UNDERGRADUATE CURRICULUM COMMITTEE

QUICK REFERENCE HANDBOOK
ON
POLICIES, PROCEDURES AND MORE

Updated October 2019

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1. General Information

These notes are intended to supplement (*not replace*) the information available on the Curriculum Committee website and in the Faculty Handbook.

1.1 Charge

The Curriculum Committee is a permanent committee of the Faculty Senate, the purpose of which is to: discuss and make recommendations to the Senate on curricular and academic policy changes affecting instruction at all levels except the graduate level.

1.2 Quorum

The Committee follows the Faculty Senate *Constitution* and *Bylaws* with regard to voting and quorum – the presence of 60% of voting members constitutes a quorum.

1.3 Composition of the Committee

Voting members of the Undergraduate Curriculum Committee shall include one Assembly member representing each of the faculty academic units, currently numbering seven. The academic units include: Career Education, Education, Management, Humanities, Library, Natural Sciences, and Social Sciences.

The Ketchikan and Sitka campuses will be represented on the Undergraduate Curriculum Committee by one non-voting member each.

Ex-officio (non-voting) members of the Undergraduate Curriculum Committee are the: Provost, Faculty Senate President, Registrar, and President of the Student Government (or designee).

The Chair will be in addition to the seven academic unit representatives, will not serve as a representative of any unit or campus, and will not vote.

1.4 Selection of Committee Members

Faculty academic units and each campus will establish their own procedures for selecting a member of the Faculty Assembly to sit on this committee, including provision for equal distribution of service in this position, if desired.

The current Chair or Dean of the faculty academic unit will coordinate the selection and inform the Senate President by March 15 of the representative's name.

Newly elected members of the Committee will meet before April 1 in order to elect a Chair so as to allow workload adjustment to be made for that individual.

The Chair of the committee will be selected from sitting or past members who have served on the committee for at least two years.

1.5 Terms of Service

Committee members' terms commence on the first day of a fall term contract and end at the conclusion of a Spring term contract. Committee members may serve more than one term. The Chair will serve for a period of at least three years.

1.6 DUTIES AND ACTIONS OF THE COMMITTEE

The duties of the Undergraduate Curriculum Committee include but are not limited to:

- Developing rules of internal procedure;
- Submitting proposed actions to the Faculty Senate for its approval and conveyance to the Provost and/or Chancellor;
- In conjunction with the Graduate Committee, jointly developing guidelines for submission of curriculum proposals;
- Reviewing, amending, and recommending approval of new undergraduate courses and changes in number, content, title, and description of existing undergraduate courses;
- Reviewing, amending, and recommending approval of changes in existing undergraduate degree and certification programs;
- Reviewing, amending, and making recommendations on all program proposals referred to the Committee by the Senate;
- Checking language in the UAS catalog and other publications pertaining to undergraduate programs.

The Committee's findings, recommendations, and minutes of committee meetings will be submitted to the Senate as directed by the Faculty Senate President.

The Senate will then vote on whether to accept the Committee's findings and recommendations. The Provost has final approval of curriculum changes.

1.7 CHAIR'S RESPONSIBILITIES

According to the *Constitution for Faculty Governance*, Article IV.E(4): Senators' Workload Release: The Chair of the Curriculum Committee is eligible for up to four (4) workload credits per year.

The primary tasks of the Chair of the Curriculum Committee listed on the Curriculum Committee Website are:

- Set, organize and lead meetings;
- Update the Curriculum Committee website (or provide updated information to website designee);
- Follow up with faculty on revisions to Curriculum Committee proposals (with help from the assistants to the deans);
- Coordinate with the Provost and Registrar on the maintenance of the Curriculum Committee website, spreadsheet, record keeping and academic catalog;
- Ensure regional participation in the proposal review process; and
- Report to the Faculty Senate.

Additional (recommended) tasks include:

- Review submitted proposals with Registrar *prior* to committee review.
- Identify and forward minor changes (primarily Category C items) directly to the Registrar.
- Identify problematic or improperly submitted proposals and request revision by initiating faculty member.
- Identify and forward program-level proposals (Category A) to Faculty Senate president for preliminary consideration by Senate (this process is automated within CourseLeaf/CIM).

1.8 REPRESENTATIVES' RESPONSIBILITIES

The primary tasks of Faculty Representatives listed on the Curriculum Committee Website are:

- Inform your faculty group of the deadline for curriculum proposals;
- Make sure faculty members know that all curriculum proposals must be reviewed by the entire faculty group (which includes faculty members in Ketchikan and Sitka) before they are submitted to the Curriculum Committee;
- Read all proposals listed as discussion items on the Curriculum Committee agenda in advance of the meeting;
- Report approved curriculum changes to your faculty group;
- Find a replacement for yourself if you can't make a meeting and inform the Chair well in advance of your absence;

- Inform individual faculty members of when their proposals are scheduled to be discussed and invite them to the meeting;
- Help fellow faculty members prepare proposals, where appropriate.

Additional (recommended) tasks include:

- Assist faculty members in identifying the correct category to which a proposal belongs, and on the correct submission process.
- Report on proposals to your academic unit, relay unit feedback to Committee when/as necessary.

1.9 MEETINGS

The Committee will determine its own meeting schedule. Currently: Regular committee meetings are scheduled for the third Friday of each month, 3:00-5:00 pm, beginning in September and ending in April.

These meetings are typically held in the Novatney conference room. Regular meetings are open to all interested parties (in person or by conference call). However, such individuals may speak at a meeting only by invitation of the Chair.

If necessary, the Committee may choose to have additional meetings. The dates and times of such meetings are determined and approved by the Committee during regular meetings.

Committee meetings will be conducted according to Robert's Rules of Order (see Appendix D), as much as possible. As indicated in these rules, these may at times be temporarily suspended with a two-thirds majority vote of the Committee.

1.10 MINUTES AND RECORDING OF MEETINGS

A designee from the Provost's office will record all meetings and also prepare the minutes of each meeting. Meeting minutes will be placed in the Committee's share-drive folder and also posted on the Curriculum Committee website.

Recordings of all meetings are stored in the Minutes sub-folder of the Committee's share-drive folder.

1.11 IMPORTANT DATES

Timelines for submission of proposals and supporting documents will be set by the Committee and be widely publicized among members of the Faculty Assembly. Currently:

October 1: Deadline for submission of proposals (and receipt by the Committee or Faculty Senate) for review in the current academic year. In CourseLeaf, the "workflow" area must show that the department chair and dean have both signed off on the proposal by October 1. Category A proposals will then be at Faculty Senate and Category B and C proposals will be at the Curriculum Committee. Proposed changes

submitted by this date (if approved throughout the whole review process) may be offered as early as the following summer, and are assured of inclusion in the course catalog for the following academic year. Proposals submitted after that date will be reviewed if time allows in the order that they are received.

December UGCC meeting: New courses (or substantial changes to existing courses) that are to be offered in the following summer semester must be approved and through the entire workflow by the December UGCC meeting.

February UGCC meeting: New courses (or substantial changes to existing courses) that are to be offered in the following fall semester must be approved and through the entire workflow by the February UGCC meeting.

March 1: Deadline for each academic unit to select a Committee member for the following academic year; Committee members may serve multiple terms.

April 1: Deadline for Committee to select a Chair for the following academic year.

If the above days fall on a weekend or holiday, the deadlines move to 5 PM on the next business day.

1.12 Important Current Contacts

In addition to Program Coordinators and Department Chairs (who change around quite a bit), the following individuals/offices play an important role in all curriculum related proposals. Current contact information is:

Who	Email	Phone
Curriculum Committee Chair	cjmckenna@alaska.edu	x-6349
Registrar	tclee@alaska.edu	x-6294
Provost	provost@alaska.edu	x-6486
Faculty Senate President	habatchelder@alaska.edu	x-6029
Dean, School of Arts & Sci.	tthornto@alaska.edu	x-6518
Dean, Ak College of Education	satwater@alaska.edu	x-6551
Dean, School of Career Educ.	pbtraxler@alaska.edu	x-6139

Curriculum Committee members, with contact information, will be identified in meeting agendas.

