

**PRINCE WILLIAM SOUND COMMUNITY COLLEGE (PWSCC)  
ACADEMIC REVIEW COMMITTEE (ARC)  
POLICY AND PROCEDURES**

***Table of Contents:***

Purpose and Role of the ARC .....	Page 1
Responsibilities of the ARC .....	Page 1
ARC Membership .....	Page 2
Meetings and Documentation .....	Page 2
Course Approval .....	Page 3
Instructor Approval.....	Page 6
Program Approval Process .....	Page 9
Appendix A—Course Outline Template .....	Page 11
Appendix B—Syllabus Requirements .....	Page 13
Appendix C—Acronyms .....	Page 15
Appendix D—PWSCC Educational Outcomes for GER courses .....	Page 16
Appendix E—Course Approval Form .....	Page 18
Appendix F—Instructor Approval Form .....	Page 19

**Purpose and Role of the Academic Review Committee (ARC)**

The Academic Review Committee (ARC) at PWSCC is charged with oversight of instructional programs offered by the College. Through the review and approval of courses, instructors, and programs of study, the ARC ensures appropriate academic standards, and quality assurance measures are adhered to in the areas of liberal arts education, professional technical programs, corporate and industry training, and special interest programs throughout the institution.

**Responsibilities of ARC**

- A. Review for approval all credit courses forwarded by the Dean of Instruction.
- B. Review for approval all potential instructors forwarded by the Dean of Instruction in consultation with the department.
- C. Schedule the review of course and instructor files.
- D. Review the ARC Policy and Procedure Manual, occurring annually at the first scheduled meeting of the academic year.
- E. Review all proposals for new or revised degree or certificate programs prior to referral to the President. Program proposals are then referred to the PWSCC College Council, Statewide Academic Council (SAC), and the University Of Alaska Board Of Regents (BOR) for review and approval.
- F. Make recommendations to the Dean of Instruction and President regarding academic policies and procedures.

## **Academic Review Committee Membership**

- A. Membership will be composed of a minimum of nine members with representation from faculty, administration, and the training department. Recommended representation includes two full-time liberal arts faculty members, two full-time vocational faculty members, an adjunct faculty member, a training department representative, and Cordova and Copper Basin Coordinators. The Dean of Instruction will chair the committee and abstain from voting.
- B. The members are recommended by the ARC Chair/Dean of Instruction and approved by the President. If the Dean of Instruction is unable to fill the position of ARC Chair at any time, the vice chair (a member voted on by ARC to be Vice Chair at the first meeting of the academic year) will replace him on a temporary basis until such time as the Dean of Instruction is available to fill this position as ARC Chair.
- C. Attendance of five voting members of the committee at any scheduled meeting constitutes a quorum.

## **Committee Meetings and Documentation**

- A. Regular meetings will be held following a schedule published at the beginning of each semester either in a live setting or when necessary and reasonable via e-mail with the understanding that all members will be included on the e-mail discussion. Meetings are held in public.
- B. Minutes will be recorded, reviewed, approved, and made available to all interested parties. Minutes are to document action by the Committee.
- C. Discussion concerning personnel matters will be addressed in executive session. (Examples might include the closing of a program or decisions on approving courses adjunct faculty may teach.)
- D. A database of approved instructors will be maintained by the instruction department. At a minimum the database will include discipline areas/courses the instructor is approved to teach and dates of approval and current contact information.
- E. A database of approved courses will be maintained by the instruction department. At a minimum the database will include courses approved and the last approval/review date.
- F. Only one file will be maintained for each course and will include course revisions. When a substantial change results in a replacement course, cross reference notations will be included in both the old and new course files.

- G. Files for deleted catalog courses and special interest courses not taught for a period of five years may be archived.
- H. Files for instructors who have not taught for a period of five years may be archived.
- I. The ARC Manual will be reviewed and revised as appropriate every five years.

## **Course Approval**

### A. Standards for Course Approval

1. Course content must be deemed reasonable, complete, beneficial to the student, appropriate to the mission and goals of PWSCC, and appropriate for the course level. In addition, when appropriate, it should demonstrate the potential for articulation with four year campuses of the University of Alaska system and Alaska's private colleges and universities.
2. The course outline must follow the Course Outline Guidelines (see Appendix A) and contain the following unless otherwise specified:

- a. Course Description: The course description is the narrative that appears in the current college catalog. The course description provides a general statement about the scope of the course and what material will be covered and identifies the intent of the course. A 20- to 50-word description is preferred. If the course is already in place, refer to that description and make changes only if applicable.

