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

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  () Jaime Spatrisano  () Scheduling & Publications

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2)

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

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
    Add BIOL A661L Advanced Molecular Biology Laboratory
    (Stacked with BIOL A461L)(3)(0+6)(pg. 3-12)
    Add PM A690 Selected Topics in Project Management (3 cr)(3+0)(pg. 13-16)

VIII. Old Business

IX. New Business
    A. Summer Add Drop/Deadline (pg. 17)
    B. Curriculum Handbook Changes (18-106)
       a. Revised PAR (pg. 107)

X. Informational Items and Adjournment
   A.
Lib 302
September 28, 2012
10:30 – 11:30 am

I. Roll Call
(x) Arlene Schmuland (x) Peter Olsson (x) Zhaohui (Joey) Yang
(e) Tim Hinterberger (e) Susan Garton (e) FSAL vacancy (CAS) Ex-Officio Members:
(e) Patricia Sandberg (x) Mary Dallas Allen (e) FSAL Vacancy (x) David Yesner
(e) Greg Protasel (x) Deb Russ (e) FSAL Vacancy (x) Lora Volden
(e) Yoshito Kanamori (e) Hsing-Wen Hu (x) Jaime Spatrisano () Scheduling & Publications

II. Approval of Agenda (pg. 1)
Place Jaime Saptrisano as a member under the roll call section
No quorum was reached during the meeting time

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

IV. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
   Meeting with Nursing next week to move their doctorate degree forward

B. University Registrar Lora Volden
   Have not received summer dates from OAA
   Course deletions no longer need to have every box filled out on the CAR

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
Add BIOL A661L Advanced Molecular Biology Laboratory
(Staked with BIOL A461L)(3)(0+6)(pg. 4-13)

VIII. Old Business

IX. New Business
A. Summer Add Drop/Deadline (pg. 14)
B. Curriculum Handbook Changes (15-103)
   a. Revised PAR (pg. 104)

X. Informational Items and Adjournment
A. 2012-2013 Goals (pg. 105)
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biology</td>
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<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>
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<tbody>
<tr>
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6. Complete Course Title
Advanced Molecular Biology Laboratory
Adv. Molecular Biology Lab
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

9. Repeat Status No  # of Repeats  N/A  Max Credits  N/A

10. Grading Basis
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date
From: SPRING/2013  To: XX/9999

12. ☐ Cross Listed
☒ Stacked with BIOL A461L
Cross-Listed Coordination

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

13b. Coordination Email
submitted to Faculty Listserv: (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
☒ 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>Approval/Disapproval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jocelyn Krebs</td>
<td></td>
<td></td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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<td>Department Chairperson</td>
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<td>Curriculum Committee Chairperson</td>
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<tr>
<td>Dean/Director of School/College</td>
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<td>Undergraduate/Graduate Academic Board Chairperson</td>
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</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 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, including the elaboration of research aims and experimental strategies, and the</td>
<td>Oral literature summary, written proposal, group discussion and peer review.</td>
</tr>
<tr>
<td>Evaluation of similar research proposals.</td>
<td>Laboratory exercises and group discussion.</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, primary research, written proposals, oral presentation 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>Oral presentation, primary research paper.</td>
</tr>
<tr>
<td>Communicate, to an audience of scientific peers, their project as primary scientific research.</td>
<td></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>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biology</td>
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<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>
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<tr>
<td>BIOL</td>
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<th>Abbreviated Title for Transcript (30 character)</th>
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<td>Molecular Biology Laboratory</td>
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<th>7. Type of Course</th>
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<tbody>
<tr>
<td></td>
<td>☒ Academic</td>
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</table>

| 8. Type of Action: | ☐ Add | ☒ Change | ☐ Delete |

If a change, mark appropriate boxes:
- Prefix
- Credits
- Course Number
- Contact Hours
- Grading Basis
- Cross-Listed/Stacked
- Title
- Course Prerequisites
- Other Restrictions
- Level
- College
- Major
- Other (please specify)

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

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<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: SPRING/2013</td>
</tr>
<tr>
<td>To: XX/9999</td>
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| 12. Cross Listed with | ☐  |
| Stacked with BIOL A661L | Cross-Listed Coordination |

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

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).