1.13 The Curriculum Committee Folder

Many committee related documents (including minutes and agendas) are stored in the undergraduate Curriculum Committee folder contained on the "berling" share-drive. Information about accessing berling can be found here: http://www.uas.alaska.edu/helpdesk/computers/central/fileshares.html

All UAS employees have read-only access to this folder. If you need help finding and/or accessing the "berling" share drive, ask someone who knows, typically the Registrar or

Chair. Write-privileges within the curriculum folder are granted only to a select group of individuals which includes the Chair and the Registrar.

Proposals are all available through CourseLeaf Curriculum (CIM). Links to the system are available on the Undergraduate Curriculum home page: http://www.uas.alaska.edu/curriculum. Direct links are as follows:

- Course Proposals (CIM): https://nextcatalog.uas.alaska.edu/courseadmin
- Program Proposals (CIM): https://nextcatalog.uas.alaska.edu/programadmin

1.14 Useful Website Links

What	Link
Curriculum Committee	http://www.uas.alaska.edu/Curriculum/
Faculty Senate	http://www.uas.alaska.edu/FacultySenate/
Faculty Handbook	http://www.uas.alaska.edu/facultyhandbook/index.html
Academic Catalog	http://catalog.uas.alaska.edu

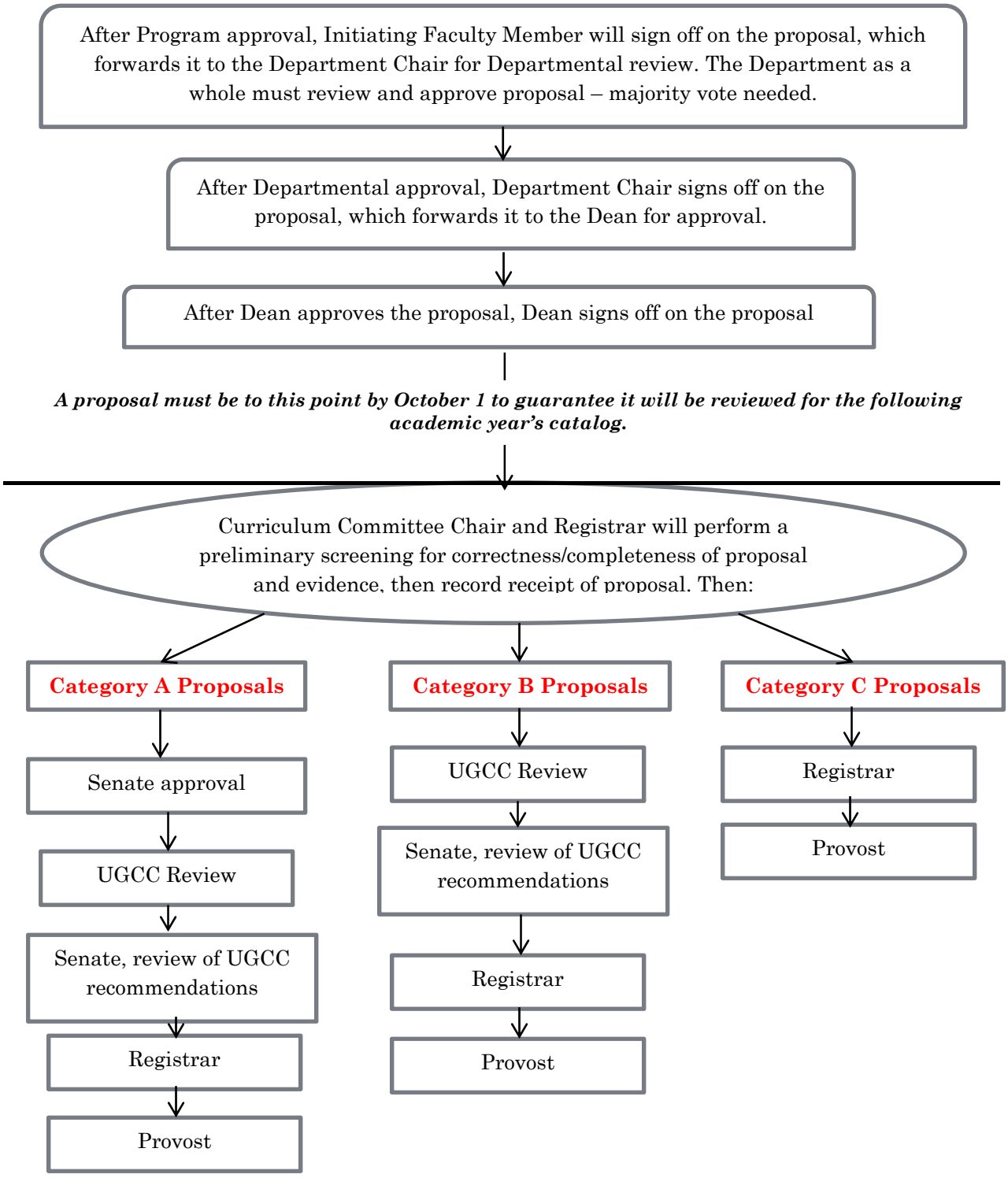
1.15 Tracking and Accessing Proposals

A continuously updated tracking spreadsheet containing each proposal's progress through the review process after it is received by the Curriculum Committee is contained in the proposals sub-folder of the Committee's share-drive folder. All UAS employees have read-only access to this folder.

Proposals can be accessed and reviewed within CourseLeaf/CIM. Use the Program Management module to track program proposals and the Course Inventory Management module to track course proposals. Refer to the "Workflow" area of a proposal to see where it is in the review process.

2. PROPOSALS AND PROCESS

2.1 REVIEW PROCESS AND SIGNATURE TRAIL SUMMARIZED



Upon approval by relevant program(s), any member of the Faculty Assembly may initiate a variety of actions related to the UAS curriculum. Here, some of the more commonly occurring actions along with accepted preliminary protocol are outlined. Further details and suggestions for the more involved proposals are contained in the appendices of this handbook.

*Remember, department approval is a pre-requisite for **all** of the following actions.*

Additionally, before changes in an approved proposal are implemented, the Registrar makes all Committee recommended amendments to the proposal.

In all of the following the word "program" should be taken to mean "degree or certificate program" and, unless otherwise stated, the approval process for Category A and B proposals follows that described in the last section of this chapter.

Note that course numbers may not be reused if the new course differs significantly in content, changes credits, or changes whether it includes a lab, or if *any* program still wishes to offer the original course.

2.2 Corrections to Published Curricular Material

Published curricular material refers to curricular material contained in the academic catalog or on a particular program's website, or the UAS website.

Corrections to Website Material may involve spelling mistakes, absent catalog content, incorrect wording, and other errors. If the error is not shown in the academic catalog, but exists on the website, contact the webmaster. *No curriculum proposals are required.*

Corrections to Catalog Material also may involve spelling mistakes, absent catalog content, incorrect wording, and other errors. If the error is shown in the academic catalog, contact the Registrar for correction in the database and in current and future online schedules, and for the next printing of the academic catalog. Major corrections may be posted by the Registrar to the online catalog. *No curriculum proposals are required.*

2.3 One-Time Course Offering Under a Reserved Course Number

The following numbers (last two digits) are reserved for specific types of courses. These include:

–75 Current Issues/Selected Topics

–91 Internships

–92 Seminar

–93 Special topics courses intended to be offered during one academic year only

–94 Practica

–97 Independent study

–98 Individual research

–99 Thesis

The Curriculum Committee does not review proposals for one-time offerings for any such courses. It is the faculty member's responsibility to seek approval from his/her academic unit and Dean for such courses.

2.4 ACTIVATION OF A COURSE WITH A RESERVED COURSE NUMBER

Courses under any one or more of the above mentioned reserved course numbers (except –93, –97 and –98) may be activated to be included in the academic catalog as part of a degree program's list of required and/or elective coursework.

For these courses, use a Category B New Course proposal. There are two scenarios:

- The *course is already listed as part of a degree requirement* (by number*), but is not listed among the courses offered by the program*. In this case the approval process occurs at the Program, Department, and Dean levels *only* before going to Curriculum Committee.

  While such proposals do pass through the Curriculum Committee, they are not reviewed by the Committee.

- The *course is not listed as part of a degree requirement* (by number), and *is to be included in a program's degree requirements and course offerings*.

  In addition to the Category B New Course Proposal, a Category A or Category B Program Change proposal (depending on the magnitude of the program's curriculum change) also needs to be submitted for such scenarios.

