Joint UAB and GAB Meeting Agenda

March 9, 2012
11:30-12:30
ADM 204

I. Roll

UAB Members

( ) Hilary Davies (CAS)   ( ) Joan O'Leary (Mat-Su)   ( ) Barbara Harville (FS Rep.)   ( ) USUAA vacancy
( ) Mari Ippolito (CAS)   ( ) Hilary Seitz (COE)   ( ) Francisco Miranda (FS Rep.)   ( ) Adjunct vacancy
( ) David Edgecombe (CAS) ( ) Cheryl Smith (CTC)   ( ) Vacancy (FS at Large)   <u>Ex-Officio Members:</u>
( ) Paola Banchero (CAS)   ( ) Kevin Keating (LIB)   ( ) Vacancy (FS At Large)   ( ) Bart Quimby
( ) Helena Jermalovic (COH) ( ) Utpal Dutta (SOE)   ( ) Vacancy (COH)   ( ) Shirlee Willis-Haslip
( ) Marion Yapuncich (KPC) ( ) Bettina Kipp (SA)   ( ) Kathrynn Hollis Buchanan (Kodiak) ( ) Scheduling & Publications
( ) Dave Fitzgerald (CBPP)

GAB Members

() Vacant   () Peter Olsson   () Zhaohui (Joey) Yang
() Tim Hinterberger   () Minnie Yen   () Susan Garton
() Patricia Sandberg   () Mary Dallas Allen   () Hsing-Wen Hu
() Veronica Padula   () Deb Russ   () Arlene Schmuland
() Yoshito Kanamori   () Randy Magen

II.   Approval of the Agenda (pg. 1)

III.   New Business
 A.   Curriculum Handbook Revisions (pg. 2-98)
  a.   **Coordination Email** (pg. 99)

 B.   Posthumous Degrees (pg. 100-102)

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2011

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Comment [A1]: UAB: Change Distance Education to Distance Delivered (Appendix F)

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Acronym List

BOR	Board of Regents
CAR	Course Action Request
CCG	Course Content Guide
CEU	Continuing Education Unit
GAB	Graduate Academic Board
GER	General Education Requirement
GERC	General Education Review Committee
NWCCU	Northwest Commission on Colleges and Universities
OAA	Office of Academic Affairs
PAR	Program/Prefix Action Request
SAC	Statewide Academic Council
UAA	University of Alaska Anchorage
UAB	Undergraduate Academic Board
US DoE	US Department of Education
USUAA	Union of Students at UAA

Section 1 - Introduction

1.1   Academic Boards of the Faculty Senate Principles of Operation

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

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

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

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

These Guidelines in the *Curriculum Handbook* 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

        iv. v.   mMinors

    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	18 creditsno maximum
Master's Degree	45 credits
Graduate Certificate	29 credits

Comment [A2]: UAB: Capitalize All

Comment [A3]: UAB: Capitalize All

Post-Baccalaureate Certificate   60 credits

~~Doctorate~~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.   Adoption of a new/revised mode of delivery in an entire course~~

    ~~C.~~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

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 should 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 oOutcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (add a link to the AAC website) should be reasonable in number, relate well to the content and methods of presentation used in the program, and are assessable.

C.   Program sStudent learning oOutcomes should are to be published in the catalog for students to use in evaluating and selecting their academic program.

D.   Outcome assessment should be accomplished with appropriate tools chosen and administered in a way that both direct and indirect measurements of student performance are obtained.

E.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.

F.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.that makes use of the assessments of student learning in the continuous improvement of the course. Plans should conform to the format and content established at UAA and illustrated at the website www.uaa.alaska.edu/governance. *Note: Academic bBoards 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.*

G.F.   If this action requires BOR review, see Regents' Policy and Regulation (www.alaska.edu/bor/policy-regulations/).

Comment [A5]: Add Link

H.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 nor approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 ~~Overview~~**Curriculum Approval Process**

1. ~~Expect~~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.

~~1.~~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.

~~2.~~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).

~~3.~~4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Proposers should ensure that documents are ~~submitted~~ prepared using Microsoft Word. ~~As of August 1, 2009, the new Program/Prefix Action Request form and updated Course Action Request form available on the Governance website must be submitted with curriculum paperwork. Documents titled *Curriculum* Action Request form will not be accepted.~~ 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 ~~and consists of two steps:~~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. ~~After~~ Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the ~~n~~ CAR following the committee's review.

9. ~~, a~~A hard copy of the proposal ~~signed~~ is forwarded to the~~by the~~ appropriate dean/director for review.

Comment [A6]: UAB: Change all 'proposers' to Faculty Initiators;

Comment [A7]: UAB: wants to add a comma after CAR

Comment [A8]: UAB: put in item 'b' from each of the sections here

4.10.   Following review, the dean/director signs the CAR and is forwards a hard copy of the curriculum proposal ed 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 proposalss to OAA for review and approval.
- Catalog cCourses and, programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

5.   Any items needing UAB/GAB review **must be received in the Governance Office by 9 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.

6.11.   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. OAA will consult with initiating faculty during the review of Workforce Credentials.

7.12.   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.

13.   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.

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

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

16.   The Associate Vice Provost for Curriculum and Assessment reviews and acts on undergraduate courses and, undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of and prefixes.

17.   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 prepared and submit the necessary documents (see section 7.3).

18.   After approval by the Faculty Senate, the Vice Provost for Curriculum and Assessment 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.

10.19.   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 prepared 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.

20.   After final approvals are obtained from the Chancellor, Regents, and/or the NWCCUAfter Associate the appropriate Vice Provost for Curriculum and Assessment approvalapproves the curriculum and returns the folders to the Governance Office., the The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

11.   .

12.21.   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.**

Comment [A9]: Delete sentence – both UAB and GAB agree

Comment [A10]: GAB: Make it say that the faculty initiator must be present; UAB disagrees

13.22.   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 ~~Regents'~~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.

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3.2   Approval for Minor Changes to Undergraduate Credit Courses

3.2.1   <u>All</u> 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 <u>Only</u>

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.

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3.3   <u>Approval of</u> Minor Catalog Changes

The following catalog changes are considered minor changes, and do not have to be reviewed by the ~~Undergraduate Academic Board~~UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the ~~Registrars~~ 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

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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 <u>student learning</u> 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.

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3.5   <u>Approval of</u> 600-Level Courses

A <u>new or revised</u> 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 <u>intent and</u> 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.

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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 by 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 for approving programs 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 ~~pieces~~documents. The Full Proposal's main purpose is to ~~show~~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 ~~your~~the proposed program so that decisions can be made relative to the viability of the proposed program. ~~Your~~The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

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

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

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

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

3. Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)
(Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. Identify Several Peer Programs (Maximum of one page)
(Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. Brief Description of the Entry Requirements (Maximum of one page)
(Clearly articulate admissions requirements, such as Degree level, previous professional experience, or

other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

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

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

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

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

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

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

3.8.2 Full Proposal

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

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

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

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

Required Outline:

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

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

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

4. Institutional Checklist.
(As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)

- o   Justification on the Basis of Need:
  - Found in section _____
- o   Justification on the Basis of Prospective Student Demand:
  - Found in section _____
- o   Identify Several Peer Programs:
  - Found in section _____
- o   Entry Requirements:
  - Found in section _____
- o   Faculty Qualifications:
  - Found in section _____
- o   Student Services:
  - Found in section _____
- o   Facilities and Resources:
  - Found in section _____
- o   Budget and Cost Analysis:
  - Found in section _____

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

6. Program Assessment Plan

7. Board of Regents Program Summary "Hex" form

> **Comment [A12]:** UAB: Change to say Board of Regents PAR and executive summary

Figure 3.1: Permanent Academic Course Approval Process

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.

Faculty Initiated
Addition/Change/Deletion of Course

↓

Department Curriculum Committee/Chair

↓

College/School Curriculum Committee

↓

College/School Dean/Director

↓

Governance Office

499-level or below courses → **Undergraduate Academic Board (UAB)**

600-level courses → **Graduate Academic Board (GAB)**

Undergraduate Academic Board (UAB) → **First Reading** → GERs → **General Education Review Committee (GERC)** → GERs → **Second Reading**

Graduate Academic Board (GAB) → **First Reading** → **Second Reading**

Faculty Senate

↓

Provost

↓

Office of the Registrar

↓

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

Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

Faculty Initiated
Addition/Change/Deletion of Course

↓

Department Curriculum Committee/Chair

↓

College/School Curriculum Committee

↓

Dean/Director of College/School

↓

Governance Office → Submits a monthly report to UAB or GAB/Faculty Senate

↓

Office of the Registrar

↓

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

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.

