

UAF Faculty Senate



Academic Course & Degree Procedures Manual

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UAF Governance

Faculty Senate Office

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Introduction

This curriculum manual encompasses CourseLeaf for program and course changes. Within this manual are links to training documents for using CourseLeaf. Please e-mail uaf-curriculum@alaska.edu for one-on-one training.

As with all previous curriculum manuals, this is subject to change owing to curriculum policy and procedure changes. Comments, suggestions, and corrections for future versions are welcomed and may be sent to the Faculty Senate Office at uaf-faculty-senate-office@alaska.edu.

Chapter 1: Overview

Route to Approval of Curriculum

1. Item is prepared by individual faculty member, department head, etc., in CourseLeaf or using the appropriate paper forms. The submission will be sent to the department head(s) for approval.
2. If approved by the department head(s), the request is sent to the respective College/School Curriculum Council(s).
3. If approved by the College/School Curriculum Council(s), the request is sent to the respective dean/director.
4. If the proposal needs further approval, it will be sent to the UAF Governance Office to be distributed to the appropriate Faculty Senate Curriculum Committee.

Faculty may take their comments and concerns to their unit's curriculum committee and/or the appropriate Faculty Senate Committee at any time during the open-review process in the semester in which the proposal was submitted. Proposals will be routed to the following committees:

- The Graduate Academic & Advisory Committee (GAAC) will review graduate programs and graduate-level course offerings and all professional degree courses and programs, including 500-level courses.
 - The Curriculum Review Committee will review all undergraduate course and program additions, changes, and deletions.
 - The Full Faculty Senate will review Program Deletion requests and New Degree Program requests after the appropriate committee(s) (Curriculum Review or Graduate Academic & Advisory Committee) have reviewed.
5. Proposed academic changes approved by the Faculty Senate or Faculty Senate Committee will be forwarded to the Chancellor's Office (or designee, routinely the Provost).
 6. The Chancellor's Office has 30 days after receipt to review and approve/disapprove the submission. The submission will then be returned to the Governance Office and Provost's Office.
 7. The Governance Office notifies academic deans and departments and the Registrar's office of approvals/disapprovals.

8. Item becomes active when it is included in the next UAF catalog
 - Except for Special Topics and Trial Courses which appear only in class schedules until approved as permanent courses.
 - Summer Sessions courses appear in their own catalog.

9. New programs and deleted programs are forwarded by the Provost's Office to the Statewide Academic Council for approval and submission to the UA President and Board of Regents (BoR), and a prospectus is then sent to the Northwest Commission on Colleges and Universities (NWCCU).
 - New Programs cannot be advertised, offered, listed, or enroll students prior to NWCCU approval
 - New minors and occupational endorsements are approved by the Chancellor and do not go to the BoR for approval.

Deadlines for the Curriculum Review Cycle

Final approvals must be received by the Office of the Registrar by March 1 to be included in the next Catalog

Request Type	Form Method	Location	Deadline
*Special Topics (-93)	<i>Format 1A Form</i>	<i>Registrar's office</i>	Set by Registrar's Office
*Summer Special Topics (-95)	<i>Format 1B Form</i>	<i>Summer Sessions</i>	Set by each unit
*Non-Thesis Research (-98) Course *Thesis/Dissertation (-99) Course	<i>Format 1C Form</i> <i>Format 1D Form</i>	<i>Registrar's Office</i>	Set by Registrar's Office
*Seminar (-92)	<i>Format 1E Form</i>	<i>Registrar's Office</i>	Set by Registrar's Office
*Trial Course (-94)	<i>Format 1 Form</i>	<i>Governance Office</i>	Spring - 2nd Friday in September Fall - 2nd Friday in February
New Course	<i>CourseLeaf</i>	<i>Course Inventory Management</i>	1st Friday in November
Course Change	<i>CourseLeaf</i>	<i>Course Inventory Management</i>	1st Friday in November
Course Compression	<i>CourseLeaf</i>	<i>Course Inventory Management</i>	1st Friday in November
Course Drop	<i>CourseLeaf</i>	<i>Course Inventory Management</i>	1st Friday in November
New Program	<i>CourseLeaf</i>	Program Management	1st Friday in October
New Minor	<i>CourseLeaf</i>	Program Management	1st Friday in October
Occupational Endorsement	<i>CourseLeaf</i>	Program Management	1st Friday in October
Program Change	<i>CourseLeaf</i>	Program Management	1st Friday in October
Program Deletions	<i>CourseLeaf</i>	Program Management	1st Friday in October

**Submissions on paper form only*

Information for Faculty Senate Curriculum Chairs

Chairs of Faculty Senate committees that review curriculum are members of the Administrative Committee. For those curriculum committees working with new program requests, or curriculum policy matters, attending Administrative Committee is necessary to develop motions that may be brought before the full Faculty Senate for voting. If a Chair cannot attend a meeting in person or by audio conference, a designee should attend, and the Faculty Senate Office should be informed by calling x7964 or emailing uaf-faculty-senate-office@alaska.edu.

