defense. The degree can be posted, and a student can officially graduate, only after meeting all additional paperwork and administrative requirements as determined by the Graduate School. The Office of the Registrar completes the final degree check to ensure that all degree requirements have been met, including the resolution of any incomplete (I) or deferred grades (DF).

Continuous Registration
and Leaves of Absence

Students have seven years to complete all requirements for the MA in English, and continuous registration is expected of all students throughout their courses of study. Students planning not to take coursework or register for thesis credit during any fall or spring semester (or summer, if they plan to use university facilities or consult with faculty during that time) prior to completion of their degree must submit the appropriate continuous registration
paperwork and fee to ensure continuous enrollment during the degree-seeking period. Students not continually registered or on an approved leave of absence risk being removed from degree-seeking status. See the Related Master’s Degree Policies at the beginning of this chapter for additional details.

**Graduation Requirements**

See University Requirements for Master’s Degrees at the beginning of this chapter. Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation. Late or incomplete applications are processed the following term, and students who apply for graduation but do not complete the requirements must reapply with the appropriate fee in a subsequent semester.

**Program Requirements**

In general, MA degrees in English should follow the guidelines below, but the graduation requirements for individual students are based upon each student’s approved Graduate Studies Plan.

1. Core Courses (9-12 credits*)
   
   Complete the following three core courses
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A602</td>
<td>Contemporary Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A689</td>
<td>Advanced Research and Professional</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A699</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

   *TAs are also required to take ENGL A687 Composition Theory and Practice 0-3

2. Distribution Requirements (18 credits)
   
   All courses are repeatable up to 6 credits with a change of subtitle:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A610</td>
<td>Studies in literary Periods and Movements (3)</td>
<td>18</td>
</tr>
<tr>
<td>ENGL A611</td>
<td>Studies in Genre (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL A612</td>
<td>Studies in English Linguistics (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL A613</td>
<td>Studies in Rhetoric and Composition (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL A636</td>
<td>Studies in Contemporary Theory (3)</td>
<td></td>
</tr>
<tr>
<td>ENGL A676</td>
<td>Studies in Texts and Cultures (3)</td>
<td></td>
</tr>
</tbody>
</table>

3. Elective Courses (6-9 credits)

   Elective courses may include, with the approval of the committee chair:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any additional 600-level ENGL course (3-6)</td>
<td></td>
</tr>
<tr>
<td>Up to 6 credits of 400-level ENGL courses (3-6)</td>
<td></td>
</tr>
<tr>
<td>Up to 6 credits of approved coursework outside the department (3-6)</td>
<td></td>
</tr>
</tbody>
</table>

4. A minimum of 36 credits is required for the MA in English

   *Note: A tentative course rotation schedule is available from the English Department.

**FACULTY**

David Bowie, Assistant Professor, david.bowie@uaa.alaska.edu
Jeane Breinig, Associate Professor, jmbreinig@uaa.alaska.edu
Jacqueline Cason, Assistant Professor, jecason@uaa.alaska.edu
Robert Crosman, Professor, rcrosman@uaa.alaska.edu
Suzanne Forster, Associate Professor, smforster@uaa.alaska.edu
Patricia Jenkins, Associate Professor, pmjenkins@uaa.alaska.edu
Daniel Kline, Professor / Chair, dkline@uaa.alaska.edu
Patricia Linton, Professor, plinton@uaa.alaska.edu
Judith Moore, Professor Emeritus, jkmoore@uaa.alaska.edu
Clay Nunnally, Professor, jcnunnally@uaa.alaska.edu
Jennifer Stone, Associate Professor, jestone32@uaa.alaska.edu
Toby Widdicombe, Professor, rtwiddicombe@uaa.alaska.edu
ENGLISH

Master of Arts, English

The Department of English offers a 36-credit Master of Arts in English emphasizing balanced coursework in literature, rhetoric, composition, and
language theory/linguistics. This degree prepares students both to pursue a more specialized PhD program and to take a variety of jobs in teaching,
writing, editing, and related fields. Students take required courses: Contemporary Literary Theory (ENGL A602), Issues in Rhetoric and
Composition (ENGL A603), Advanced Research and Professional Practices (ENGL A689), and Thesis (ENGL A699). Teaching Assistants (TAs) also are
required to take ENGL A687 (Composition Theory and Practice). Otherwise, students enjoy significant flexibility in designing their degree. The degree
culminates in the master’s thesis, a thoroughly researched and carefully argued article-length work that demonstrates the student’s academic
achievement and enables students to take on a variety of professional roles or to pursue advanced study.

Student Learning Outcomes

The specific educational outcomes that support the graduate program objectives are to produce graduates who are able to:

- Address precisely articulated critical questions
- Demonstrate deep familiarity with print and electronic scholarship
- Apply detailed evidence to support claims
- Utilize field-appropriate theories and methodologies effectively
- Write analytically according to disciplinary conventions, and to
- Document fully according to disciplinary stylesheets

Competitive teaching assistantships and research assistantships are also available. Contact the English Department for details, deadlines, and
applications.

Admission Requirements

Admission to the MA in English requires a baccalaureate degree from a regionally accredited institution in the United States (or foreign equivalent) as
defined by the Council of Higher Education, with at least a 3.00 undergraduate GPA. See Admission Requirements for Master’s Degrees at the
beginning of this chapter for additional prerequisites. Complete application packets are due by January 1 for fall enrollment (April 1 if applying for
a Teaching Assistantship) and November 1 for spring enrollment. Late applications will be reviewed for the following semester. TA/RA applications are
due to the department by April 1 (for fall semester).

At the time of application, students must submit the following documents to the Master of Arts program, Department of English:

1. A three- to five-page application essay that addresses the student’s background in English, reasons for applying to Master of Arts program, specific
area(s) of interest, learning goals, and professional objectives.
2. A recent sample (from within the past five years) of the applicant’s academic or professional writing.
3. Two letters of recommendation from faculty who know the applicant’s academic work (or professional writing, when appropriate).
4. Official transcripts for all prior coursework.

Admission to the program is based upon the evaluation of the entire application packet in conjunction with the applicant’s undergraduate GPA.

Under-Prepared Students/Admission for Students without an Undergraduate Degree in English
(or Related Discipline)

An applicant who does not have sufficient undergraduate experience in English, at the discretion of the department, may be required to take
up to 9 credits of additional coursework at the undergraduate level. These preparatory courses do not count toward the MA degree and must be passed
with a grade of B or better.

International Students

According to the UAA Admission Requirements for Master’s Degrees, applicants whose native language is not English must submit official TOEFL
(Test of English as a Foreign Language) scores, and the department reserves the right to require TOEFL scores above the university
requirement for graduate admission.

Teaching and Research Assistantships

Applicants to the graduate program who are also interested in an assistantship should contact the Department of English for an application packet.

Students selected for teaching assistantships are required (1) to attend all training, informational, and evaluation sessions and (2) to meet the
academic and professional standards set by faculty members. If these requirements are not met, students risk forfeiting their assistantships.
Advising and Program Sequence

Admitted students are assigned an initial advisor whose responsibility is to assist the student prior to initial enrollment. Students shall acquaint themselves with different faculty members during the first year and approach a faculty member to serve as a mentor for the duration of the student’s program. It is also expected that the mentor will assist the student in course selection and should advise the student in selecting a thesis committee and thesis advisor. Students are advised to complete the required MA courses in the following sequence: ENGL A602, ENGL A603, ENGL A687, ENGL A689 (final semester). ENGL A687 is offered every fall semester.

The thesis proposal, a requirement of ENGL A689, must be approved by the graduate English coordinator; students will not be allowed to enroll for ENGL A699 Thesis without completing ENGL A689 and having an approved thesis proposal.

Developed in consultation with the mentor and in reference to the program requirements (see below), the Graduate Studies Plan (GSP) detailing the student’s actual coursework should be submitted with the final thesis paperwork during the semester that the student takes ENGL A689. See the beginning of this chapter for a description of the GSP and other university requirements. The Graduate Studies Plan and other paperwork may be found on the UAA Graduate Studies webpage.

Thesis Requirements

The thesis is the culmination of the MA program. It is an extended, article-length writing project that demonstrates MA students’ ability to think creatively, research thoroughly, write effectively, and argue analytically at the graduate level. Students are expected to have conversations with faculty members about possible thesis topics during their coursework, and the thesis committee and thesis chair should be chosen in conversation with the graduate English coordinator. Additional thesis requirements follow:

1. The thesis should focus upon, and fall within, a disciplinary specialty covered by a tenured or tenure-track UAA English Department faculty member. (See the faculty profiles on the English Department webpage for descriptions of faculty members’ fields of expertise.)

