UAA Curriculum Handbook

Approved by the UAA Faculty Senate 4/29/2022

Approved by the Provost and Chancellor on 6/29/2022

Revised to update links 7/25/2024

UAA Curriculum Handbook
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Section 1 – Introduction

1.1 Purpose of the Curriculum Handbook

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

1.2 Principles for Academic Review

- Excellence in teaching, learning, and research are at the core of the University of Alaska Anchorage (UAA) mission, goals and activities. The Undergraduate Academic Board (UAB) and the Graduate Academic Board (GAB) of the Faculty Senate are the principal peer review committees charged to initiate, develop, review and recommend curriculum and academic policies (see Appendix D for operational guidance for UAB/GAB).

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

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

1.3 Basis for Academic Board Review

Academic board review is required for the following:

1. New permanent courses or revisions to existing courses that will appear on the student's transcript with academic credit.

2. New degrees, program and certificates or revisions to existing degrees, programs and certificates.

3. New academic policies or revisions to existing academic policies.

4. Retaining any course that has not been offered at least once during the past 4 years (i.e., course on an inactive list that the discipline informs the Undergraduate or Graduate Academic Board it intends to deliver. See section 2 for additional information).

5. Major revision* to the academic content of a course or program such as

   A. Additions, modifications or deletions of major content areas.
   B. Selection/admission procedures and standards related to academic programs and degrees.
   C. Prerequisites, co-requisites, and registration restrictions.
   D. Change in GER status.

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

1.4 Curriculum Review Board Evaluation Criteria

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

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

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

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

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

Section 2 - Curriculum Review Process for Courses

Figure 2a: Permanent Course Review Process

Faculty Initiated
Addition/Change/Deletion of Course

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Department Curriculum
Committee/Chair

↓

College
Curriculum Committee ↔ **Coordination email generated**

↓

College Dean

↓

General Education ←GERs— **Governance Office**
Council (GEC)

050-499 level courses   600+ level courses

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

↓

Provost

↓

Office of the Registrar

2.1 Overview

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

All courses follow the review process presented in this section. Any new, changed or deleted course, wherever initiated within UAA, requires approval through the Curriculum Inventory Management (CIM) system, except as noted in section 2.6.

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

Annual deadlines for completing the curriculum review process are listed on the Academic Calendar and Other Academic Deadlines website. Changes to existing courses may not be implemented for a term once registration for that term has opened. After appropriate reviews are complete, the course appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved.

2.2 Review Process for Permanent Course

1. **Faculty Initiation:** New, changed, and deleted courses must be initiated by faculty (except adjunct faculty) as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

    Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process. Faculty should consult with other affected programs/departments. For GER courses, a faculty initiator should review the criteria for GER courses and consider a consultation with the GEC prior to submission.

    Any changes requested of the initiator are made and the curriculum returns to the level of review at which the change was requested.

2. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required. Some programs are not housed within a departmental structure, but a divisional or school structure only. In those cases, the division/school lead reviews the curriculum at this point in the process.

3. **College Curriculum Committee:** The college curriculum committee is responsible for ensuring coordination across all campuses as applicable.

    A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. The curriculum will be placed on the UAB/GAB agenda 10 business days after the coordination email is generated.

    Initiators should consider direct outreach to affected programs.

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

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

curriculum committees, and deans should include a comment that clearly states the disapproval and the reason.

5. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (UAB/GAB) queue by 9:00 a.m. Monday** to be on the agenda for the Friday meeting of the same week.

6. **General Education Council (GEC):** GERs must be reviewed by the GEC prior to review by the UAB. GEC review will cover the items listed in section 2.4 and provide a recommendation to UAB.

7. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** UAB and GAB meeting schedules are posted on the Governance website at the beginning of each academic year.

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

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the CIM system before UAA Faculty Senate takes action. If the revisions are minor, this process may be completed during the UAB/GAB meetings.

8. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for Faculty Senate meetings that occur on the first Friday of each month September – May, except January.

10. **Provost:** The Provost provides the final approval for all curricular actions at UAA.

2.3 Minor Changes
Definition of a "minor change": Minor changes are defined as changes that do not substantially affect the intent or content of courses.