It is preferred that course descriptions for catalog courses conform to those established at the University of Alaska Anchorage to facilitate transferability of courses.

*Special Notes* are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. "*Offered Spring Semesters*").

- b. Course Objective: (Required) one-paragraph description of the course's overall objectives, how/why it fits the program, and the overall benefit to students.
- c. Course Content or Outline of Topics: (Optional) Course content describes the major areas of study. Course content is generally presented in an outline or bulleted format, listing major topics to be covered in the course.
- d. Student Learning--Competencies/Outcomes: A complete list of competencies/outcomes the student is expected to have acquired upon

satisfactory completion of the course. The Course Outcomes must be aligned with the appropriate Program Outcome statements (i.e., General Education Outcomes, Professional Technical Outcomes/Program Outcomes, or Training Outcomes). The evaluation method used to assess student learning of each outcome may also be stated, (for GER courses, these must be included). See the attached sample (Appendix A) Course Outline Template including Outcomes Grid.

- e. Evaluation and Grading Structure: This is included only to give an idea of how students might be evaluated, and should be phrased in such a way that it respects academic freedom for faculty, using such words as “may.” The intent for inclusion of this item on the course outline is to provide a guideline or idea of how grading and evaluation typically are done for the type of course presented. Possibilities include a listing of types of assignments and activities and how they will be used as the basis for student grades. NOTE: attendance should not be a factor, but participation and in-class assignments may be used.
  - f. Grading Basis: Identifies how performance in the course is to be graded: (A-F or P/NP [pass/no pass] for academic and professional development or special interest courses; NG [no grade] for CEUs and noncredit offerings).
  - g. Prerequisites or Recommendations: Required or recommended prerequisites are clearly stated. Co-requisites are used if a concurrent course is required. (Recommendations should read as follows: Pre-requisites: NONE; however, the following course(s) is/are recommended.)
  - h. Suggested Resources and Texts:\_(Optional) List any recommended current sample texts and/or recommended readings in alphabetical order by author. Similar texts will be expected to be used in the course. Texts should be current, published within the last ten years, unless classics are used.
3. Distribution of lecture and laboratory hour is to be indicated. One credit is defined as 45 hours of instruction. One clock hour is defined as 50 minutes of instruction. One credit = 750 minutes of instruction: 50 x 15 weeks of instruction.
- a. This can be summarized for full semester length courses as follows:  
Lecture courses require a minimum of 15 clock hours (750 minutes) of instruction, and assume approximately 30 hours of work outside of class/  
  
1 hour lecture + 2 hours outside study x 15 weeks =45 hours = 1 credit.  
  
Laboratory courses require a minimum of 45 clock hours (2250 minutes) of instruction and assume little or no out of class preparation and little or no in-class lecture/discussion (3 for 1).  
  
3 hours lab + 0 hours outside study x 15 weeks = 45 hours = 1 credit.

Example: ITEC 111: Millwright I is a 4 credit class with a 1/3 lecture/lab breakdown. This class will meet for 15 hours of lecture and 135 hours of lab time during the semester.

- b. Minimums refer to actual instructional time and do not include vacations, missed classes, or the final exam.
  - c. Short courses and classes of less than one semester duration, including weekend workshops must meet contact hour requirements. Course hours may not be compressed into fewer than two days per credit. Assignments may be pre- and/or post-course.
  - d. No course can offer more than two credits in seven days
4. All courses offered through alternate delivery are subject to the same review and standards as courses using traditional face-to-face delivery methods. This review is the responsibility of the Instruction Department and not the ARC; the ARC only approves course outlines, not the delivery methods.

#### B. Process for Course Approval

1. Course files will be presented to the Committee:
  - a. Each time a new catalog course is proposed.
  - b. First time a new non-catalog (special topic course) is proposed.
  - c. First time a new training course is proposed.
  - d. Each time a change is proposed to an existing course.
  - e. Every seven years for all courses listed in the catalog. The Dean of Instruction will set the rotation of review for catalog courses.
2. A course approval file is to include:
  - a. Academic Review Committee Course Approval Form .
  - b. Course Outline.
3. No files will be reviewed which the Dean or designee has not reviewed and referred. Those approved are forwarded to the campus President for review and approval.
4. Committee members must provide a written explanation on the course approval cover form when abstaining, signing for conditional approval, or disapproving the request for approval.
5. Approval of a course outline by five committee members will constitute formal approval.