2. The thesis should primarily address recognized disciplinary specialties (literary, rhetorical, linguistic, cinematic, or electronic texts, concepts, and perspectives) and methodologies (literary critical and rhetorical analysis, qualitative or quantitative research). Secondarily, the project may incorporate cultural studies approaches, popular culture topics, or extra-canonical texts, if pertinent and approved by the thesis advisor.

3. The thesis should articulate a critical approach to the topic according to a clearly defined literary theory, rhetorical approach, or linguistic consideration (a key question, idea, concept, theorist, or school of thought).

4. The thesis may be an extension of coursework; however, under no circumstances is it permissible to turn in the same paper for both a course and the thesis.

5. The thesis must be developed out of the thesis proposal required in ENGL A689 and approved by the graduate English coordinator.

6. The completed thesis should be submitted to the thesis committee at least six weeks prior to the expected graduation date and at least two weeks prior to the thesis defense. See the English Department for specific dates and deadlines. If the thesis is not submitted with adequate lead time, and revisions are required, it is unlikely that the thesis can be completed in time to meet graduation deadlines. See the UAA Graduate School website for thesis deadlines.

7. Students must be aware that after the thesis defense is completed, and before the degree can be awarded, the thesis must also be:
   - Revised according to the instructions of the thesis defense committee (if any);
   - Submitted, reviewed and approved by the Chair of the Department of English;
   - Revised according to the Chair’s instructions (if any);
   - Submitted, reviewed and approved in the College of Arts and Sciences Dean’s Office;
   - Revised according to the CAS Dean’s Office’s instructions (if any);
   - Submitted, reviewed and approved by the Graduate School;
   - Revised according to the Graduate School instructions (if any); and
   - Submitted to the Graduate School for binding and archiving (required), and copyrighting (optional) according to current requirements.

Please see the English Department support staff for a detailed description of the procedures to follow after the thesis defense. The degree can be posted, and a student can officially graduate, only after meeting all additional paperwork and administrative requirements as determined by the Graduate School. The Office of the Registrar completes the final degree check to ensure that all degree requirements have been met, including the resolution of any incomplete (I) or deferred grades (DF).

Continuous Registration and Leaves of Absence

Students have seven years to complete all requirements for the MA in English, and continuous registration is expected of all students throughout their courses of study. Students planning not to take coursework or register for thesis credit during any fall or spring semester (or summer, if they plan to use
university facilities or consult with faculty during that time) prior to completion of their degree must submit the appropriate continuous registration paperwork and fee to ensure continuous enrollment during the degree-seeking period. Students not continually registered or on an approved leave of absence risk being removed from degree-seeking status. See the Related Master’s Degree Policies at the beginning of this chapter for additional details.

**Graduation Requirements**

See University Requirements for Master’s Degrees at the beginning of this chapter. Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation. The Application for Graduation must be signed by the student’s graduate advisor and submitted with the application fee by the appropriate deadline. Late or incomplete applications are processed the following term, and students who apply for graduation but do not complete the requirements must reapply with the appropriate fee in a subsequent semester.

**Program Requirements**

In general, MA degrees in English should follow the guidelines below, but the graduation requirements for individual students are based upon each student’s approved Graduate Studies Plan.

1. **Core Courses (12-15 credits*)**
   - Complete the following four core courses
     - ENGL A602 Contemporary Literary Theory 3
     - ENGL A603 Issues in Rhetoric and Composition 3
     - ENGL A689 Advanced Research and Professional Practices 3
     - ENGL A699 Thesis 3
   - *TAs are also required to take ENGL A687 Composition Theory and Practice 0-3

2. **Distribution Requirements (18 credits)**
   - All courses are repeatable up to 6 credits with a change of subtitle:
     - ENGL A610 Studies in literary Periods and Movements (3) 18
     - ENGL A611 Studies in Genre (3)
     - ENGL A612 Studies in English Linguistics (3)
     - ENGL A613 Studies in Rhetoric and Composition (3)
     - ENGL A636 Studies in Contemporary Theory (3)
     - ENGL A676 Studies in Texts and Cultures (3)

3. **Elective Courses (3-6 credits)**
   - Elective courses may include, with the approval of the committee chair: 3-6
     - Any additional 600-level ENGL course (3-6)
     - Up to 6 credits of 400-level ENGL courses (3-6)
     - Up to 6 credits of approved coursework outside the department (3-6)
     - ENGL A687 Composition Theory and Practice (2)
     - ENGL A698 Individual Research (3)

4. A minimum of 36 credits is required for the MA in English

   *Note: Graduate courses are offered on a two-year schedule. A tentative course rotation schedule is available from the English Department.*

**FACULTY**

- David Bevis, Assistant Professor, david.bevis@uun.alaska.edu
- Jeane Breinig, Associate Professor, jeane@uun.alaska.edu
- Jacqueline Casam, Assistant Professor, jacobs@uun.alaska.edu
- Robert Crosman, Professor, rcrosman@uun.alaska.edu
- Suzanne Forster, Associate Professor, susanfor@uun.alaska.edu
- Patricia Jenkins, Associate Professor, pjenkins@uun.alaska.edu
- Daniel Kline, Professor / Chair, dkline@uun.alaska.edu
- Patricia Linton, Professor, pmlinton@uun.alaska.edu
- Judith Moore, Professor Emeritus / Chair, jmoore@uun.alaska.edu
Kerri Morris, Associate Professor, AFKKM@uaa.alaska.edu
Clay Nunnally, Professor, jcnunnally@uaa.alaska.edu AFJCN@uaa.alaska.edu
Jennifer Stone, Associate Professor, jstone32@uaa.alaska.edu AFJCS2@uaa.alaska.edu
Toby Widlicombe, Professor, twidlicombe@uaa.alaska.edu AFRTW@uaa.alaska.edu
### Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>A603</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title
Issues in Rhetoric and Composition

**Abbreviated Title for Transcript (30 character)**

**7. Type of Course**
- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

**8. Type of Action:**
- [ ] Add
- [ ] Change
- [x] Delete

*If a change, mark appropriate boxes:*
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- (please specify)

**9. Repeat Status No # of Repeats Max Credits**

**10. Grading Basis**
- [x] A-F
- [ ] P/NP
- [ ] NG

**11. Implementation Date**
- semester/year
  - From: Fall/2012
  - To: /9999

**12. [ ] Cross Listed with [ ] Stacked with**
- Cross-Listed Coordination Signature

**13a. Impacted Courses or Programs:**
- List any programs or college requirements that require this course.

*Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.*

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English</td>
<td>275-277</td>
<td>2/27/2012</td>
<td>Dan Kline</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Jennifer Stone
Initiator Signed Initials: _________ Date: __________

13b. Coordination Email
- Date: 2/27/2012
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 2/27/2012

**14. General Education Requirement**

Mark appropriate box:
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Fine Arts
- [x] Humanities
- [ ] Integrative Capstone

**15. Course Description** *(suggested length 20 to 50 words)*

*Advanced study of issues in the disciplines of rhetoric and composition framed in a historical perspective. Readings will include theoretical, performative, critical, research, and/or multimedia texts.*

**16a. Course Prerequisite(s) (list prefix and number)**
- N/A

**16b. Test Score(s)**
- N/A

**16c. Co-requisite(s) (concurrent enrollment required)**
- N/A

**16d. Other Restriction(s)**
- College
- Major
- Class
- Level

**16e. Registration Restriction(s) (non-codable)**
- Graduate standing

**17. [x] Mark if course has fees**

**18. [ ] Mark if course is a selected topic course**

**19. Justification for Action**

*The faculty who proposed the course are no longer at UAA and we do not have the faculty or resources to continue offering it. Also, its content overlaps significantly with ENGL A613.*

---

**Initiator (faculty only)**
Jennifer Stone
Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

**Dean/Director of School/College**
Date

[ ] Approved
[ ] Disapproved

**Undergraduate/Graduate Academic Board Chairperson**
Date

[ ] Approved
[ ] Disapproved

**Provost or Designee**
Date

---

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

1a. School or College
   CH College of Health

1b. Division
   AJUS Division of Justice

1c. Department
   Justice Center

2. Course Prefix
   JUST

3. Course Number
   A640

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3

5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course Title
   Corrections Theory and Research
   Corrections Theory & Research