More information for chairs is available at:
<https://www.uaf.edu/uafgov/faculty-senate/committees/index.php>

With regard to new programs that require approval at the level of the Board of Regents, curriculum committees should take into account the meeting timeline for Faculty Senate, System Academic Council, and the BOR. Agenda items for BOR are typically prepared and finalized about a month in advance of their advertised meetings. Please review the **Important Links** on the next page to view schedules.

CourseLeaf

The CourseLeaf program has replaced a majority of paper submissions for curriculum changes, effective Fall 2017. The following proposals must be submitted in CourseLeaf:

- | | |
|--|-------------------------|
| • New Courses | Formally Format 1 Form |
| • Minor Course Changes | Formally Format 2A Form |
| • Major Course Changes or Drop Courses | Formally Format 2 Form |
| • Course Compressions | Formally Format 2B Form |
| • Occupational Endorsements | Formally Format 3A Form |
| • New Minors | Formally Format 3B Form |
| • New Degree Programs | Formally Format 3 |
| • Program Deletions | Formally Format 4 Form |
| • Program Changes | Formally Format 5 Form |

The following proposals should still be submitted through the paper submissions process (*visit the [curriculum page](#) to download forms*):

- | | |
|---------------------------------------|---------------------------------|
| • Trial Courses (-94) | Format 1 Form |
| • Special Topics Courses (-93) | Format 1A Form |
| • Summer Special Topics Courses (-95) | Format 1B Form |
| • Non-Thesis Research Courses (-98) | Format 1C Form / Format 1D Form |
| • Thesis/Dissertation Courses (-99) | Format 1C Form / Format 1D Form |
| • Seminar (-92) | Format 1E Form |

CourseLeaf does require a login to access and to make changes. The login is the same as UAOnline login information. If unable to login with UAOnline single-sign on information, please contact the Curriculum Team at uaf-curriculum@alaska.edu for access or to request training.

The following **Important Links** section has links to the CourseLeaf's Course Inventory Management and Program Management pages as well as tutorials for how to use CourseLeaf.

Important Links

Current Faculty Senate Committees: <http://www.uaf.edu/uafgov/faculty-senate/committees>

Current Faculty Senate Meeting Schedule:
<https://www.uaf.edu/uafgov/faculty-senate/meeting-information.php>

Meeting schedule for System Academic Council: <http://www.alaska.edu/research/ac/>

Agenda preparation schedule for BOR: <http://www.alaska.edu/bor/agendas/>

Meeting schedule for BOR: <http://www.alaska.edu/bor/schedules/>

CourseLeaf - Course Inventory Management (login required): <https://nextcatalog.uaf.edu/courseadmin/>

CourseLeaf - Program Management (login required): <https://nextcatalog.uaf.edu/programadmin/>

CourseLeaf how-to videos:
<https://www.uaf.edu/uafgov/faculty-senate/curriculum/courseleaf-how-to-videos.php>

Important Definitions

Prerequisite: A prerequisite is a course or test score that must be passed prior to enrolling in the course. *A prerequisite may be taken concurrently in the same semester but is not required to be taken in the same semester. **Never list this prerequisite option as a corequisite, list it as (may be taken concurrently) along with the prerequisite course that may be allowed to be taken concurrently.***

Corequisites: Corequisites are courses that are **required** to be taken simultaneously within the same semester. Students are responsible for enrolling in and attending all corequisite courses in the same semester. A faculty member may drop or withdraw students for not enrolling in the appropriate corequisite(s).

Note: Courses can not be coded into Banner as both a Prerequisite and/or Corequisite for a course, it can only be coded as one or the other for the restriction to work properly.

