

Guidelines for AQAC Submissions- Programmes for a Minor

1. The new programme/revision to a programme follow FSS and BUS Guidelines

Number	Requirements	Check if completed
I	The Level I pre-requisites for the courses selected at Levels II/III must be specified.	
II	There should be 5 courses distributed across levels II and III or 15 credits at levels II and III for all new and revised minors.	
III	The proposal should include the appropriate course codes and numbers.	
IV	The date minor is expected to be taught should be determined.	
V	Delivery mode and type of assessment should be determined.	
VI	Proposals should detail in a table the specific courses which will comprise the minor, including level I courses.	
VII	Proposals which replace an existing minor or are a revision of a current minor must include also a comparative table which lists the courses in the old minor in one column, and those in the new minor in another, with annotations to explain differences.	
VIII	Proposals for new minors must have a full market demand assessment completed following the template provided by BUS (OBUS - p-21-Market-Demand-Assessment-Guidelines). The market demand assessment must be attached to the proposal for the FSS AQAC to review the proposal.	
IX	All proposals must include feedback from the sister campuses and other stakeholders (e.g.: the public sector, students, industry/government department, etc.). This feedback must be attached to the proposal. If one or more of the sister campuses or other stakeholders have not been obtained, a record of contacts requesting feedback should be attached.	
X	Feedback on the proposal from The Centre for Teaching and Learning must be attached to the proposal.	
XI	Feedback on the proposal from the Library must be attached to the proposal.	
XII	Feedback from the Bookshop must be attached to the proposal.	
XIII	A budget approved by the Bursary must be attached to the proposal.	
XIV	If the proposal involves blended or on-line learning a review from the Office of On-Line Learning must be attached using the appropriate template (OBUS - p-12-checklist-for-online-and-multimode-programme-proposal).	
XV	The proposal should have been reviewed for its content and adherence to BUS guidelines by the Head of Department (OBUS - p-11-final-policy-on-qa-for-online-and-multimode-programmes; OBUS - p-12-checklist-for-online-and-multimode-programme-proposal; OBUS - p-21-Market-Demand-Assessment-Guidelines; OBUS - UWI-Gender-Policy; OBUS Grading-Policy-rev-2019; OBUS-p-2-definition-of-	

Common Prerequisites Counseling Manual

Florida International University



Common Prerequisites Counseling Manual:

College Credit Mobility United States. Congress. House. Committee on Education and the Workforce. Subcommittee on 21st Century Competitiveness, 2005 **Handbook of School Counseling** Hardin L.K. Coleman, Christine Yeh, 2011-04-06

The mission of this forty eight chapter Handbook is to provide a comprehensive reference source that integrates counseling theory research and practice into one volume It is designed to meet the needs of entry level practitioners from their initial placement in schools through their first three to five years of practice It will also be of interest to experienced school counselors counselor educators school researchers and counseling representatives within state and local governments

Manual Physical Therapy of the Spine - E-Book Kenneth A. Olson, 2015-02-10 Master the techniques and problem solving skills needed to manage spinal and TMJ disorders Manual Physical Therapy of the Spine 2nd Edition provides guidelines to manipulation manual physical therapy examination and treatment procedures of the spine and temporomandibular joint Informed by evidence based research this text offers detailed instructions for reaching an accurate diagnosis and developing a plan of care Written by well known spinal manipulation expert Kenneth Olson this resource provides the complete information you need to make sound decisions during clinical interventions Descriptions of manual therapy techniques include evidence based coverage of the examination and treatment of spine and TMJ disorders along with discussions of alternative treatment methods and potential adverse effects and contraindications to manipulation Guidelines for completing a comprehensive spinal examination include medical screening the patient interview disability assessment and tests and measures along with an evaluation of the examination findings and the principles involved in arriving at a diagnosis and plan of care Impairment based manual physical therapy approach includes a review of the evidence to support its use to evaluate and treat spinal and TMJ conditions Case studies demonstrate the clinical reasoning used in manual physical therapy Guide to Physical Therapist Practice terminology is incorporated throughout the book using accepted terms familiar in physical therapy settings Expert author Ken Olson is a highly respected authority on the subject of spinal manipulation in physical therapy A clear consistent format for explaining techniques makes this reference easy to use in the clinical setting NEW Coverage of emerging topics includes soft tissue assessment mobilization dry needling myofascial pain and trigger points thoracic outlet syndrome cervicogenic dizziness and differentiation of headache types plus expanded coverage of examination procedures and psychologically informed management strategies for chronic low back pain 120 NEW video clips are added to the companion website over 200 videos in total provide unique 3 dimensional views of exam and manipulation techniques showing each procedure step by step from frontal lateral and cranial perspectives NEW Full color design and photographs show essential concepts and procedures from multiple angles illustrating hand and body placement and direction of force UPDATED evidence based research provides the latest thinking on manual therapy of the spine Medical Professions Admission Guide , 2001 **Christian Home Educators' Curriculum Manual** Cathy Duffy, 1992 Vision for Opportunity

Martha M. Ellis, 2020-01-24 John Edward Roueche is the most productive and the most recognized community college leader in the history of the community college movement. He is a person with remarkable vision and over the decades has demonstrated an uncanny ability to scan the horizon of higher education, identify emerging issues or issues that should emerge and place them squarely before leaders and practitioners in the field. Throughout his career, Roueche has powerfully led the community college field by recognizing often long before others do areas of potential opportunity or impending concern and addressing them through prolific research, writing, and speaking. This book explores the influence of John on individual lives and community colleges across the United States. Through stories and research of his years in the community college vineyard, the book follows the professional chronology of John's life from childhood to today. While segments of his life history are included in the chapters, this is not a biography. This work is a collection of voices on the impact of John from many perspectives. Themes run throughout the chapters that paint a picture of this man. Hopefully, you, the reader, will smile, laugh, reflect, and enjoy the life and influence of John Edward Roueche.

Teacher Certification Requirements in All Fifty States, 2006-2007 Joel E. Boydston, 2007 Teacher Certification Requirements in All Fifty States, 2004-2005 Joel E. Boydston, 2005 **General Catalog Issue** University of Washington, 1964 "Code of Massachusetts regulations, 1997", 1997 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 *Resources in Education*, 1977 **Manual of Physical Therapy** Otto D. Payton, Richard P. Di Fabio, 1989 **Handbook of Treatment of Mental Disorders in Childhood and Adolescence** Benjamin B. Wolman, Alan O. Ross, 1978 See homosexuality in the subject index **Handbook of Group Intervention for Children and Families** Karen Callan Stoiber, Thomas R. Kratochwill, 1998 In response to the increasing appreciation of groups for prevention and intervention, this handbook provides school and community mental health care professionals with a valuable resource for developing competence in group work. This title provides the latest information on specific disorders and psychological issues that children and families face. **Clinical Guide to Behavior Therapy** Susan R. Walen, Norma M. Hauserman, Paul Lavin, 1977 **Vocational Guide**, 1943 **Paperbound Book Guide for Colleges**, 1974 **Drug Abuse, a Special Interest Resource Guide in Education** Sara Lake, 1980 Survey of literature, journal articles, books, and microfiche published between 1975 and April 1980 on drug abuse as a problem of the 1970s. Covers all drugs of abuse, including alcohol. Focuses on elementary and secondary school youth. References were selected from computer searches of 11 databases and also certain manual searches. Topical arrangement. Each entry gives bibliographical information and abstract. **Index**

Resources in Education, 1996 **Catalog** Florida International University, 1992

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