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

There is an expedited process for minor changes. Primary responsibility for carrying out this procedure resides with the curriculum committee of each college and the dean. A faculty initiator may request the expedited process for minor changes. If the college curriculum committee agrees that the changes are minor and the course is otherwise approved by the college committee, the chair of the college curriculum committee would enter "Approved for minor changes and request expedited process" into the comments section of the workflow and submit. If the dean agrees, they would enter the same comment and submit. The UAB and/or GAB chair would have the option to treat the course as a minor change item and place it on the agenda as informational only, or, place the course on the agenda for regular review. At the UAB or GAB meeting, any member of the board can request that a course be pulled from the informational items

and undergo regular review. The informational items will be placed on the next consent agenda for Faculty Senate and then move to OAA after Faculty Senate approval.

2.4 General Education Requirements (GER)

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

2.4.1 General Education and General Course Requirements

The Associate of Arts degree program, AAS degree programs, and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog.

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

One of the goals of the GEC is to help faculty fully consider their General Education Requirement course proposals. All faculty are invited to meet with the GEC to talk through the expectations for GER courses. The committee can help faculty effectively address the academic issues associated with General Education courses as described in section 2.4.2.

In order to facilitate discussions, GEC publishes a meeting schedule every academic year. The schedule is available on the Governance website.

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 seven (7) years.

The General Education Council (GEC) is a standing committee of the UAB.

Non-course actions involving changes in GE policy are referred to the General Education Council for review. The GEC will make recommendations for action on the curriculum/policy change to the UAB.

2.4.2 Revision of or Request for GER Course

GER courses are approved through the curriculum approval process outlined in section 2.2 and detailed below. GER changes should have a fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curriculum website.

GER Course Approval Process

   A. Faculty initiator prepares proposal within a program/department coordinating with affected units and consulting with the GEC as needed)

   B. Department-level review/approval (chair/director)

   C. College curriculum committee review/approval

   D. Dean review/approval

   E. GEC review and recommendation to UAB

   F. UAB review/approval

G. Faculty Senate approval

H. Provost review/approval

Academic Issues Relevant to General Education

During the review process, the General Education Council can assist the initiator in articulating relevant information about the academic issues associated with General Education, including:

- Rationale for retaining or adding this course to the GER menu
- Instructional goals as they connect to relevant GER outcomes
- Assessable student learning outcomes
- Consistent frequency of course offerings
- Strategies for communicating the general education elements of the course to the students
- Coordination with UAA's General Education values
- Plans to participate in general education assessment
- Potential for consistent achievement of learning outcomes across multiple sections and campuses
- Enrollment implications for other GER courses
- Effect on other programs, particularly, any programs that require the course
- Appropriate course levels for General Education
- Incorporation of cross-cutting General Education skills
- Consistency with Board of Regents Regulation related to General Education
- Inter-institutional coordination to facilitate credit transfer between campuses, including:
    o Courtesy coordination to determine potential transfer conflicts.
    o Catalog check with other campus' catalogs to avoid confusion over courses with the same prefix and number that do not share GER status.
       (The registrar's office can provide assistance with course number suggestions.)
    o Consultation with GEC to address transfer concerns in cases where a new number is inappropriate

2.4.3 Revocation of General Education Requirement Designation
A course's designation as an approved General Education course may be considered for revocation for the following reasons:

1. The course is not updated through the curriculum approval process at least once every 7 years,
2. The course has not been offered successfully at least once during the past four semesters, excluding summer,
3. The department offering the course does not provide requested data for the current general education assessment process relevant to that course, or
4. The course is out of compliance with some other UAA General Education policy.

The revocation process will be initiated by the GEC. The GEC will notify the department of noncompliance with UAA General Education policy and/or assessment procedures. After notification, the department will have the next academic year to come into compliance.

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

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past two academic years. The Office of the Registrar will provide the purge list of GER courses to GEC and UAB each spring. Review of the GER list will be done annually by the GEC and UAB in the spring semester.

2.5 Inactive List
In August of each year the Registrar will compile of list of courses not offered in the previous four academic years. This list will be sent out to the faculty listserv, along with guidance on next steps. If a course has not been offered in the previous four academic years, then that course will be removed 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 the regular curriculum review process meeting all regular curriculum deadlines for course changes. After Faculty Senate, the list and rationale go to the provost for review and approval to be retained or inactivated.