Figure 3.3: Program Approval Process

A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoaa@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

Faculty Initiated
Addition/Change/Deletion of Program

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.

Consult With Office of Academic Affairs

Department Curriculum Committee/Chair

College/School Curriculum Committee

College School Dean/Director

Workforce Credentials

Undergraduate Programs

Governance Office

Graduate Programs

Undergraduate Academic Board (UAB)

Faculty Senate
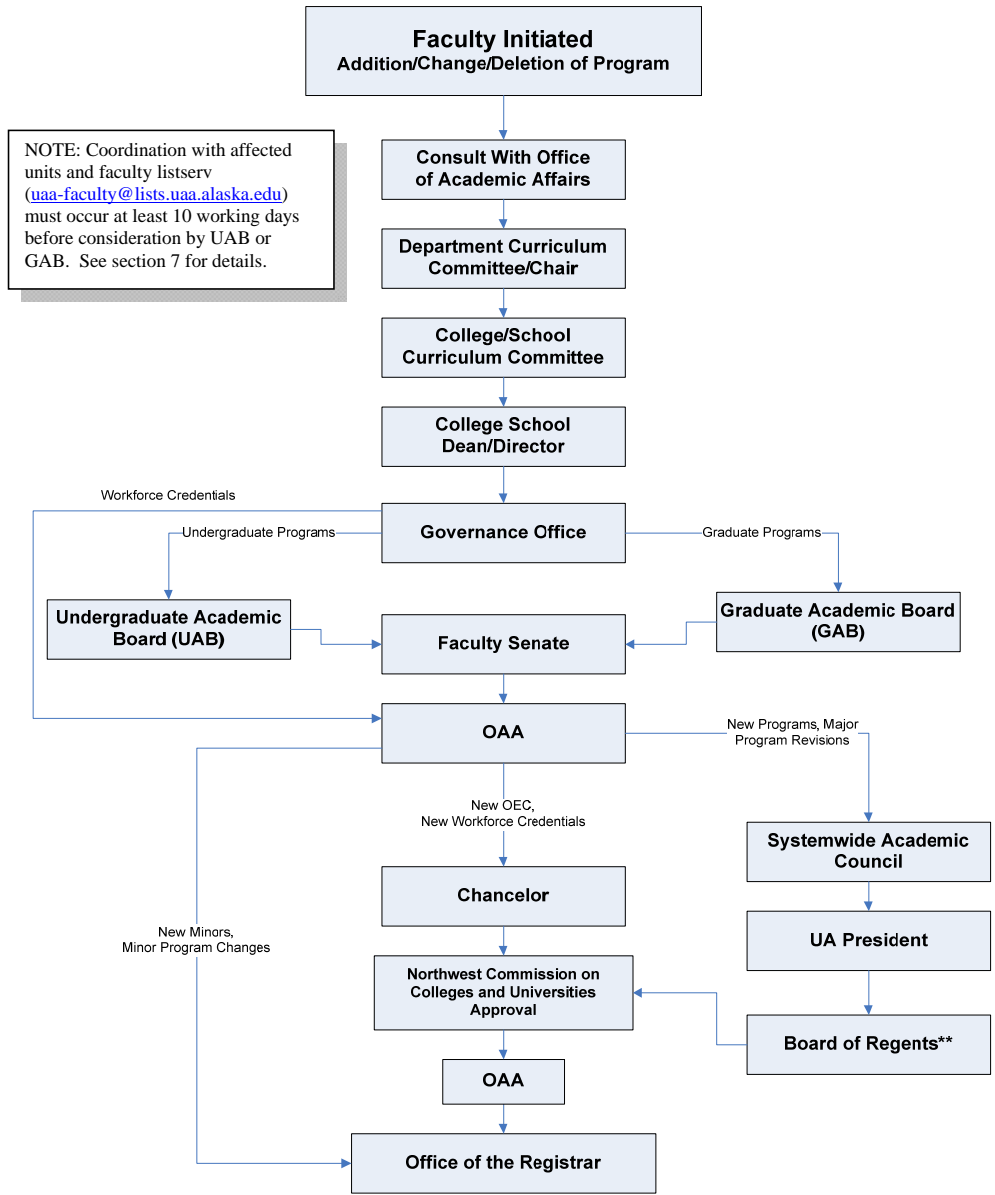
Graduate Academic Board (GAB)

OAA

New Programs, Major Program Revisions

New OEC, New Workforce Credentials

Systemwide Academic Council

Chancelor

New Minors, Minor Program Changes

UA President

Northwest Commission on Colleges and Universities Approval

Board of Regents**

OAA

Office of the Registrar

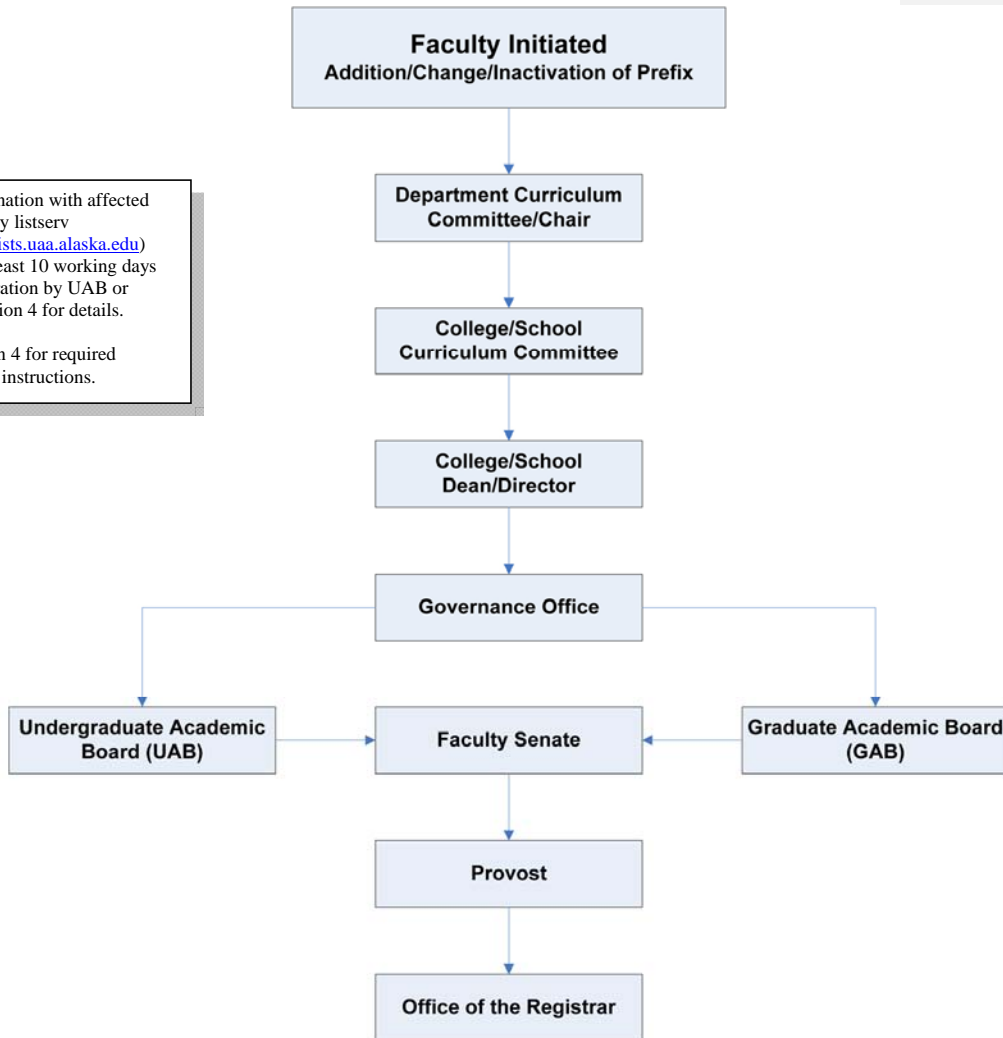**Requires 60-day advance notice to have items placed on the agenda