Cross-listing: A course that is the same offered by more than one discipline or department and are designated in the class listings by "cross-listed with _____" and in CourseLeaf (CIM) by selecting To Be Cross-listed. Both course titles, course descriptions, credits, prerequisites, and restrictions must be the same. Two existing courses may never be cross-listed with one another. **Both courses must be attached to the same form, do not submit two different forms in CourseLeaf.**

Stacking: Courses offered simultaneously at different levels (100/200 or 400/600, for example) with higher level credit requiring additional effort and possibility higher order prerequisites from the student. Two existing courses may never be stacked with one another. These courses are designated in the class listings by "Stacked with _____" and in CourseLeaf (CIM) by selecting To Be Stacked. Both course titles, course descriptions, and credits must be the same. Stacked courses, the

syllabus (not the catalog description) must stipulate the course content and requirements for each level and/or discipline. Specifically, student learning objectives must be differentiated and appropriate for each level. (For additional details, please see Appendix A.)

Chapter

2

Chapter 2: Special Topics

Use paper form [Format 1A](#)

Use paper form [Format 1B](#) for Summer Special Topics

A special topics course is prepared when the course material will be offered just one time with a max offering of three times total. Generally, they are exempt from the curriculum review process beyond the College/School level and are submitted directly to the Registrar's Office upon the dean's approval, and must be resubmitted each semester they are offered (limit 3). Course numbers for special topics end in -93 fall/spring and -95 for summer. Special topics courses do not carry GER designators (although students may petition for GER/Core credit after taking the course).

Semester length special topics courses are subject to the submission deadlines for regular courses. Courses less than a semester's duration must be submitted to the Registrar's Office no later than two weeks before the course is scheduled to begin. Courses should not be advertised (nor students registered) until fully approved course paperwork is on file with the Registrar's Office.

If a graduate level special topics course is submitted from a department that does not offer graduate programs, it must be approved by the Graduate School. All offerings above the level of approved programs must be approved in advance by the Provost. In such case, the course would be first submitted to the Provost for approval, then forwarded to the Graduate School next before going forward to the Registrar's Office.

A special topics course differs from a trial course in two main aspects:

1. While a trial course undergoes review at a Faculty Senate curriculum committee, a special topics course does not.
2. A special topics may only be offered one time with a max offering of three times total upon submission and approval of the form and must be resubmitted each semester offered (limit 3); while a trial course may be offered three times once approved.

Submit Special Topics Format 1A to:

Registrar's Office

102 Signers' Hall

Box 7495

registrar@uaf.edu

Chapter

3

Chapter 3: Trial Courses

Use paper form [Format 1](#)

Trial courses are used to gauge the demand and interest in a new course topic area. Once a trial course is approved, they can be offered up to three times. The semesters in which they are offered do not need to be consecutive. Course numbers for trial courses end in -94. These courses are not published in the UAF catalog.

These courses must undergo review by the appropriate Faculty Senate curriculum committee once it has been approved at the College/School level. Undergraduate trial courses are reviewed by the Curriculum Review Committee (CRC), while graduate trial courses are reviewed by the Graduate Academic & Advisory Committee (GAAC). Trial courses that wish to be stacked will be reviewed by CRC and GAAC. *Trial courses do not carry GER designators (although students may petition for GER/Core credit after taking the course).*

Once a trial course has received final approval from the College/School level, it will need to be forwarded to the Governance Office then forwarded to the appropriate Faculty Senate committee by the appropriate deadline to be considered for the following semester. The Provost/Chancellor has the final approval for Trial Courses.

Submit Trial Courses Format 1 to:

Governance Office

327 Signers' Hall

Box 7500

uaf-faculty-senate-office@alaska.edu

Chapter 4: Course Inventory Management (CIM)

Introduction to Course Proposals

The Course Inventory Management portal of CourseLeaf is where all course proposals will be submitted. To access the Course Inventory Management portal log into the website below:

<https://nextcatalog.uaf.edu/courseadmin/>

Login is the same single sign on UAOnline login information. If unable to login with single sign on UAOnline please contact the Curriculum Team at uaf-curriculum@alaska.edu for access.

The Course Inventory Management portal requests the same information as the paper forms. It is considered a smartform and may auto populate answers and/or ask additional questions depending on how the previous questions are answered. This form will automatically determine the workflow depending on the changes being submitted. It has been programmed to determine if the proposal is a major or minor change. The Curriculum Team has built in a few stop gaps to ensure the proposal received all of the appropriate approvals:

1. The Faculty Senate Coordinator has been added to the workflow after the Dean of the College approves the proposal to verify the remaining workflow is accurate. The Faculty Senate Coordinator will “approve” the proposal, but is essentially only approving the workflow is accurate.
2. Registrar’s Office has “final approval” to verify the proposal received the appropriate approvals and to ensure accuracy of the submission.

