



Faculty Senate
UNIVERSITY of ALASKA ANCHORAGE

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www.uaa.alaska.edu/governance/facultysenate

To: Provost and Vice Chancellor Elisha Baker,
University of Alaska Anchorage

Fr: Kimberly Swiantek,
UAA Governance Office

Re: Changes to the Curriculum Handbook

On May 2nd, 2014 the Faculty Senate approved to the following motion brought forward by the Undergraduate and Graduate Academic Boards:

Motion: The UAB and GAB recommend that the Faculty Senate approve the changes in the Curriculum Handbook to align with the AAC Handbook.

Please see the attached document for more information.

If I may be of further assistance, please let me know.

Provost

Approved Disapproved

Comments:

DocuSigned by:
Elisha "Bear" Baker
64565975F771405...

June 23, 2014

Elisha Baker, Provost and Vice Chancellor

Date

Chancellor

Approved Disapproved

Comments:

DocuSigned by:
Tom Case
59BF802B1426410...

July 22, 2014

Tom Case, Chancellor

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2013

| | |
|--------------------------------|--------------------------|
| Post-Baccalaureate Certificate | 60 credits |
| Doctoral Degree | See program requirements |

3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.
4. Substantial revision to the academic content of a course including
 - A. Additions, modifications or deletions of major subject areas
 - B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).
5. Changes having an impact on the study options available to prospective students, including changes to
 - A. Selection/admission procedures and standards
 - B. Prerequisites, co-requisites, and registration restrictions.
6. Changes responding to the professions, employers, or the wider community.
- ~~7. Changes resulting from the program's response to academic assessment processes. Please refer to the current Academic Assessment Handbook for additional guidance regarding these activities.~~
- 8.7. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.

- 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 ~~S~~student ~~L~~earning ~~O~~utcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
- B. Program ~~s~~Student ~~L~~earning ~~O~~utcomes 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 ~~S~~student ~~L~~earning ~~O~~utcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
- D. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
- E. A complete and valid Academic Assessment Plan must be presented-emailed to the Academic Assessment Committee and the Office of Academic Affairs (OAA) at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. *Note: Academic boards do not evaluate the Program Student Learning Outcomes or; Academic Assessment Plan or resource implications; however the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.*

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

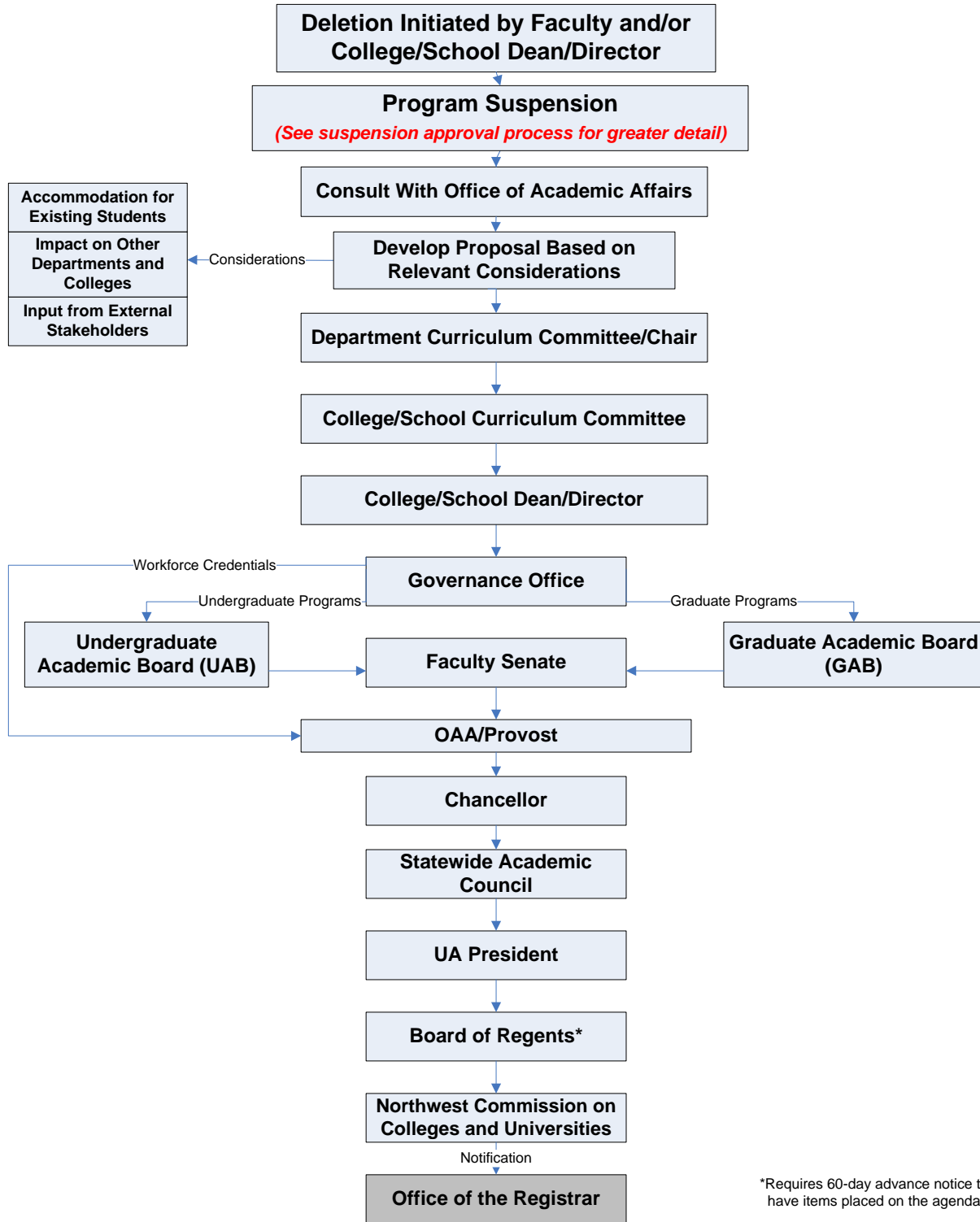
(PAR, Catalog Copy, CARs, and CCGs)