#### C. Conditional Approval

1. The ARC may utilize conditional course approval status for course offerings when the file does not meet all committee standards and the information contained is not sufficient or needs clarification. The committee may allow the course to be advertised and instruction may begin but expects prompt response to its concerns, prior to the course start date when possible, within the semester as necessary.
2. When complete and accurate responses have been received, the file is reviewed by the committee or ARC Chair or Dean of Instruction. The approval date is indicated on the original cover sheet.
3. The ARC Chair or Dean of Instruction may give conditional approval to a course offering in emergency situations on a one-time basis only. Such emergency approvals shall be presented at the next scheduled meeting of ARC.

## **Instructor Approval**

### A. Standards for Instructor Approval

1. PWSCC offers a wide range of credit courses. Course offerings include general education transfer courses, professional/technical courses, and community interest special topics course. The type of course(s) to be taught is considered in the evaluation of instructor credentials.
2. The standard for teaching General Education Transfer courses at the 100 level or above is:
  - a. A Master's degree in the discipline area or a closely related field of study for which the applicant is being approved to teach.  
OR
  - b. A Baccalaureate degree in the discipline area or a closely related field of study AND substantial documented experience working within the discipline area for which the applicant is being approved to teach.
3. The standard for teaching Professional/Technical, Physical Education and Recreation (PER), and Outdoor Leadership (ODS) courses is:
  - a. A Master's degree in the discipline area or a closely related field of study for which the applicant is being approved to teach.  
OR
  - b. A Baccalaureate degree in the discipline area or a closely related field of study AND substantial documented experience working within the discipline area for which the applicant is being approved to teach.  
OR
  - c. Documented education, training, and/or experience that verify knowledge and application of the content area/subject matter for which the applicant is being approved to teach.

4. The standard for teaching zero and 100 level Developmental courses is:
  - a. A Baccalaureate degree in the discipline area or a closely related field of study AND substantial documented experience working within the discipline area for which the applicant is being approved to teach.  
OR
  - b. Documented education, training, and/or experience that verify knowledge and application of the content area/subject matter for which the applicant is being approved to teach.
5. The Standard for teaching Community Interest/Special Topics courses at zero and 100 level is:
  - a. Documented education, training and/or experience that verify knowledge and application of the content area/subject matter for which the applicant is being approved to teach.

B. Documentation of Qualifications:

1. Standard documentation includes transcripts of relevant postsecondary education, resume or curriculum vitae, and letters of reference.
  - a. Transcripts of relevant postsecondary education:
    - i. Official transcripts of regionally accredited, relevant postsecondary education are required for review and are to be maintained permanently in the instructor's records.
    - ii. Photocopies of transcripts may be accepted when official transcripts are maintained on file at local academic agencies or other University of Alaska units. This exception does not apply to permanent full-time faculty.
    - iii. In order to be prompt in response to community demand or requests from industry, when official transcripts are not immediately available, a copy of the request for transcript(s) and a memorandum from the Dean of Instruction or designee documenting contact to verify the academic record exists will be accepted.
    - iv. If official transcripts or approved photocopies are not included in the file, a one-semester contract may be issued with unofficial copies included at the request of the college President or Dean of Instruction. Further contracts will not be issued until the file is complete.
  - b. Letters of recommendation or documented reference interviews:
    - i. A minimum of three (3) letters of recommendation or documented interview of two (2) references by the Dean of Instruction or his/her designee are required.
    - ii. Current letters or documented interviews must address teaching and/or subject area qualifications. The Reference Interview Form is the accepted means of documenting interviews.

- c. Resume/Curriculum Vitae: A vitae or resume with reference to teaching, other employment, and academic experience as well as additional professional and personal accomplishments that may reinforce qualifications is required.
- d. A letter or memo from the Dean of Instruction, Campus Coordinator, or discipline area faculty/staff member describing personal knowledge of a proposed instructor's relevant knowledge and experience can be accepted as partial documentation of qualifications.
- e. The ARC expects professional presentation of course instructor files that demonstrate careful planning. Materials should be typed and accurate. To ensure that the information is accurate and clearly understood, material presented should be in final format.