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

8. Type of Action:
   ☑ Add
   ☐ Change
   ☐ Delete

   If a change, mark appropriate boxes:
   ☐ Prefix
   ☐ Course Number
   ☐ Credits
   ☐ Contact Hours
   ☐ Title
   ☐ Repeat Status
   ☐ Grading Basis
   ☐ Cross-Listed/Stacked
   ☐ Course Prerequisites
   ☐ Test Score Prerequisites
   ☐ Other Restrictions
   ☐ Class
   ☐ Level
   ☐ College
   ☐ Major
   ☐ Repeat Status
   ☐ Grading Basis
   ☐ Cross-Listed/Stacked
   ☐ Course Prerequisites
   ☐ Test Score Prerequisites
   ☐ Other Restrictions
   ☐ Class
   ☐ Level
   ☐ College
   ☐ Major
   ☐ Registration Restrictions

9. Repeat Status No
   ☑ # of Repeats
   ☐ Max Credits

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

11. Implementation Date
    ☑ semester/year
    From: Spring/2013
    To: /9999

12. ☐ Cross Listed with
    With:
    N/A

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
    Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

    1. Master of Public Administration-Criminal Justice Emphasis
    2.
    3.

    Initiator Name (typed): Ronald Everett
    Initiator Signed Initials: __________
    Date: __________

13b. Coordination Email
    Date: 2/24/2012
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 2/24/2012

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

15. Course Description (suggested length 20 to 50 words)
    Reviews and assesses the historical development of corrections including the social and economic costs of imprisonment and the research evidence on effectiveness. Examines changes in punishment philosophy, contemporary correctional practice and the emergence of mass incarceration in the late 20th century.

16a. Course Prerequisite(s) (list prefix and number)
    N/A

16b. Test Score(s)
    N/A

16c. Co-requisite(s) (non-codable)
    N/A

16d. Other Restriction(s)
    ☐ College
    ☐ Major
    ☐ Class
    ☑ Level

16e. Registration Restriction(s) (non-codable)
    Graduate Standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Routine CCG update.

Initiator (faculty only)
Ronald Everett
Initiator (TYPE NAME)

☑ Approved
☐ Disapproved

Dean/Director of School/College
Date

☐ Approved
☐ Disapproved

Undergraduate/Graduate Academic
Date

☐ Approved
☐ Disapproved

Board Chairperson
Date

☐ Approved
☐ Disapproved

Provost or Designee
Date
I. Date of Initiation: March 2012

II. Curriculum Action Request
   A. School: College of Health
   B. Course Subject: JUST
   C. Course Number: A640
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Program: Master of Public Administration (Criminal Justice Emphasis)
   G. Course Title: Corrections Theory and Research
   H. Grading Basis: A-F
   I. Implementation Date: Spring/2013
   J. Cross-listed/Stacked: N/A
   K. Course Description: Reviews and assesses the historical development of corrections including the social and economic costs of imprisonment and the research evidence on effectiveness. Examines changes in punishment philosophy, contemporary correctional practice and the emergence of mass incarceration in the late 20th century.
   L. Course Prerequisites: N/A
   M. Course Co-requisites: N/A
   N. Other Restrictions: Level
   O. Registration Restrictions: Graduate Standing
   P. Course Fees: No
   Q. Course Attribute: N/A

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Appraise the history of the prison and punishment in western society.
      2. Explain changes in United States imprisonment.
      3. Critique research on correctional effectiveness.
      4. Assess current trends and evidence on the consequences of mass incarceration with respect to racial disparities and inequality.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpret the history and evolution of the prison and changes in punishment.</td>
<td>Essay examinations, written assignments, in-class presentations, class discussion.</td>
</tr>
<tr>
<td>2. Critique the emergence and consequences of mass incarceration in the U.S.</td>
<td>Essay examinations, written assignments, in-class presentations, class discussion.</td>
</tr>
<tr>
<td>3. Evaluate research on correctional effectiveness.</td>
<td>Essay examinations, written assignments, in-class presentations, class discussion.</td>
</tr>
<tr>
<td>4. Analyze evidence on racial disparities and inequality.</td>
<td>Essay examinations, written assignments, in-class presentations, class discussion.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

As a graduate-level offering, this course requires that students possess the desire and ability to actively engage the scholarly literature on corrections theory and research beyond that required for undergraduate studies. Successful completion of this course demands that students master the ability to locate, read, interpret, and evaluate primary literature in the field, and formulate independent judgments.

V. Topical Course Outline

1. The prison and punishment
   1.1. The ancient and medieval worlds
   1.2. Early modern Europe
   1.3. The prison in England
   1.4. Perfecting the prison in the United States
2. Explaining U.S. imprisonment
   2.1. Beyond the penitentiary
   2.2. Penal reform and prison science
   2.3. The punitive turn
   2.4. A culture of control
3. Correctional effectiveness
   3.1. The effectiveness of rehabilitation programs
   3.2. Targeting specific types of offenders
   3.3. Treatment programming and prisoner reentry
   3.4. Measuring prison performance costs and benefits
4. Contemporary issues
   4.1. Beyond mass incarceration and the culture of control
   4.2. Punishment and inequality
   4.3. Mass incarceration and racial disparities
   4.4. Evidence-based corrections
VI. Suggested Texts


VII. Bibliography


*denotes classic/seminal text
### 1. School or College
**CH College of Health**

### 2. Course Prefix
**JUST**

### 3. Course Number
**A670**

### 4. Previous Course Prefix & Number
**N/A**

### 5. Credits/CEUs
**3**

### 6. Contact Hours (Lecture + Lab)
**(3+0)**

### 7. Complete Course Title
**Administrative Law**

### 8. Type of Course
- **Academic**
- **Non-credit**
- **CEU**
- **Professional Development**

### 9. Repeat Status No

### 10. Grading Basis
- **A-F**
- **P/NP**
- **NG**

### 11. Implementation Date
**From: Spring/2013**

### 12. Cross Listed with
**N/A**

### 13. Coordination Email
**Date: 9/19/2011**

### 14. General Education Requirement
- **Oral Communication**
- **Written Communication**
- **Quantitative Skills**
- **Humanities**
- **Fine Arts**
- **Social Sciences**
- **Natural Sciences**
- **Integrative Capstone**

### 15. Course Description
Examines legal guidelines for adoption, enforcement, and adjudication of violations of agency regulations at federal, state, and local levels as exercised by public sector management. Analyzes legislative, executive, and judicial controls on agency action. Research project required.

### 16. Course Prerequisite(s)
**N/A**

### 17. Mark if course has fees
- **No**
- **Yes**

### 18. Mark if course is a selected topic course
- **No**
- **Yes**

### 19. Justification for Action
**Routine CCG update.**
I. **Date of Initiation:** March 2012

II. **Curriculum Action Request**

   A. **School:** College of Health
   B. **Course Subject:** JUST
   C. **Course Number:** A670
   D. **Number of Credits:** 3
   E. **Contact Hours:** 3+0
   F. **Course Program:** Master of Public Administration (Criminal Justice Emphasis)
   G. **Course Title:** Administrative Law
   H. **Grading Basis:** A-F
   I. **Implementation Date:** Spring/2013
   J. **Cross-listed/Stacked:** N/A
   K. **Course Description:** Examines legal guidelines for adoption, enforcement, and adjudication of violations of agency regulations at federal, state, and local levels as exercised by public sector management. Analyzes legislative, executive, and judicial controls on agency action. Research project required.
   L. **Course Prerequisites:** N/A
   M. **Course Co-requisites:** N/A
   N. **Other Restrictions:** Level
   O. **Registration Restrictions:** Graduate Standing
   P. **Course Fees:** No
   Q. **Course Attributes:** N/A

III. **Instructional Goals and Student Learning Outcomes**

   A. The instructor will:
   1. Critique the development of administrative agencies in the United States, including delegation of legislative authority, the constitutional challenges to administrative power, and the rise of professional public administration.
   2. Describe the relationship between local, state, and federal administrative agencies and the executive, legislative, and judicial branches of government.
   3. Discuss the process of agency rulemaking and the legal constraints on agency discretion and how these principles inform public administration.
   4. Discuss agency enforcement powers and procedures, legal constraints on enforcement power, and judicial review of agency action in the context of managing public resources.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>1. Summarize and appraise the development of administrative agencies in the United States, including delegation of legislative authority, the constitutional issues associated with administrative authority, and the rise of professional public administration.</td>
</tr>
<tr>
<td>2. Compare and contrast the roles of local, state, and federal administrative agencies and the executive, legislative, and judicial branches of government.</td>
</tr>
<tr>
<td>3. Evaluate and critique the relationship among local, state, and federal administrative agencies and the executive, legislative, and judicial branches of government.</td>
</tr>
<tr>
<td>4. Integrate the process of agency rulemaking and the legal doctrines governing agency discretion and explain how these principles inform public administration.</td>
</tr>
<tr>
<td>5. Synthesize rules governing agency enforcement powers and procedures, legal constraints on enforcement power and judicial review of agency action and assess how those rules influence management of public resources.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
As a graduate-level offering, this course requires post-secondary foundation of critical thinking and oral and written communication skills, and post-secondary knowledge of government institutions and competing public interests. Successful completion of this course demands that read, interpret, and evaluate primary legal authorities and critique established scholarship in administrative law to develop independent conclusions regarding government action and legal doctrines governing public administration in the United States.