  Such proposals are reviewed by the Curriculum Committee.

It is important to very clearly specify in the proposal, with appropriate supporting evidence (see Appendix C), which of the two scenarios apply.

2.5 Minor Changes to Published Curricular Material

These include changes in program layout, course title, description, prerequisite or grading mode which do not entail a change to any program's requirements, to course content, or to student outcomes.

If a change made to a course or its prerequisite may impact other departments, it is not a minor change. If in doubt whether a change is minor, consult your Curriculum Committee representative.

All such changes require the submission of a Category C proposal.

After program approval, Department and Dean Approval are required before the proposal moves to the Curriculum Committee.

2.6 Reactivation of a Deactivated Course

Any previously approved, but deactivated course can be reactivated by submitting a Category C proposal. After program approval, Department and Dean Approval are required before the proposal moves to the Curriculum Committee.

Note that changes to a degree program's requirements that may result from such a reactivation may require the submission of a Category A or B Program Change proposal.

2.7 Deletion (Deactivation) of an Existing Course

The appropriate proposal to use for this action depends on the impact it has on other degree programs.

Typically, such an action is taken when a listed course has not been offered for a long period of time, or when a current course is to be replaced by a new course

If the Deletion Does Not Affect Any Degree Programs, use a Category C Course proposal. The approval and submission process is as for previously described applications of the Category C proposal.

If the Deletion Affects Only the Initiating Degree Program, use a Category B Course Change proposal. If a course is deleted from the catalog, and it appears in any of the (initiating) program's degree requirements, the appropriate catalog changes to the degree requirements should be submitted as a Category B Program change proposal. If the deactivation occurs simultaneously with the proposal of a new replacement course the two actions (deactivation and replacement action) must be included on the same proposal.

If the Deactivation Does Affect Other Degree Programs, use a Category A Course Change proposal. If the deactivation occurs simultaneously with the proposal of a new replacement course the two actions (deactivation and replacement action) may be placed on the same proposal.

Be aware that the deactivation (and/or replacement) of an existing course that is used by one or more other degree programs (in their degree requirements) has considerable implications and requires cross-program discussions and (potentially) related Program change proposals.

2.8 A Caution Concerning All GER Courses

Proposals concerning existing or new GER courses must be submitted as Category A proposals. The exceptions to this rule are relevant minor changes as described in Sections 2.1 and 2.4.

2.9 Existing Course Changes Not Impacting Other Programs

For this, use a Category B Course Change proposal. Examples include changing course prerequisites or credit hours. Be aware that such changes may have implications beyond the course in question. Additionally, this case applies only to those courses that are taught by faculty within the program's academic unit.

2.10 Existing Course Changes That Will Impact Other Programs

For this, use a Category A Course Change proposal. This includes all courses that apply to one or more other programs, such as GER courses, required service courses, and other courses that may apply to a program's inter-disciplinary requirements.

Additionally, courses that serve as pre-requisites to courses offered by other programs fit under this category.

Courses that serve as electives in other programs may or may not fit under this category. Another possibility is if the proposed change will impact enrollments in a course offered by another program.

2.11 New Course that Does Not Impact Other Programs

For this, use a Category B New Course proposal. This typically involves a new course that may serve as an elective for the program in question, or a replacement course for the program in question. An additional requirement is that the course will be taught only by faculty from the program in question.

2.12 New Course that Impacts Other Programs

For this, use a Category A New Course proposal. This typically involves a new course that uses a course from another program as a prerequisite, or serves as a replacement to a course offered by another program. Proposed new courses that are to be taught by faculty outside of the program's academic unit also fit under this category.

An important point to note here is that a new course for one program that is intended to serve as a duplicate (replacement) of an existing course belonging to another program will not be approved. Such courses come under the classification of *course duplication*.

2.13 Minor Program Changes that Do Not Impact Other Programs

For this, use a Category B Program Change proposal. Examples include changes in the organization of GERs within an academic unit, and so on.

2.14 Minor Program Changes that Impact Other Programs

For this, use a Category A Program Change proposal. Examples might be hard to find; but, any change that impacts another program does fall under Category A.

2.15 Significant Program Changes

For this, use a Category A Program Change proposal. This includes: adding/dropping courses from program requirements, changes in GER requirements, and so on. Essentially, any change that alters the original "focus" of a program fits under this category.

2.16 New Programs or Discontinuing Existing Programs

For new programs, use a Category A New Program proposal and a Category A New Course proposal for each new course. Included here are the adding of new occupational endorsements, certificates and degrees at any level.

Discontinuing a program cannot be done within CourseLeaf. This requires a program review and a letter from the provost.

3. ACTIONS AND DECISIONS

Qualified curriculum proposals will be placed on the Committee meeting agenda only after the Committee Chair determines, in consultation with the Registrar, that a curriculum proposal needs to be, and is ready to be reviewed.

3.1 THE ROLE OF THE CURRICULUM COMMITTEE

As stated in the Faculty Handbook (Article V, Section 1A), the Undergraduate Curriculum is to "discuss and make recommendations to the Senate on curricular and academic policy…" As such, *the Undergraduate Curriculum Committee does not have the authority to make curricular changes or academic policy*. It is the Faculty Senate that votes on curricular changes or academic policy, based on Committee findings and recommendations.

It is important to remember that even if a proposal is rejected by the Committee it is forwarded to Faculty Senate. The initiating faculty member of a proposal may withdraw his/her proposal at any time; these are not forwarded to Faculty Senate.

3.2 PROPOSALS THAT PASS THROUGH THE CURRICULUM COMMITTEE

All Category A, B, and C *proposals* (see Chapter 2 for exceptions) pass through the Curriculum Committee. However, a careful review by the Committee as a whole is conducted only on Category A and B proposals.

A Category A proposal requires prior approval from the program, department, Dean, and Faculty Senate before the Committee will review it.

A Category B proposal requires prior approval from the program, department, and the Dean before the Committee will review it.

A Category C proposal requires prior approval from the program, department, and the Dean. The Curriculum Committee Chair and Registrar will then verify whether the proposal is indeed a Category C proposal. The Committee as a whole does not review such proposals. However, the Chair will provide a list of approved proposals in subsequent meeting agendasfor reference by committee members, unit representatives, and faculty.

3.3 CAN THE COMMITTEE CHAIR BLOCK A PROPOSAL?

The answer to this question is, sometimes and only temporarily. This will usually happen at the preliminary screening level. Here are four clear-cut cases.

***Incorrect Category is Used*:** Such proposals are *sent back* to the initiating faculty member by the Chair for resubmission with the correct category.

***Improperly Completed Proposal*:** Applies to clearly missing, incomplete, or improperly placed proposal content. Such proposals are also *sent back* to the initiating faculty member by the Chair for resubmission with the required *new approval* workflow.

***Missing Evidence*:** Applies to clearly missing supporting evidence (see Appendix C). The proposal will not be reviewed by the Committee until supporting evidence, requested by the Chair, is provided by the initiating faculty member.

3.4 Actions/Proposals the Committee Will Not Review At All

These are described in Sections 2.1-2.2.

Proposals that are not submitted through CourseLeaf/CIM will not be reviewed.

3.5 Processing Category C Proposals

Currently, these are first reviewed by the Registrar, who consults with the Chair on proposals she feels may be questionable Category C proposals. If no red flags arise, the minor changes requested in such proposals are implemented by the Registrar.

Category C proposals have, traditionally, not been reviewed by the Committee as a whole, and the involvement of the Chair has been on an as-needed basis only. Faculty Senate does not see (and is not informed about) such proposals.

3.6 First Reading – An Overview

These apply to Category A and B proposals. After the previously mentioned preliminary screening, conducted by the Committee Chair and the Registrar (and Faculty Senate if required), the review process for qualified curriculum proposals involves two stages.

The first reading of a proposal involves a careful review of each proposal to ensure that the proposed curricular change adheres to policies set forth in Chapter 9: *Curriculum Guide* of the Faculty Handbook, and does not invalidate content of the Academic Catalog. To the best of their ability, the Committee will:

- Assess the overall merits and relevance of the proposed curricular change with respect to the UAS Mission Statement (see Appendix A).
- Assess the potential impact (if any) a proposed curricular change will have on other programs.
- Assess the contribution to the quality of the UAS curriculum.
- Assess the adequacy and appropriateness of supporting documentation (see Appendix C).
- Assess the completeness and correctness of contents in all proposal items.