2. Alternative Documentation of Qualifications:

- a. PWSCC is committed to evaluation of qualifications documented through alternative credentials. These credentials may be accepted as a substitute for traditional academic preparation. This process is especially applicable to approval of instructors teaching professional/ technical, physical education and recreation, developmental, and community interest/special topics courses; however the process can be applied to general education transfer courses when compelling evidence of competency is presented.
- b. Examples of alternative credentials include, but are not limited to, one or more of the following:
  - i. Substantial documented field experience.
  - ii. Employment records of teaching with other institutions of higher learning.
  - iii. Certifications issued by organizations providing training, unions, occupational licensing, etc.
  - iv. National/ Regional reputation of competency that is recognized within the region or profession and substantiated by a memorandum from the recommending Dean and/or Campus Coordinator.
  - v. Detailed narrative material that describes the acquisition of knowledge and competency to teach the content area/subject matter for which the applicant is being approved to teach.
  - vi. Professional Portfolios submitted for review that may or may not be retained in ARC files.

C. Process for Instructor Approval

- 1. An instructor file must be submitted to the committee when:

- a. A new instructor is being considered.
  - b. An instructor is proposed to teach in an area for which he/she has not been previously approved.
2. An instructor approval file contains:
    - a. Instructor approval form
    - b. Documents demonstrating qualifications of the instructor (as listed above)
  3. The ARC Chair or Dean of Instruction will refer all files for review. Approved files are forwarded to the college President for review and approval.
  4. Approval of an instructor by five committee members will constitute formal approval. When approval is not unanimous, the ARC Chair or Dean of Instruction will address concerns presented by the dissenting members either orally during the meeting or via email as appropriate and needed.
  5. Committee members will provide explanations in writing on the instructor approval form when abstaining or disapproving the request for approval.
  6. Additional documentation and/or information may be requested when the qualifications of a proposed instructor are in question.

#### D. Conditional Approval

1. The ARC may utilize conditional instructor approval status when the file does not meet all committee standards, and the information contained is not sufficient or needs clarification. The committee may allow the instructor to teach the course for one semester or offering, but expects prompt response to its concerns within the semester.
2. When further documentation has been received, the file is reviewed by the committee or the ARC Chair or Dean of Instruction. The approval date is indicated on the original cover sheet.
3. In order to meet immediate training needs, or opportunities to acquire a visiting lecturer, the ARC Chair or Dean of Instruction may give conditional approval that allows the instructor to teach for one semester as validated by a signature in the instructor file. The instructor file must be presented to the ARC Committee for review and approval prior to any subsequent instructional assignments.

### **Program Approval Process**

- A. A program proposal must be submitted to the committee when:
  1. A new degree or certificate program is proposed.
  2. A change in degree or certificate program requirements is proposed.
  3. Deletion of a degree or certificate program is proposed.

- B. New program proposals must include descriptive information that allows reviewers to evaluate the need, viability, academic integrity and structure, and resources available to deliver the program. Proposals should address the following:
1. Degree program description
  2. Relationship of program to the PWSCC mission
  3. Relationship to other degree programs within the UA system
  4. Program assessment
  5. Admission requirements
  6. Degree program requirements
  7. Sample two-year program of study
  8. Need for degree program
  9. Projected size of the degree program
  10. Present and projected resource requirements and sources
  11. Program costs
  12. Supplemental information (optional)
- C. Levels of program approval include:
1. Academic Review Committee
  2. PWSCC President
  3. PWSCC College Council
  4. Statewide Academic Council (SAC)
  5. University of Alaska Board of Regents (BOR)
- D. New degree and certificate programs must be approved at all levels up to and including the University of Alaska Board of Regents. The exception being departmental or institutional certificates of completion which require only ARC approval. Certificates of completion of 15 credits or more require approval up to and including the PWSCC College Council. New programs also require submission of substantive change documentation to the Northwest Commission on Colleges and Universities (NWCCU).
- E. Changes in previously approved degree or certificate program requirements are made at the ARC level and do not require statewide review.
- F. Deletion of a degree or certificate program is made at the ARC, PWSCC President, and PWSCC College Council levels, with notification advanced to SAC, the University of Alaska, Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).
- G. Forms for new programs adopted by the Statewide Academic Council must be submitted with all new program proposals.
- H. Action related to new program development and approval is to be documented in ARC minutes.

Appendix A

Prince William Sound Community College  
Course Outline\*

Course Number: \_\_\_\_\_

Course Title: \_\_\_\_\_

Course Credit #: \_\_\_\_\_

Lecture/Lab Breakdown: \_\_\_\_\_

**Pre-requisites:**

[If any pre-requisites are intended, they should be listed here.]