2.6 Curriculum Review Process for Noncredit (A001-A049), Continuing Education Unit (CEU) (AC001-AC049), Special Topic (-93s), Trial (-94s) and Professional Development (A500-A599) Courses
These courses [non-credit, CEU, professional development, special topics courses (-93) and trial (experimental, -94)] are not entered into the CIM system. Paper-based forms are used instead. For the forms and more information on the completion of the forms, see the curriculum website.

This review process, for everything except non-credit and continuing education courses, is depicted in Figure 2b.

For definitions of the courses in this section, see the UAA catalog course numbering system.

Figure 2b: Special Topic (-93), Trial (-94), and 500-Level Professional Development Course Review Process

Faculty Initiated Addition/Change/Deletion of Course

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Department Curriculum Committee/Chair

↓

College Curriculum Committee

←→ **Coordination email generated**

↓

College Dean

↓

Provost → **Governance Office**
Informational

↓ Special Topic (-93), Trial (-94) & 500-level Professional Development

↓

Office of the Registrar

Undergraduate/Graduate Academic Boards (UAB/GAB)
Informational Item

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Faculty Senate
Informational Item

Section 3 - Curriculum Review Process for Programs

Figure 3a: Program Addition/Change Review Process

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┌─────────────────────────────────┐         ┌──────────────────────────────┐
│  Faculty Initiated              │◄───────►│  Consultation:               │
│  Addition/Change of Program     │         │  Office of Academic Affairs  │
│                                 │         │  major/minor change & new    │
└─────────────────────────────────┘         └──────────────────────────────┘
       │                 │
  Minor Change      New or Major Revision
       │                 │
       │                 ▼
       │          ┌──────────────────┐         ┌──────────────────┐
       │          │  Pre-prospectus  │         │                  │
       │          └──────────────────┘         │                  │
       ▼                 │                      │                  │
┌──────────────────────┐ │   Proceed with      │                  │
│ Department Curriculum │ │   New or Major      │                  │
│ Committee/Chair       │ │   Revision          │                  │
└──────────────────────┘ │                      │                  │
       │          ┌──────────────────┐         ┌──────────────────┐
       │          │  Consultation:   │◄───────►│  Provost         │
       ▼          │  College Dean    │         └──────────────────┘
┌──────────────────────┐ └──────────────┘             │
│ College Curriculum   │                       ┌──────────────────┐
│ Committee            │                       │  Initiator       │
└──────────────────────┘                       └──────────────────┘
       │                                              │
       ▼                                       ┌──────────────────┐
┌──────────────────────┐                       │  Prospectus      │
│ College Dean         │                       └──────────────────┘
└──────────────────────┘
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┌──────────────────────┐
│ Governance Office    │
└──────────────────────┘
  │                  │
Undergraduate      Graduate
Programs           Programs
  │                  │
  ▼                  ▼
┌────────────┐ ┌─────────────┐ ┌─────────────────┐
│Undergraduate│ │Faculty Senate│◄│Graduate Academic│
│Academic     │ │             │ │Board (GAB)      │
│Board (UAB)  │ │             │ │                 │
└────────────┘ └─────────────┘ └─────────────────┘
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              ┌─────────────────┐
              │ Provost/        │
              │ Chancellor      │
              └─────────────────┘
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New Program, Major Revision, Or Name Change

UA Academic Council/UA President

Degree/UC/PBCT: New Program/Major Revision/Name Change

OEC/GC/WFC (Informational)

Board of Regents

Provost

NWCCU

Provost

Office of the Registrar
Implementation

Minor Changes, New or Revised Minors

3.1 Overview

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

All programs follow the review process presented in this section. Any new, changed or deleted program, wherever initiated within UAA, requires approval through the Program Management system.

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

Annual deadlines for completing the curriculum review process are listed on the Academic Calendar and Other Academic Deadlines website Existing programs with changes may not be implemented for a term once registration for that term has opened. New programs may have an implementation date of summer, fall, or spring. Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated in accordance with the dates posted on the curriculum website.

3.2 Program Review Process

1. **Faculty Initiation:** faculty (except adjunct faculty) as defined in the Faculty Senate Constitution must initiate new, changed and deleted programs.

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

2. **Consult with Office of Academic Affairs (for new programs only):** Approval of a pre-prospectus by OAA is required prior to submitting curriculum to the review process for a new program (catalog copy and courses). See the curriculum website for the link to the prospectus form, and to preview the pre-prospectus questions.