Figure 3.4: Prefix 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.
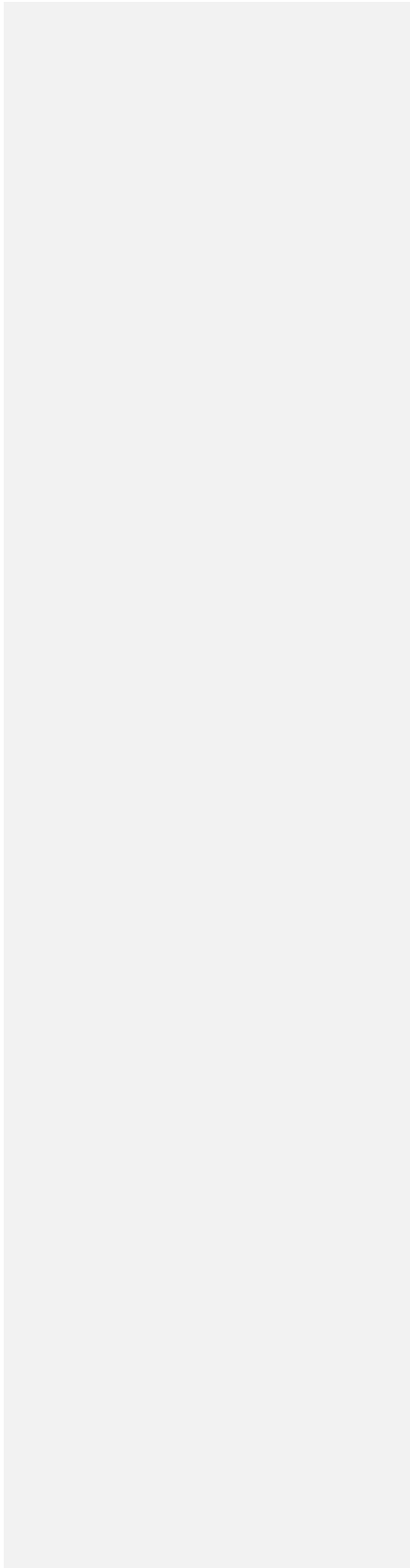
NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.

```
                    Faculty Initiated
              Addition/Change/Inactivation of Prefix
                            |
                            v
                  Department Curriculum
                     Committee/Chair
                            |
                            v
                    College/School
                  Curriculum Committee
                            |
                            v
                    College/School
                     Dean/Director
                            |
                            v
                   Governance Office
              /                         \
             v            v              v
  Undergraduate     Faculty Senate    Graduate Academic
  Academic Board                      Board (GAB)
   (UAB)                |
                        v
                     Provost
                        |
                        v
               Office of the Registrar
```

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 from 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 ~~Associate~~ Vice Provost for Curriculum and Assessment ~~and~~ or the ~~Academic Project Specialist~~ 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 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 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. The coordination form is no longer used.

3.   Approval of changes to or replacement of a prefix follows the curriculum approval process outline 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 ~~Associate~~ Vice Provost for Curriculum and Assessment and the ~~Academic Project Specialist~~ 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 initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

B. The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB. The coordination form is no longer used.

3. Approval of addition of a prefix follows the curriculum approval process outline 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 ~~Associate~~ Vice Provost for Curriculum and Assessment and the ~~Academic Project Specialist~~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 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 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. The coordination form is no longer used.

~~If the addition/inactivation of a prefix impacts a program, catalog copy in Word using the track changes function must be provided.~~

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

Comment sidebar:

Comment [A15]: Bart: This seems to be a restatement of item 2 above.

Comment [A16]: UAB wants to delete 'of'

—

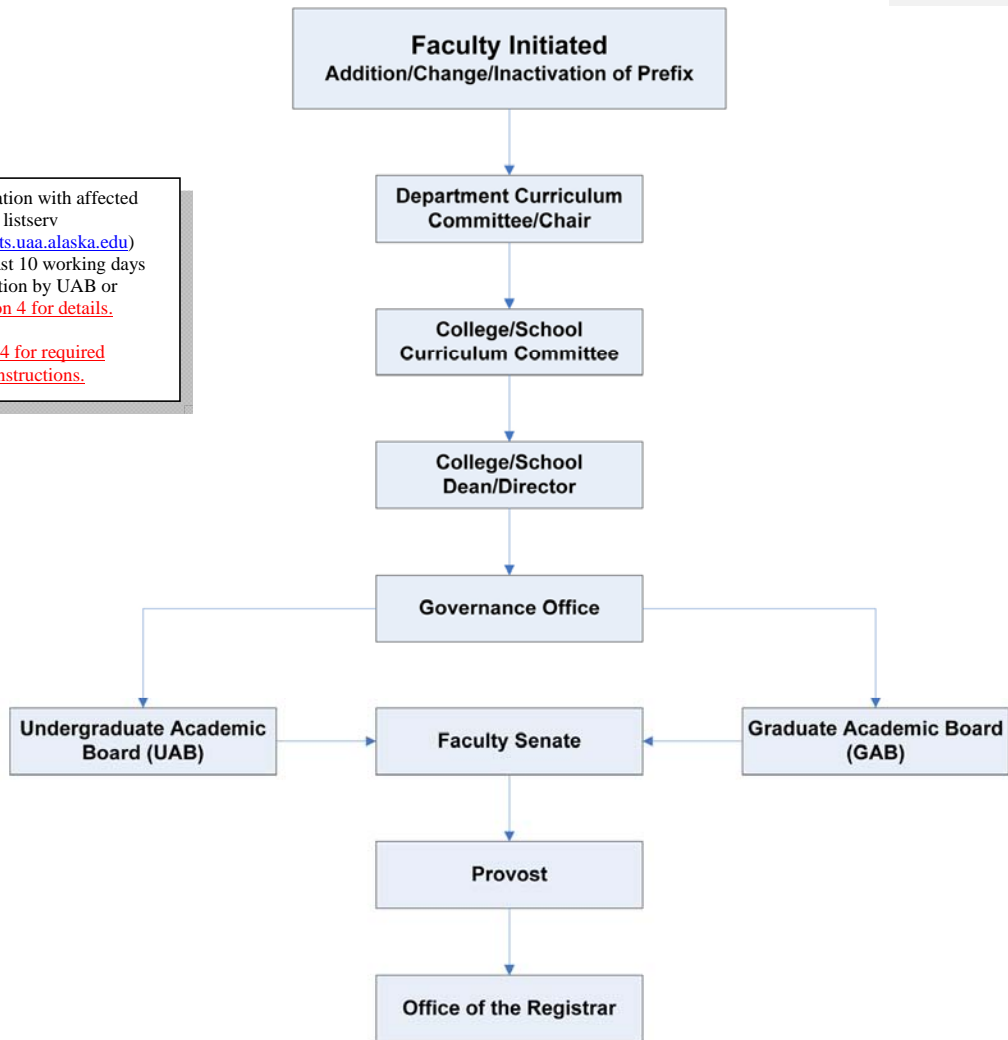20   Section 4 – Prefixes

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 ~~is to~~ 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~~'s Office~~ to ~~change~~update ~~the~~ relevant records.

Figure 3.4: Prefix 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.

Faculty Initiated
Addition/Change/Inactivation of Prefix

↓

Department Curriculum Committee/Chair

↓

College/School Curriculum Committee

↓

College/School Dean/Director

↓

Governance Office

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

↓

Provost

↓

Office of the Registrar

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 learing outcomes.

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

   a.   CAR signed by the 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 to OAA (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 not 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 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 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 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. The library resource form is no longer used.

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

5.   Signed Fee Request Form to OAA (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm)

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 outline in section 3.

_____

<comment>Comment [A18]: Bart: Moved to item 1(d) with an added clarifying statement.

5.2   Adding a New Course ~~(including non-credit and CEU courses)~~

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.

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 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.