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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Ben Harrison
Initiator Signed Initials: __________ Date: __________

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<th>13b. Coordination Email</th>
<th>Date: 04-26-2012</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 04-26-2012</th>
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<td>Quantitative Skills</td>
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<table>
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<th>15. Course Description (suggested length 20 to 50 words)</th>
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<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>
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<table>
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<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>☐ Level</td>
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| 17. ☒ Mark if course has fees | 18. ☐ Mark if course is a selected topic course |

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

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<table>
<thead>
<tr>
<th>Position</th>
<th>Approval Status</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jocelyn Krebs</td>
<td></td>
<td></td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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<td></td>
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<tr>
<td>Dean/Director of School/College</td>
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<td>Provost or Designee</td>
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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
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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>


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:


## Course Action Request

**University of Alaska Anchorage**

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

### 1. School or College
- EN SOENGR

### 2. Course Prefix
- PM

### 3. Course Number
- A690

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

### 5. Credits/CEUs
- 3

### 6. Divide Code
- No Division Code

### 7. Department
- Project Management

### 8. Course Title
- Selected Topics in Project Management

### 9. Repeat Status
- Yes
- # of Repeats: 4
- Max Credits: 12

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

### 11. Implementation Date
- From: Spring/2013
- To: 9999/9999

### 12. Cross List with
- [ ] Stacked

### 13a. Impacted Courses or Programs

#### 1. Project Management
- N/A

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

### 15. Course Description
- Exploration of advanced issues, unique areas, and specialized topics related to project management.

### 16. Course Prerequisite(s)
- PM A601

### 17. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 18. Action
- [ ] Mark course has fees
- [ ] Department fees
- [ ] Mark course is a selected topic course

### 19. Justification for Action
- Allows the Project Management Department to offer courses in specialized advanced topic areas to MSPM students.

### Approval Levels

<table>
<thead>
<tr>
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<th>Date</th>
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<tr>
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**Initiator Signed Initials: _________ Date: ________________

**Coordination Email Date:** 9/8/12

submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

**Coordination with Library Liaison Date:** 9/8/12
I.  Date of Initiation:  September 28, 2012

II.  Course Information:
   A. College:   EN/School of Engineering
   B. Course Prefix:   PM
   C. Course Number:  A690
   D. Course Credits:   3 credits
   E. Contact Hours:   (3+0)
   F. Course Program:  Master of Science, Project Management
   G. Course Title:  Selected Topics in Project Management
   H. Grading Basis:   A-F
   I. Implementation Date:  Spring 2013
   J. Course Description:  Exploration of advanced issues, unique areas, and specialized topics related to project management.
   K. Course Prerequisites:  PM A601
   L. Course Co-requisites:  N/A
   M. Other Restrictions:  
   N. Registration Restrictions:  Admission to the MSPM program or ESPM Department Approval
   O. Course Fee:   Yes

III.  Instructional Goals:
   Due to the nature of this course the instructional goals will vary.  However, all courses will offer lectures, discussions, and in-class work that will determine and test student knowledge.
   The faculty will:
   •  Provide examples of successful project management in the relevant area.
   •  Assist student exploration in advanced knowledge areas, industry sectors specific to project management, and advanced project management tools.
   •  Reinforce the student’s project management related knowledge, skills, and abilities as applied in this new area of knowledge.

IV.  Student Learning Outcomes and Assessment
   Due to the nature of this course the student learning outcomes will vary.  However, all courses will offer lectures, discussions, and in-class work that will determine and test student knowledge.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Outcomes Assessment:</th>
</tr>
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<tbody>
<tr>
<td>After the completion of this course, students will be able to:</td>
<td>As measured by:</td>
</tr>
<tr>
<td>1. Demonstrate an advanced understanding of the course topics.</td>
<td>Discussion, in-class exercises, homework, and exams.</td>
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</table>
V. Course Level Justification:
These advanced 600-level courses will build upon the advanced project management knowledge gained in PM A601 – Project Management Fundamentals to explore and demonstrate the application of PM theories, tools, and techniques in an advanced, specialized, and unique area of project management.

VI. Example Course Outline (for a proposed selected topics course, PM A690 – Selected Topic in Project Management: Advanced Leadership in Project Management):
1. The Foundations of Leadership
2. 360-Degree Leadership Assessment
3. Reflection of Leadership
4. Leadership and Values in PM
5. Leadership Ethics and Authority
6. Groups and Your Project Team
7. Empowerment of People and Your Project Team
8. Motivation, Satisfaction, and Performance
9. Leading Change
10. Burnout Prevention
11. Advanced Leadership Skills for Complex Projects

VII. Suggested Textbooks:
Dependent on the nature of each selected topic.

VIII. Selected Bibliography:

Other current articles, case studies, and research papers representing the most current concepts in the appropriate area of advanced project management.
DRAFT

September 14, 2012

To: UAB/GAB Governance Boards
From: Lora Volden, University Registrar

Re: Summer Add/Drop Deadlines

Issue
Add/drop deadlines for summer were historically established by the Office of the Registrar and have never been approved by faculty. With the removal of the 50% refund and the increasing numbers of “miscellaneous” part of term courses these dates are frequently called into question.