   Contact OAA at uaa.oaa@alaska.edu to consult about this process.

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

   The top priority at this point should be to get the curriculum into the review process, as it needs to go through many levels of review.

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

   The University of Alaska Board of Regents Academic Policy, including the minimum number of credits required for a degree or certificate program, can be found in Policy 10.04.

3. **Department Curriculum Committee/Department Chair:** Some colleges include a departmental review by a curriculum committee or department chair or division/school director.

4. **College Curriculum Committee:**

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. The curriculum will go on the UAB/GAB agenda 10 business days after the coordination email is generated.

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

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

6. **Governance Office:** Curriculum items needing UAB/GAB review **must be in the Governance Office (GAB/UAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.

7. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** GAB and UAB meeting schedules are posted on the Governance website at the beginning of each academic year.

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

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

8. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for Faculty Senate meetings that occur on the first Friday of each month September – May, except January.

9. **OAA/Provost:** The Provost provides the final approval for all curricular actions at UAA.

10. Refer to Figure 3a for the steps beyond OAA/Provost approval that are specific to the type of program.

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

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB.
- Accreditation
- Licensure and certification
- Minor tweaks to program student learning outcomes

- Grammatical changes
- Narrative introduction

There is an expedited process for minor changes to program catalog copy. Primary responsibility for carrying out this procedure resides with the curriculum committee of each college and the dean. A faculty initiator may request the expedited process for minor changes. If the college curriculum committee agrees that the changes are minor and the program catalog copy is otherwise approved by the college committee, the chair of the college curriculum committee would enter "Approved for minor changes and request expedited process" into the comments section of the workflow and submit. If the dean agrees, they would enter the same comment and submit. The UAB and/or GAB chair would have the option to treat the program catalog copy changes as a minor change item and place the program copy on the agenda as informational only, or, place the program copy on the agenda for regular review. At the UAB or GAB meeting, any member of the board can request that a program be pulled from the informational items and undergo regular review. The informational items will be placed on the next consent agenda for Faculty Senate and then move to OAA after Faculty Senate approval.

3.4 Program Student Learning Outcomes
1. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.

2. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook. The plan is uploaded into the Program Management system for review and approval.

3. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program. These often align with program objectives required by external agencies for programs that hold special program accreditation.

3.5 Career Readiness Workforce Credential
Note: This type of program does not use the Program Management system.

The development of these programs must first be discussed with the Office of Academic Affairs. Contact OAA at uaa.oaa@alaska.edu.