   ~~Signed Resource Implication Form (one per discipline). List all course/program information on one form.~~

   d.   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 ~~is~~does not ~~to~~ have fees or an existing general program fee is to be applied.
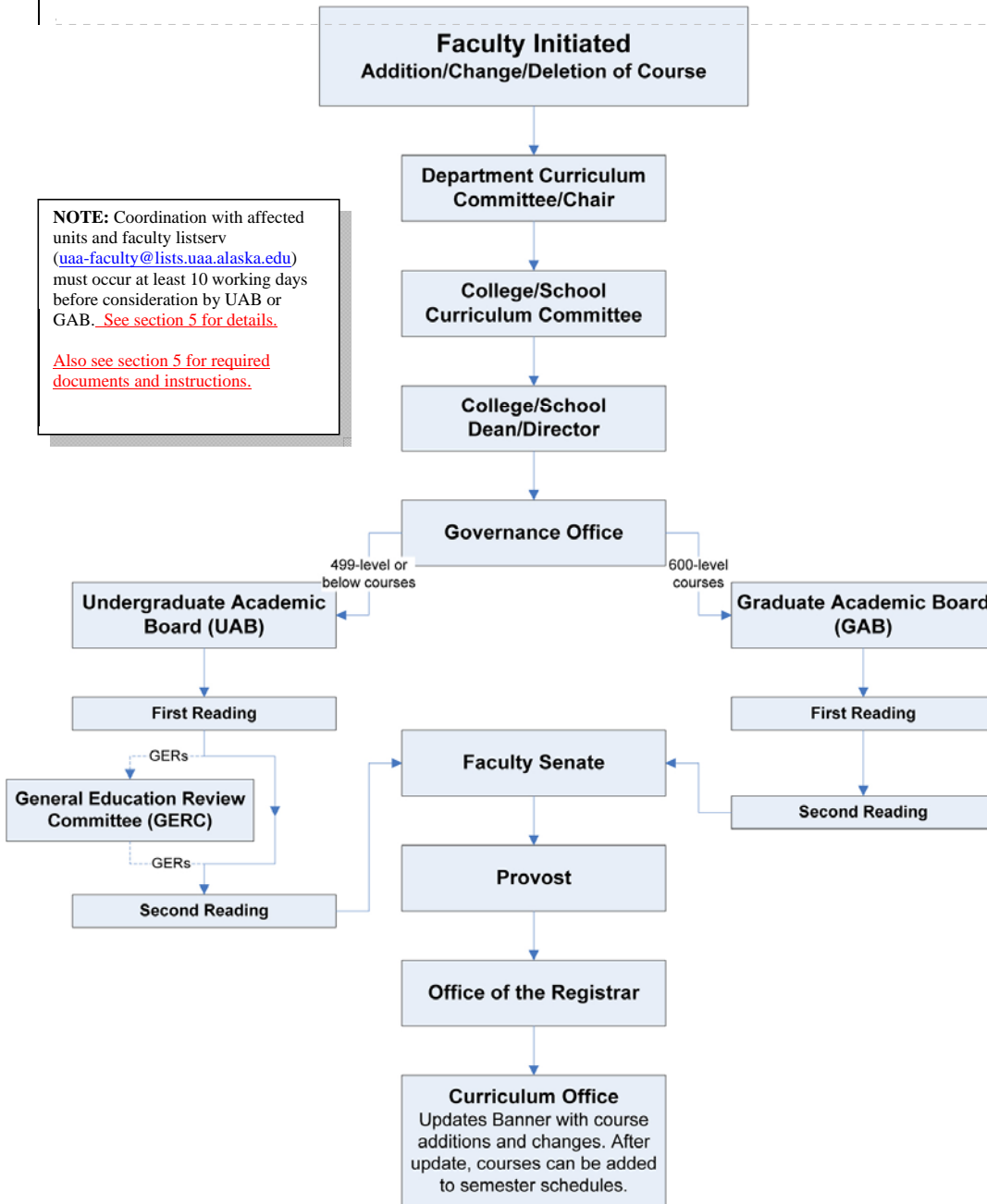
2. Coordination should take place early in the curriculum process and consists of three steps:

   a.   Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using 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 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 initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). The library resource form is no longer used.

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).

~~3.~~4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

~~4. Signed Resource Implication Form (one per discipline). List all course/program information on one form.~~

~~5. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm).~~

~~6. 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.~~

5.2.2   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 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:

    a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

        A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using 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 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.

    c. The initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). The library resource form is no longer used.

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

> **Comment [A20]:** Bart: Moved to item 1 above

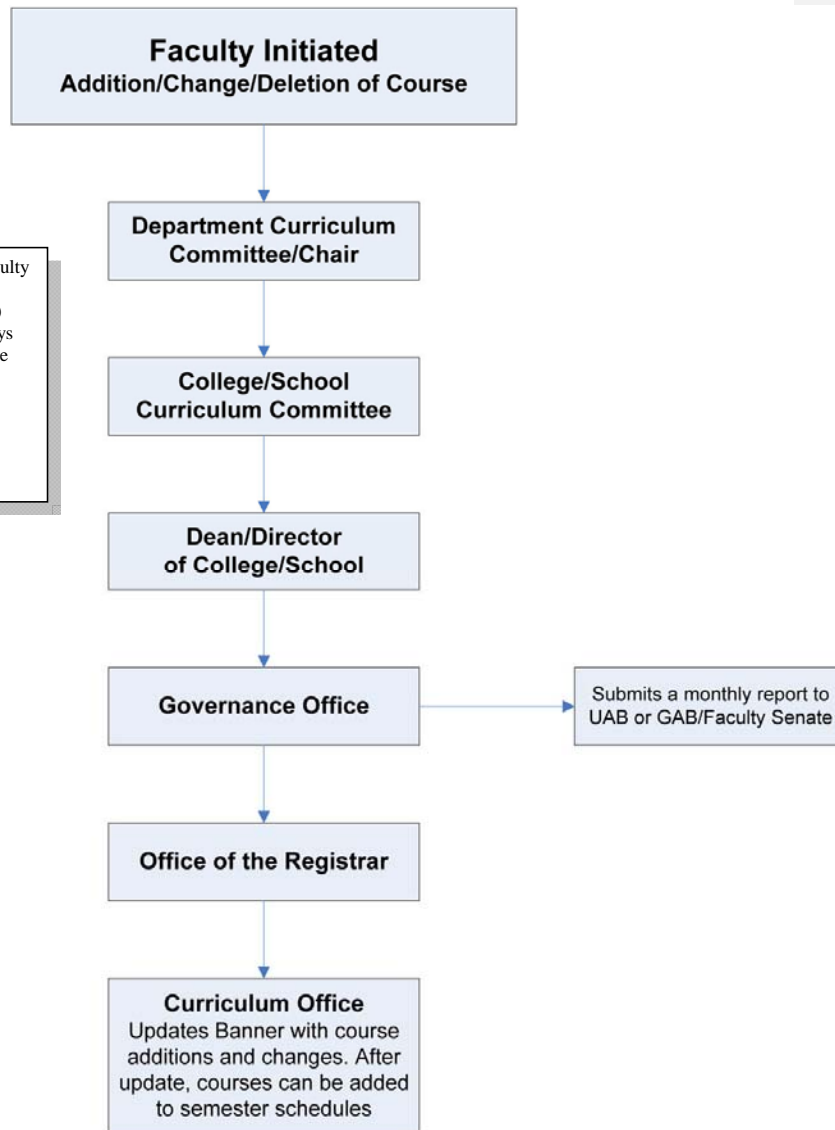# Figure 3.1: Permanent Academic Course Approval Process

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

Faculty Initiated
Addition/Change/Deletion of Course

↓

Department Curriculum Committee/Chair

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.

↓

College/School Curriculum Committee

↓

Dean/Director of College/School

↓

Governance Office → Submits a monthly report to UAB or GAB/Faculty Senate

↓

Office of the Registrar

↓

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

5.3 Deleting a Course

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

    a. CAR signed by the 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 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 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. The coordination form is no longer used.

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 Enrollment Services each spring. Review of the GER list will be done annually by UAB in the spring semester.

Comment [A23]: UAB: Change to Office of the Registrar throughout

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 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. **In Aadditional 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 not 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 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 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. The coordination form is no longer used.

    c. The initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). The library resource form is no longer used.

4. Signed Fee Request Form to OAA (one per course) for new, deleted or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). GER courses are approved through the curriculum approval process outlined in section 3.

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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 Enrollment Services each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 7 - Programs

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

Minor Revisions to Programs are changes that do not
'substantially alter the 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 ~~the Systemwide Academic Council~~SAC, the ~~Board of Regents~~BOR and ~~the Commission on Colleges~~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 ~~Associate~~ Vice Provost for Curriculum and Assessment for undergraduate programs ~~and~~ or the ~~Academic Project Specialist~~Vice Provost for Research and Graduate Studies for graduate programs (*ayoaa@uaa.alaska.edu~~, ph 907-786-1054~~*).

1. ~~Program proposals or program changes must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.~~

   - ~~The governance office forwards minor revisions to program descriptions and student outcomes to the Provost for approval and then to the Office of the Registrar. These revisions are considered by the academic boards only upon the request of a board member.~~

2. ~~After review by the college curriculum committee, program proposals or revisions must be signed by the dean/director/designee and submitted to the Governance Office. A hard copy of the proposal signed by the dean is forwarded to the Governance Office along with an electronic version of the full proposal.~~

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

   a. PAR signed by the 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 ~~or a web address linked to the student outcomes~~. 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 initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon

Comment [A24]: Bart: Restatement of information in section 3.