Considerations
• Having multiple deadlines is confusing for students, faculty, and staff and is difficult to enforce.
• There is strong belief that students should be able to attend one class period before being financially accountable for course.
• Banner cannot produce different add/drop dates for every scenario.

Proposal
Add/Drop Deadline for any summer course will be one week after the published start date. (i.e. class begins June 12, students may drop through 5 p.m. June 19th and get full refund. Students may also add through June 19th assuming faculty approval).

Faculty approval will be required for all classes after the first class meeting. Even if space is available, faculty will need to approve a student adding the class.

Withdrawal deadline will be the 3rd Friday of first and second five week term. All courses with a start date prior to June 10th will be held to the first withdrawal deadline, all other summer courses will be held to the second.
The University of Alaska Anchorage Curriculum Handbook for Faculty

Revised June 2012
Table of Contents

Acronym List ..............................................................................................................................................................iv

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

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

Section 3 - Curriculum Approval Process ................................................................................................................. 5
for Courses, Programs and Prefixes .............................................................................................................................5
3.1 Curriculum Approval Process ........................................................................................................................ 5
3.2 Approval for Minor Changes to Undergraduate Credit Courses ................................................................. 7
3.2.1 All Undergraduate Credit Courses Numbered 050 – 499 .................................................................... 7
3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only ....................................... 7
3.3 Approval of Minor Catalog Changes ........................................................................................................... 7
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. ................................................... 8
3.5 Approval of 600-Level Courses ................................................................................................................ 8
3.6 Approval of 500-Level Courses ................................................................................................................ 9

Section 4 - Prefixes ..................................................................................................................................................... 17
4.1 Changes to or Replacement of a Prefix .......................................................................................................... 17
4.2 Addition of a Prefix .................................................................................................................................... 17
4.3 Inactivation of a Prefix ............................................................................................................................... 18

Section 5 - Courses ..................................................................................................................................................... 19
5.1 Changes or Revisions to a Course ............................................................................................................. 19
5.2 Adding a New Course ...................................................................................................................................... 20
5.3 Deleting a Course ...................................................................................................................................... 22

Section 6 - General Education Requirement (GER) ............................................................................................... 23
6.1 General Education and General Course Requirements ............................................................................. 23
6.2 Revision of or Request for GER Course ..................................................................................................... 23
6.3 Deletion of a GER Course .......................................................................................................................... 24

Section 7 - Programs .................................................................................................................................................. 25
7.1 Minor Revisions to Programs (includes new option within a program) .................................................... 25
7.2 Programs which have MATH, ENGL, and COMM Requirements ..........................................................26
  7.2.1 Programs which have MATH program requirements .....................................................................20
  7.2.2 Programs which have ENGL A111 as a specific major requirement ................................................20
  7.2.3 Programs which have COMM A111, A235, A237, or A241 as a specific major requirement ..........20

7.3 New Programs and Major Changes  .....................................................................................................21

Section 8 - Policy Additions and Changes .................................................................................................29

Section 9 - Step-By-Step Instructions for the Course Content Guide ..........................................................30

Section 10 - Step-By-Step Instructions for the Course Action Request .........................................................41

  10.1 The CAR Form ..................................................................................................................................41