3.6 Academic Program Suspension of Admissions or Deletion
A suspension of admissions or deletion of an existing program must be discussed with the Office of Academic Affairs. Contact OAA at uaa.oaa@alaska.edu with questions.
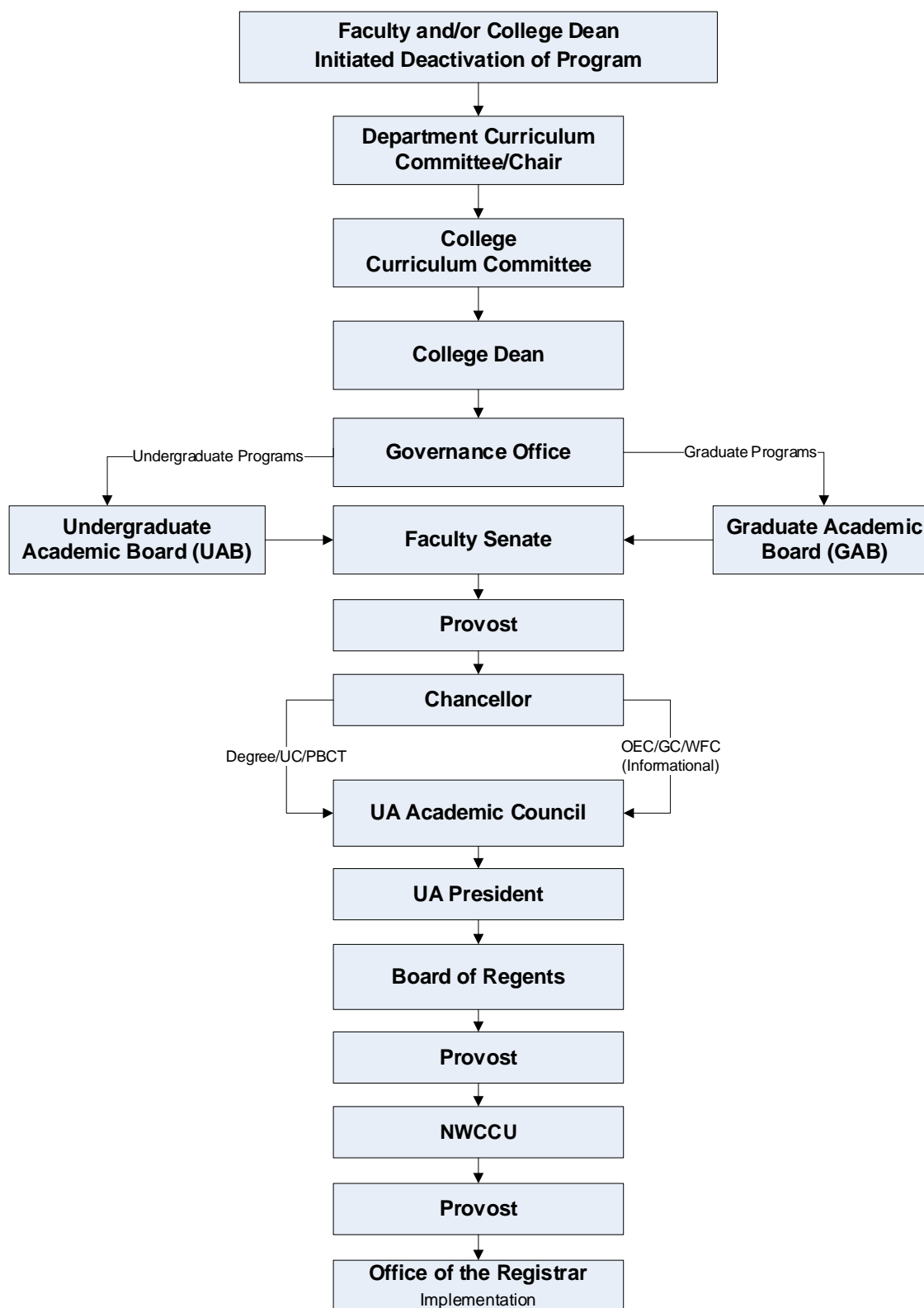
Academic Program Suspension of Admissions or Deletion Guidelines are available on the Academic Affairs Academic and Related Policies and Procedures website.