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. The coordination form is no longer used.

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

    c.   The initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). The library resource form is no longer used.

~~3.   The following will be sent from the Governance Office to the OAA.~~

    ~~a.   Four-Year Course Offering Plan for the program.~~

    ~~b.   Signed Resource Implication Form.~~

    ~~c.~~a.   ~~Signed Fee Request Form (for new, deleted or revised fees).~~**The program approval process is outlined in section 3.**

<div align="right">Comment [A25]: Bart: This should be item '3'</div>

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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 a specific MATH requirements use the following language in specifying the requirement:

<div align="right">Comment [A26]: UAB: Delete 'a'</div>

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

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

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

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

<div align="right">Comment [A27]: UAB: Delete 'a'</div>
<div align="right">Comment [A28]: UAB: Change to submit</div>

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

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

<div align="right">Comment [A29]: UAB: Should be changed to ENGL</div>

"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 ~~a~~ students must ~~process~~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 a specific ~~the~~ GER COMM ~~as a program~~ 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 ~~a~~ students must ~~process~~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 ~~Associate~~ Vice Provost for Curriculum and Assessment ~~or the Academic Project Specialist~~ (ayoaa@uaa.alaska.edu, ~~ph 907-786-1054~~)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 initiators in ~~determining the proposed program's~~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 ~~to the Board of Regents' Strategic Plan~~of the proposed program ~~.~~relative to the ~~e~~Educational mission of the University of Alaska and the MAU.

        ~~a.~~b.   Collaboration with other universities and community colleges.

        c.   ~~Contribution to the UAA missions and priorities, and alignment with the UAA values and standards expressed in the UAA Academic Plan.~~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 ~~may~~might depend on or interact with the proposed program, including the GER.

~~b.~~e. State needs met by the proposed program.

~~c.~~ ~~Alignment with department and college mission and priorities as stated in their plans.~~Availability of appropriate student services for program participants.

~~d.~~f. ~~Projected effect on the established UAA performance measures~~A schedule for implementation of the program.

g. ~~Projected demand, efficiencies and strategic importance for the state~~Student opportunities, student learning outcomes, and enrollment projections.

h. Rationale for the new program and educational objectives, student learning outcomes, and plans for assessment.

~~e.~~i. Opportunities for research and community engagement for admitted students.

~~f.~~j. ~~Effectiveness of the program assessments and continuous improvement plans~~Faculty and staff workload implications.

k. ~~Projected effects on programmatic, departmental, college or institutional accreditation~~Fiscal Plan for the proposed program

~~g.~~l. Library, equipment, and ~~similar~~additional resource requirements, including availability, appropriateness and quality.

m. ~~Overall costs and required commitments for program implementation and continuation~~New facility or renovated space requirements.

~~h.~~n. Concurrence of appropriate advisory councils.

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

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

~~3.~~2. **The following ~~information~~ documents ~~will be sent from~~ via the Governance Office~~must be submitted~~ to OAA before the program can be sent ~~on~~to the SAC, ~~the~~ BOR, and NWCCU for review and approval, as necessary. The~~se documents~~y 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.

~~a.~~c. Board of Regents Program Action Request Form

~~b.~~d. Board of Regents Prospectus and Executive Summary ~~f~~Form~~s~~ ~~(www.alaska.edu/bor/policy-regulations/)~~ which address~~es~~ all requirements and policies approved by ~~the Statewide Academic Council~~ (SAC) ~~(http://www.alaska.edu/research/sac/)~~ and ~~the Board of Regents~~BOR.~~.~~

~~c.~~e. ~~The Dean's office, in consultation with the initiating faculty, prepares a budget and complete fiscal plan which projects all revenue and expenses for the implementation and continued operation of the program, documents both student and community demand and projects enrollments and graduates over~~

a five year period. This includes a signed Resource Implication Form and a signed Fee Request Form (if needed).

d. Initiating faculty, department chair and dean collaborate in presenting projected faculty assignments and qualifications.

e.f. The academic department prepares Aan student learning outcomes assessment plan for student outcomesfor review by the Academic Assessment Committee.

f.g. The academic department, in consultation with the dean, the Director of Risk Management, and legal counsel, prepareA 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.

g. Approval to Admit Form – for program admission prior to catalog publication.

4.3. **In addition to the above documents, tThe following must be submitted to the Governance Office.** **These documents will be reviewed by the appropriate academic boards 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.

Coordination needs to take place early in the process and consists of 3 steps:

Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office. The coordination form is no longer used.

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

The initiator is required to send the PAR, CARs, CCGs and program proposals to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). The library resource form is no longer used.

In cases where the chair of the academic board, in consultation with the Provost, determines that additional input is needed for consideration of a proposal, arrangements will be made by the OAA to obtain that input and present it to the appropriate board(s).

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.

The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed programs and academic policies.

UAB/GAB chair signs CAR.

The Provost (or designee) reviews and acts on programs and academic policies.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.

The OAA forwards new programs and any major revisions of existing programs to the Systemwide Academic Council (SAC) for review. The initiator needs to check Standard 2 and Policy A-2 in the Northwest Commission on Colleges and Universities Accreditation Handbook to ensure the program is in compliance with the requirements of Commission on Colleges. The handbook is at www.nwccu.org.

SAC forwards program initiatives to the President who gives particular attention to:

Identifying the needs and opportunities important to Alaska's future.

Responding to the needs identified.

Maintaining high levels of accountability, including extensive fiscal and program evaluation.

Upon recommendation of the President, the Board of Regents (BOR) reviews and acts on new programs or major program changes. The BOR requires 60-days advance notification to have items placed on the agenda. See www.alaska.edu/bor/policy-regulations/ for BOR degree and certificate program approval criteria.

After BOR approval the Governance Office sends the approved programs and academic policies to the Office of the Registrar.

Upon approval by the BOR, the OAA sends a prospectus describing program initiatives to the Northwest Commission on Colleges and Universities for review. This prospectus is prepared by the originating academic department in consultation with the OAA. *See Appendix B for links to examples.*

The commission determines the program's effect on the institutional accreditation held by UAA. The determination can range from **No Effect** to **Major Substantive Change**. Each determination is normally accompanied by additional reports or site visits that must be hosted by the program and the university. Admission of students to a new program should not precede program approval by the commission.

After appropriate reviews are completed, the program or academic policy appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally cannot precede the publication date of the first catalog or schedule in which it is to appear.**

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

5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.43   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.

> **Comment [A45]:** Fix contact information

1. The Vice Provost for Research and Graduate Studies assists the 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 to 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 GA~~VB~~ 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.

> **Comment [A46]:** UAB: Change to GAB

Figure 3.3: Program Approval Process

Comment [A47]: Bart: Move Figure to Section 3

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.

Faculty Initiated
Addition/Change/Deletion of Program

Department Curriculum Committee/Chair

College/School Curriculum Committee

College School Dean/Director → **Consult With Office of Academic Affairs**

Undergraduate Programs — **Governance Office** — Graduate Programs

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

Provost

Programs must be coordinated with UAF/UAS

New/Deleted Programs, Major Program Revisions, and Offerings of Existing Programs Outside of the State

Systemwide Academic Council

Minor Program & Policy Changes

Northwest Commission on Colleges and Universities Notification

UA President

Board of Regents**

Northwest Commission on Colleges and Universities Approval

Office of the Registrar

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

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
HW	College of Health and Social Welfare
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 ~~Associate~~ Vice Provost for Curriculum and Assessment (for undergraduate ~~programs~~courses) or the Vice Provost for Research and Graduate Studies (for graduate ~~coarses~~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

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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.

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

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

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 <u>only</u> required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student <u>learning</u> 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:

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

Comment [A48]: Bart: In spite of the sentence preceding this section, this section does not contain any Student Learning Outcomes. It does list extra activities and assessments for graduate students. It would be good to rewrite this section in form that we typically see on the CARs for Student Learning Outcomes.

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.

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

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

    ii. **Test Scores** – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

    iii. **Corequisites** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

    iv. **Registration Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission[a], major[b], class standing[c], or level[d]). 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 ~~Outcomes~~ 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

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.
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, tThe student will be able to:
1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering "algorithmic" questions.

3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

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

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

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

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

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

   Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.