**Catalog Description:**

[one-paragraph description that will appear in the catalog]

**Course Objective(s):**

[one-paragraph description of the course’s overall objectives – how/why it fits the program and the overall benefit to students]

**Education Outcomes:**

[grid listing course outcome(s) as they relate to the Program Outcomes or the outcome numbers from the Educational Outcomes. If particular assignments or types of assignments are considered standard in the discipline area, then assignments that will demonstrate student acquisition of outcome(s) MAY be included in the 3<sup>rd</sup> column. **This section is optional if the class is not a GER. However, program outcomes must be listed and met.**]

<i>Student Learning Outcomes</i>	<i>Link to PWSCC General Education Outcomes or appropriate Program Outcomes</i>	<i>Assessment Methods (OPTIONAL)</i>
<i>Upon successful course completion, the student will:</i>	<i>Contributes to student achievement of the following General Education Outcome(s):</i>	<i>Outcome may be assessed by one or more of the following:</i>

Approved by ARC August 19, 2011

**\*\* Substitute the program outcomes heading that is appropriate for your course.**

**Suggested Grading Basis:** *Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development or special interest courses: NG [no grade] for CEUs and noncredit offerings).*

**Suggested Evaluation and Grading Structure:**

[The intent for inclusion of this on the course outline is to provide a guideline or idea of how grading and evaluation typically are done for the type of course presented. Possibilities include a listing of types of assignments and activities and how they may be used as the basis for student grades, for example, the percentage that tests impact grades versus an assignment. NOTE: attendance should not be a factor, but participation and in-class assignments may be used.]

**Suggested Course Topics:**

[Topics to be covered in the class may be listed. The expectation is that all instructors of the course will incorporate the topics listed here; therefore, this option should only be exercised when specific topics are considered essential and common in similar courses throughout academia, or when the topics are required by certification and/or market standards. In addition, it may be appropriate to state that the list of topics is a minimum, and that individual instructors may include additional topic areas as they prefer.]

**Suggested Texts:**

[List optional textbooks that might be considered for use in this course. These are not required texts unless the department as a whole has this as a requirement for specific course(s), and this requirement should be stated here. Include any literature, videos, or other materials that may be useful and are optional for use in this course.]

**Special Information:**

[optional – This section should include information such as whether the course is offered in a specific off-campus location, requires special materials, or involves anything else having a significant impact on the course.]

*\*NOTE: Please be aware that there is a difference between a Course Outline (often called a Course Content Guide) and an individual instructor's Course Syllabus and Information handout. For more information, contact the office of the Dean of Instruction.*

## Appendix B

### **Syllabus Requirements for all Courses**

During the first week of class, instructors will distribute a course syllabus and will turn a copy in to the Instruction Department each semester. Sample syllabi for courses are available from current instructors and the instruction department. We encourage you to ask for copies of these when first teaching a course as these syllabi can be very helpful sources of information, but please remember that your syllabus should be your own personal work. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information: title, number, credits, prerequisites, location, meeting time.
2. Instructor (and if applicable, Teaching Assistant) information: name, office location, office hours, telephone, email.
3. Course readings/materials: course textbook, author, publisher. Supplementary readings (indicate whether required or recommended) and any supplies required.
4. Course description: content of the course and how it fits into the broader curriculum; expected proficiencies required to undertake the course, if applicable. May include, and must be consistent with, catalog course description.
5. Course Goals (more general; see #6) You may list your goals for the course here.
6. Student Learning Outcomes (more specific; provide examples) Objectives of the course are listed clearly on the Course Outline and are available through the Instruction Department.
7. Instructional methods: describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).
8. Course calendar: a schedule (daily or weekly major topics or assignments). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.
9. Course policies: specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.
10. Evaluation: specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)
11. Support Services: describe the student support services (local and/or regional) appropriate for the course.

12. **Disabilities Services**: Include the following statement: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAA/PWSCC students have equal access to the campus and course materials. I will work closely with Student Services (834-1631) to ensure that all students are accommodated to the best of our ability as possible.

Appendix C

**ACRONYMS**

<b>ADA</b>	Americans with Disabilities Act
<b>ARC</b>	Academic Review Committee
<b>BOR</b>	Board of Regents
<b>CEU</b>	Continuing Education Units (Credits)
<b>GER</b>	General Education Requirements
<b>NWCCU</b>	Northwest Commission on Colleges and Universities
<b>ODS</b>	Outdoor Leadership Studies
<b>PER</b>	Physical Education and Recreation
<b>PWSCC</b>	Prince William Sound Community College
<b>SAC</b>	Statewide Academic Council

## Appendix D

### **PWSCC Educational Outcomes for GER Courses**

Prince William Sound Community College has identified the following Outcomes that encapsulate what all graduates will achieve in completing the required General Education courses. In addition, “Critical Thinking,” Outcome 1, is essential to higher order thinking of any type, and so it has been adopted as a central component for all courses meeting the General Education Requirements of the college and will be demonstrated as a Learning Outcome in all General Education courses.