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

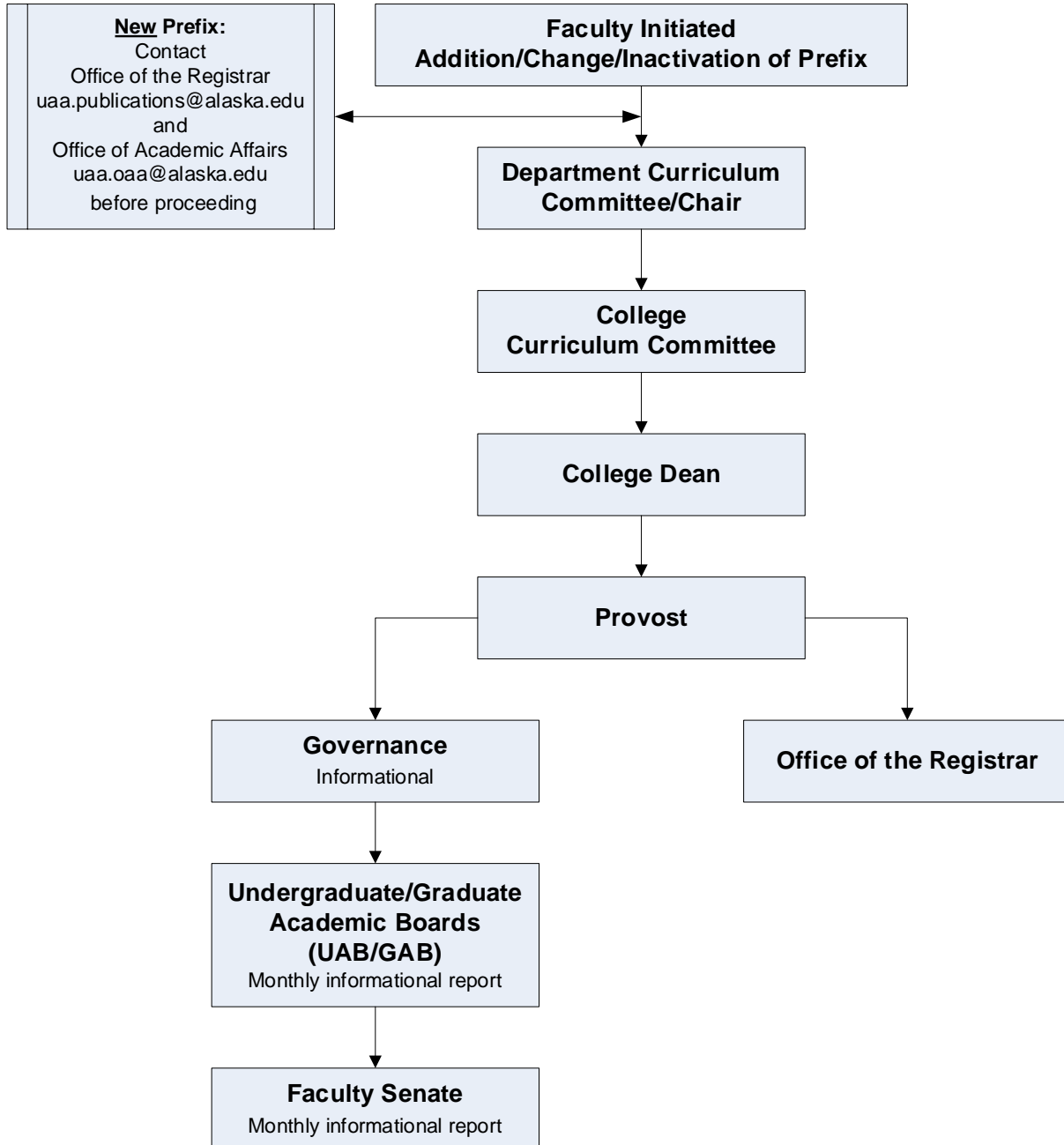This review process is depicted in Figure 3b.

Figure 3b: Academic Program Deletion Review Process

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┌─────────────────────────────────────┐
│   Faculty and/or College Dean        │
│   Initiated Deactivation of Program  │
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│   Department Curriculum              │
│   Committee/Chair                    │
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│   College                            │
│   Curriculum Committee               │
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│   College Dean                       │
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│   Governance Office                  │
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  Undergraduate Programs  │  Graduate Programs

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│ Undergraduate    │→ │ Faculty      │ ←│ Graduate Academic│
│ Academic Board   │  │ Senate       │  │ Board (GAB)      │
│ (UAB)            │  │              │  │                  │
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                   │ Provost      │
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                   │ Chancellor   │
                   └──────────────┘
  Degree/UC/PBCT                  OEC/GC/WFC
                                  (Informational)
                   ┌──────────────────────┐
                   │ UA Academic Council  │
                   └──────────────────────┘
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                   │ UA President │
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                   │ Board of Regents │
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                   │ Provost      │
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                   │ Office of the Registrar│
                   │ Implementation         │
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Section 4 - Prefix Approval Process

See the prefix memo template posted on the [Academic Affairs Curriculum website](#).

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

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

Faculty Initiated Addition/Change/Inactivation of Prefix

↓

Department Curriculum Committee/Chair

↓

College Curriculum Committee

↓

College Dean

↓

Provost

→ **Office of the Registrar**

↓

Governance
Informational

↓

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

↓

Faculty Senate
Monthly informational report

4.1 Addition, Change or Inactivation of a Prefix
The process for approval of a prefix addition, change or inactivation is depicted in Figure 4.

Section 5 - Policy Additions and Changes

New or revised academic policies are proposed to UAB and/or GAB according to the level of student impacted. If approved they go to the UAA Faculty Senate, then to OAA, and finally to the Chancellor's Office. OAA will post or forward to the office responsible for the relevant publication, e.g., Registrar's Office, Dean of Students, OAA website.

UAA Academic Policy Proposals are presented to UAB/GAB in the form of a memo which should include:

1. [Proposed policy](#) language (include catalog copy in Word using the track changes function if policy is revised).