Note that at this stage the Committee may request the initiating faculty to answer questions about the proposal (in person, or over the telephone). This should not be thought of as a requirement for all proposals, particularly for very well prepared proposals.

After a careful review of the proposal and supporting evidence, any member of the Committee may entertain a motion concerning the proposal (see Appendix D-8).

The typical motion at this stage is a *motion to pass first reading*. Motions to pass first readings are not voted on; however, they must be seconded with no objections. If a proposal passes first reading with no objections it moves on to a second reading.

If there are objections to a motion to pass first reading, these objections must be addressed. To do so a Committee member may move to *amend* the main motion (to pass) by a motion to *conditionally pass* first reading. This amended motion must be seconded and passed with a majority vote. Then, conditions contained in the amended motion need to be met in order for the proposal to be considered for second reading.

3.7 Can a Proposal Get Bogged Down at First Reading?

Yes. First readings may extend over more than one meeting if a proposal is *sent back*, *tabled*, *postponed*, or *referred to a committee*. These subsidiary motions (to the main motion) may be moved and passed for a variety of reasons. Typically:

- A proposal is **sent back** to the initiating faculty member if major flaws in the proposal (that were not detected/identified in the preliminary screening) prevent the Committee from conducting a meaningful assessment of the proposal. A proposal that is sent back may or may not need to be resubmitted (i.e., go through the whole review and signature gathering process).
- A proposal is **tabled** if more information is needed from the initiating faculty member, or discussion on the proposal extends beyond a reasonable length of time.
- The first reading of a proposal may be **postponed** if one or more of the Committee members feel they need more time to review the proposal. Note that unlike the tabling of a proposal, a motion to postpone occurs *before* any discussion on a proposal begins.
- A proposal may be **referred** to a sub-committee, including interested/qualified Committee members, the initiating faculty member, and other interested/qualified individuals. This is usually done if there are significant issues that need to be resolved. It is possible for a *referred* proposal to eventually get *sent back* if a resolution of the issues at hand is not achieved.

It is possible for a proposal to get bogged down for a considerable length of time. In such cases the initiating faculty member may be advised to (or may choose to) withdraw the proposal, and start the process from scratch after a more carefully thought out and crafted proposal is prepared.

3.8 Can a Proposal "Die" or be Rejected at First Reading?

Yes. There are three ways in which this can happen.

- If a tabled proposal from one meeting is **not taken from the table** in the next meeting, it "dies." To revive the proposal, the initiating faculty member must resubmit the proposal and begin the process again.
- A motion to **reject** a proposal at first reading may be substituted in place of the main motion (to pass). The *motion to substitute* must be seconded and then voted on, with a 2/3rd majority. If the motion to substitute passes, then the *motion to reject* requires a simple majority to pass.
- Note that a proposal can be tabled more than once. However, at some point the Committee may choose to ask the initiating faculty member to start the process over with a more carefully crafted proposal.
- Recall also that a proposal can be **rejected at the time it is tabled** with a 2/3rd majority vote.

For such cases the proposal is identified as being "disapproved" and it is sent to Faculty Senate without a second reading, *unless the initiating faculty member withdraws it*.

Reasons for this happening will usually boil down a poorly conceived/prepared proposal and an inability and/or unwillingness of the initiating faculty member to fulfill the Committee's expectations.

3.9 Second Reading – An Overview

Second readings are conducted on proposals that have passed first reading, either conditionally or unconditionally. For second readings the Committee will:

- Refer to recommendations, if any, made to the initiating faculty member at the conclusion of the first reading.
- Determine whether concerns expressed by the Committee at first reading (if any) have been addressed.

The typical motion at this stage is a *motion to pass second reading*. A motion to pass a second reading must be seconded, and is passed if a simple majority of the Committee's voting members vote in favor of the motion.

If a proposal passes its first reading unconditionally, a second reading of the proposal may be conducted during the same meeting after at least one other order of business has been conducted and concluded.

3.10 Can a Proposal Get Hung up at Second Reading?

Yes, if recommendations/requests made by the Committee to the initiating faculty member at first reading are not met (for conditional first reading passes).

In such cases the second reading can be **tabled**.

While it is rare that a proposal can "die" or be rejected at this stage, it is possible – see Section 3.8.

3.11 The Report to Faculty Senate

At the conclusion of a Committee meeting, and before the following Faculty Senate meeting, the Chair will compile a report of the committee's findings and recommendations. This report, and the Committee's meeting minutes will be posted on the Committee's share-drive for review by the Faculty Senate President at least one week in advance of the Senate's next meeting (on the following month's First Friday).

The contents of this report will be formatted as follows. For each order of business requiring Faculty Senate approval, typically a curriculum proposal,

- A **description** of the order of business will be provided.
- The Committee's **recommendation** will be provided.

APPENDIX A: UAS MISSION STATEMENT

The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.

A-1 VISION

The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the environment and cultures of Southeast Alaska.

A-2 VALUES

Excellence – we pursue excellence through continuous improvement and innovation in teaching, community engagement, and research, scholarship, and creative expression.

Diversity – we embody and respect the diversity of each individual's culture, talents and abilities, and educational goals with special attention to Alaska Native heritage unique to Southeast Alaska.

Access – we create accessibility to programs and services through use of technology, innovative and creative practices, and personalized services.

Collaboration – we forge dynamic and cooperative partnerships internally among students, faculty, and staff and externally with other academic institutions, government agencies, business and industry, and community-based organizations to enhance our effectiveness.

Sustainability – we contribute to the economic, social, and ecological sustainability and quality of life of the southeast region and state, nation, and world using the unique opportunities available (e.g., coastal environment, Tongass National Forest, glacial ecosystem, Juneau as Alaska's capital city).

Stewardship – we are responsible stewards in the use of our resources and are accountable for results working in an environment that values the contributions of all (e.g., administration, faculty, staff, and students).

A-3 CORE THEMES

Student Success – provide the academic support and student services that facilitate student access and completion of educational goals.

Teaching and Learning – provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.

Community Engagement – provide programs and services that connect with local, state, national, and international entities on programs, events, services, and research

that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska.

Research and Creative Expression – provide programs and services that support research, scholarship, and creative expression by faculty and students.

APPENDIX B: SUPPORTING DOCUMENTS

A well-organized, clear, concise and complete proposal will improve efficiency in the review process and, possibly, improve the chances that proposal receives favorable reviews/recommendations along the way. Part of the *completeness* aspect of a proposal involves providing appropriate and adequate supporting documentation, as needed. Initiating faculty members (of curriculum proposals) are encouraged to fill the appropriate forms in a *clear*, *complete* and *concise* manner. Any additional information, detailed justification discussions, or evidence beyond specific details on the proposed action, along with supporting documentation should be provided as attachments.

The notes provided here offer suggestions on where supporting documents should be provided, and where they might aid in the review process.

B-1 ACADEMIC VERSUS PROFESSIONAL PROGRAMS AND COURSES

It is important that initiating faculty, and reviewers be aware of the difference in the requirements and expectations of academic versus professional programs and courses. The major difference between the two is that the structure and content of professional programs, and most of their core courses, are determined through standards established by professional accrediting bodies (for example, CAEP for the Alaska College of Education and CAHIM for the Health Information Management Program). Academic programs do not operate under such rigid expectations – they only need to follow recommendations set forth by the appropriate regional accrediting body, NWCCU (Northwest Commission for Colleges and Universities).

So, the nature and extent of much of the supporting documentation needed (or advised) for a particular proposal will depend on whether the proposal is associated with a professional or an academic program.

B-2 SUGGESTIONS APPLICABLE TO BOTH TYPES OF PROGRAMS

There are some suggestions that apply to all proposals from all types of programs.

1. Before beginning a curriculum proposal, talk to people within your program, department, and school (if necessary), and/or your unit's representative on the UGCC. Remember, program approval is invaluable and department support is required before a proposal can move forward. If needed, contact the UGCC Chair if your questions have not been answered to your satisfaction. If you are proposing a new course, talk to the registrar before deciding on a course number.

2. While preparing a curriculum proposal, make sure to refer to (and read) relevant portions of the UAS Academic Catalog. Make sure you determine what impact (if any) your proposal will have on any other programs. If your proposal does impact any other program, support for your proposal from the impacted program(s) is required and documented evidence of this support (such as a letter of support from the impacted program/department coordinator/chair) will greatly speed up the review process.

