



ACADEMIC PROGRAM REV

This document is a design of the curriculum for the academic year (APR) 2020-2021. It provides a detailed description of the courses and activities that will be offered during the year. The document is organized into sections that describe the overall goals and objectives of the program, the specific courses and activities that will be offered, and the methods and materials that will be used. The document is intended to provide a clear and concise overview of the program for all stakeholders, including students, faculty, and administrators.

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If you have any questions, please contact the APR process at april@stjohn.edu.

Q	Q: In the state of Alaska, the Constitution provides that the Governor shall have the power to appoint and remove judges of the Supreme Court and judges of the District Courts. This power is subject to the approval of the Senate. The Governor also has the power to appoint and remove judges of the Superior Court and judges of the District Courts. This power is subject to the approval of the Senate. The Governor also has the power to appoint and remove judges of the Superior Court and judges of the District Courts. This power is subject to the approval of the Senate.	Map	25
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The department chair and/or representative will identify an individual in the department who will be responsible for the department.

Suggested Schedule for External Review

The department chair and/or representative will identify an individual in the department who will be responsible for the department. The department chair and/or representative will identify an individual in the department who will be responsible for the department. The department chair and/or representative will identify an individual in the department who will be responsible for the department.

Spring Prior to APR Year

Fall of Review Year

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Fall data packets to go

Additional APR Activities

(no more than 200)

Provide a brief description of the program. Include details

- < Degree(s) field
- < History of the program
- < Context of where it's housed within the University (Department, etc.)
- < How the program supports the University's mission and strategic plan

Enter the program's mission statement. Discuss your goals to the mission statement in detail at least

Question (3) to complete

- < Have there been any changes to the mission statement? If yes, what is the reason for the change?
- < Is the mission statement current and relevant? Do it need to be updated?

Review (3) :

- < Checklist to ensure the mission statement is clear and concise

Enter the program's student learning outcomes. Discuss the relevance of the outcomes to the program's mission and objectives.

Question side:

1. How do these outcomes pertain to the program's mission?
2. Do the outcomes address the program's objectives? If so, how? If not, why not?
3. How do the outcomes align with the program's goals and objectives?

Rec'd (s):

< Circuit

Map

<

Recall (s):

- < Return time and Graduation Rate (Undergraduate enrollment)
- < Time to degree (Graduate enrollment)
- < Cost of Education Rate
- < Number of degrees awarded
- < Assessment of student learning in general education

Discuss quality of instruction as well as in the program's key outcomes

Question to consider:

1. If there is a student learning in general education identified as needing improvement (improvement in graduation rates), is identification of improvement in instruction identified as a possible response to improve it?
2. How often do you plan to improve quality of instruction? If so, how often?
3. Did you plan to improve general education in general education, etc. (Undergraduate enrollment)

Recall (s):

- < Assessment of student learning in general education
- < Student Participation in High Impact Practices (Undergraduate enrollment)
- < Student Participation in High Impact Practices (Undergraduate enrollment)

Rec'd (s):

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< is a statement to who it is for, what it does, why it does it
and for whom it does it

< is a clear description of the purpose of the program and in g
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< all programs contribute to the education and development of students
and the program

<

A curriculum map is a useful tool for visualizing the relationship between a program's

learning objectives (LOs) and its constituent courses. This is often done in a grid format.

- < Identify the program's learning objectives (LOs);
- < Identify the courses that contribute to the program's learning objectives;
- < Determine the relationship between the LOs and the courses; and
- < Identify the program's strengths and weaknesses.

A curriculum map is a tool used to visualize the relationship between a program's learning objectives (LOs) and its constituent courses. This is often done in a grid format. The map shows the relationship between the LOs and the courses, and it can be used to identify strengths and weaknesses in the program.

	Cur1	Cur2	Cur3	Cur4	Cur5	Cur6
LO 1						
LO 2						
LO 3						
LO 4						
LO 5						

L = In the curriculum map, the letter 'L' indicates that a learning objective is addressed in a course. The letter 'R' indicates that a learning objective is addressed in a course, but it is not the primary focus of the course. The letter 'C' indicates that a learning objective is addressed in a course, but it is not the primary focus of the course. The letter 'N' indicates that a learning objective is not addressed in a course.

R = In the curriculum map, the letter 'R' indicates that a learning objective is addressed in a course, but it is not the primary focus of the course. The letter 'C' indicates that a learning objective is addressed in a course, but it is not the primary focus of the course. The letter 'N' indicates that a learning objective is not addressed in a course.

Institutional SBA Election

Enter Courses in columns and LOs in Rows						
	Enter "I," "R," or "M"	I		R		M
	Enter potential assessments					Capstone
	Enter "I," "R,"					

The screenshot shows a software interface for data entry. It features a grid with columns labeled 'I', 'R', and 'M', and rows labeled 'Enter potential assessments' and 'Enter "I," "R,"'. A 'Capstone' label is positioned in the bottom right of the grid. The interface includes various input fields, buttons, and a search bar.

Be sure to include a description of the activity and its purpose in the narrative. HIP status is indicated in the column.

Additional information about HIPs can be found at <http://www.hip.org/directories/high-impact>.

In the instruction section of this table:

- < In the first column, indicate if this is an option available if it is a requirement to graduate.
- < If the HIP is attached to a specific course, list the course(s).
- < Provide an annual age of the student participating in this HIP for at least the next five years.
- < The "Other" row is available for any additional activities you would like to include.

First-Year Experience			
Learning Communities			
Writing Intensive Courses			
Co-ops (Term-Based Learning)			

We can
Please email info@stibioelections.com if you have any questions about this process. You will receive a response within 24 hours. Your information will be kept confidential and used only for the purpose of providing you with the information you requested. We are not responsible for any loss of data or information that may occur as a result of using our services. If you have any questions, please contact the Office of the Registrar at info@stibioelections.com or call (251) 460-6447. We

- Po
- Fair
- Gd
- Ex d l n t

- Sp
- Jm io
- Sm io
- Graduate - Master's
- Graduate - PD

The University of Southern California (USC) is a private research university in Los Angeles, California. It is one of the largest and oldest universities in the United States. The university is known for its academic excellence and its commitment to research and innovation. USC has a long history of producing leaders in various fields, including science, technology, and the arts. The university is also known for its strong ties to the entertainment industry, with many of its graduates going on to work in Hollywood. USC is a member of the Association of American Universities and is ranked among the top universities in the world.

When you are considering a university, it is important to look at the school's reputation, the quality of its faculty, and the resources it offers. USC is a top-tier university with a strong reputation in many fields. It offers a wide range of undergraduate and graduate programs, and it has a large endowment that supports its research and academic activities. If you are considering USC, it is important to visit the campus and talk to the admissions office to get more information.