V. Topical Course Outline
1. Overview of administrative law in the context of public administration
1.1 Agencies and public administration
1.2 Local, state and federal administrative law
1.3 Administrative procedure acts
2. Regulation creation
2.1 Objectives and initiation
2.2 Participation
2.3 Regulatory analysis
2.4 Negotiated rulemaking
2.5 Formal and informal rulemaking
2.6 Application of Administrative Procedure Act
2.7 Federal register and state and local notice requirements
2.8 Legal constraints
3. Regulation enforcement
3.1 Constitutional limitations
3.2 Enabling Act boundaries
3.3 Legislative control
3.4 Judicial control
4. Administrative adjudication
4.1 Procedural guidelines
4.2 Hearing rights and definitions
4.3 Pre-hearing phase
4.4 Hearing officers
4.5 Hearing components
4.6 Agency review
4.7 Judicial review
5. Finding administrative law
5.1 Use of library resources
5.2 Use of government databases
5.3 Use of proprietary databases
6. Evaluating and interpreting administrative law
6.1 Local, state and federal regulations
6.2 Doctrines of interpretation
7. Public access to information
7.1 Freedom of Information Act
7.2 State open meetings acts
7.3 Privacy Act
8. Judicial review of agency action
8.1 Exhaustion of administrative remedies
8.2 Timing
8.3 Standing
8.4 Judicial remedies
8.5 Preclusion
8.6 Scope of review

VI. Suggested Texts


**VII. Bibliography**


*Denotes classic text*
AWARD OF POSTHUMOUS DEGREES

University of Alaska Anchorage may confer posthumous degrees and certificates upon students who are deceased prior to but nearing formal completion of all degree/certificate requirements of the programs being pursued. Students who are not considered “nearing completion” as outlined below may still be considered for a Certificate of Attendance*.

A. Eligibility

To be eligible for the award of a University of Alaska Anchorage degree posthumously the student generally must have met the following conditions:

1. At the time of death, the student was nearing completion of work required for award of the degree. “Nearing completion” is defined as being registered in the final coursework required for degree. For graduate students in thesis programs, significant coursework should have been completed and the student should have commenced the research process. Graduate students in non-thesis programs should have completed a substantial portion of the required coursework.

2. The student was in good academic standing and was successfully progressing toward completion of requirements for the degree to be awarded. Put another way it is reasonable to assume that they would have graduated at the end of the semester.

3. Recommendation for award of the degree was made by faculty in the student’s major department, and approved by the department head, school or college dean and Provost, and, in the case of graduate students, the Dean of the Graduate School.

Final approval for awarding of posthumous degrees shall rest with the Provost.

B. Approval Process

The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:

1. The Vice Chancellor for Student Affairs, Provost, or the Dean of the Graduate School, upon learning of the death of a University of Alaska Anchorage student, shall ascertain the relative academic standing of the student, as specified in paragraphs 1 and 2 of Section A above.

2. If the deceased student is determined to be eligible as a candidate for posthumous award of the degree being pursued, the Vice Chancellor for
Student Affairs, of the Dean of the Graduate School, will so certify to the Provost.

3. Upon learning that the deceased student is eligible for consideration for the award of a posthumous degree, the Provost will communicate this information to the appropriate school or college dean.

4. The departmental faculty, department head and dean will determine if the student’s overall record merits further consideration and recommendation that the posthumous award be granted; such information will be communicated to the Provost.

5. The Provost will weigh all information relating to each case independently. The Provost’s will communicate a decision to posthumously confer a degree to the deceased student’s family and to the University Registrar.

C. **Awarding of Posthumous Degrees**

Upon approval by the Provost the following procedure will be followed:

1. The Provost will notify the family of the deceased student.
2. The degree will be conferred at the next regularly scheduled commencement exercise.
3. The University Registrar will note the posthumous nature of the award on the diploma, the student’s permanent record and in the commencement program.

D. **Extraordinary Circumstances**

Cases that do not meet the above specified criteria may be considered when extraordinary circumstances prevail. In such cases, the appropriate faculty, department head, dean, and the Registrar will be consulted prior to a recommendation being prepared for the Provost’s consideration.

**CERTIFICATE OF ATTENDANCE**

University of Alaska Anchorage may present a certificate of attendance upon students who are deceased who have attended the university but were unable to complete degree/certificate requirements of the program(s) being pursued.
Date: 20 March 2012

To: Undergraduate Academic Board  
    Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)  
      T. Bart Quimby, Chair

RE: Proposed modification of Catalog language regarding course repeats.

The PAC has been approached about issues regarding the number of times a student can repeat a course. The PAC has identified UAB and GAB as the appropriate venue for the development of any policy in this area. To initiate this discussion, the PAC has drafted new catalog language to address this issue (see below).

In most cases students retake the course to achieve a passing grade, however there are cases of students trying to improve on an earned passing grade for purposes of increasing their GPA.

The problems with this practice seem to be:

- These students are often times taking up seats in oversubscribed courses,
- Students chances for success in the course are low (for example the student who took a course 15+ times in an attempt to pass) and they need advising to help them either be successful or find another educational alternative.

In discussion, it seems that the problem is primarily with specific courses which tend to be oversubscribed (the first bullet).

**Challenges**

Experience shows that it is difficult to enforce an enrollment requirement based on number of attempts unless the course is a specialty program requirement and the program is small and shares information about their students’ performance within the program. There is not a Banner option at the time of registration for checking number of times a student has enrolled.

It would be difficult to thoroughly enforce any such policy in a large general education course, or other high demand course with multiple sections and multiple instructors. Consequently any solution should make enforcement a faculty option instead of a hard requirement which would require extensive resources to enforce. This way the requirement could be enforced only where there is a significant problem.

There is some thought that programs could change their program catalog copy to restrict course with their prefix. The problem with this approach is that program catalog copy only applies to admitted majors.
Possible Solutions

It appears that there are two paths for addressing the problem.

- Modify the catalog section on Faculty Initiated Withdrawals to allow faculty to withdraw students who have taken the course at least twice. Faculty would have to do their own check on enrollment history in order to invoke this option.

- Modify the registration restrictions for each course with a statement that limits number of times a student may enroll in the course.

Both options could also be pursued. The language should probably capture students who withdrew from the course in addition to those who followed all the way through to a grade.

Action Sought

The PAC concluded that the first solution could be easily implemented with the second being offered to programs where there are specific course problems. The following suggested catalog copy would address the first bullet. It is requested that the two boards consider this action for inclusion in the Catalog. It would be nice to have in the next catalog, however there would be little harm done if left for the following catalog.

Proposed Catalog Copy

The highlighted text is the proposed new language.

Retaking Courses (currently p. 58)

Any course for which a student has received a transcripted grade may be retaken once at the student’s discretion, if the course is available and if permitted by the program offering the course. After a student has retaken a course once, faculty have discretion to initiate a drop or withdrawal of a student who registers for additional retakes. The student’s transcript will reflect all grades earned by the student in each semester in which the course is taken. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation.

The credit/no credit grading option cannot be selected when courses are to be retaken for GPA improvement. Students may not retake a course through credit-by-examination, correspondence, or through work at another college or university for the purpose of raising their grade point average at UAA.

To determine eligibility for graduation with honors, all credits and grades from retaken courses are included in GPA calculation.

Faculty-Initiated Drop or Withdrawal (currently p. 66)

A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.
The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class. Faculty have discretion to initiate a drop or withdrawal of a student who has already received a transcripted grade for the course and has already retaken the course once. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus.

Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
# 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  

Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
 Add  or  Change  or  Delete  

If a change, mark appropriate boxes:  
 Prefix  
 Credits  
 Title  
 Grading Basis  
 Course Description  
 Test Score Prerequisites  
 Other Restrictions  
  
 Grading Basis  
 Repeat Status  
 Cross-Listed/Stacked  
 Course Prerequisites  
 Co-requisites  
 Registration Restrictions  
  
 Reporting Basis  
 A-F  
 P/NP  
 NG  

9. Repeat Status  
 choose one  

# of Repeats  
 Max Credits  

10. Grading Basis  
 A-F  
 P/NP  
 NG  

11. Implementation Date  
 semester/year  

From:  
 To:  

12. Cross Listed with  

Stacked with  

Cross-Listed Coordination Signature  

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.  

