

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	HHP 421
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Chuck Ruot
2	Course Instructor	TBD
3	Course Title	Exercise and Special Populations
4	Course Abbreviation for Banner if title is more than 30 characters	Exercise & Special Pops
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)

16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Application of specialized exercise science considerations to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions. Prerequisites: HHP 374 and KINE 232
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	HHP 374 and KINE 232
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Spring I 2022
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree	☒ No ☐ Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	KINE 485, KINE 490

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is a required course in the B.S. Health and Human Performance degree program that went through the CGPS Academic Council on June 9, 2020.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course builds upon the prerequisite content in both HHP 374 Exercise Physiology and Applications and KINE 232 Structural Kinesiology. This includes specialized exercise science considerations relative to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions. These conditions include individuals with orthopedic concerns, neurological disorders, and rehabilitation of musculoskeletal injury. This content is important within the program because of the unique physical needs of these special populations relative to exercise.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Junior or Senior level students in the B.S. Health and Human Performance degree program. This is a required course. Prerequisites include: HHP 374 addresses the physiological responses and

adaptations of the body to exercise. KINE 232 addresses the anatomical structure and function of the human body in movement.

1. State the overarching course goal(s) in performance terms.

In this course, students will develop an understanding of specialized exercise science considerations relative to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions. Additionally, students will apply exercise assessment, techniques and prescription to groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions. After completion of this course, students should be prepared to apply the knowledge and skills in practical settings with these populations.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	The student will be able to demonstrate an understanding of specialized exercise science considerations relative to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.	Discussion Questions and Assignments
2	The student will be able to apply exercise assessment to groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.	Discussion Questions and Assignments
3	The student will be able to apply exercise techniques and prescription to groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.	Discussion Questions and Assignments

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

If this course fulfills the Capstone requirement for ACU majors, please submit the Capstone Course Application as a supplement to your new course materials.

If this course is intended to fulfill Writing Intensive requirements, a syllabus must be reviewed by Cole Bennett before the council date. Include his supporting memo in the council folder.

HHP 421: Exercise and Special Populations

2020 Section HHP 421 2 Credits 07/10/2020 to 10/14/2020 Modified 08/11/2020

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Bachelor of Science in Health and Human Performance is to provide students the knowledge, skills, and abilities for careers or graduate programs of study related to health, wellness, human performance and sports. Students will be able to assess and evaluate health, fitness and performance for the purpose of developing interventions to optimize health and human performance.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

Application of specialized exercise science considerations to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.

Prerequisites: HHP 374 and KINE 232

Program and Student Learning Outcomes

PLO 1. Students will be able to describe and apply theories and evidence-based practices in the fields of health and human performance

- SLO 1.1 Students will be able to demonstrate a basic understanding of the theories and evidence-based practices in the fields of health and human performance.
- SLO 1.2 Students will be able to apply theories and evidenced-based practices by presenting solutions to problems in the fields of health and human performance.
- SLO 1.3 Students will be able to demonstrate knowledge of research appropriate to the field.

PLO 2. Students will be able to assess health, fitness, and performance for the purpose of optimizing health and human performance.

- SLO 2.1 Students will be able to identify appropriate techniques, equipment, and protocols for the assessment of health, fitness, and human performance.
- SLO 2.2 Students will be able to utilize appropriate techniques, equipment, and protocols for the assessment of health, fitness and human performance.
- SLO 2.3 Students will be able to interpret results from appropriate techniques, equipment, and protocols for the assessment of health, fitness and human performance.

PLO 3. Students will be able to develop interventions for the purpose of optimizing health and human performance.

- SLO 3.1 The student will be able to determine and design safe and effective exercise and training practices to enhance health and human performance.
- SLO 3.2 The student will be able to implement safe and effective exercise and training practices to enhance health and human performance.

	Student Learning Outcome	Measurement
1	The student will be able to demonstrate an understanding of specialized exercise science considerations relative to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.	Discussion Questions and Assignments
2	The student will be able to apply exercise assessment to groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.	Discussion Questions and Assignments
3	The student will be able to apply exercise techniques and prescription to groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.	Discussion Questions and Assignments

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.

- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including

dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

📅 Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: August 11, 2020
TO: Dr. Andrea Haugen
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Courses in Health and Human Performance

The Brown Library can provide a provisional endorsement of the following new courses:

HHP 201	Foundations of Health and Human Performance
HHP 374	Exercise Physiology and Applications
HHP 401	Strength and Conditioning for Performance
HHP 421	Exercise and Special Populations
HHP 451	Professional Certifications in Health and Human Performance
HHP 491	Health and Human Performance Capstone

with the agreement that the Library will have the opportunity to review and comment on each course as it is adapted or created for the online modality. This review will be made as part of the instructional design process.