6. Program Academic Assessment Plan

7. Board of Regents PAR and Executive Summary

Figure 3.5: Degree and Certificate Deletion Approval Process

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



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

- 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, program student learning outcomes, and plans for assessment.
 - i. Opportunities for research and community engagement for admitted students.
 - j. Faculty and staff workload implications.
 - k. Fiscal Plan for the proposed program
 - l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.
 - m. New facility or renovated space requirements.
 - n. Concurrence of appropriate advisory councils.
2. **The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.**
- a. Four-Year Course Offering Plan for the Program.
 - b. A budget worksheet.
 - c. Board of Regents Program Action Request Form
 - d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by- SAC and BOR.
 - e. Resource Implication Form and a signed Fee Request Form (if needed).
 - f. An Academic Assessment Plan ~~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) (avgov@uaa.alaska.edu):**
- a. A cover memo summarizing the proposal.
 - b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
 - c. 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. ~~An student learning outcomes assessment plan~~ **Academic Assessment Plan** for review by the Academic Assessment Committee.
 - g. A risk management plan where required. This is developed in conjunction with the program's Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. **In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (avgov@uaa.alaska.edu):**
 - a. A cover memo summarizing the proposal.
 - b. The full proposal document outlined in section 3.8
 - c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
 - d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word

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

5. Guidelines for Evaluation or Assessment Methods

- A. **Program** Student learning outcomes ~~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 ~~p~~Program ~~S~~student ~~L~~earning ~~O~~utcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program's assessment procedures, see the college assessment coordinator.

Example 1

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

Example 2

Instructional Goals:

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

The instructor will:

1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.

Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
www.uaa.alaska.edu/governance/coordination/index.cfm
- **Course Action Request (CAR):**
www.uaa.alaska.edu/governance/coordination/index.cfm
- **Course Content Guide (CCG):**
www.uaa.alaska.edu/governance/coordination/index.cfm
- **Coordination Spreadsheet:**
www.uaa.alaska.edu/governance/coordination/index.cfm
- **Faculty Matrix:**
www.uaa.alaska.edu/governance/coordination/index.cfm
- **Program/Prefix Action Request (PAR):**
<http://www.uaa.alaska.edu/governance/curriculumexamples.cfm>
- **~~Program~~ Academic Assessment Plan:**
www.uaa.alaska.edu/governance/coordination/index.cfm
- **Prospectus:**
www.uaa.alaska.edu/governance/coordination/index.cfm
- **Risk Management Plan:**
www.uaa.alaska.edu/governance/curriculumexamples.cfm