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed):  

Initiator Signed Initials:  

Date:  

13b. Coordination Email  

Date:  

submitted to Faculty Listserv:  

(uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  

Date:  

14. General Education Requirement  

Mark appropriate box:  
 Oral Communication  
 Written Communication  
 Quantitative Skills  
 Humanities  
 Fine Arts  
 Social Sciences  
 Natural Sciences  
 Integrative Capstone  

15. Course Description  
 (suggested length 20 to 50 words)  

16a. Course Prerequisite(s)  
(list prefix and number or test code and score)  

16b. Co-requisite(s)  
(concurrent enrollment required)  

16c. Other Restriction(s)  
 College  
 Major  
 Class  
 Level  

16d. Registration Restriction(s)  
 (non-codable)  

17.  Mark if course has fees  

18.  Mark if course is a selected topic course  

19. Justification for Action  

Initiator (faculty only)  

Date  

Initiator (TYPE NAME)  

Approved  

Disapproved  

Dean/Director of School/College  

Date  

Approved  

Disapproved  

Undergraduate/Graduate Academic Board Chair  

Date  

Approved  

Disapproved  

Provost or Designee  

Date
The University of Alaska Anchorage Curriculum Handbook for Faculty

Revised June 2012
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## Acronym List

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

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University’s curricular processes.

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

- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.

- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

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

Basis for Academic Board Review

Academic board approval is required for the following:

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

2. New departmental programs such as:
   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
      v. Minors
   B. Post-baccalaureate Certificates
   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

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

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Maximum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Endorsement Certificates</td>
<td>29 credits</td>
</tr>
<tr>
<td>Certificate</td>
<td>60 credits</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>75 credits</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>132 credits</td>
</tr>
<tr>
<td>Minors</td>
<td>no maximum</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>45 credits</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>29 credits</td>
</tr>
</tbody>
</table>
Post-Baccalaureate Certificate  60 credits
Doctoral Degree  See program requirements

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

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

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

6. Changes responding to the professions, employers, or the wider community.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

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

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

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

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

2.1.2 Academic Considerations Addressed in Review
The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

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

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

C. Courses that will become General Education Requirements (GERs):
i. Addresses GER student learning outcomes from the GER Preamble

ii. Meets category definition from Board of Regents Regulation

(www.alaska.edu/bor/policy-regulations)

iii. Addresses and assesses GER student learning outcomes for the classification
descriptions described in the catalog

(www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook

iv. Provides rationale for adding this course to the GER menu

**D. Resource implication considerations for new course proposals:**

i. Commitment from resource manager to support course offerings

ii. Effects on other offerings within a program or school

iii. Effect on offering other required courses

iv. Effect on electives and selectives

v. If the course was offered as a trial course, the number of times it was offered and the

number of enrollments

### 2.1.3 Review of Program Proposals

A. Program description adequately expresses the program characteristics, requirements and

student learning outcomes.

B. The proposing unit is clearly prepared to present the program based on available faculty

numbers and expertise, support staff, fiscal resources, facilities and equipment.

C. Needs analysis for the new program is attached.

D. Coordination has occurred with appropriate departments, schools, and colleges and

documentation is submitted to the Governance Office.

E. Possible duplication of an existing program is addressed.

F. All courses used in the creation or modification of a degree or certificate program have

current Course Content Guides on file in the Office of the Registrar. These must contain all of

the required elements described in Section 9 of this handbook. If courses are ill-defined or

outdated they must be revised at the same time or before the program addition or modification

is proposed.

G. When proposing multiple certificates in a given discipline their requirements must differ by at

least 6 credits. Otherwise the program should be proposed as a single certificate with

emphasis areas.

### 2.1.4 Program Student Learning Outcomes

A. Program student learning outcomes are to be clearly stated as the knowledge or abilities that

students are expected to demonstrate upon successful completion of the program.

B. Program student learning outcomes and a plan for their assessment are to be developed in

accordance with the guidance and requirements found in the Academic Assessment Handbook

(http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).

C. Program student learning outcomes are to be published in the catalog for student use in

evaluating and selecting their academic program.

D. Programs whose external accreditors require program objectives should state these clearly as

the knowledge or abilities that students are expected to demonstrate after completion of the

program.

E. A complete and valid assessment plan must be presented to the Office of Academic Affairs

(OAA) in accordance with the requirements of the Academic Assessment Handbook. Note: Academic boards do not evaluate the assessment plan or resource implications; however the plan must be complete when a new program is submitted to the academic boards.

F. If this action requires BOR review, see Regents’ Policy and Regulation

(www.alaska.edu/bor/policy-regulations).

G. If this action requires notifying the Commission on Colleges refer to their website at

www.nwccu.org.
Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

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

3.1 Curriculum Approval Process

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

2. Curriculum must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution except in the special cases listed.

Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

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

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

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

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

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

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

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

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal.
• The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.
• The Governance Office forwards Workforce Credential proposals to OAA for review and approval.
• Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

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

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear.

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

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

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

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

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

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

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

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying SAC of the curriculum actions.

20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.
After final approvals are obtained from the Chancellor, Regents, and/or the NWCCUA, After the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

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

### 3.2 Approval for Minor Changes to Undergraduate Credit Courses

#### 3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

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

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

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

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

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

#### 3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.

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

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

3.3 Approval of Minor Catalog Changes

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

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

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

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

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

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

3.5 Approval of 600-Level Courses

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

1. Title change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

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

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

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

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

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

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

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

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses
These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

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

3.8 Approval of Doctoral Programs
The program approval process in section 3.1 is not applicable to doctoral programs.

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

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

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

**Full Proposal**

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

### 3.8.1 Justification Proposal

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

The justification proposal is be to reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost. Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

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

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

3. **Justification of the Proposal on the Basis of Prospective Student Demand** (Maximum of two pages; include as appendices the survey used)
   (Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)
4. **Identify Several Peer Programs (Maximum of one page)**
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. **Brief Description of the Entry Requirements (Maximum of one page)**
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. **Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)**
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. **Student Services (Maximum of one page)**
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. **Facilities and Resources (Maximum of two pages; to be signed by the Dean)**
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. **Budget and Cost Analysis (Maximum of one page)**
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. **Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)**
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. **Program Catalog Copy**
    (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 **Full Proposal**

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

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

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

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

Required Outline:

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

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

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

4. **Institutional Checklist.**
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
   - Justification on the Basis of Need:
     Found in section ___________________
   - Justification on the Basis of Prospective Student Demand:
     Found in section ___________________
   - Identify Several Peer Programs:
     Found in section ___________________
   - Entry Requirements:
     Found in section ___________________
   - Faculty Qualifications:
     Found in section ___________________
   - Student Services:
     Found in section ___________________
   - Facilities and Resources:
     Found in section ___________________
   - Budget and Cost Analysis:
     Found in section ___________________

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

6. **Program Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details. Also see section 5 for required documents and instructions.
Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details. Also see section 5 for required documents and instructions.

Faculty Initiated
Addition/Change/Deletion of Course

Department Curriculum Committee/Chair

College/School Curriculum Committee

Dean/Director of College/School

Governance Office

Office of the Registrar

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

Submits a monthly report to UAB or GAB/Faculty Senate
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

Figure 3.3: Program Approval Process

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.

**Requires 30-day advance notice to have items placed on the agenda.**
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

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

Also see section 4 for required documents and instructions.
Section 4 - Prefixes

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

4.1 Changes to or Replacement of a Prefix

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)
      If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

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

4.2 Addition of a Prefix

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

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

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

4.3 Inactivation of a Prefix

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

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

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

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

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

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

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.
4.3 Transfer of a Prefix

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

Section 5 - Courses

5.1 Changes or Revisions to a Course

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Completed CCG.
   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)
   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   c. The faculty 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 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liason_librarians). It is suggested that this be done early in the curriculum process.
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).

5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

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

5.2 Adding a New Course

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

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

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

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

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:

   • school/college, department, course prefix, course number, course title: (as found in CAR boxes 1a, 1c, 2, 3)

   • course description (as found in CAR box 15)

   • add/change/delete and if change, a summary list of changes (as found in CAR box 8)
• justification for action (as found in CAR box 19)

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

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

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

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

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline).
   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:
   Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.
   The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before approval by OAA.
   The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

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

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

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

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Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

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

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

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

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

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

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

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

The GERC review process is as follows:

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

6.2 Revision of or Request for GER Course

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

1. Additional Considerations:
   - The appropriate GER templates must be applied (www.uaa.alaska.edu/governance/).
• Addresses GER student learning outcomes from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)
• Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations)
• Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
• 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, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
   b. Completed CCG.
      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.