Major vs. Minor Course Change

Major Changes - course syllabus required

- New Course Proposal
- Changing the number of credits
- Changing the credit distribution of the course
- Changing from upper to lower division status or vice versa
- Stacking courses
- Adding required prerequisites
- Removing prerequisites
- Changing the mode of delivery (i.e. adding or removing a lab, practicum, or internship)
- Deactivating a course (this permanently deletes the course)
- Changing repeatability for credit

Minor Changes - no syllabus required

- Changing the frequency of offering
- Minor editorial changes or corrections
- Adding options to the prerequisites
- Cross-listing courses (starting with an already existing course)
- Uncross-listing current courses (will automatically deactivate course to be uncross-listed)
- Course number changes that **DO NOT** affect upper or lower division status
- Changing Course Classification (approved by the Curriculum Council Chair)

*******MAJOR** course changes **REQUIRE** a course syllabus. **MINOR** course changes **DO NOT**.

Prerequisites

When adding prerequisites to the course proposals the following terms are no longer allowed:

- **Or Higher** (Banner runs off of specific information, this statement is too open for interpretation and the Registrar's Office can not assume what prerequisites should be coded on a course.)
- **Or Equivalent**
- **Or permission of instructor** is an implied prerequisite that does not need to be added.

All courses that can be used as a prerequisite under the term “**or higher**” and “**or equivalent**” **must be listed in the box titled Additional Prerequisites in CourseLeaf. Note: Courses cannot be coded into Banner as both a Prerequisite and/or Corequisite for a course, it can only be coded as one or the other for the restriction to work properly.**

Prerequisite

A course that is taken prior. Some courses may be taken concurrently but are not required to be.

Concurrent Enrollment

A prerequisite that **May Be Taken** simultaneously with the course (This is not a corequisite), example, AIS F342 MS Excel for Finance, Prerequisites: AIS F101; AIS F324; BA F325 (may be taken concurrently).

Corequisites

A course that is **REQUIRED** to be taken simultaneously with another course (CHEM F105X General Chemistry I, Corequisite: CHEM F105L as an example) and must be listed in the box titled **Corequisites**.

Mode of Delivery

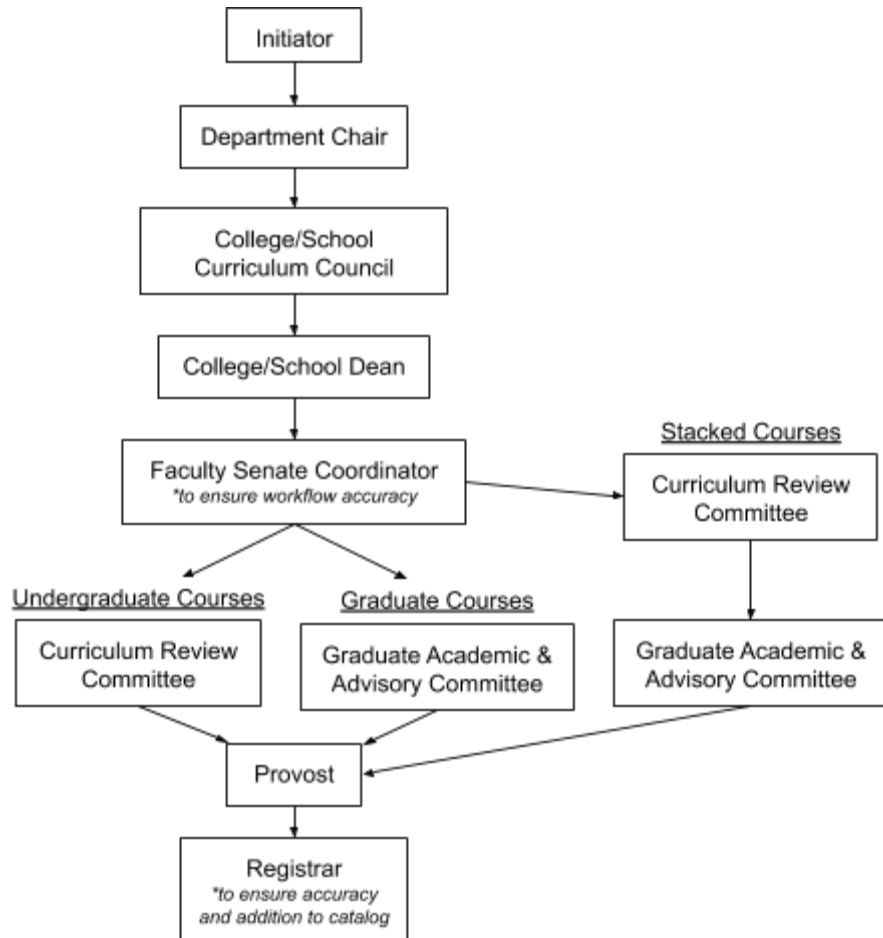
When editing a course please **DO NOT** remove **Directed Study from the Mode of Delivery**. All courses listed in the catalog can be offered as a Directed Study, and this option will be re-added by the Office of the Registrar prior to the course being added back into Banner.

