UGCC FAQ Draft

This document will become an FAQ on the Curriculum website. It covers common questions and issues the committee sees in CourseLeaf proposals.

Q. Where can I learn more about CourseLeaf?

There are trainings on UAS Online you can watch! You have to be logged in to view the videos.

The Registrar, the UGCC Chair, and your departmental or campus UGCC rep would also be happy to help. You can find everyone on the Curriculum Website.

When in doubt? Take a look at how another similar course or program has been put together. Finding a program with formatting that you like or matches your intent, and then pulling it up in CourseLeaf to see how they did the formatting, can make the process much more manageable.

Q. Where can I find out if the course I'm editing impacts a program outside of my area?

This is one of the great parts of CourseLeaf that might not be used as much as it could be. Right at the top of a course is a section listing other sections of the catalog that reference the course – programs, other courses, general page like the GER page, etc. It looks like this:

If you scrolled down in that box, you would also find courses that reference this course (such as a prerequisite, like the second semester of this course BIOL S112). If say this course were to be deactivated, all of the listed programs and courses would need to also be entered as CourseLeaf proposals – and in this case, would involve discussion and coordination with multiple academic departments.

Q. I changed the course credits, what else do I need to do?

In CourseLeaf these two elements are far apart, but when you change the course credits, you also need to update the Course Content by Topic, which includes hourly breakdowns by topic. A credit change leads to an hours change leads to a content change, so please update both. Not doing so will typically lead to a course being rolled back to the initiating faculty to fill these details in.

You can find details of how the credit to hours conversion breaks down in the UGCC handbook, currently towards the very bottom.

Q. I'm not sure what Category my proposal should be. Does that matter?

A. It sure does matter! Whatever category a proposal is when you submit it is the approval flow it will move through in CourseLeaf; if you get it wrong, we will have to roll the proposal back to you and start it over. Here is some quick guidance for what category is for what type of change:

- New Program? Category A!
- New Course? Depends! Is the course going to impact other programs? Category A! Is it only going to be a part of your department? Category B!
- Changing a GER? Category A!
- Changing a course that's in multiple discipline's programs? Category A!
- Making major changes to an existing course or program? Category A!
- Only changing a course title, description, prerequisite, or grading mode? Category C!
- Only changing a program's layout? Category C!
- Deactivating a course? CourseLeaf doesn't ask you for a category!
- Basically everything else? Category B!

If you're not sure, consulting with the Registrar, or Curriculum Committee representative or the chair, will help you get it right the first time.

Q. What does my new or majorly changed course or program need?

We have CourseLeaf setup to replicate the information that was required in the days of paper form proposals, so the short answer when putting in a new course or program, or making major changes to a course or program, is that it probably needs everything. It can be hard to spot that information is missing until the middle of the review process, when many eyes are looking at the proposal, and this can slow down approval.

Talking to the Registrar, the UGCC chair, your UGCC representative, and/or consulting the UGCC Handbook or Faculty Handbook (Chapter 9), is advised in these cases. As such, it is better to approach these with a lot of lead time – remember that proposals can be submitted throughout the year, and the Spring can be a great time to be working on these without the looming deadline.

As one other note, new courses which had a start as a special topics course beforehand frequently end up going very smoothly through the curriculum process, as any missing elements have generally been thought of and included by the time they are becoming a full proposal. If you are considering a new course, you might pursue the special topics route first to test out the course.

Q. What does the approval process look like? Or, what sort of timeline can I expect?

- Department approval: Per the Faculty Handbook: "the primary responsibility for course and curricular development and review rests with the academic units." The department chair does the official approval of the proposal in CourseLeaf, but should only do so after the majority vote approval of the department. Where there is no department chair, the Dean level approval is tasked with also getting the departmental approval. The department is closest to the proposal, and major considerations should happen here, with relevant findings included in the proposal for review down the line (such as budget and enrollment concerns).
- Dean approval: After department approval, the Dean signs off on the proposal.

- **PROPOSALS NEED TO BE THROUGH THIS STEP BY OCTOBER 1 FOR GUARANTEED REVIEW FOR THE FOLLOWING YEAR'S CATALOG.**
- Faculty Senate first reading: Category A proposals are routed next to Faculty Senate. The Faculty Handbook lays out elements Senate is considering when reviewing proposals (see page 74), including the UAS mission and strategic plan, budget and resources needed, and impact across discipline areas or to areas like the GERs. The Senate then forwards the proposal to UGCC (or for Graduate proposals, to the Graduate Curriculum Committee) for a review of the specifics.
- UGCC first reading: Category A proposals that Senate has read, as well as Category B proposals, are then taken up by UGCC. This review typically dives deep into the specifics of the proposal, after the Senate's bigger-picture review. Are there typos? Are the SLOs actually outcomes? Does the content proposed add up to the credits listed? These are the sorts of specifics UGCC tends to be looking at.
- Initiating faculty cleanup: For proposals with any conditions for approval, this is when that cleanup happens. This step can go faster if the faculty attend the UGCC meeting, if they work closely with their departmental UGCC representative in regards to edits, and if they remain responsive to communications from UGCC.
- UGCC second reading: UGCC takes proposals back up after any conditions for approval have been resolved, and forward proposals on.
- Faculty Senate second reading: For Category A proposals, the Faculty Senate reviews the proposal after UGCC's work and review, and decide whether the proposal is ready for the catalog.
- Provost review: the Provost has final approval of curriculum changes.