4.5 GER changes should have an implementation date of fall. In order to ensure approval is received in time, it is recommended that first reading take place no later than first week in March.

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

7.1 Minor Revisions to Programs

*Minor Revisions to Programs are changes that do not 'substantially alter the student learning outcomes of the program'*

Also refer to UA Regulation 10.04.02 [www.alaska.edu/bor/policy-regulations/](www.alaska.edu/bor/policy-regulations/)

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

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

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

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

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).
The program approval process is outlined in section 3.

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

7.2.1 Programs which have MATH program requirements:

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

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

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

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

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

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

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

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

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

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

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

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

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

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

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

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

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

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

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted. Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

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

a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.
b. Collaboration with other universities and community colleges within the UA system.
c. History of the development of the proposed program or program changes.
d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
e. State needs met by the proposed program.
f. Availability of appropriate student services for program participants. A schedule for implementation of the program.
g. Student opportunities, student learning outcomes, and enrollment projections.
h. Rationale for the new program and educational objectives, student learning outcomes, and plans for assessment.
i. Opportunities for research and community engagement for admitted students.
j. Faculty and staff workload implications.
k. Fiscal Plan for the proposed program
1. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.
2. New facility or renovated space requirements.
3. Concurrence of appropriate advisory councils.

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

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).
   d. CARs and CCGs for all new and revised courses.

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

7.4 New Doctoral Programs

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

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.

b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

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

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).
   e. CARs and CCGs for all new and revised courses.

Section 8 - Policy Additions and Changes

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

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

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

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

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

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

1. **The date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**
   A. **College or School** – Choose from the following the school or college initiating action:
      - AA  Academic Affairs
      - AS  College of Arts and Sciences
      - CB  College of Business and Public Policy
      - CH  College of Health
      - CT  Community and Technical College
      - EA  College of Education
      - EN  School of Engineering
      - HC  University Honors College
      - KP  Kenai Peninsula College
      - KO  Kodiak College
      - MA  Matanuska-Susitna College
   B. **Course Prefix** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. **See instruction on the PAR form regarding requesting a new prefix.**
   C. **Course Number** (for a new course, contact the Office of the Registrar for a number)
      i. **Reuse of Course Number Rule**: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.
      ii. **Types of Courses**
         a. **Academic Courses**: Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

         The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

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

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

- Graduate-level courses
  - A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

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

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

d. Continuing Education Unit (CEU) courses
  - AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

e. Professional Development Courses
  - A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

**NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

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

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

-92 Seminar or Workshops:
  - Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
  - Workshop: A formal higher education offering with intensive instruction and
-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

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

-95 Internship and Practicum

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

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

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

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

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

D. Number of Credits/CEUs and Contact Hours – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 (“Justification for Action”) of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. Summary

Semester = 15 weeks (standard semester length)

One (1) Contact Hour = 50 minutes per week (or 750 minutes for the course)

Outside Work = Additional time typically outside of classroom or laboratory

One (1) credit = 1 contact hour per week of lecture (15 contact hours of lecture for course)

or

2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

ii. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. CEU – The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:
0.1 CEU = 1 hour of instruction and no additional hours of work for the course.
1 CEU = 10 hours of instruction and no additional hours of work for course.
1.5 CEUs = 15 hours of instruction and no additional hours of work for course.
3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

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

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

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

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

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

Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New courses offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

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

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

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

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

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

1. **Stacking** (if applicable)

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

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

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

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

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

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

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

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom.

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

i. **Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?**
   
   It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

ii. **Is the course format predominantly discussion- or seminar-based?**

   This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

iii. **Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)**
a. Is the PRIMARY source of information/reading the primary research literature of the field?  
This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

b. Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?  
This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

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

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

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student’s own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

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

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

J. Course Description – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.
Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. Course Attributes (GER if applicable)

L. Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s) – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite, registration restriction, etc indicated on CAR will be automatically enforced through Banner.

i. Course Prerequisite – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which may be taken concurrently must also be included in this area (this differs from a co-requisite which must be taken concurrently).

ii. 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.

iii. Corequisites – 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, major, class standing, or level). Must be enforced by the program/department/instructor.

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

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

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

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

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

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

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

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

Course Level Expectations for Academic Course Levels – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:
A. Lower Division Courses

A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. Upper Division Courses

Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. Graduate-Level Courses

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

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

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

iii. State the disciplinary background.

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

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

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

   a. Competence in a specialized field of knowledge

   b. Extensive experience with specialized client relationships

   c. Application of expert knowledge within a recognized professional practice

   d. Analysis and synthesis of primary scholarship or research

   e. Self-directed written research projects

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

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

4. Instructional Goals and Student Learning Outcomes

A. Instructional Goals: Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

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

C. Goals and Student Learning Outcomes: Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. Guidelines for Evaluation or Assessment Methods

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

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

C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

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

Example 1

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards.</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of human emotion</td>
</tr>
<tr>
<td>Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.</td>
</tr>
</tbody>
</table>
Example 2

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

The instructor will:
1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

**Student Learning Outcomes:**
After completing this course, the student will be able to:
1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering "algorithmic" questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

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

6. **Topical course outline (not a syllabus)** – List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

   For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

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

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

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

10.1 The CAR Form

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

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<td>choose one</td>
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</table>

6. Complete Course Title

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action (Add: select one; Change: select one; Delete: select one)</th>
<th>5. Repeat Status (select one)</th>
<th>6. # of Requests</th>
<th>7. Max Credits</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td>Change</td>
<td>Delete</td>
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<tr>
<td>Preparatory/Development</td>
<td></td>
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<tr>
<td>Non-credit</td>
<td>Add</td>
<td>Change</td>
<td>Delete</td>
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<tr>
<td>DEU</td>
<td>Add</td>
<td>Change</td>
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<tr>
<td>Professional Development</td>
<td></td>
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10. Grading Basis (select one)
- A
- F
- Pass/No Pass

11. Implementation Date

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<th>12. Cross Listed with</th>
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13a. Important Courses or Programs: List any programs or college requirements that require this course.

13b. Prerequisite(s) and/or corequisite(s): List all prerequisite(s) and/or corequisite(s) required for this course.

13c. Instructor Name (signature)

13d. Coordinator's Name (signature)

14. General Education Requirements (select one)
- Communication
- Critical Thinking
- Analytical Reasoning
- Information Literacy
- Scientific Reasoning
- Quantitative Reasoning

15. Course Description (maximum length 200 to 50 words)

16a. Course Title(s) and number(s)

16b. Credits (select one)
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- Other (specify)

16c. Course Designation(s) (select one)
- Lower Division
- Upper Division
- Graduate/Professional

16d. Student Grade Requirement(s) (select one)
- A
- B
- C
- D
- F

17. Mark if course has fees

18. If course is a selected topic course

19. Justification for Action

<table>
<thead>
<tr>
<th>Initiator (Signature)</th>
<th>Date</th>
<th>Approval</th>
<th>Endorsement or School/College</th>
<th>Date</th>
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<tr>
<th>Initiator Name (Signature)</th>
<th>Date</th>
<th>Approval</th>
<th>Department Chair</th>
<th>Date</th>
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<tr>
<th>Initiator Name (Signature)</th>
<th>Date</th>
<th>Approval</th>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
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<th>Initiator Name (Signature)</th>
<th>Date</th>
<th>Approval</th>
<th>Board Chair</th>
<th>Date</th>
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<thead>
<tr>
<th>Initiator Name (Signature)</th>
<th>Date</th>
<th>Approval</th>
<th>Provost or Designee</th>
<th>Date</th>
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</table>
10.2 Instructions for Completing the CAR

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

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

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

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

Community and Technical College
AAVI  Division of Aviation Technology
ABCT  Division of Computer Networking and Office Technologies
ACAH  Division of Culinary Arts and Hospitality
ACDT  Division of Construction and Design Technology
ADCE  Division of Community Education
ADTP  Division of Transportation and Power
ADVE  Division of Career and Technical Education
APER  Division of Physical Education and Recreation
APRS  Division of Preparatory Studies

College of Education
No Division Code

School of Engineering
No Division Code

College of Health
AHLS  Division of Health and Safety
ADHS  Division of Human Services and Health Sciences
ADSN  Division of Nursing
AJUS  Division of Justice
ASWK  Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

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

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

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

1. Types of Courses
   A. Academic Credit Courses
      Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.
      
      The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
      
      UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):
      
      i. Lower division courses usually taken by freshmen and sophomores
         A100-A199: Freshman-level, lower division courses.
         A200-A299: Sophomore-level, lower division courses
      
      ii. Upper division courses usually taken by juniors and seniors
         A300-A399: Junior-level, upper division courses
         A400-A499: Senior-level, upper division courses
      
      iii. Graduate-level courses
         A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.
      
