



Policy

University Policy AC-43.01-09/16

Policy Title: Academic Learning Compacts and Academic Learning Plans

Originator: Office of the Provost

Responsible Office: Office of the Provost

Reason for Policy/Purpose:

To describe the requirements for Academic Learning Compacts and Academic Learning Plans for the University of West Florida (UWF).

Who Does this Govern and Who Needs to Know this Policy?

All University faculty, departments, and administration.

Definition of Terms:

1. Academic Learning Compacts (ALCs) describe undergraduate degree programs.
2. Academic Learning Plans (ALPs) describe graduate degree programs.
3. Accelerated Bachelor's to Master's program (ABM, also referred to as a 4+1 or 3+1 program) refer to University Policy AC-20.01-05.14.
4. Stand-alone minor is minor that can be earned in a program that does not offer an undergraduate degree with a major in that discipline (for example, a student can earn a minor in Military Science but students cannot complete a bachelor's degree with a major in Military Science).
5. Certificate programs are required to identify program-level student learning outcomes and create curriculum maps.

Policy Statement:

Academic departments are responsible for developing student learning outcomes, completing a curriculum audit, and designing an assessment plan to evaluate student achievement of the expected core SLOs and to generate evidence regarding the quality of their programs. The department chair or program director has formal responsibility for submitting program-level SLOs for new programs and revised program-level SLOs for existing programs described in Academic Learning Compacts (ALCs) for all bachelor's degree programs and Academic Learning Plans (ALPs) for all advanced degree programs

through the Curriculum Change Request (CCR) system for documentation and archiving on a public University web site. Department members are responsible for incorporating relevant elements of the Academic Learning Compact and Academic Learning Plan in new course proposals as well as new degree programs submitted to the CCR system. Relevant student learning outcomes related to the ALC or ALP should be included in the design of course syllabi.

The UWF Academic Learning Compacts and Academic Learning Plans describe student learning outcomes organized in four domains that characterize the skills and abilities of a UWF graduate, regardless of degree type (bachelor's, master's, or doctoral) or discipline. Every ALC and ALP will address the three domains specified in the Board of Governors Regulation 8.016:

- content/discipline knowledge and skills.
- communication.
- critical thinking.

and one additional domain identified by UWF as follows:

- integrity/values.

These four domains represent student learning outcomes identified by faculty as essential to the UWF baccalaureate and graduate degrees. Departments may elect to include additional domains that uniquely characterize work in their discipline (e.g., Project Management, Team Skills, Hazard/Risk Management, Diversity Skills, Community Engagement).

Academic Learning Compacts (ALCs) and Academic Learning Plans (ALPs) should be written in jargon-free language that will be understandable to potential students. Each bachelor's and graduate degree program will generate an ALC or ALP document that includes the following elements:

- Mission statement of the department.
- Student learning outcomes associated with each domain.
- Description of the types of assessments students may encounter that the department uses to determine whether graduates have achieved the expected learning outcomes.
- Roster of possible kinds of employment related to completion of the academic program.
- CIP code and Banner code for the program.
- URL address for the department web site of the program.

Student learning outcomes (SLOs) written for graduate programs and ALPs must reflect the progressively more complex and rigorous expectations associated with graduate study (SACSCOC

Principle 3.6.1). One expectation is that graduate level SLOs should reflect learning based on academic content that is clearly more advanced and rigorous than that described in undergraduate SLOs. Program level SLOs for graduate curricula must describe advanced “knowledge of the literature of the discipline” and skills required for “ongoing student engagement in research and/or appropriate professional practice and training experiences” (SACSCOC Principle 3.6.2).

Procedures:

The Office of the Provost is responsible for Academic Learning Compact and Academic Learning Plan Procedures.

Change Justification:

This policy combines the updates of University Policies AC-14.01-05/11 Academic Learning Plans and AC-15.01-03/07 Academic Learning Compact Policies and Procedures to clarify its purpose and align with current practice.

Authority and Related Documents:

Florida Board of Governors Regulation 8.016; SACSCOC Principles 3.6.1, 3.6.2, and 3.3.1.1; and University Policy AC-24.01-05/14 Rigor of Graduate Degree Programs Policy.

APPROVED: Dr. Judith A. Bense, President

Date: 9/26/16

History:

Combines, amends, and restates University Policies AC-14.01-05/11 Academic Learning Plans and AC-15.01-03/07 Academic Learning Compact Policies and Procedures; adopted September 2016.