3. Prepare your proposal carefully, the less questions the UGCC has for you the more likely it is that your proposal will pass through review successfully and quickly. Do not expect the UGCC to be able to read between the lines, and do not overwhelm the committee with unnecessary and excessive information. Anticipate questions that may be raised, and be well-organized, clear, concise and complete in your presentation of the relevant supporting documents. Attach all supporting documents to the proposal (ask for help on how to do this if needed).

Here are some further suggestions.

For new Program Proposals – Be sure to refer to the Curriculum Guide in the Faculty Handbook, and refer to the following.

For Changes to an Existing Program – Provide carefully detailed justifications and support for cases where:

- The change will have a major impact on the existing degree program, or any other degree program(s).
- The change will require additional new faculty, or will require the involvement of faculty from other academic units.

For New Course Proposals – Provide carefully detailed justifications and support for cases where:

- The new course will have a major impact on any degree program.
- The new course will need new faculty, or will be co-taught by faculty from two or more different academic units.
- Additional student fees and/or space and/or facilities and/or supplies and/or technology will be needed for the new course.; impact on other courses/programs; contribution to UAS/UA mission and strategic plan; faculty availability; availability of facilities and resources; supplies and technology; syllabus;

For Changes to Existing Courses – Provide carefully detailed justifications and support for cases where:

- A course is to be reactivated, and additional space, supplies, technology or other resources will be required.
- A course is to be deleted, and the deletion will impact one or more other academic programs.
- The curriculum of a course is to be changed significantly, and the change will alter the purpose and/or learning outcomes of the course.

B-3 Suggestions Specifically for Academic Programs

Academic programs should pay close attention to recommendations published by relevant academic organizations and associations, and the accreditation standards of the NWCCU, in particular when considering proposals for new degree programs or major changes to existing programs. In particular, paying attention to Standards 1 and 4 of the NWCCU as well as the UAS (See Appendix A) and UA Mission Statements (go to https://www.alaska.edu/bor/) can help add strength to a proposal.

B-4 Suggestions Specifically for Professional Programs

If a degree or certificate program uses standards set by a particular accrediting body, then the document that articulates the expected standards of this body is probably the most useful evidence that the Undergraduate Curriculum Committee (UGCC) can use in evaluating proposals submitted by the program in question.

For this reason proposals submitted by a professional program whose curriculum is determined by standards established by an accrediting board should also provide, as evidence, the relevant section(s) of the standards document. Then, in relevant portions of the proposal itself, the accrediting body and document should be identified, and readers/reviewers should be directed to the corresponding sections and page numbers of the standards document.

There are a few reasons why this makes sense, here are three obvious ones.

1. By identifying the accrediting body in the proposal, the initiating program establishes how it decided upon the proposed curriculum. Such documents also establish details on how the program plans to maintain and assess the quality of its courses and the quality of its graduates.

2. By providing the standards document, the initiating program has provided the UGCC with all relevant content and student learning outcomes as established by their program's regional/national accrediting body.

3. Unless major curriculum changes are made by the accrediting body (such as new course requirements or reorganizing of the degree/certificate program of study), it is possible the initiating program may not need to submit frequent curriculum change proposals every time minor readjustments to the standards are made.

APPENDIX C: LEARNING OUTCOMES

The following are adapted from a workshop that was presented by Dr. Marsha Sousa in AY 2013 and variety of other sources. For those who are interested, additional resources are listed at the end of this appendix.

What appear in this appendix are suggestions/tips on how to begin and complete the process of developing student learning outcomes. It is important to remember that while learning outcomes may differ in detail across disciplines, there are certain conventions/expectations that are consistent. It is also important to prepare (program and course) learning outcomes that all faculty within the discipline in question are comfortable with.

A fairly intuitive model for student learning, described as the *Intentional Curriculum Model for Enhanced Student Learning*, is comprised of three components:

- Explicit learning outcomes, as determined by the faculty;
- A strategic design by which the learning outcomes are achieved; and
- Meaningful methods of assessment by which student learning is measured.

An outline of a process by which this can be accomplished within disciplines is as follows:

1. Standards for specific areas of student achievement are defined by faculty committees.
2. The settings and activities in which students will have an opportunity to demonstrate the defined expected achievements are established by one of three approaches.
    a. Instructors of specific courses may determine which committee-defined achievements are addressed by their courses, and the activities that will provide evidence of achievement.
    b. The faculty committee may determine which courses address specific areas of achievement based on existing course activities that constitute evidence of achievement.
    c. The faculty committee may determine which courses address specific areas of achievement, *as well as* which activities will constitute evidence of said achievements.
3. Each course instructor then evaluates each student's work using the defined achievements and criteria.

Most UAS programs have already been through equivalent processes in preparing their program assessment plans.

C-1 Learning Outcomes at the Program Level

A degree (certificate, or occupational endorsement) program's student learning outcomes *are statements of what students are expected to know and be able to do upon completion of all required coursework/activities for the program in question.*

Familiarity with student learning outcomes at the program level can be very helpful in developing learning outcomes at the course level.

Steps in preparing (or understanding) program student learning outcomes can be completed by finding answers to certain questions.

For UAS-specific examples, see the various program assessment plans posted on the Assessment page on the UAS Provost's website at http://www.uas.alaska.edu/provost/assessment.html.

Step 1: What is the *purpose* of the program?

The purpose of a program may be highly specialized, or it may enable graduates to acquire knowledge and skills that provide multiple potential academic or career opportunities.

Step 2: What are the *goals* of the program?

Program goals will vary, depending on the purpose of the program. Goals are typically broad, and identify the knowledge, skills, and values the program faculty intends their graduates to possess.

Step 3: What are the *student learning outcomes* for the program?

Learning outcomes identify explicit requirements a student must meet for each goal. A goal for a given program is considered met once a student successfully completes the learning outcome(s).

Step 4: Which *courses/activities* will serve to address the student learning outcomes?

This typically refers to the core curriculum of the program, and may include combination of courses and/or capstone activities.

Step 5: What is the program's *philosophy of learning*?

This can be very useful in determining how learning outcomes are measured. At UAS many programs emphasize experiential learning, others emphasize the completion of traditional coursework, and some utilize a combination of traditional coursework and experiential learning activities.

Step 6: How is student learning measured?

At the program level these might include activities such as: completion of courses, an internship, a practicum, a capstone activity, or a capstone project.

C-2 Learning Outcomes at the Course Level

Student learning outcomes for a course *are statements of what students are expected to know and be able to do upon completion of all required activities for the course in question*.

Here are steps, again through answers to questions that may help in the process of developing student learning outcomes for courses. For UAS-specific examples, see http://www.uas.alaska.edu/schedule/slo.html.

Step 1: What are the purpose and goal of the course?

A course's purpose may be very specific. The goals for such courses may be to address specific program learning outcomes; or, for prerequisite courses, the goal would be to prepare students for subsequent coursework within the same discipline.

Alternatively, GER or service courses have broader goals since their purpose is to address learning outcomes at the institutional level, for multiple programs, or prerequisite knowledge and skills needed for subsequent courses.

Step 2: What are the learning objectives and outcomes for the course?

Learning objectives are broad statements that describe *how* students are expected to meet a goal, and learning outcomes are statements that specify *what* students are expected to be able to and/or demonstrate on completing the activities associated with the objectives.

Step 3: How is student learning measured?

Tasks and/or activities might include: homework, laboratory or fieldwork assignments, quizzes or short writing assignments, midterm tests or papers, and final exams or term papers, projects and/or presentations.

C-3 Purpose Versus Goals

Here are some examples of course purposes and corresponding goals.

Purpose	Goal
HIM 116: Quantitative Methods in HIM serves as a quantitative methods course for the HIM A.A.S. degree program.	To provide students with computational skills needed for many of the courses in the HIM AAS curriculum.
ENGL 111: Methods of Written Communication serves as a GER as well as a prerequisite course for many courses.	To provide students with skills in critical reading, research, and writing.
STAT 273: Elementary Statistics serves as a service course for many disciplines.	To provide students with knowledge and skills needed to apply elementary statistical methods to a wide range of disciplines.