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

10.1   The CAR Form

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

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
HW   College of Health and Social Welfare
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 Business and Computer Training Connections
ACAH   Division of Culinary Arts and Hospitality
ACDT   Division of Construction and Design Technology
ADCE   Division of Community Education
ADTP   Division of Transportation and Power
ADVE   Division of Career and Vocational Education
AHLS   Division of Health and Safety
AMAP   Division of Mining and Petroleum
APER   Division of Physical Education and Recreation
APRS   Division of Preparatory Studies

College of Education
No Division Code

School of Engineering
No Division Code

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

Comment [A49]: Bart: Change to SH

Comment [A50]: Bart: Revisit this list

Comment [A51]: Bart: Changes here!

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 ~~Associate~~ Vice Provost for Curriculum and Assessment (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.

| | *-98* | ***Individual research****:* Consist of individual research by the student, directly supervised by a faculty member or faculty committee. |
| | *-99* | ***Thesis****:* Involve writing and/or completion of a thesis by the student. |

Box 4. Previous Course Prefix & Number
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 <u>week</u> for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

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

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

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

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

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

1. **Summary**

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

         outside work is needed (30 contact hours for the course)

or

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

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

2. **Examples**

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

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

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

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

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

3. **The CEU**

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

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

4. **Minimum Course Length (Compressibility Policy)**

The Compressibility Policy states: "Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days)." Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6.   Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will

appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the 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.

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 ~~m~~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 <u>learning</u> 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.

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

2. **Program or Academic Policy**

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

    A. *Students must receive adequate notice of a program change.*

    B. *Staff must have adequate time to implement the change effectively.*

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

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

Box 12.   Cross-Listed or Stacked

1. **Cross-listed**

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

    B. Each cross-listed course must have a separate CAR for each prefix.

    C. Everything except the course prefix must be identical.

D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.

E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.

F. When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, ART/JPC A324 is listed both 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 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)

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
Global Logistics and Supply Chain Management, BBA	132	3/25/2011	Philip Price
Business Computer Information Systems, AAS	132	3/25/2011	Minnie Yen
Management Information Systems, BBA	134	3/25/2011	Minnie Yen
Computer Information Systems, Minor	135	3/25/2011	Minnie Yen
CIS A360	350	3/25/2011	Minnie Yen
CIS A410	350	3/25/2011	Minnie Yen
CIS A430	350	3/25/2011	Minnie Yen
Computer Science BA, BS	Courtesy Coordination	3/25/2011	Sam Thiru

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 initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14.   GERs
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15.   Course Description
Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

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

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

Box 16a.   Course Prerequisite (s)
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.

A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language "or concurrent enrollment." This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

ECON A429 (Business Forecasting)
{CIS A110, BA A273, and [BA A377 or ECON A321]} with minimum grade of C]

EDFN A303 (Foundations of Teaching and Learning)
[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II)
[EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition)
[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems)
FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment
PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar's Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

Box 16b.   Test Scores
Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required. It is assumed that faculty may waive the requirement.

Box 16c.   Corequisite(s)
Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include "or" in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).

Box 16d.   Other Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission[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
[c] Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).
[d] Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16e.   Registration Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box 17.   Mark if Course Has Fees

Using the drop-down menu, choose *Yes* or *No*. Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as "Special Fees," and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

Box 18.   Mark if Course is a Selected Topic Course

Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

Box 19.   Justification for Action

For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.

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

11.1   The PAR Form

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

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

2. Complete Program Title/Prefix

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: or   Graduate:
CHOOSE ONE   CHOOSE ONE

This program is a Gainful Employment Program: ☐ Yes   or   ☐ No

4. Type of Action: **PROGRAM**   **PREFIX**
☐ Add   ☐ Add
☐ Change   ☐ Change
☐ Delete   ☐ 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: _____

7.   Title and Program Description - Please attach the following:

☐ Cover Memo   ☐ Catalog Copy in Word using the track changes function

8.   Justification for Action

_____	☐ Approved	
Initiator (faculty only) Date	☐ Disapproved Dean/Director of School/College Date
Initiator (TYPE NAME)	
☐ Approved	☐ Approved
☐ Disapproved Department Chair Date	☐ Disapproved Undergraduate/Graduate Academic Date Board Chair
☐ Approved	☐ Approved
☐ Disapproved College/School Curriculum Committee Chair Date	☐ Disapproved Provost or Designee Date

11.2   Instructions for Completing the PAR

Box 1a.   School/College

Using the drop-down box, insert school or college initiating action.

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
~~CH~~	~~College of Health~~
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
~~HW~~	~~College of Health and Social Welfare~~
HC	University Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

Comment [A52]: change

Box 1b.   Division

Using the drop-down box, insert division initiating action. ***Note: Changing the name of a division or academic department requires Provost approval and a 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 Business and Computer Training Connections
ACAH	Division of Culinary Arts and Hospitality
ACDT	Division of Construction and Design Technology
ADCE	Division of Community Education
ADTP	Division of Transportation and Power
ADVE	Division of Career and Vocational Education
AHLS	Division of Health and Safety
AMAP	Division of Mining and Petroleum
APER	Division of Physical Education and Recreation
APRS	Division of Preparatory Studies

Comment [A53]: Revisit

College of Education
No Division Code

School of Engineering
No Division Code

College of Health Social Welfare

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

Comment [A54]: Change

Box 1c.   Department
Insert department initiating action. *Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.*

Box 2.   Complete Program Title/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. There are aAdditional documentation is requirementsd 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 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 coordination form is no longer used.
- 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 initiator's name; write in the 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 initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done. The library resource form is no longer used.

Box 7.   Title and Program Description

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

Box 8.   Justification for Action

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

Section 12 - Catalog Copy Formatting

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

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

Basic Format:

Department Name
Contact information, location, web address

1. General discipline information
    A. Degree or Certificate program name and description
    B. Overview and career information
    C. Student Learning Outcomes: Include Student Learning Outcomes for the program- in the catalog copy~~or web address to the student outcomes~~.
    D. Honors: Header in the catalog should read: "Honors in *Discipline*", e.g., Honors in English.
    E. Accreditation
    F.   Research possibilities

    ~~F.~~G.   Gainful Employment statement (if needed)

2. Admission Requirements
    A. Preparation
    B. Pre-major
    C. Major

3. Advising

4. Academic Progress Requirements

5. Graduation Requirements
    A. General University
    B. General Education Requirements (GERs)
    C. College
    D. Major degree requirements
    E. Other graduation requirements

6.   Faculty

Notes for creating and submitting catalog copy:

- *It is easiest to start with 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:

NATURAL SCIENCES

ConocoPhillips Integrated Sciences Building (CPSB), Room 101,
(907) 786-4770
http://biology.uaa.alaska.edu

Be sure to check the address and contact information

Modern sciences do not stand alone. Most draw heavily upon the tenets of at least one other discipline. The Natural Sciences curriculum emphasizes the interrelationships among the sciences and allows students to obtain a strong background in two or more sciences while meeting the requirements of a single degree program. A minimum of 74 science credits is required for this major, as specified below. For individuals pursuing careers as secondary science educators, it is required by the College of Education that they complete 12 credits in each of the following sciences: biology, chemistry, physics, and earth and space science.

The Natural Sciences program is administered by the Department of Biological Sciences. For further information about the Natural Sciences program, contact the chairperson of the Department of Biological Sciences. Upon acceptance into the major, an academic advisor from the Department of Biological Sciences will be assigned in accordance with the student's declared area of emphasis.

Bachelor of Science, Natural Sciences

Comment [A56]: UAB: Find a better example as well as a graduate catalog copy (possibly public administration)

Admission Requirements

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

Academic Progress

In order to graduate with a BS in Natural Sciences, all courses covered under Major Requirements for a BS in Natural Sciences must be completed with a grade of C or better. Students who audit a course intended to meet the Natural Sciences degree requirements or who are unable to earn a grade of C or better in the course may repeat the course. All prerequisites for courses used to meet the Natural Sciences degree requirements must be completed with a grade of C or better. Students repeating a course in the Department of Biological Sciences are required to complete all components of the course during the semester in which the course is retaken. For a course with a lecture and laboratory component, students may not carry forward an individual lecture or laboratory grade from a previous semester in which the course was taken.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section. It is recommended that MATH A200 or MATH A272, STAT A253 or STAT A307, and the Computer Programming requirements be completed in the first two years of study.