HHP 421 Request for approval of new course offering

5 messages

Sheila Jones <joness@acu.edu>
To: Andrea Haugen <andrea.haugen@acu.edu>

Tue, Aug 11, 2020 at 5:48 AM

Hi Andrea,

Yes, that is fine.

Thanks,

Sheila

Sheila Jones, PhD, RD, LD
Chair, Department of Kinesiology and Nutrition
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

[Quoted text hidden]

Andrea Haugen <andrea.haugen@acu.edu>
To: Sheila Jones <joness@acu.edu>

Tue, Aug 11, 2020 at 12:27 AM

Hi Sheila,

I just wanted to circle back on this and see if you were comfortable approving the request with KINE 485 and KINE 490 listed as overlap courses. Let me know if you need any additional justification or have any questions!

Andrea

[Quoted text hidden]

Andrea Haugen <andrea.haugen@acu.edu>
To: Sheila Jones <joness@acu.edu>

Fri, Aug 7, 2020 at 11:30 AM

Sheila,

Thank you for bringing that up! I think that both courses (KINE 485 and KINE 490) should be reflected as overlapping on this application, given their descriptions in the catalog. HHP 421 looks at the same concepts as KINE 485 in terms of exercise testing and prescription, but with a focus on the special populations outlined. KINE 490 appears to take a different focus, both in terms of course approach and populations of interest.

Does that seem to be an accurate reflection? Let me know your thoughts,

Andrea

[Quoted text hidden]

Sheila Jones <joness@acu.edu>
To: Andrea Haugen <andrea.haugen@acu.edu>

Thu, Aug 6, 2020 at 5:09 PM

Hi Andrea,

Our Special Populations course is KINE 490. Is that the course that should be referred to?

Sheila

Sheila Jones, PhD, RD, LD
Chair, Department of Kinesiology and Nutrition
ACU Box 28084
Abilene, Texas 79699
(325) 674-2089

Romans 8:38-39

[Quoted text hidden]

Andrea Haugen <andrea.haugen@acu.edu>
To: Sheila Jones <joness@acu.edu>

Thu, Aug 6, 2020 at 2:29 PM

I am writing to present some information about **HHP 421 Exercise and Special Populations**, a new course that the online BS in Health & Human Performance is proposing to the CGPS Academic Council. This course overlaps with the content in KINE 485. Please see below for a statement of justification from the course application developer, as well as the student learning outcomes being proposed for this course.

Course: HHP 421 Exercise and Special Populations

Catalog description: Application of specialized exercise science considerations to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions. Prerequisites: HHP 374 and KINE 232

Overlap: KINE 485

Justification: KINE 485: HHP 421 is different in that, besides the exercise assessment and prescription, it additionally covers exercise training techniques (exercises) for special populations. Further, some more specific populations of adolescents, post-partum and those with special conditions outside the typical classification of "with disease" are covered. These include individuals with orthopedic concerns, neurological disorders, and rehabilitation of musculoskeletal injury.

Proposed SLOs:

1	The student will be able to demonstrate an understanding of specialized exercise science considerations relative to exercise assessment, techniques and prescription for groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.
2	The student will be able to apply exercise assessment to groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.
3	The student will be able to apply exercise techniques and prescription to groups with unique needs such as children, adolescents, elderly, pregnant, post-partum, and those with clinical diseases and conditions.

Please let me know of your approval of this overlap or about any questions or concerns you have. Thank you!
Andrea

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Andrea D. Haugen, PhD

Assistant Professor and Program Director, Online Psychology
Program - College of Graduate and Professional Studies



andrea.haugen@acu.edu | 469-751-7971

Pronouns: she/her/hers

Abilene Christian University
[16633 North Dallas Parkway, Suite 800](#)
[Addison, TX 75001](#)

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: August 11, 2020
TO: Dr. Andrea Haugen
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: New Courses in Health and Human Performance

Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is pleased to provide provisional support for the following new courses:

- HHP 201 Foundations of Health and Human Performance
- HHP 374 Exercise Physiology and Applications
- HHP 401 Strength and Conditioning for Performance
- HHP 421 Exercise and Special Populations
- HHP 451 Professional Certifications in Health and Human Performance
- HHP 491 Health and Human Performance Capstone

with the agreement that the DCS instructional design team will have the opportunity to review and comment on each course as it is adapted or created for the online modality.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: HHP 421

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	A	I	R	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	A	I	R	O	S	I
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	A	A	A	A	A	A	--	A
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair


Andrea Haugen (Aug 13, 2020 11:29 AKDT)

Aug 13, 2020

Andrea Haugen

Date

Dean(s)



Aug 13, 2020

Joe L. Cope

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date