C-4 Goals Versus Learning Outcomes

Goals are not necessarily learning outcomes, for example

Goal	Learning Outcome
Students will understand the importance of physical activities at least 3 days per week.	Students will be able to establish a personal exercise program consistent with professional guidelines.
Students will know how to receive a satisfactory grade on a difficult writing assignment.	Students will be able to apply APA format to papers and assignments.

C-5 Expectations Versus Learning Outcomes

Expectations are not necessarily learning outcomes, for example

Expectation	Learning Outcome
Students will dress appropriately.	Students will be able to describe the significance of a professional appearance at work.
Students will turn in assignments by scheduled due date.	Students will be able to explain the importance of meeting deadlines.

C-6 Objectives Versus Learning Outcomes

Learning objectives are not necessarily learning outcomes, for example

Objective	Learning Outcome
Students will understand the scientific method.	When provided with the description of a problem, students will correctly formulate a hypothesis and describe how to use the scientific method to frame the subsequent steps that lead to a decision on the proposed hypothesis.
Understand the roles, responsibilities, and relationships of the various participants in governance process.	Students will identify the participants in governance and compare and contrast their roles and responsibilities in the governance process.
The student will be able to demonstrate knowledge of the requirements for microbial growth and control.	Students successfully completing this course will be able to describe the effects of temperature, nutrients, oxygen, pH, and moisture on microbial growth.

C-7 Levels of Mastery and Action Verbs

Bloom's Taxonomy was updated in 2001 by changing mastery level names/descriptions from nouns to verbs. The table on the following page lists the mastery level verbs provided in the updated version of Bloom's Taxonomy, starting from the lowest to highest Mastery Level, along with *some* examples of corresponding action verbs.

Level	Examples of Action Verbs
Remember	Define, describe, identify, label, list, name, outline, recognize, select, state, reproduce, and recite.
Understand	Translate, interpret, convert, defend, estimate, explain, extend, generalize, infer, paraphrase, predict, summarize, and give examples.
Apply	Apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, and use.
Analyze	Analyze, compare, contrast, differentiate, discriminate, illustrate, infer, outline, relate, select, and separate.
Evaluate	Analyze, compare, contrast, differentiate, discriminate, illustrate, infer, outline, relate, select, and separate.
Create	Create, categorize, devise, design, explain, organize, plan, combine, compile, generate, organize, reconstruct, revise, summarize, write a report, conclude, and relate.

In addition to aligning with the course (or program) purpose, goals and objectives, learning outcomes need to be measurable.

The use of action verbs such as those listed above result in *overt behavior that can be observed and measure*d.

Certain verbs should be avoided since they are *unclear and call for covert, internal behavior which cannot be observed or measured*. Common examples of such verbs include: *appreciate, become aware of, become familiar with, know, learn, remember, and understand*. These usually appear in goals and/or objectives.

C-8 Explicit Learning Outcomes

A first step in preparing measurable learning outcomes is to make sure they are explicitly defined. There are a couple of suggestions for achieving this.

Learning outcomes *may integrate the content, skills, and purpose of the discipline*. Under this approach the outcomes identify:

- The content students will learn;
- The skills the student will acquire in using the content learned; and
- The purpose, with respect to the broader goals of the discipline, behind learning the content and developing the skills identified.

Alternatively, they *may focus on the central skills and knowledge expected in the discipline*. Under this approach the outcomes:

- Reflect the uniqueness of the discipline and/or
- Emphasize best thinking/practices in the discipline and/or
- Adhere to established disciplinary standards with regard to learning.

Examples of these two approaches appear below.

Vague Outcome	Explicit Outcomes
By the end of this course, students will have added to their understanding of the complete research process.	By the end of this course, students will be able to: • Describe the research process in social interventions. • Perform a critical analysis of the quality of research by others. • Formulate research questions designed to test, refine and build theories. • Identify and demonstrate facility in research designs and data collection strategies that are most appropriate to a particular research project. • Formulate a complete and logical plan for data analysis that will adequately answer the research questions and probe alternative explanations. • Interpret research findings and draw appropriate conclusions.
By the end of this course, students will have a deeper appreciation of literature and literary movements in general.	By the end of this course, students will be able to: • Identify and describe the major literary movements of the 20th century. • Perform close readings of, and summarize literary texts. • Evaluate a literary work based on selected and articulated standards.

C-9 Time Frames and Conditions Attached to Assessment

Time-frame and/or conditions should be attached to the assessment of a learning outcome; for example, a learning outcome may begin with

- By the end of this course …
- At the end of this unit …
- When given a prompt …
- With no additional outside assistance …
- When provided with …

Here are some more examples.

- Upon completing this assignment, students will be able to provide accurate diagrams of eukaryotic cells, including intracellular organelles, and be able to classify cells from microscopic images.
- By the end of this course, students will be able to develop data collection instruments for conducting sociological research.
- By the end of this course, students will be able to categorize macroeconomic policies according to the economic theories from which they emerge.
- By the end of this course, students will be able to analyze qualitative and quantitative data and explain how the evidence gathered permits a decision on a proposed hypothesis.
- When provided a problem description along with relevant constraints, students will be able to formulate, analyze and solve a mathematical model that describes the population of two competing species.

Note that the (sometimes) unstated assumption in any learning outcome is that students will be able to perform the indicated tasks *correctly* and at a level appropriate for the course in question.

UAS faculty have agreed to use the following language as a standard introduction for all course student learning outcomes: **"Upon successful completion of this course, students will be able to:"**

C-10 How Much Detail is Enough?

Focus on a smaller number of explicitly defined high priority outcomes placed in broad categories (domains or sub-domains).

It is suggested that goals (hence, learning outcomes) should be challenging yet attainable, and it should not necessary for a student to attain every single learning outcome for a course (or program) to demonstrate success. Interestingly, it is also suggested that *requiring students to attain every single goal might actually indicate that the goals of the course (or program) have been set too low*.

In deciding how much is detail is enough, some important considerations are the answers to the questions

- What should students get out of the course (or the program)?
- What should students be able to do in the next course (or on completion of the program)?
- How consistent does the faculty wish the course in question to be from instructor to instructor, and from semester to semester?

The final decision on detail lies with faculty (as a group), and what is put on file does not need to be all inclusive of what is taught. However, what is provided to students (in the learning outcomes on the course syllabus) must be all-inclusive; that is, *students*

should not be assessed on more than what is stated in the Student Learning Outcomes on the syllabus.

C-11 Examples of Hard Versus Easy to Measure Learning Outcomes

The following examples are of *outcomes that are too general and very hard to measure.*

- Students will appreciate the benefits of exercise.
- Students will be able to access resources available in the Egan Library.
- Students will develop skills in conflict resolution.
- Students will gain confidence in their problem solving abilities as related to social issues.

The following are *still general and hard to measure.*

- Students will value exercise as a stress reduction tool.
- Students will develop and apply effective skills that will enable them to navigate through resources available in the Egan Library.
- Students will demonstrate the ability to resolve personal conflicts and assist others in resolving conflicts.
- Students will demonstrate critical thinking and problem solving skills applicable to social issues.

The following examples are of learning outcomes that are *specific and relatively easy to measure.*

- Students will be able to explain how exercise affects stress.
- Students will be able to identify the most appropriate resource in the Egan Library that is pertinent to their project-related needs.
- Students will be able to assist classmates in resolving conflicts by helping them negotiate agreements.
- Students will demonstrate the ability to analyze and respond to arguments about racial discrimination.

C-12 How Can Student Learning Outcomes be Fixed?

The following suggestions are adapted from "A Guide to Developing Measurable Student Learning Outcomes," prepared by the Office of Planning, Research & Students Services of Cañada College.

Shortcomings can typically be seen by asking two simple questions:

1. Can the outcome be measured? And
2. Is learning being demonstrated?

For example, in the following proposed learning outcome, while learning is demonstrated this outcome will be difficult to measure.

Participants will understand the nine reasons for conducting a needs assessment.

This learning outcome can be fixed by including appropriate action verbs (underlined below).

Participants will be able to list and defend the nine reasons for conducting a needs assessment.

The following example illustrates an outcome that can be easily measured, but for which learning is not necessarily being demonstrated.

Students will attend classes regularly and on time.

To include a demonstration of learning, this outcome can be rephrased as follows.

Student will attend classes regularly and on time, and be able to articulate the necessity and importance of doing so.