  10.2 Instructions for Completing the CAR ...............................................................................................42
  Box 1a. School or College .............................................................................................................................42
  Box 1b. Division ...........................................................................................................................................42
  Box 1c. Department ......................................................................................................................................43
  Box 1d. Course Prefix ..................................................................................................................................43
  Box 1e. Course Number ...............................................................................................................................43
  Box 1f. Previous Course Prefix & Number ....................................................................................................45
  Box 1g. Credits/CEUs .................................................................................................................................45
  Box 1h. Contact Hours (Lecture + Lab) per week (15-week semester) .......................................................45
  Box 1i. Complete Course Title ...................................................................................................................46
  Box 7. Type of Course ................................................................................................................................47
  Box 8. Type of Action .................................................................................................................................47
  Box 9. Repeat Status ..................................................................................................................................47
  Box 10. Grading Basis .................................................................................................................................48
  Box 11. Implementation Date .....................................................................................................................48
  Box 12. Cross-Listed or Stacked ..................................................................................................................49
  Box 13a. Impacted Courses or Programs .....................................................................................................49
  Box 13b. Coordination Email Submitted to Faculty Listserv .....................................................................51
  Box 13c. Coordination with Library Liaison ...............................................................................................51
  Box 14. GERs .............................................................................................................................................51
  Box 15. Course Description .........................................................................................................................51
  Box 16a. Course Prerequisite(s) ..................................................................................................................51
  Box 16b. Test Scores ..................................................................................................................................52
  Box 16c. Corequisite(s) ...............................................................................................................................52
  Box 16d. Other Restriction(s) ......................................................................................................................52
  Box 16e. Registration Restriction(s) ............................................................................................................53
  Box 17. Mark if Course Has Fees ...............................................................................................................53
  Box 18. Mark if Course is a Selected Topic Course ....................................................................................53
  Box 19. Justification for Action ..................................................................................................................53

Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR) .....................................54

  11.1 The PAR Form ..................................................................................................................................54

  11.2 Instructions for Completing the PAR ...............................................................................................55
  Box 1a. School/College ...............................................................................................................................55
  Box 1b. Division .........................................................................................................................................55
  Box 1c. Department ..................................................................................................................................55
  Box 2. Complete Program Title/Prefix ......................................................................................................55
  Box 3. Type of Program .............................................................................................................................55
  Box 4. Type of Action ...............................................................................................................................55
  Box 5. Implementation Date .......................................................................................................................55
  Box 6a. Coordination with Affected Units ..................................................................................................56
  Box 6b. Coordination Email Submitted to Faculty Listserv .....................................................................57
Section 12 - Catalog Copy Formatting .................................................................................................................. 58

Appendix A - Links to Templates .......................................................................................................................... 69

Appendix B - Links to Examples .......................................................................................................................... 70

Appendix C - Observable Verbs .......................................................................................................................... 71

  Cognitive Domain Observable Verbs ................................................................................................................. 71
  Affective Domain Observable Verbs .................................................................................................................. 73
  Psychomotor Domain Observable Verbs ............................................................................................................. 74

Appendix D - The Undergraduate & Graduate Academic Boards ......................................................................... 75

  Membership ...................................................................................................................................................... 75
  Responsibilities ................................................................................................................................................. 75
  Meeting Schedule .......................................................................................................................................... 76
  Agenda and Summary ................................................................................................................................... 76
  Meeting Procedure ......................................................................................................................................... 78
  Administrative Support ................................................................................................................................. 78

Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs ..................................... 79

Appendix F - Guidelines for UAA Distance Delivered Courses ........................................................................... 80

Index ................................................................................................................................................................... 80

List of Figures

Prefix Approval Process ........................................................................................................................................ 11
Permanent Course Approval Process ................................................................................................................ 14
Non-Permanent Credit Course, 500-Level Course, and Noncredit/CEU Approval Process ................................. 15
Program Approval Process .................................................................................................................................... 24
### Acronym List

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
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<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>
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<tr>
<td>GER</td>
<td>General Education Requirement</td>
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<tr>
<td>GERC</td>
<td>General Education Review Committee</td>
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<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
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<tr>
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<td>Office of Academic Affairs</td>
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<td>Program/Prefix Action Request</td>
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<td>Statewide Academic Council</td>
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<td>University of Alaska Anchorage</td>
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<td>Undergraduate Academic Board</td>
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<td>USUAA</td>
<td>Union of Students at UAA</td>
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Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

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

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

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

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

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

Basis for Academic Board Review

Academic board approval is required for the following:

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

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

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

- Occupational Endorsement Certificates: 29 credits
- Certificate: 60 credits
- Associate Degree: 75 credits
- Bachelor's Degree: 132 credits
- Minors: no maximum
- Master's Degree: 45 credits
- Graduate Certificate: 29 credits
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 [http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm] except in the special cases listed.

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

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

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

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

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

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

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

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

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal.
• 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. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

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

14. 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.

15. 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.

16. 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.

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

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.

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

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

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

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

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

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

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

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

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

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

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

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

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

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

3.3 Approval of Minor Catalog Changes

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

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

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

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

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

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

3.5 Approval of 600-Level Courses

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

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

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

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

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

3.6 Approval of 500-Level Courses

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

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

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

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

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

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

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

3.8 Approval of Doctoral Programs

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

*It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.*
The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.