Course Deactivations

Courses needing to be deactivated **CANNOT** be part of a program or listed as a prerequisites for another course. The course will need to be removed from these programs or courses, through a change in CourseLeaf, prior to being deactivated. If a course to be deactivated is part of a suspended/deactivated program, the course must remain active for 10 years.

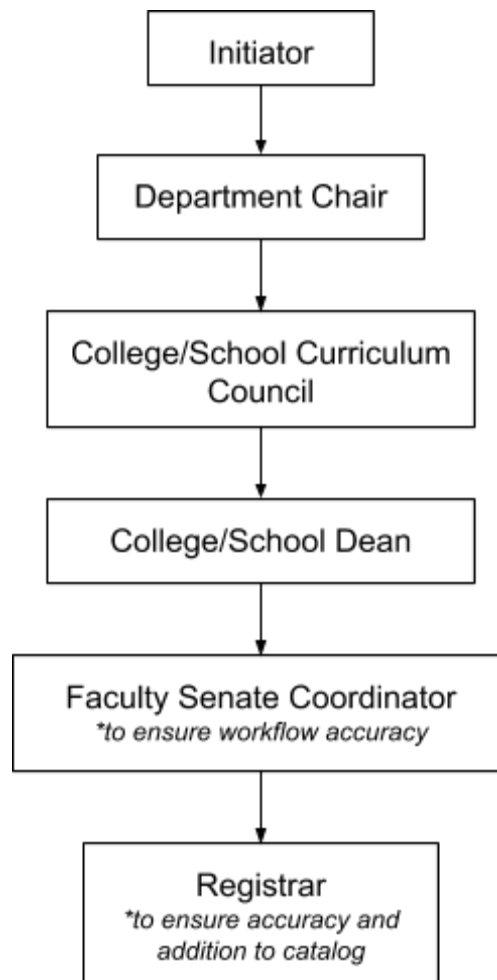
Major Course Change Workflow

Major course changes as listed above, including new course proposals, will follow the workflow listed below. There are a few exceptions depending on departments, but individuals may preview the workflow to see what the course workflow looks like. Major changes are required to go through the appropriate Faculty Senate committee and final approval comes from the Provost.



Minor Course Change Workflow

Minor course changes as listed above, will follow the workflow listed below. There are a few exceptions depending on departments, always preview the workflow to see what the course workflow looks like. With the exception of minor changes to GER courses, which will go through GER&C, minor changes will not go through the Faculty Senate committees or to the Provost, the final approval for these changes lie with the College/School Dean.



Chapter 5: Program Management

Introduction to Program Proposals

The Program Management portal of CourseLeaf is where all program proposals will be submitted: Graduate Programs, Undergraduate Programs, Minors, and Occupational Endorsements. To access the Program Management portal log into the website below:

<https://nextcatalog.uaf.edu/programadmin/>

The login is the same single sign on UAOnline login information. If unable to login with single sign on UAOnline information please contact the Curriculum Team at uaf-curriculum@alaska.edu for access.

The Program Management portal requests the same information as the paper forms and is also a smartform. Unlike the course proposals, the initiator will have to choose major change or minor change. It is very important for the initiator to choose the appropriate type of change to ensure the correct workflow is started. As with Course Proposals, the Curriculum Team has built in a few stop gaps to ensure the proposal received all of the appropriate approvals:

1. The Faculty Senate Coordinator has been added to the workflow after the Dean of the College approves the proposal to verify the remaining workflow is accurate. With that said, the Faculty Senate Coordinator will “approve” the proposal, but is essentially only approving the workflow is accurate.
2. Accreditation and Assessment Coordinator has been added to ensure that NWCCU is included with the approval as needed.
3. Registrar’s Office has “final approval” to verify the proposal received the appropriate approvals and to ensure accuracy of the submission.