   B. Preparatory/Developmental Courses
      Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. Noncredit Courses

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

D. Continuing Education Unit (CEU) courses

AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. Professional Development Courses

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

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. Course Numbers: Second and Third Digits

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: These are a generic “umbrella” course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

-92 Seminar or Workshops

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

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

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

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

-95 Internship and Practicum

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

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

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

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

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

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

**Box 5a. Credits/CEUs**
Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

**Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)**
Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

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

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

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. **Summary**

   - **Semester** = 15 weeks (standard semester length)
   - **One (1) Contact Hour** = 50 minutes per week (or 750 minutes for the course)
   - **Outside Work** = Additional time typically outside of classroom or laboratory
   - **One (1) credit** = 1 contact hour per week of lecture (15 contact hours of lecture for course)
     
     or
     
     2 contact hours per week of supervised laboratory (or practica) if
outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

2. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. The CEU

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

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

4. Minimum Course Length (Compressibility Policy)

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

Box 6. Complete Course Title

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

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

1. **Academic Courses (numbered 100-499 and 600-699)**
   - **Program Requirement** - A credit course specifically required by degree, certificate, or a Minor program.
   - **Program Selective** - A credit course within a group of courses from which a student is required to select.
   - **General Education Requirement** - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   - **Elective** - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

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

3. **Nondegree Courses**
   - **Noncredit Courses (000-049)** - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   - **CEUs (denoted by “AC” rather than just “A” before course number)** - A course that provides further development of a trade, profession, or personal improvement.
   - **Professional Development Courses (A500-A599)** - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

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

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. **Repeat Status**
Identifies the Repeat Status of the course.

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

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390  3 credits  
Repeat Status: Yes  Number of Repeats: 1  Max Credits: 6

**Box 10. Grading Basis**

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

**Box 11. Implementation Date**

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

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. 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. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications **must** be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

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

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

   B. **Staff must have adequate time to implement the change effectively.**

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

   Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.
Box 12. Cross-Listed or Stacked

1. Cross-listed
   A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
   B. Each cross-listed course must have a separate CAR for each prefix.
   C. Everything except the course prefix must be identical.
   D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.
   E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
   F. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, ART/JPCA324 is listed both under Art and Journalism and Public Communications.

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

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

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

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

*If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance)*
In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, (including type of degree. e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. More than three requires the creation of a separate coordination spreadsheet is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), current catalog page, type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a. spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

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

**Items that are NOT entered into Box 13a.**
- Do not enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>132</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>350</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
</tbody>
</table>
Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

Box 13b. Coordination Email Submitted to Faculty Listserv
Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

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

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

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

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

Box 15. Course Description
Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

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

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

Box 16a. Course Prerequisite(s)
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

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

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

Prerequisite examples:

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

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

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

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

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

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

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

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

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

*Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).*

### Box 16d. Other Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission, major, class standing, or level). The name of the college or school, major, class standing, or level required should be specified in Box 16e. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

- **College or school admission** – identifies a college/school to which a student must be admitted in order to enroll in the course.
- **Major** – identifies a major which a student must have declared in order to enroll in the course.
c Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).
d Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

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

NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box 17. Mark if Course Has Fees
Using the drop-down menu, choose Yes or No. Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

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

Box 19. Justification for Action
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.
Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

11.1 The PAR Form

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

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

2. Complete Program Title/Prefix

3. Type of Program

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

This program is a Gainful Employment Program:  □ Yes □ No

4. Type of Action:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

5. Implementation Date (semester/year)

From: /  To: /

6a. Coordination with Affected Units

Department, School, or College: __________________________

Faculty Initiator Name (typed): _________________________

Faculty Initiator Signed Initials: __________

Date: _______________

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

Date: __________

6c. Coordination with Library Liaison

Date: __________

7. Title and Program Description - Please attach the following:

- □ Cover Memo
- Catalog Copy in Word using the track changes function

8. Justification for Action

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
</table>

Initiator (TYPE NAME)

Approved  □  Disapproved □

Date

Dean/Director of School/College

Approved  □  Disapproved □

Date

Undergraduate/Graduate Academic Board Chair

Approved  □  Disapproved □

Date

Provost or Designee

Approved  □  Disapproved □

Date
11.2 Instructions for Completing the PAR

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

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

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

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

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

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

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

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

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

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.

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

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

Box 6a. Coordination with Affected Units
Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

The purpose of coordination is to:

A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.

B. Encourage collaboration among all academic units.

C. Maintain and improve quality of program offerings.

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

Coordination with affected units is required in the following cases:

A. When the program, courses, or content proposed bridges material regularly included in other disciplines.

B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.

C. When the proposed program can reasonably be expected to use courses offered by other disciplines.

D. When a subsequent allocation of resources resulting from the proposal will impact the unit’s ability to deliver academic courses required in other programs.

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

Coordination includes:

A. Sending proposal to department chairs of affected units

B. Actively seeking collaboration, comments and suggestions

C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv
Initiating faculty are required to send an email notification to faculty listserv at: 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 listserv since large files can cause problems.

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

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

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

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

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

---

Basic Format:
Department Name
Contact information, location, web address

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

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

3. Advising

4. Academic Progress Requirements

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

6. Faculty

---

Notes for creating and submitting catalog copy:

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

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

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

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

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

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

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

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

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

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

ELEMENTARY EDUCATION

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

Bachelor of Arts, Elementary Education (with Teacher Certification)

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

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

Student Learning Outcomes

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

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

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

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

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

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

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.

5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.

6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.

7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis.

Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences

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

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

EDEL A495A, Elementary Practicum II and Internship Admission Criteria

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

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.

2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline.

3. Participate in a screening interview.

4. Complete all prerequisite courses.

5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.

6. Have a cumulative GPA of 2.75.

7. Have a GPA of 3.00 in Major Requirements.

8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.

Academic Progress

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

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

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

B. General Education Requirements

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

C. Background Check Requirements

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

D. Liberal Studies Area

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

<table>
<thead>
<tr>
<th>Sciences Core (15-24 credits)</th>
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</thead>
<tbody>
<tr>
<td>LSIS A102</td>
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<tr>
<td>Origins: Earth-Solar System-Life (5) 5-8</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>GEOL A111</td>
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<tr>
<td>Physical Geology (4)</td>
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<tr>
<td>and one of the following lecture/lab combinations:</td>
</tr>
<tr>
<td>ASTR A103</td>
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<tr>
<td>Solar System Astronomy (3)</td>
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<td>and</td>
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<tr>
<td>ASTR 103L</td>
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<tr>
<td>Solar System Astronomy Laboratory (1)</td>
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<td>or</td>
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<tr>
<td>ASTR A104</td>
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<tr>
<td>Stars, Galaxies and Cosmology (3)</td>
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<td>and</td>
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<tr>
<td>ASTR A104L</td>
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<tr>
<td>Stars, Galaxies and Cosmology Laboratory (1)</td>
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<tr>
<td>LSIS A201</td>
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<tr>
<td>Life on Earth (5)          5-8</td>
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<td>or</td>
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<tr>
<td>BIOL A102</td>
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<tr>
<td>Introductory Biology (3)</td>
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<td>and</td>
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<tr>
<td>BIOL A103</td>
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<tr>
<td>Introductory Biology Laboratory (1)</td>
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<td>and one of the following:</td>
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<tr>
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<tr>
<td>Fundamentals of Biology I (4)</td>
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<td>or</td>
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<tr>
<td>BIOL A116</td>
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<tr>
<td>Fundamentals of Biology II (4)</td>
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<tr>
<td>LSIS A202</td>
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<td>Concepts and Processes: Natural Sciences (5) 5-8</td>
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<tr>
<td>or</td>
</tr>
<tr>
<td>CHEM A103</td>
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<tr>
<td>Survey of Chemistry (3)</td>
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<tr>
<td>and</td>
</tr>
</tbody>
</table>

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

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

Separate the two electives with an “or” on its own line.
CHEM A103L Survey of Chemistry Laboratory (1)
and one of the following lecture/lab combinations:

PHYS A115 Physical Science (3)
and

PHYS A115L Physical Science Laboratory (1)
or

PHYS A123 Basic Physics I (3)
and

PHYS A123L Basic Physics I Laboratory (1)