**Justification Proposal**

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

**Full Proposal**

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

### 3.8.1 Justification Proposal

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

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

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

![Figure 3.3: Program Approval Process](image-url)

**Figure 3.3: Program Approval Process**

(Note: The figure shows the process flow with steps such as Faculty Initiated, Consult with Office of Academic Affairs, and other institutional bodies involved in the approval process.)
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

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

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

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

4.1 Changes to or Replacement of a Prefix

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)
      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 (ayoaa@uaa.alaska.edu, ph 907-786-1054).

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

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
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 (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
      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_liaison_librarians). It is suggested that this be done early in the curriculum process.
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at [www.uaa.alaska.edu/governance/GER](http://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](http://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](mailto: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.
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/]

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

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

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

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

m. New facility or renovated space requirements.

n. Concurrence of appropriate advisory councils.

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

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

b. A budget worksheet.

c. Board of Regents Program Action Request Form

d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SACand 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
information in a given field.

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

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

-95 Internship and Practicum
  Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

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

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

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

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

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

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.

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

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

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

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

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

Semester = 15 weeks (standard semester length)

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

Outside Work = Additional time typically outside of classroom or laboratory

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

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

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

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

ii. Examples

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

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

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

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

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

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

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

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

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

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

H. Cross Listing (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
   i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
   ii. Each cross-listed course must have a separate CCG and CAR for each prefix.
   iii. Everything except the course prefix must be identical.
iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

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

I. Stacking (if applicable)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>course topic material</td>
<td></td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on</td>
</tr>
<tr>
<td>otherwise present the course material to other audiences.</td>
<td>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 admission¹, major², class standing³, or level⁴). 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>
</tr>
</thead>
<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

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

10.1 The CAR Form
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 = 1,500 minutes) of supervised lab time.

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

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

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

1. Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>15 weeks (standard semester length)</td>
</tr>
<tr>
<td>One (1) Contact Hour</td>
<td>50 minutes per week (or 750 minutes for the course)</td>
</tr>
<tr>
<td>Outside Work</td>
<td>Additional time typically outside of classroom or laboratory</td>
</tr>
<tr>
<td>One (1) credit</td>
<td>1 contact hour per week of lecture (15 contact hours of lecture for course)</td>
</tr>
<tr>
<td></td>
<td>or 2 contact hours per week of supervised laboratory (or practica) if</td>
</tr>
</tbody>
</table>
outside work is needed (30 contact hours for the course)

or

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

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

2. Examples

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

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

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

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours
  of lecture and 3 hours of 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)**
   A. *Program Requirement* - A credit course specifically required by degree, certificate, or a Minor program.
   B. *Program Selective* - A credit course within a group of courses from which a student is required to select.
   C. *General Education Requirement* - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. *Elective* - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

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

3. **Nondegree Courses**
   A. *Noncredit Courses (000-049)* - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. *CEUs (denoted by “AC” rather than just “A” before course number)* - A course that provides further development of a trade, profession, or personal improvement.
   C. *Professional Development Courses (A500-A599)* - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

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

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

**Box 9. Repeat Status**
Identifies the Repeat Status of the course.

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

If repeat status is marked as Yes, the **Number of Repeats** and **Maximum Hours** must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390  3 credits  
Repeat Status: Yes  Number of Repeats: 1  Max Credits: 6

Box 10. **Grading Basis**

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

Box 11. **Implementation Date**

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

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. 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/JPC A324 is listed both under Art and Journalism and Public Communications.

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

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

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

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

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy.

The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance)
In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. **You should fill out a line of the table for every program, (including type of degree. e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.**

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), 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)**

CIS A330 (Database Management Systems)

<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 alphabetical 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\(^a\), major\(^b\), class standing\(^c\), or level\(^d\)). The name of the college or school, major, class standing, or level required should be specified in Box 16e. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

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

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

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: [ ]
- Graduate: [ ]

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: /

6. Coordination with Affected Units

   Department, School, or College:  

   Faculty Initiator Name (typed):  

   Faculty Initiator Signed Initials:  

   Date: ________________

   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

   [ ] Check the appropriate box for approval or disapproval:

   Initiator (faculty only)  

   Date

   Initiator (TYPE NAME)  

   Date

   Dean/Director of School/College  

   Approved [ ]  

   Disapproved [ ]

   Undergraduate/Graduate Academic Board Chair  

   Approved [ ]  

   Disapproved [ ]

   Provost or Designee  

   Approved [ ]  

   Disapproved [ ]
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_liason_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 6d. Program Assessment Review with Academic Assessment Committee (AAC)**
The Academic Assessment Committee supports faculty in the design of assessable programmatic learning outcomes and assessment strategies, with a goal to enhance a culture of continuous improvement based on the measurable assessment of learning outcomes.