As illustrated above, learning outcomes with shortcomings can be rewritten to make them measurable and demonstrative of learning.

C-13 The Process Summarized

After going through the sequence of identifying the course (or program):

Purpose→ Goals → Objectives → Student Learning Outcomes

Use the following to test the results (also adapted from a checklist prepared by the Office of Planning, Research & Students Services of Cañada College).

1. Do the outcomes support the course (or program) purpose, goals and objectives?	Y	N
2. Do the outcomes describe what the program intends for students to know (cognitive), think (affective, attitudinal), or be able to do (behavioral, performance)?	Y	N
3. Are the outcomes important/worthwhile?	Y	N
4. Are the outcomes:		
a. Explicit?	Y	N
b. Measurable?	Y	N
c. A result of learning?	Y	N
5. Do you have or can you create an activity to enable students to learn the desired outcome?	Y	N
6. Can the outcome be used to make decisions on how to improve the course (or program)?	Y	N

C-14 FURTHER RESOURCES ON THE SUBJECT

Books

Banta, T. W. Editor, *Assessing Student Learning in the Disciplines*. Assessment Update Collections, Jossey-Bass, 2007.

Banta, T. W E. A. Jones and K. E. Black, *Designing Effective Assessment: Principles and Profiles of Good Practice*, Jossey-Bass, 2009.

Diamond, R. M. *Designing and Assessing Courses and Curricula*, 3rd Ed. Jossey-Bass, 2008.

Suskie, L. *Assessing Student Learning: A Common Sense Guide*, 3rd Ed. Josey-Bass, 2018.

APPENDIX D: ROBERT'S RULES

The following are extracted/adapted from three sources (in no particular order):

1. "Roberts Rules of Order – Simplified," a document available at: http://theuniversityfaculty.cornell.edu/meetings/RobertsRulesSimplified.pdf
2. "Simplified Rules of Order," prepared for the Psychiatry Residents Association of the University of British Columbia;
3. "Robert's Rules in Short: A Guide to Running an Effective Meeting, a document prepared by the City Attorney of Madison Wisconsin; and

The purpose of documenting these Rules of Order is to ensure efficient, effect and collegial meetings.

D-1 GUIDING PRINCIPLES

The Chair, or any member of the Committee (after being recognized by the Chair), can introduce a *motion* (a topic for discussion).

Formally, a motion needs to be *seconded* to be considered, and (typically) each motion must be *disposed of* (*passed, defeated/rejected, tabled, referred to committee, or postponed indefinitely*).

For this Committee, motions will typically include curriculum proposals. Other topics of discussion will be outlined in the agenda, which needs to be approved at the start of a meeting.

The *rights of committee members* (or *other individuals invited to attend a meeting*) are summarized as follows. For a motion under discussion:

- Everyone has the right to participate in the discussion, if they wish, before anyone may speak a second time on the same motion.
- Everyone has the right to know what is going on at all times.
- Only urgent matters may interrupt a speaker (see Permitted Interruptions section).
- Only one motion can be discussed at a time.

It is the Chair's responsibility to use the authority of the Chair to ensure that these rights are not violated and that all participants are treated equally and fairly.

D-2 MEETING AGENDA

The *agenda* consists of an itemized list of topics to be discussed in a meeting. It may contain a list of proposals to be reviewed, matters of procedure, or other business relevant to the functioning of the Committee. The preparation of the proposed agenda for each meeting is the responsibility of the Chair. A motion to approve the proposed agenda (as presented by the Chair) is passed by a simple majority vote of the Committee.

A proposed agenda may be amended before or after it is adopted. A motion to amend the agenda before it is adopted requires a simple majority vote to pass, whereas a motion to amend the agenda *after it has been adopted requires a two-thirds or larger majority vote to pass*.

D-3 QUORUM

As mentioned earlier, it is specified in the Faculty Senate *Constitution* and *Bylaws* the presence of 60% of voting members constitutes a quorum.

Before calling a meeting to order, the Chair should verify that a quorum is present. It is the responsibility of the Chair and voting members to ensure that a quorum is maintained throughout the meeting for all purposed of conducting business.

In the absence of a quorum, *any business* conducted by the Committee is *null and void* (i.e., *illegal*). *This prohibition of conducting business cannot be waived.*

While the *meeting itself* is not illegal in the absence of a quorum, the only actions that can legally be taken are to fix the time in which to adjourn (which may be immediately), recess (in the case of temporary absences), or take measures to obtain a quorum by contacting members during a recess and asking them to attend.

Prior to all meetings, it is the responsibility of the Chair and Unit Representatives (voting members) to ensure that a quorum will be achieved before a meeting is to take place. If a unit representative is unable to attend a meeting, it is that member's responsibility to find a suitable and qualified substitute representative.

If, at the start of a meeting, a quorum cannot be obtained, the Chair should call the meeting to order, announce the absence of a quorum and entertain a motion to adjourn, or one of the other allowable motions mentioned above.

D-4 ROLL-CALL AND CALL TO ORDER

At 3:00 pm (or any other predetermine start-time for special meetings) the Chair will conduct a roll call to determine if a quorum is present (or absent). After this roll call the Chair will call the meeting to order to review and pass, or amend and pass the agenda (in the case a quorum is present), or to adjourn or recess (in the case a quorum is absent).

D-5 MOTIONS AND DISCUSSIONS ON MOTIONS

To ensure the smooth flow of business in meetings, the main topics/motions for discussion in a meeting will be established in the approved meeting agenda as an itemized list. At the completion of business of each topic of discussion, the Chair will introduce the next topic through a preliminary discussion followed by an invitation to discuss the topic, or propose a motion.

D-6 WHEN CAN A SPEAKER BE INTERRUPTED

At any point in a discussion, and without recognition from the Chair, a member may interrupt a speaker to:

- Call to *Point of Order* – Alert the body to a breach of the rules. The Chair will request clarification on the breach and attempt to address the breach to the satisfaction of the Committee member in question.
- Call for *Parliamentary Inquiry* – A request for clarification about the procedure being used. The Chair will request a statement of the question and will attempt to clarify the situation.
- Call for *Point of Information* – A request for clarification about the current topic being discussed. The Chair will request a statement of the question and will attempt to clarify the situation.
- Call for a *Division of the House* to clarify the results of a vote – this call results in a roll call vote.

D-7 Classification of Motions

While (according to Robert's Rules) there are a variety of classifications, we will consider motions as belonging to one of two classes:

Main Motions will typically be implicit in the agenda as, for example, to approve a given curriculum proposal. Once a discussion on a main motion begins the meeting cannot consider any other business until that motion has been disposed of (passed, rejected, sent to committee, or tabled).

Subsidiary Motions are all others listed in the following section, and are used to assist in treating and/or disposing of a main (or other) motion.

D-8 Motions Put to the Committee

In the process of discussing a topic (main motion), members (after being recognized by the Chair) may present various subsidiary motions. After being seconded, such motions may be brought to the floor for discussion. Unless specified otherwise, all motions listed below require a second and a simple majority vote for passage.

- A motion for *minor changes* or a *move to amend* the wording of a motion (add, strike, strike and insert).
- A motion for *major changes* to (or *substitute*) the wording of a motion requires a 2/3rd majority vote for passage.
- A motion to *send back* a proposal to the initiating faculty member for revisions.
- A motion to *refer to* a committee for major discussion and revisions.
- A move to *postpone*, for purposes of further study, needs a second with no objections. If there are objections, these should be addressed before the Chair extends an invitation for a second.
- A move to *postpone indefinitely* needs a second with no objections. If there are objections, these should be discussed before the Chair extends an invitation for a second.
- A move to *limit discussion* to a set a limit on time and/or number of speakers requires a 2/3rd majority vote for passage.

- A move to *extend discussion* to a set limit on time and/or speakers requires a 2/3rd majority vote for passage.
- A move to *bring to vote* a motion by *closing discussion* on a topic requires a 2/3rd for passage (applicable to 2nd readings or the rejection of a proposal at the time it is tabled).
- A move to *table* a proposal (or motion). A tabled proposal (or motion) may be *taken from the table* after at least 1 item of business has been conducted.

  Note: *If a motion/proposal is not taken from the table by the end of the next meeting, it is considered rejected. To reject a motion/proposal at the time it is tabled requires a 2/3rd majority vote.*
- A motion to *pass* or *reject*.