2. List of 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 6 – Further Resources

[University of Alaska Board of Regents academic policy](#) (see part 10)

[UAA curriculum landing page](#) (curriculum and program management system)

[Annual deadlines](#)

[Office of Academic Affairs](#)

[Governance Office, Undergraduate and Graduate Academic Boards, Faculty Senate, GE Committee information](#)

[Faculty Senate Academic Assessment Committee](#)

[Academic Assessment Website](#)

[Writing Objectives with Bloom's Taxonomy](#): University of North Carolina Charlotte, The Center for Teaching and Learning

Appendix A - Observable Verbs

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

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

Knowledge	Application	Analysis	Synthesis
Recalls information	*Uses knowledge or generalizations in a new situation*	*Breaks down knowledge into parts and shows relationships among parts*	*Brings together parts of knowledge to forms a whole and builds relationships for new situations*
Comprehension – Interpret information in one's own words Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates			*Evaluation – Make judgments on basis of given criteria* Appraises Argues Assesses Attacks Chooses Compares Concludes Critiques Defends Determines Estimates Evaluates Grades Judges Justifies Measures Predicts Ranks Rates Revises Scores Selects Supports Tests Validates Values

Affective Domain Observable Verbs

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

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

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

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

Appendix B – Stacking Guidance

Stacking criteria:

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

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

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

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

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

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

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

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

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

- ***Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?***
  It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is 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.
- ***Is the course format predominantly discussion- or seminar-based?***
  This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.
- ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***
  - ○ *Is the PRIMARY source of information/reading the primary research literature of the field?*

This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

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

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

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

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

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

Appendix C – Contact Hours

1. Definitions

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course)

or

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

or

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

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

2. Credit Examples

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact hours of lecture (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].
- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).
- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).
- **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).
- **(0+9)** = A practicum or fieldwork type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. **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.

Appendix D – Operations of UAB/GAB

UAB and GAB Values - Values Statement:
The Undergraduate and Graduate Academic Boards are dedicated to a shared, rigorous, open, and critical inquiry of curricular excellence in a collegial framework that fosters intellectual vitality and creativity. It is a priority of the Boards to represent the academic values of our peers across the University. We endeavor to serve UAA's diverse and intellectually curious faculty in the creation of opportunities for student success. In our efforts to both represent and support our peers, it is our goal to work collaboratively with faculty initiators and to offer respectful and constructive feedback as we review curriculum, programs, and policy changes or adoptions.

Our values are grounded in both academic integrity and process integrity.
Academic integrity encompasses the values of inclusiveness and innovation, as well as intellectual excellence, rigor and vitality/currency/relevance.
Process integrity includes the values of inclusiveness, fairness and transparency, as well as collaboration, honesty, respect and constructive feedback.

Membership
1. **Eligibility**
   The Constitution of the Faculty Senate, Article 5 Section 3 defines the faculty status required to serve on UAB/GAB.

2. **Composition**
   The Bylaws of the Constitution of the Faculty Senate, Section 3 subsection A and C define the composition of UAB and GAB, respectively.

Functions and Responsibilities of UAB/GAB
   ● The Bylaws of the Constitution of the Faculty Senate, Section 3 subsection B and D define the authority and responsibilities conferred upon UAB and GAB, respectively, by the Faculty Senate.

Operational Responsibilities and Procedures
1. **Members**
   ● Members are responsible for attending all meetings.
   ● Phone attendance is permitted.
   ● 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.

2. **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).

3. **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.

4. **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.
     - **Sections**
       - I. Roll
       - II. Approval of the Agenda
       - III. Approval of Meeting Summary
       - IV. Administrative Report
       - V. Chair's Report
       - VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
       - VII. CAR or PAR-First Reading
       - VIII. Old Business
       - IX. New Business
       - X. Informational Items
       - XI. Adjournment
   - **Definitions**
     - **Meeting Summary:** The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.
     - **First Reading**
       - Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
       - All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).

- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Committee (GEC).
- 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.
- o **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.
- o **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.
- o **Informational Items:** The Board may discuss these items and/or request that the items be placed on a future agenda for action.

5. **Meeting Procedure**
   - UAB/GAB meetings are governed by *Robert's Rules of Orde*r.
   - 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.
   - 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.

6. **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.