Program assessment review with the AAC should occur before the program and PAR is submitted to UAB/GAB for review. The faculty initiator is required to send their complete program assessment plan to the AAC at ayaac@uaa.alaska.edu. The AAC will then contact the initiator to schedule a review. Following their program’s review with the AAC, the initiator will receive a memo stating completion of the review. On the PAR form, please include the date noted on the memo from the AAC. Should a program already be accountable to an accreditation board in the design or review of their programmatic change, they may be eligible for an AAC exemption. If so, this would be reflected in the memo.

Further details on Program Student Learning Outcomes can be found in section 2.1.4 of the Curriculum Handbook and in the Academic Assessment Handbook http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm

**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/.

### 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).

### Sciences Core (15-24 credits)

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

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

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

Separate the two electives with an “or” on its own line.
CHEM A103L Survey of Chemistry Laboratory (1)
and one of the following lecture/lab combinations:

PHYS A115 Physical Science (3)
and

PHYS A115L Physical Science Laboratory (1)
or

PHYS A123 Basic Physics I (3)
and

PHYS A123L Basic Physics I Laboratory (1)

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

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

ANTH A250 The Rise of Civilization (3) 3
or

HIST A390A Themes in World History (3)

HIST A131 History of United States I (3) 3
or

HIST A132 History of United States II (3)
or

HIST A355 Major Themes in US History (3)

EDSE A212 Human Development and Learning (3) 3

ENGL A121 Introduction to Literature (3) 3

or

ENGL A201 Masterpieces of World Literature I (3)
or

ENGL A202 Masterpieces of World Literature II (3)

HUM A211 Introduction to Humanities I (3) 3
or

HUM A212 Introduction to Humanities II (3)
or

HNRS A192 Honors Seminar: Enduring Books (3)

LSSS A111 Cultural Foundations of Human Behavior (3) 3
or

HNRS A292 Seminar in Social Science (3)
or

ANTH A202 Cultural Anthropology (3)

LSIC A231 Truth, Beauty, and Goodness (3) 3
or

PHIL A301 Ethics (3)

LSSS A311 People, Places, and Ecosystems

or

ENVI A211 Environmental Science: Systems and Processes (3)

LSIC A331 Power, Authority, and Governance (3) 3

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

Select one course from fine arts GERs  3

Mathematical Skills (9-13 credits)
MATH A205  Communicating Mathematical Ideas  3
and
STAT A252  Elementary Statistics (3)  3-4
or
STAT A253  Applied Statistics for the Sciences (4)
and
Select one additional course from quantitative skills GERs  3-6

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

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

1. Complete the following core courses (22 credits)
   EDEC A242  Family and Community Partnerships (3)  3
   or
   HNRS A310  Community Service: Theory and Practice (3)
   EDEL A205  Becoming an Elementary Teacher  2
   EDFN A206  Introduction to Assessment in Education  1
   EDFN A300  Philosophical and Social Context of American Education (3)  3
   or
   EDFN A304  Comparative Education (3)
   EDFN A301  Foundations of Literacy and Language Development  3
   EDFN A302  Foundations of Educational Technology  2
   EDEL A392  Elementary Education Seminar I: Culturally Responsive Teaching  2

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
   or
   For Honors Option Senior Requirement:
   - HRNS A499 Thesis (3)
   and
   - EDEL A495B Elementary Education Internship (6)
   (three credits of Internship apply to the Senior Requirement)

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

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, AFHIZ@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.

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<th>Application</th>
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<th>Synthesis</th>
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<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>
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<tr>
<th>Evaluation – Make judgments on basis of given criteria</th>
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<td>Appraises</td>
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<td>Argues</td>
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<td>Tests</td>
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<td>Validates</td>
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<td>Values</td>
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### Affective Domain Observable Verbs