All General Education Courses must include **Outcome 1**:

#### **Outcome 1: Develop Critical Thinking Skills.**

- a. Demonstrate the ability to think critically within a discipline.
- b. Identify connections and relationships among disciplines.
- c. Use an integrated approach to analyze new situations.

All General Education Courses must include at least one additional outcome, selected from Outcomes 2 through 7.

#### **Outcome 2: Develop communications ability (effectively interpret, send, and respond to communications for varied audiences and purposes)**

- a. Demonstrate use of effective listening, interpersonal, small-group/collaborative, and public communication skills.
- b. Demonstrate effective writing skills that use awareness of audience; clear thesis development; ethical use of sources; and appropriate conventions of format, structure, and language for multiple disciplines.
- c. Demonstrate the ability to read critically and analyze, synthesize, and evaluate various forms of information including written texts and other media.

#### **Outcome 3: Develop quantitative reasoning and problem-solving skills**

- a. Demonstrate degree appropriate skills in applying the principles of mathematics or logic.
- b. Apply the scientific method in a laboratory setting.

**Outcome 4: Develop the ability to make value judgments and independent decisions**

- a. Identify own values.
- b. Identify and demonstrate an understanding of diverse values.
- c. Demonstrate an understanding of relevant ethical and responsible behavior.

**Outcome 5: Develop multicultural understanding and global awareness**

- a. Describe relationships between self and the world.
- b. Demonstrate understanding of issues related to global interdependence.
- c. Demonstrate understanding of cultural issues such as race, social class, gender, sexual orientation, and disabilities.

**Outcome 6: Develop aesthetic responsiveness**

- a. Discuss selected arts in terms of their formal elements.
- b. Relate artistic works to the contexts from which they emerge.
- c. Defend judgments about the quality of selected artistic expressions.

**Outcome 7: Develop the ability to use technology**

- a. Demonstrate effective use of technology for problem solving, communication, or information retrieval.



Appendix E

**Prince William Sound Community College  
Academic Review Committee ♦ Course Approval Form**

Semester/Year: \_\_\_\_\_ Date Submitted: \_\_\_\_\_ Date Approved: \_\_\_\_\_

Course: \_\_\_\_\_

Designator      Number      Title      Lec/Lab      Credits

Submitted By: \_\_\_\_\_

Type of Outline	Check One	Course	Grading System
_____	Renewal	_____	Letter Grade
_____	Revised Course	_____	Pass/No Pass
_____	New Catalog Course		
_____	Special Topic Course		
_____	Training/Seminar		

Course Description: \_\_\_\_\_

Prerequisite(s): \_\_\_\_\_

**Approved By**

1.	2.
3.	4.
5.	6.

\*\*\*See attached approvals if needed\*\*\*

**Conditional Approval:** Please note issue and requirements needed for the Dean of Instruction to assure official approval.

Name	Problem
1.	
2.	
3.	
4.	
5.	

\*\*\*See attached conditional approvals if needed\*\*\*

**Abstention Or Not Approved: Explanation Required**

Name	Explanation
1.	
2.	

\_\_\_\_\_  
Dean of Instruction

\_\_\_\_\_  
Date

\_\_\_\_\_  
Campus President

\_\_\_\_\_  
Date

ARC At \_\_\_\_\_



Appendix F

**Prince William Sound Community College  
Academic Review Committee Instructor Approval Form**

Date Submitted:	
Instructor:	
Subject Area(s):	

New Instructor       New Instruction Area

**Requirements**

Transcripts/Certificates	
Letters of References (3)	
Resume/CV	

**Approved By**

1.	2.
3.	4.
5.	6.

\*\*\*See attached approvals if needed\*\*\*

**Conditional Approval:** Please note issue and requirements needed for the Dean of Instruction to assure official approval.

Name	Problem
1.	
2.	
3.	
4.	
5.	

\*\*\*See attached conditional approvals if needed\*\*\*

**Abstention Or Not Approved:** Explanation Required

Name	Explanation
1.	
2.	

\_\_\_\_\_  
**Dean of Instruction**                      **Date**

\_\_\_\_\_  
**Campus President**                      **Date**