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)
Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250 The Rise of Civilization (3) 3
or

HIST A390A Themes in World History (3)

HIST A131 History of United States I (3) 3
or

HIST A132 History of United States II (3)
or

HIST A355 Major Themes in US History (3)

EDSE A212 Human Development and Learning (3) ENGL A121 Introduction to Literature (3) 3
or

ENGL A201 Masterpieces of World Literature I (3)
or

ENGL A202 Masterpieces of World Literature II (3)

HUM A211 Introduction to Humanities I (3) 3
or

HUM A212 Introduction to Humanities II (3)
or

HNRS A192 Honors Seminar: Enduring Books (3)

LSSS A111 Cultural Foundations of Human Behavior (3) 3
or

HNRS A292 Seminar in Social Science (3)
or

ANTH A292 Cultural Anthropology (3)

LSIC A231 Truth, Beauty, and Goodness (3) 3
or

PHIL A301 Ethics (3)

LSSS A311 People, Places, and Ecosystems (3)
or

ENVI A211 Environmental Science: Systems and Processes (3)

LSIC A331 Power, Authority, and Governance (3) 3

Double-check all course titles. They must exactly match the full titles published in the catalog course name.
E. Major Requirements

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

1. Complete the following core courses (22 credits)
   - EDEC A242 Family and Community Partnerships (3) 3
     or
   - HNRS A310 Community Service: Theory and Practice (3)
   - EDEL A205 Becoming an Elementary Teacher 2
   - EDFN A206 Introduction to Assessment in Education 1
   - EDFN A300 Philosophical and Social Context of American Education (3) 3
     or
   - EDFN A304 Comparative Education (3)
   - EDFN A301 Foundations of Literacy and Language Development 3
   - EDFN A302 Foundations of Educational Technology 2
   - EDEL A392 Elementary Education Seminar I: Culturally Responsive Teaching 2

   All required courses have the credits aligned to the right.

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

   Elective course credit amounts are shown in parentheses after the course name.
2. Complete the following methods courses (18 credits)

- EDEC A106 Creativity and the Arts in Early Childhood 3
- EDEL A325 Teaching Literacy in Elementary Schools 6
- EDEL A327 Teaching Social Studies in Elementary Schools 2
- EDEL A426 Teaching Mathematics in Elementary Schools 3
- EDEL A428 Teaching Science in Elementary Schools 2
- PEP A345 Incorporating Health and Physical Activity into the Pre-K-6 Classroom 2

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

3. Complete the following field experiences and internship (16-19 credits)

- EDEL A395 Elementary Education Practicum I: Literacy and Social Studies 2
- EDEL A492A Elementary Education Seminar II: Learning Environment 2
- EDEL A492B Elementary Education Seminar III: Teaching Capstone 3
- EDEL A495A Elementary Education Practicum II: Learning Environment, Mathematics, Science 3
- EDEL A495B Elementary Education Internship 6-9

For Honors Option Senior Requirement:
- HRNS A499 Thesis (3)
- and
- EDEL A495B Elementary Education Internship (6)

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

**BAEL and Honors College Option**

Take the following Honors College Core Program Courses (16 credits)

- HNRS A192 Honors Seminar: Enduring Books 3
- HNRS A292 Honors Seminar in Social Science 3
- HNRS A310 Community Service: Theory and Practice 3
- HNRS A392 Honors Thesis Seminar 1
- HNRS A499 Honors Thesis 3

and taken concurrently with EDEL A495B Internship (6) 3

(three credits of Internship apply to the Senior Requirement)

*Important: See an advisor if considering the Honors Option.*
Institutional Recommendation,

Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

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

EXAMPLE 2:

ARCTIC ENGINEERING

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

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

Master of Science,
Arctic Engineering

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

Student Learning Outcomes

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

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

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

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

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

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

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

**Admission Requirements**

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

**Graduation Requirements**

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

**Major Requirements**

1. Candidates must complete the following core courses (9 credits):
   - CE A603 Arctic Engineering* 3
   - CE A681 Frozen Ground Engineering 3
   - ME A685 Arctic Heat and Mass Transfer 3

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

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits):
   - CE A682 Ice Engineering (3)
   - CE A683 Arctic Hydrology and Hydraulic Engineering (3)
   - CE A684 Arctic Utility Distribution (3)
   - CE A689 Cold Regions Pavement Design (3)

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

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:
   - CE A686 Civil Engineering Project 3
The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.

f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

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

FACULTY

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

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

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

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

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

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

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

The following templates can be obtained from OAA:

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

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

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

Click on the link to see examples of the following:

- **Budget Worksheet:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

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

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

- **Coordination Spreadsheet:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Faculty Matrix:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

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

- **Program Academic Assessment Plan:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Prospectus:**
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Risk Management Plan:**
  [www.uaa.alaska.edu/governance/curriculumexamples.cfm](http://www.uaa.alaska.edu/governance/curriculumexamples.cfm)
Appendix C - Observable Verbs

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

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

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

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<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
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<td>Associates</td>
<td>Chooses</td>
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<tr>
<td>Comprehension – Interpret information in one’s own words</td>
<td>Evaluation – Make judgments on basis of given criteria</td>
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<td>Practices</td>
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<td>Tells</td>
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<td>Translates</td>
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</table>
### Affective Domain Observable Verbs

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

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to attend to a particular stimuli</td>
<td>Active participation when attending to stimuli</td>
<td>Worth or value student attaches to something</td>
<td>Bringing together different values, resolving conflicts between them</td>
<td>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</td>
</tr>
<tr>
<td>Asks</td>
<td>Accepts</td>
<td>Associates with</td>
<td>Adheres to</td>
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<tr>
<td>Chooses</td>
<td>responsibility</td>
<td>responsibility</td>
<td>Alters</td>
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<tr>
<td>Follows</td>
<td>Answers</td>
<td>Believes in</td>
<td>Arranges</td>
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<tr>
<td>Gives</td>
<td>Assists</td>
<td>Be convinced</td>
<td>Classifies</td>
<td></td>
</tr>
<tr>
<td>Holds</td>
<td>Be willing to</td>
<td>Completes</td>
<td>Combines</td>
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<tr>
<td>Selects</td>
<td>Complies</td>
<td>Describes</td>
<td>Defends</td>
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<tr>
<td>Shows interest</td>
<td>Conforms</td>
<td>Differentiates</td>
<td>Establishes</td>
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<td></td>
<td>Enjoys</td>
<td>Has faith in</td>
<td>Forms judgments</td>
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<td></td>
<td>Greets</td>
<td>Initiates</td>
<td>Identifies with</td>
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<td>Helps</td>
<td>Invites</td>
<td>Integrates</td>
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<td>Obeys</td>
<td>Joins</td>
<td>Organizes</td>
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<td>Performs</td>
<td>Participates</td>
<td>Weighs alternatives</td>
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<td>Practices</td>
<td>Proposes</td>
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<td>Presents</td>
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<td>Selects</td>
<td>Subscribes to</td>
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</tr>
</tbody>
</table>

133
Psychomotor Domain Observable Verbs

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

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

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

Membership

Voting Members

Undergraduate Academic Board (UAB)

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

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

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

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

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

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

Graduate Academic Board

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

Summer Meetings

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

Meeting Notification

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

Agenda and Summary

Structure

Date, Time, and Location

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

I. Roll
II. Approval of the Agenda
III. Approval of Meeting Summary
IV. Administrative Report
V. Chair’s Report
VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
VII. CAR or PAR-First Reading
VIII. Old Business
IX. New Business
X. Informational Items
XI. Adjournment

Definitions

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

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

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

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

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

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

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

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

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

Measurements may be direct and/or indirect. Examples of each are below:
- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:
- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:


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Committee/Chair

College/School Curriculum
Committee

College School
Dean/Director

Governance Office

Undergraduate
Academic Board (UAB)

Faculty Senate

Graduate Academic
Board (GAB)

OAA/Provost Approval

Chancellor

Chancellor

Statewide Academic
Council

UA President

Board of Regents**

Office of the Registrar

Faculty, Dean, or Director
Initiated
Suspension of Program

Program Suspensions

Workforce
Credentials

Undergraduate Programs

Graduate Programs

Draft Revision to include
program deletions/
suspensions and
workforce credentials
August 2012

Northwest Commission on
Colleges and
Universities Notification

Northwest Commission on
Colleges and Universities
Approval

UA President

Board of Regents**

Northwest Commission on
Colleges and
Universities Notification

OAA

Program Suspensions

*Consult with Academic Affairs for determining whether proposed changes meet the criteria for major program changes.

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