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

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalization</th>
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</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>
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<tr>
<td>Asks</td>
<td>Accepts</td>
<td>Associates with</td>
<td>Adheres to</td>
<td>Acts</td>
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<tr>
<td>Chooses</td>
<td>responsibility</td>
<td>responsibility</td>
<td>Alters</td>
<td>Changes behavior</td>
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<tr>
<td>Follows</td>
<td>Answers</td>
<td>Believes in</td>
<td>Arranges</td>
<td>Develops a code of behavior</td>
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<tr>
<td>Gives</td>
<td>Assists</td>
<td>Be convinced</td>
<td>Classifies</td>
<td>Develops a philosophy of life</td>
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<tr>
<td>Holds</td>
<td>Be willing to</td>
<td>Completes</td>
<td>Combines</td>
<td>Influences</td>
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<tr>
<td>Selects</td>
<td>Complies</td>
<td>Describes</td>
<td>Defends</td>
<td>Judges</td>
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<tr>
<td>Shows interest</td>
<td>Enjoys</td>
<td>Differentiates</td>
<td>Establishes</td>
<td>problem/issues</td>
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<td></td>
<td>Greets</td>
<td>Has faith in</td>
<td>Forms judgments</td>
<td>Listens</td>
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<td>Helps</td>
<td>Initiates</td>
<td>Identifies with</td>
<td>Performs</td>
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<td>Obeys</td>
<td>Invites</td>
<td>Integrates</td>
<td>Practices</td>
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<td>Performs</td>
<td>Joins</td>
<td>Weighs alternatives</td>
<td>Qualifies</td>
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<td>Practices</td>
<td>Justifies</td>
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<td>Questions</td>
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<td>Presents</td>
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<td>Serves</td>
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<td>Reports</td>
<td>Proposes</td>
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<td>Shows mature attitude</td>
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<td>Shares</td>
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<td>Shows Verifies</td>
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<td>Subscribes to</td>
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### 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>
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<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. Naturally Perfectly</td>
</tr>
<tr>
<td>Attempts</td>
<td>Completes</td>
<td>Achieves</td>
<td>Adapts</td>
<td></td>
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<tr>
<td>Copies</td>
<td>Does</td>
<td>Automatically</td>
<td>Advances</td>
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<tr>
<td>Duplicates</td>
<td>Follows</td>
<td>Exceeds</td>
<td>Alters</td>
<td></td>
</tr>
<tr>
<td>Initiates</td>
<td>Manipulates</td>
<td>Expertly</td>
<td>Customizes</td>
<td></td>
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<tr>
<td>Reproduces</td>
<td>Plays</td>
<td>Masterfully with improvements</td>
<td>Originates</td>
<td></td>
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<tr>
<td>Responds</td>
<td>Performs</td>
<td>with Refines</td>
<td>With fundamental revisions</td>
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<tr>
<td>Starts</td>
<td>Produces</td>
<td></td>
<td>With great skill</td>
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<tr>
<td>Tries to 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
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. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

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

Measurements may be direct and/or indirect. Examples of each are below:
- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:
- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:


Index

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

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

C
CAR, See Course Action Request
Catalog Copy, 8, 9, 11, 12, 15, 17, 18, 20, 23, 45, 52, 53
Formatting, 53
Notes, 53
CCG, See Course Content Guide
CEU Courses, See Continuing Education Unit Courses
CEUs, See Continuing Education Unit
Change, 41
Course, 11, 41
Fees, 46
Policy, 23, 50, 69
Prefix, 8, 50
Program, 18, 19, 41, 42, 50
Class, 31
Cognitive Domain Observable Verbs, 64
College or School, 24
College or School Admission, 30, 46
Community Campus, 7, 38, 43, 50, 68
Compressibility Policy, 28, 40
Contact Hours, 26, 39
Continuing Education Unit, 27, 38, 39, 40, 41
Continuing Education Unit Courses, 25
Coordinate with Library
Course, 45
Program/Prefix, 51
Coordination, 8, 43, 45, 51
Course - Addition, 12
Course - Change, 11
Course - Deletion, 15
Email Notification, 44
GER - Request For Or Revision, 17
Prefix - Addition, 9
Prefix - Change Or Replacement, 8
Prefix - Inactivation, 9
Program/Prefix, 50, 51
Programs - Major Revisions, 20
Programs - Minor Revisions, 18
Programs - New, 20
With Affected Units, 44
with Library Liaison, 51
Coordination Spreadsheet
Example, 63
Template, 62
Coordination with Affected Units, 50
Coordination with the Library Liaison, 51
Corequisites, 8, 9, 11, 12, 15, 17, 30, 46
Course, 5
Attributes, 30
Changes, 11
Description, 30, 45
Fee, 31
Guidelines on Student Outcomes, 72
Number, 24, 25, 37, 38
Prefix, 24, 37
Revisions, 11
Title, 28, 40
Course Action Request, 3, 5, 11, 15, 16, 18, 24, 35, 36, 63, 69, 70
Course Content Guide, 11, 16, 18, 24
Course Level, 31
Descriptions, 25, 37
Expectations
Academic Course Levels, 31
Preparatory/Developmental Courses, 32
Justification, 31
Credits, 39
Program Maximum Number, 1, 50
Cross Listing, 28
Cross-listed Courses, 42
Cross-Listed Courses, 28
Curriculum Approval Process, 5
500-Level Courses, 7
600-Level Courses, 7
Substantive Changes To Courses Numbered 050 - 299, 7
Curriculum Review, 3
Curriculum Screening Criteria, 3