Note: Major requirements may *also be used to satisfy the College of Arts and Sciences Requirements.*

D. Major Requirements

Students must complete the following major requirements:

1. Complete three of the following course sequences:

   BIOL A115/L   Fundamentals of Biology I with Laboratory (4)
   BIOL A116/L   Fundamentals of Biology II with Laboratory (4)
   CHEM A105   General Chemistry I (3)
   CHEM A105L General Chemistry I Laboratory (1)

For classes that have zero-credit labs (the lecture portion holds all the credit), add the /L to the course number, and "with Laboratory" to the course title.

```
CHEM A106    General Chemistry II (3)
CHEM A106L   General Chemistry II Laboratory (1)
GEOL A111    Physical Geology (4)
GEOL A221    Historical Geology (4)
PHYS A123    Basic Physics I (3)
             and
PHYS A123L   Basic Physics I Laboratory (1)
PHYS A124    Basic Physics II (3)
             and
PHYS A124L   Basic Physics II Laboratory (1)
```

When the lab has its own credit value, list the lecture on one line with its credit amount in parenthesis, and list the lab on its own line with its credit amount in parenthesis.

Note: It is recommended that the three science course sequences be completed in the first two years of study. For students whose emphasis lies in the area of the biological sciences, it is recommended that BIOL A242 and BIOL A252 also be completed within the first two years of study, as it is a prerequisite for several upper division biology courses.

2. Complete an additional 50 science credits, of which at least 35-38 credits must be upper division disciplines. UAA science courses approved for the Natural Sciences degree are listed below.

Anthropology	Geographic Information Systems
Astronomy	Geomatics
Biology	Health Sciences
Chemistry	Honors Program
Computer Science	Mathematics
Environmental Studies	Psychology
Geography	Statistics
Geology	UAF Palmer Research Center

Other courses may be considered by petition. Acceptable credits from other accredited institutions include but are not limited to credits earned in the following disciplines:

Statistics	Natural Resource Management
Environmental Sciences	Wildlife Management
Engineering	Oceanography

Note: Credit for laboratory, internship or clinical practicum courses will be awarded on an individual basis with the general rule of 1 credit for three lab hours applying in most cases.

3. Courses taken to meet the 50-credit Natural Science major degree requirement must be chosen with the approval of your advisor.

4. Submit a Program of Study-Natural Sciences Degree Form signed by your advisor to both the Office of the Registrar and the Department of Biological Sciences during the semester prior to the semester in which you plan to graduate. All courses listed in the Program of Study-Natural Sciences Degree must be approved by your formal advisor before you can submit the form to the Office of the Registrar and the Department of Biological Sciences

5. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

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EXAMPLE 2:

ELEMENTARY EDUCATION

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

Be sure to check the address and contact information

Bachelor of Arts, Elementary Education
(with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11 for information on post-baccalaureate certificates.

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

Student Outcomes

Student outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. 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

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

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

3. Have a cumulative GPA of 3.00.
4. Successfully complete the Praxis I examination. With the exceptions of EDFN A101 Introduction to Education and EDFN A300 Philosophical and Social Context of American Education, applicants may not enroll in education courses without passing this examination at the level established by the College of Education.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the University as an Elementary Education major does not guarantee admission to the Department.

Admission to 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 practica and internship courses must be submitted by February 15 or October 15. 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.

Elementary Practicum I Admission Criteria

Practicum I includes blocked courses in literacy and social studies methodology, a seminar in culturally responsive teaching, and a supervised experience in an elementary classroom with a diverse student population.

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 Practicum I by the department's published deadline.
3. Complete EDFN A301 with a minimum grade of C.
4. Have a cumulative GPA of 2.75.
5. Have a GPA of 3.00 in Major Requirements.
6. Submit a current Interested Person Report.

Elementary Practicum II Admission Criteria

Practicum II includes blocked courses in mathematics and science methodology, a seminar in designing learning environments, and a supervised experience in an elementary classroom.

1. Meet all requirements for Practicum I.
2. Submit an application form for Practicum II, including a resume and letter of introduction, by the department's published deadline.
3. Complete EDFN A300 or EDFN A304, EDFN A302, and EDFN A392 with a minimum grade of C and EDEL A395 with a P.
4. Participate in a screening interview.
5. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Contact COE Clinical Services and Certification for more information.
6. Provide evidence of current physical examination. This service is available free at the UAA Student Health Center.
7. Maintain student health insurance throughout Practicum II. Candidates may purchase this insurance through UAA.

Elementary Internship Admission Criteria

The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis will be placed on meeting the Alaska Beginning Teacher Standards.

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 by the department's published deadline.
3. Complete all degree courses with the exceptions of EDEL A492B and EDEL A495B.
4. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
5. Have a cumulative GPA of 2.75.
6. Have a GPA of 3.00 in Major Requirements.
7. Submit a current Student Teaching Authorization Certificate.

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/PSY A245, 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.

Liberal Studies Integrated Sciences Core (15 credits)

LSIS A102	Origins: Earth-Solar System-Life	5
LSIS A201	Life on Earth	5
LSIS A202	Concepts and Processes: Natural Sciences	5

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

Liberal Studies Integrative Core (9 credits)

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

Liberal Studies Social Sciences (SS) and Humanities (HUM) Core (27 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 (SS GER)	3
HIST A131	History of United States I (HUM GER) (3)	3
	or	
HIST A132	History of United States II (HUM GER) (3)	
	or	
HIST A355	Major Themes in US History (3)	
EDSE A212	Human Development and Learning (3)	3
	or	
PSY A245	Child Development (3)	
ENGL A121	Introduction to Literature (HUM GER) (3)	3
	or	
ENGL A201	Masterpieces of World Literature I (HUM GER) (3)	
	or	
ENGL A202	Masterpieces of World Literature II (HUM GER) (3)	
HUM A211	Introduction to Humanities I (HUM GER) (3)	3
	or	
HUM A212	Introduction to Humanities II (HUM GER) (3)	

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.

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

LSSS A111	Cultural Foundations of Human Behavior (SS GER)	3
LSSS A311	People, Places, and Ecosystems	3
LSSS A312	Individuals, Groups, and Institutions	3
Select one course from GER fine arts list		3

All required courses have the credits aligned to the right.

Mathematical Skills (9-13 credits)

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

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.

Oral and Written Communication Skills (9 credits)

| Select one course from GER oral communication list | 3 |
| Select two courses from GER written communication list | |

E. *Major Requirements*

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

1. Complete the following core courses (20 credits)

EDEC A242	Family and Community Partnerships	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) or	3
EDFN A304	Comparative Education (3)	
EDFN A301	Foundations of Literacy and Language Development	3
EDFN A302	Foundations of Educational Technology	2
EDFN A478	Issues in Alaska Native Education, K-12	3
EDSE A482	Inclusive Classrooms for All Children	3

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

2. Complete the following method courses (18 credits)**

EDEC A106	Creativity and the Arts in Early Childhood Education	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 a seminar and a practicum or internship may be required.

3. Complete the following internships (21 credits)

| EDEL A392 | Elementary Education Seminar I: Culturally Responsive Teaching | 2 |
| EDEL A395 | Elementary Education Practicum I: Diversity, Literacy, Social Studies | 2 |

EDEL A492A	Elementary Education Seminar II:	
	Learning Environment	2
EDEL A492B	Elementary Education Seminar III:	
	Teaching Capstone	3
EDEL A495A	Internship I	3
EDEL A495B	Elementary Education Internship	9

4. A total of 128-132 credits is required for the degree, of which 42 credits must be upper division.

Institutional Recommendation, Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

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

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Appendix A - Links to Templates

The following templates can be found at **www.uaa.alaska.edu/governance/coordination/index.cfm:**

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

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **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.

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

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

- **Faculty matrix** - Provides detailed information on existing and new faculty needed for a new program or a major or minor program change.

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)

- **OutcomesAcademic 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:

- **~~Board of Regents:~~**
  ~~www.uaa.alaska.edu/governance/curriculumexamples.cfm~~

- **Budget Worksheet:**
www.uaa.alaska.edu/governance/coordination/index.cfm

  ~~www.uaa.alaska.edu/governance/curriculumexamples.cfm~~

- **Course Action Request (CAR):**
www.uaa.alaska.edu/governance/coordination/index.cfm

  ~~www.uaa.alaska.edu/governance/curriculumexamples.cfm~~

- **Course Content Guide (CCG):**
www.uaa.alaska.edu/governance/coordination/index.cfm

  ~~www.uaa.alaska.edu/governance/curriculumexamples.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 ~~Outcomes~~ Academic Assessment Plan:**
www.uaa.alaska.edu/governance/coordination/index.cfm

  ~~www.uaa.alaska.edu/governance/curriculumexamples.cfm~~

- **Prospectus:**
www.uaa.alaska.edu/governance/coordination/index.cfm

  ~~www.uaa.alaska.edu/governance/curriculumexamples.cfm~~

- **Risk Management Plan**:
  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.