These motions and some others are summarized in the following table in a very rough order of precedence.

Motion	Must be Seconded	Open for Discussion	Can be Amended	Required Vote	May be Reconsidered or Rescinded
Fix Time to Adjourn	Yes	No	Yes	Majority	Yes
Adjourn Meeting	Yes	No	No	Majority	No
Recess	Yes	No	Yes	Majority	No
Amend Agenda	Yes	Yes	No	2/3rd	Yes
Substitute Motion	Yes	Yes	No	2/3rd	Yes
Send Back	Yes	Yes	Yes	Majority	Yes
Reject	Yes	No	No	Majority	Yes
Table	Yes	No	No	Majority	No
Bring to Vote	Yes	No	No	2/3rd	Yes
Limit or Extend	Yes	No	Yes	2/3rd	Yes
Postpone	Yes	Yes	Yes	Majority	Yes
Refer	Yes	Yes	Yes	Majority	Yes
Amend Motion	Yes	Yes	No	Majority	Yes
Postpone Indefinitely	Yes	Yes	Yes	Majority	Yes
Main Motion	Yes	Yes	Yes	Majority	Yes

TABLE 1: Quick reference summary of common motions

In addition, a member may put to the Committee:

- A motion for a *new idea* for discussion simply requires a second. A subsequent motion may be required to decide what to do with the idea.
- A *call for orders of the day* may be made if the Chair or a member believes the discussion has digressed from the agenda.

- A *move to change* an individual vote from "for" to "against" a proposal that was voted on earlier in the meeting requires a simple majority. The proposal is then brought back and voted on again as though the previous vote had not occurred.
- A motion to *change* or *rescind an action* voted on at an earlier meeting. With prior written notice a simple majority vote suffices, otherwise a 2/3rd majority is required.

D-9 Challenging a Ruling by the Chair

Any ruling of the Chair can be challenged, but such *appeals* must be made immediately after the ruling. If a ruling has been debated by the Committee, a challenge is not in order. If any debate or business has intervened, it is too late to challenge.

If a movement to appeal a decision by the Chair is seconded, the final decision on the matter in question is taken from the Chair and vested in the Committee. Such a motion is not amendable, but it can be reconsidered. Since such a motion is to overturn the Chair's decision, the decision of the Chair is sustained in the event of a tie (or a majority vote in opposition to the motion).

According to Robert's Rules, members do not have the right to criticize a ruling of the Chair unless they appeal it.

D-10 Voting Rights of the Chair

Starting in the 2016 academic year the Chair cannot vote.

For historical reference purposes: Previously the Chair had the same voting rights as any other voting member of the Committee. However, the Chair could:

- Abstain from voting to protect impartiality.
- Choose to vote as representative of his/her academic unit.
- Choose to vote in order to break a tie.

For cases in which a simple majority is required a tie of votes results in the rejection of a motion. In such cases the Chair could choose to vote.

In the case of an abstention by the Chair, the result of the vote would have no mention of the Chair's vote.

The Chair could not vote twice.

APPENDIX E: FAQS

Ask an initiating faculty member to visit the Curriculum Committee website and consult with his/her Unit Representative *before* beginning the preparation of *any* proposal. Many initial questions are answered on this site and can be answered by the Unit Representative. This will save a lot of time and frustration for the faculty member in question, the Unit Representative, and the Committee.

E-1 INITIAL SUGGESTIONS

Here are some brief suggestions, in the form of "FAQ's," that can be offered to initiating faculty

What can delay the review process of a proposal?

A poorly "thought-out" and crafted proposal that requires considerable effort on the part of the Committee is guaranteed to delay the review process.

What can block a proposal from eventual approval?

The absence of required sign-offs and an initiating faculty member who is un-responsive to the Committee's requests and/or recommendations can result in a proposal being blocked by the Committee.

What are some important features of a sound proposal?

A carefully thought-out proposal that meets with broad approval at all levels, and that anticipates all possible issues/questions.

How do I choose a course number?

Refer to the Curriculum Guide in the Faculty Handbook, *and* consult with Registrar before assigning a course number.

How do I prepare the rationale and supporting arguments?

The rationale and supporting arguments should anticipate possible questions that may arise during review of a proposal. Keep this clear, concise, and to the point.

Why are supporting evidence and documentation important?

Attach supporting evidence in case the Committee needs convincing, do not assume that committee members know what you (the initiating faculty member) know.

Why is it important to consider the impact on other programs?

This is particularly important when changes to an existing course are proposed. Which programs (if any) will the changes impact? Similarly, new programs may place an undue burden on existing programs. This needs to be addressed.

Refer to the first section of a program or course change proposal form in CIM to view a list of any catalog pages, courses and/or programs that reference the course or program that you are considering changing.

Why is it important to consider the contribution to UAS?

This is a deeper issue, but is important. A proposal that adheres to the UAS mission statement is more likely to be well-received by the individuals who control funding.

How do I prepare the course outline?

Be complete, but concise. This should provide a complete description of the content (in broad strokes) of the course.

How do I prepare the learning outcomes?

These are not the same as the course outline. The best recommendation is to contact a faculty member from the same discipline who has already gone through the process. Some useful guidelines for this purpose are given in Appendix C.

E-2 Calculating Contact Hours for Face-to-Face Courses

The credit structure shown in the academic catalog is Credits (Lec + Lab). This represents the hours per week of lecture and/or lab hours. A third number indicates hours of internship, practicum, or individual research per week.

Lecture hours inside the parentheses translate directly into the same number of credit hours. Lab hours translate at half their value as credit, and Other hours at ¼ their value as credit.

One credit of lecture = (1+0).
One credit of lab = (0+2).
One credit of internship, practicum, or individual research = (0+0+4).

Credits (Lec + Lab). Examples:

3 (3 + 0) 3 hours of lecture per week, no lab.

3 (2 + 2) 2 hours of lecture and two hours of lab per week.

Credits (Lec + Lab + Other) Examples:

3 (0 + 0 + 12) No lecture or lab, and 12 hours per week of internship, practicum, or individual research.

3 (1 + 0 + 8) 1 hour of lecture, no lab, and 8 hours of internship, practicum, or individual research per week.

Contact Hours for Face-to-Face Courses in a course outline follow the credit structure, with each number inside the parentheses being a multiple of 12.5 hours.

(3+0) 3 x 12.5 = 37.5 hours of lecture
(2+2) 2 x 12.5 = 25 hours of lecture plus 2 x 12.5 = 25 hours of lab.

E-3 Calculating Contact Hours for Distance Courses

e-Learning courses follow the same credit structure as above, but contact hours are calculated at three times the face-to-face value. This is because face-to-face courses expect students to spend an additional two hours outside of class for each hour in class. For e-learning courses, those extra two hours are included in the calculated hours a student will be engaged in course content. You can either calculate the hours at the face-to-face rate, then triple it, or instead of 12.5, use 37.5 as your multiple.

Contact Hours for e-Learning Courses in a course outline follow the credit structure, with each number inside the parentheses being a multiple of 37.5 hours.

(3+0) 3 x 37.5 = 112.5 hours of lecture
(2+2) 2 x 37.5 = 75 hours of lecture plus 2 x 37.5 = 75 hours of lab

For non-laboratory distance courses that *do not have a formal "lecture" component*, the definition of "contact" hours and the formula for calculating the number of "contact" hours differ from those of face-to-face courses. Here the hours represent the number of hours students are expected to be involved in each topic (as opposed to lecture hours). So it is important to provide a reasonably accurate estimate of the number of hours an average student would end up spending on the course. This includes time spent learning the material, time spent working assignments, and time spent on examinations.

For non-laboratory courses, for each 3-credit course students are expected to spend a total of at least 113 hours on course related material/tasks (37 2/3 hours per credit).

For each credit assigned to a distance laboratory course, students are expected to spend a total of at least 75 1/3 hours on course related material/tasks.

E-4 General Education Requirements for Programs

All Bachelor's degrees (BS and BA), Associate of Arts (AA) and Associate of Sciences (AS) degrees must satisfy the general education requirements (GER) specified in the UAS Academic Catalog.

Occupational Endorsements, Certificate and Associate of Applied Sciences (AAS) programs do not have a GER requirement. However, this does not mean that specific programs may not require some GER courses.