D
Deletions, 41
Course, 7, 15
GER Course, 17
Program, 50
Reuse of Course Number Rule, 24
Department, 37, 50
Disapproved CAR, 3
Distance Education Courses, 73
Division, 36, 49
Doctoral, 50

E
Effective Date, 5, 21
Electives, 3, 4, 8, 41
Emphasis Areas, 4
Evaluation Methods, 32
Experimental Course, 38

F
Faculty Matrix, 62, 63
Faculty Senate, 1, 5
Fee Request Form, 11, 12, 17, 19, 46, 62
Fees, 46
Final Reading, 5, 20
First Reading, 70
Four-Year Course Offering Plan, 19, 62

G
GAB. See Graduate Academic Board
General Education Requirements (GER), 3, 16, 41, 45, 70
GER Course
Purge List, 15
Revision of or Request for, 16
GER Course Deletion, 17
GER Outcomes, 4, 16, 17
GER Preamble, 16
GER Templates, 16
General Education Review Committee, 16, 70
Review Process, 16
GERC. See General Education Review Committee
Goals and Outcomes, 32
Grading Basis, 28, 42
Graduate, 50
Certificates, 1, 50
Degrees, 1
Programs, 1, 54
Graduate Academic Board, 1, 68
Graduate-Level Courses, 25, 31, 37

I
Impacted Courses or Programs, 43
Implementation Date
Course, 28, 42
Program/Prefix, 5
Program/Prefix, 50
Inactivation of a Prefix, 9, 50
Independent Study, 26, 38
Individual Research, 26, 39
Informational Items, 71
Initiating Faculty Member. See Initiator
Initiator, 8, 9, 11, 12, 15, 16, 17, 18, 20, 29, 45, 51
Instructional Goals, 32, 33
Internship, 26, 38

J
Justification for Action
Course, 26, 39, 47
Program/Prefix, 52

L
Lecture Course, 26, 39
Level, 31
Library Liaison, 11, 12, 17, 18, 20, 45, 51
Lower Division Courses, 6, 25, 31, 37

M
Major, 31
Major Changes to Programs, 19
Major Revisions, 20
Master's Degree, 1
Maximum Hours, 41, 42
Meeting Summary, 70
Minimum Course Length, 28, 40
Minor, 50
Minor Changes to Undergraduate Credit Courses, 6
Minor Revisions to Programs, 18

N
New Programs, 19
NG, 28, 42
No Grade, 28, 42
Noncredit Courses, 25, 38, 41
Nondegree Courses, 41
Northwest Commission on Colleges and Universities, 21
Number of Credits, 26
Number of Repeats, 41, 42

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

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

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

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

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

U

UAA General Education Requirements. See General Education Requirements
UAB. See Undergraduate Academic Board

Undergraduate
Certificates, 1, 50
Programs, 1
Undergraduate Academic Board, 1, 16, 68
Undergraduate Credit Courses, 6
Undergraduates: Certificates, 1
Unsupervised Laboratory Course, 26, 39
Upper Division Courses, 25, 31, 37

W

Workshop, 25, 38
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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

2. Complete Program Title/Prefix

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

This program is a Gainful Employment Program: [ ] Yes or [ ] No

4. Type of Action:
PROGRAM
[ ] Add
[ ] Change
[ ] Delete

PREFIX
[ ] Add
[ ] Change
[ ] Inactivate

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

6a. Coordination with Affected Units
Department, School, or College:
Initiator Name (typed): ________ Initiator Signed Initials: ________ Date: __________

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

6c. Coordination with Library Liaison Date: ______

6d. Completed Program Assessment Review with the Academic Assessment Committee (AAC) Date: ______

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

8. Justification for Action

Initiator (faculty only)
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

Approved Disapproved
Department Chair Date