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	Debate s	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	

Comprehension – Interpret information in one's own words			Evaluation – Make judgments on basis of given criteria
Associates			Appraises
Classify			Argues
Cite examples of			Assesses
Compares			Attacks
Computes			Chooses
Contrasts			Compares
Converts			Concludes
Defends			Critiques
Describes			Defends
Determines			Determines
Differentiates			Estimates
Discusses			Evaluates
Distinguishes			Grades
Estimates			Judges
Explains			Justifies
Expresses			Measures
Extends			Predicts
Extrapolates			Ranks
Generalizes			Rates
Gives examples			Revises
Identifies			Scores
Indicates			Selects
Infers			Supports
Interprets			Tests
Interpolates			Validates
Locates			Values
Practices			
Recognizes			
Reports			
Restates			
Review			
Rewrites			
Selects			
Simulates			
Sorts			
Summarizes			
Tells			
Translates			

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 D - The Undergraduate & Graduate Academic Boards

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

Membership

Voting Members

Undergraduate Academic Board (UAB)

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

Arts and Sciences	(1)
At-large members	(3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

Arts and Sciences	(1)
At-large members	(3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

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

Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.

- The chair is responsible for attending all meetings.

- If the chair is unable to attend, he/she appoints an acting chair.

- The chair acts as a liaison between UAB/GAB and others as necessary.

- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.

- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.

- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

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

Graduate Academic Board

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

Summer Meetings

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

Meeting Notification

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

Agenda and Summary

Structure
Date, Time, and Location

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

I.   Roll

II.   Approval of the Agenda

III.   Approval of Meeting Summary

IV.	**Administrative Report**
V.	**Chair's Report**
VI.	**Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading**
VII.	**CAR or PAR-First Reading**
VIII.	**Old Business**
IX.	**New Business**
X.	**Informational Items**
XI.	**Adjournment**

Definitions

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

First Reading
- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.

- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).

- Proposals not properly coordinated before First Reading will be tabled.

- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).

- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.

- No vote is necessary to accept an item for First Reading.

- Acceptance for First Reading does not predetermine automatic approval at Second Reading.

- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs
- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.

- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading
- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.

- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

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

action.

Meeting Procedure

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

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

Administrative Support

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

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

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

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

Measurements ~~should~~ may be ~~both~~ 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

~~Further, a~~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

Comment [A61]: UAB: Change to students

Comment [A62]: UAB: Fixed grammatical errors

Comment [A63]: UAB: Changed to by

Comment [A64]: UAB: Delete

Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link bellow to the Distance Education Handbook:

http://www.uaa.alaska.edu/governance/upload/DE-Faculty-Handbook-V18.pdf

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Date: February 12, 2012

To: UAB Members

From: Hilary Davies, UAB Chair

Subj: Coordination Language in the Curriculum Handbook

I received the following recommendation for language for the coordination email for course changes:

The coordination email should include the following information:

School, 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/Drop/Change and if change, a summary list of changes: (as found in CAR box 8)
Justification for action: (as found in CAR box 19)

AWARD OF POSTHUMOUS DEGREES

Definition: University of Alaska Anchorage may confer posthumous transcripted degrees and certificates upon students who are deceased prior to but nearing formal completion of all degree requirements of the programs being pursued. ==Question> Does the policy go into the catalog or just part of it? Which part of it?==

A. Eligibility

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

1. At the time of death, the student was enrolled in a degree/certificate program, in good academic standing, and   nearing completion of the work required for award of the degree/certificate. "Nearing completion" is defined as having completed a minimum of 75% of the program credits?/requirements. In addition, for graduate students in thesis/project programs, the student should have made significant progress in the research/project process as determined by the student's committee.(could also say must have successfully submitted a proposal with all committee signatures)

2. Recommendation for award of the degree/certificate is to be endorsed by the following:
    A) faculty in the student's major department,
    B) the department head, school or college dean/director
    C) In the case of graduate students, the endorsement of the Dean of the Graduate School is also required prior to sending to the Provost.

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

B. Approval Process

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

1. Upon request that a deceased student be considered for the award of a posthumous degree/certificate VC of OAA will communicate this information to the appropriate department, school or college dean/director.

2. The departmental faculty, department head and dean/director will determine if the student's overall record merits further consideration and recommendation that the posthumous award be granted; such information will be jointly reviewed by the OAA

> **Comment [SM1]:** Do we have definitions of enrolled and in good standing so we don't repeat them here? Another University used the wording Or their continuous enrollment was interrupted by their injury, illness, deployment, etc.

> **Comment [SM2]:** Does family need to endorse this??

> **Comment [SM3]:** These areas considered
> 1. who initiates… family, school, friend
> 2. once requested eligibility determined by OAA Vice Chancellor and
> 3. dept/school has a say even if basic eligibility is ascertained
> 4. IF eligibility passes both OAA and dept/school then goes to the dean

3. If the deceased student is determined to be eligible as a candidate for posthumous award of the degree/certificate being pursued, the Vice Chancellor for OAA , will so certify to the Provost.

4. After weighing all pertinent information, the Provost will communicate a decision to posthumously confer a degree to the deceased student's family, appropriate dean/director, VC of OAA , Vice Chancellor for Student Affairs, and to the University Registrar.
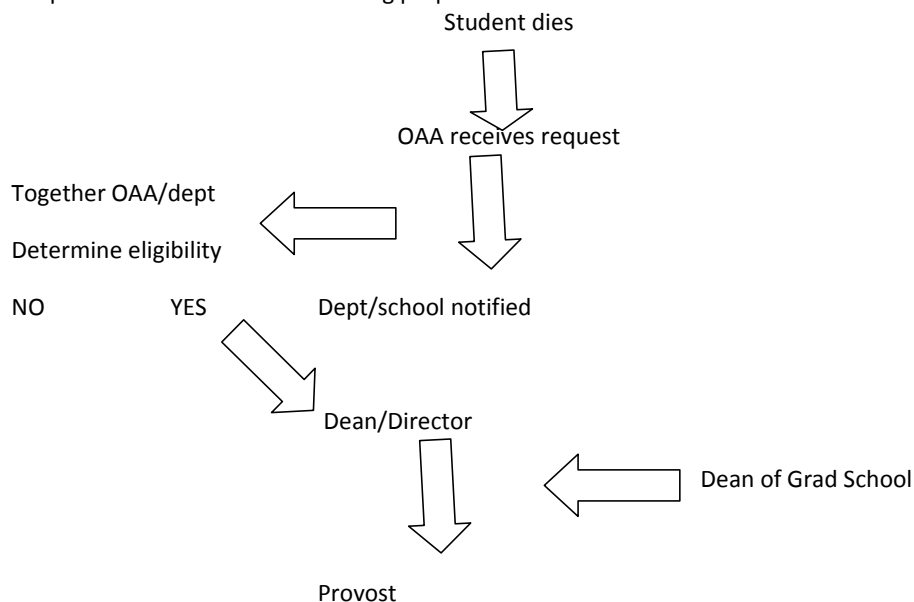
C. Awarding of Posthumous Degrees

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

1. The degree/certificate will be conferred at the next regularly scheduled commencement exercise.

2. The University Registrar will note the posthumous nature of the award on the diploma, the student's permanent record and in the commencement program.

D. Extraordinary Circumstances

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

Student dies

OAA receives request

Together OAA/dept

Determine eligibility

NO   YES   Dept/school notified

Dean/Director   Dean of Grad School

Provost

Comment [SM4]: We felt someone needs to move the process along and be the custodian of where it lives, and that would be OAA not Student Affairs.

Comment [SM5]: Discussion regarding awarding of degree even if family doesn't/didn't initiate…still a university decision

Comment [SM6]: Some schools had it on transcript others did not… advantage or disadvantage?

Posthumous Degree Award Process

DRAFT: 9 February 2012

Student Dies

Initiators

Faculty Generates Request

Family Generates Request

Dean of Students Generates Request

OAA Receives Request

Registrar Determines Academic Standing

OAA Reviews Eligibility

Eligible

Not Eligible

Department and Dean/Director Review Request and Make a Recommendation

OAA Decides — Not to Award → OAA Notifies Initiators, VC for Student Affairs, Dean

Award

Provost Certifies the Degree

OAA Notifies Initiators, VC for Student Affairs, Dean, Registrar

Registrar Records the Award

Award made at next Commencement