Note that this is a lot of steps, for each proposal, and require a back-and-forth between monthly meetings of multiple bodies (academic department, Senate, UGCC, etc.). The process takes a while! Please get your proposals in sooner than later; proposals may be submitted throughout the year in CourseLeaf.

For those who prefer, a graphic version of this flow is in the UGCC handbook.

Q. What's up with Effective Term? Or, what are the approval deadlines?

Effective term is probably the most frequently inaccurate field, an while it does not have a large impact on the proposal, it can be very important for the committee to prioritize review and approval of proposals.

- The first deadline is just the proposals deadline of October 1st; proposals in by that date the committee is committed to reviewing for the following year's catalog (so effective dates can't be sooner than the coming summer).
- The December UGCC meeting is the deadline for proposals to be through second reading if they are going to be offered with the changes in place the following summer. So the committee really needs to know if a course is intended to be taught during the summer, or it might miss the deadline.
- The February UGCC meeting is the deadline for proposals to be through second reading if they are going to be offered with the changes in place the following fall.

Having an accurate effective term in the proposal helps the committee align proposals appropriately for review so that changes can be in place in time for students to be registering for courses. If the Effective Date is clearly inaccurate, we may have to rely on the 6 Year Course Sequence.

Q. What about the Regents' policy about courses counting in multiple places in a degree?

It's true! Regent's Policy R10.04.040.C.3 says, "A student shall not use a single course to meet more than one general education category. However, general education courses may also satisfy degree or major requirements." Many degrees have GER courses listed as part of the major requirements, but if this 2018 policy change is causing any issues you might want to look at how your program is structured.

Q. What about the Interstate Passport?

We have joined the Interstate Passport, which means it's possible that students will transfer in with their GERs completed. If you have a specific GER listed as required for your degree, and a student transferring in with the Passport should need to take that course, you might want to adjust how your program is structured.

Q. What about program specific admissions requirements?

There are several general policies that can be different in your programs, such as how many GER credits are required, or GPA requirements for entering a program. If university-wide or UAS-wide changes don't align with your program's needs, make sure to get the changes in to your program!

Q. What's in the Faculty Handbook?

Chapter 9 of the Faculty Handbook is on the curriculum process. It lays out definitions and information about how and in what way the faculty is in charge of the curriculum at UAS. If you're in the early stages of making big changes, such as building a new program or after a program review, it might be a good resource to refresh yourself with. Its contents include:

- Definitions of degree and curricular terms
- Course credit and course numbering specifics, including reserved numbers for special types of courses (special topics, internships, etc.)
- Dual enrollment policies
- Roles and responsibilities of academic departments, the curriculum committees, faculty senate, and others in the curriculum process
- Definitions of the proposal categories
- Deadlines
- Alaska Native Knowledge Graduation Requirement policies

This document is updated annually.

Q. What's in the UGCC Handbook?

The UGCC handbook, posted to the Curriculum website, tries to take the definition elements in the Faculty Handbook and turn them into more readily applied steps and information. It can also be viewed as the longer version of this FAQ. For UGCC representatives, it's a great first reference for finding answers to questions. Its contents include:

- More detailed policies and information about the composition of the Undergraduate Curriculum Committee, member and chair roles and responsibilities, meetings information, etc.
- More detailed information on what the different categories of proposals are, what qualifies for each, and the steps each category will go through. This section is a great resource if you have questions about which category your proposal should be.
- The actions of the committee – first readings, second readings, types of motions typically used, etc.
- An appendix with the mission statement for handy reference
- An appendix on supporting documents and on putting together complicated proposals
- An appendix on learning outcomes, for reference when developing or changing either course or program learning outcomes. The levels of mastery and action verbs from Bloom's Taxonomy are in particularly frequently referenced by the committee.
- An appendix with condensed Robert's Rules for committee use.
- An appendix with an FAQ! In case you have more questions, consult there for more. Its top-level advice is to speak to your UGCC representative.
- Information on how to calculate hours needed per credit (towards the end of the FAQ appendix right now, this may be moved to an earlier part of this document as it is frequently referenced).

This document will be updated most years. The most likely out of date information is the composition of the committee, which is up-to-date on the

Q. What's in the Academic Catalog?

The [Academic Catalog](#) is the public-facing curriculum information, which is now exported out of CourseLeaf – which is why accuracy in CourseLeaf is so pivotal. The Registrar's Office completes the work on getting the annual update to this out each summer.