Major vs. Minor Program Change

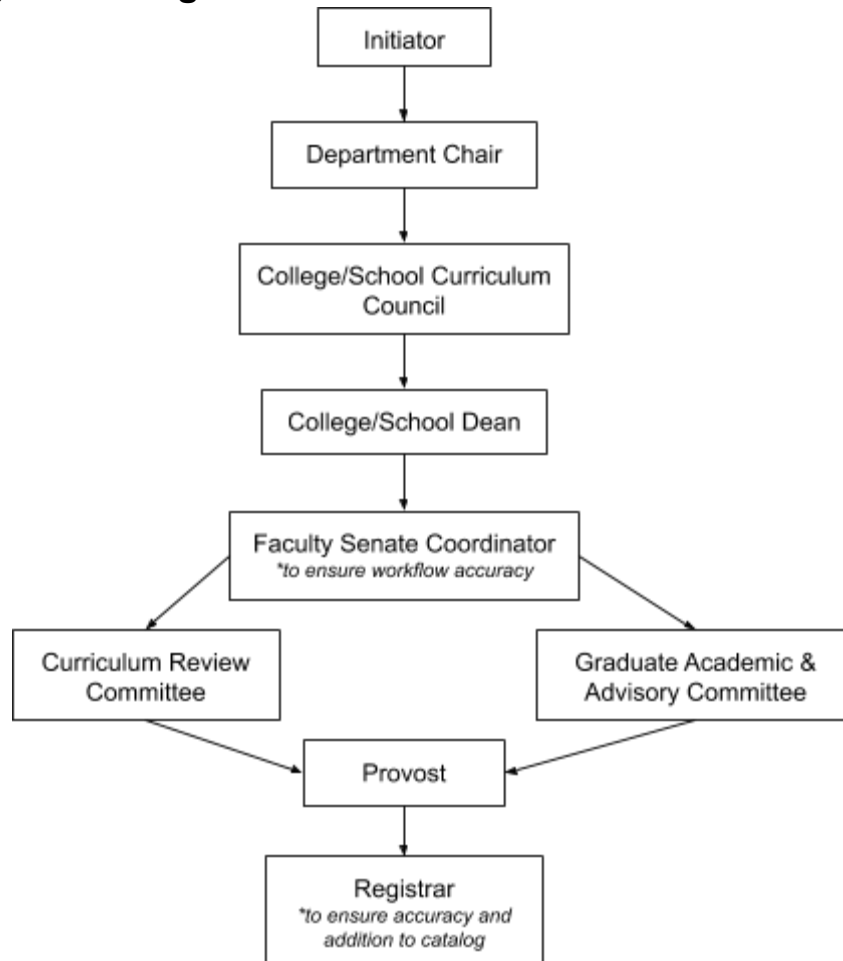
Major Changes

- Changing a program name
- Changing program requirements
- Changing course credit requirement
- Changing admissions requirements

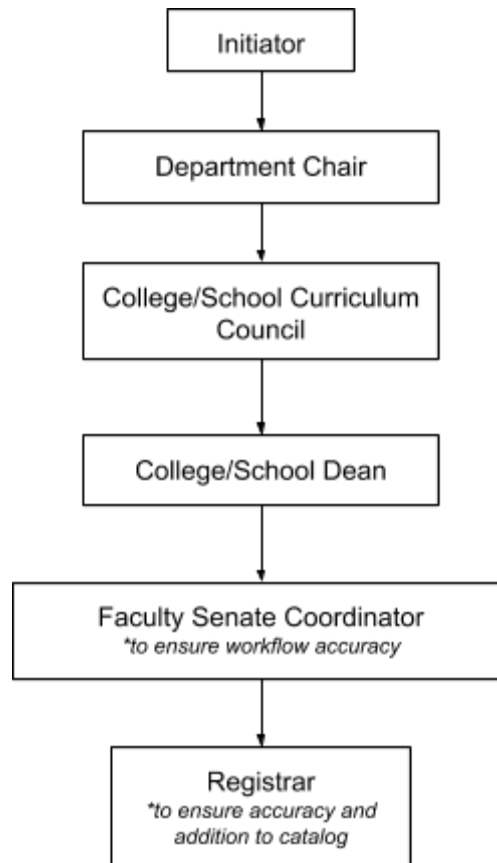
Minor Changes

- Changing or correcting program descriptions
**Minor editorial changes can be made on catalog proofs*
- Adding course options to course lists under program requirements.

Major Program Change Workflow



Minor Program Change Workflow



New Degree Programs

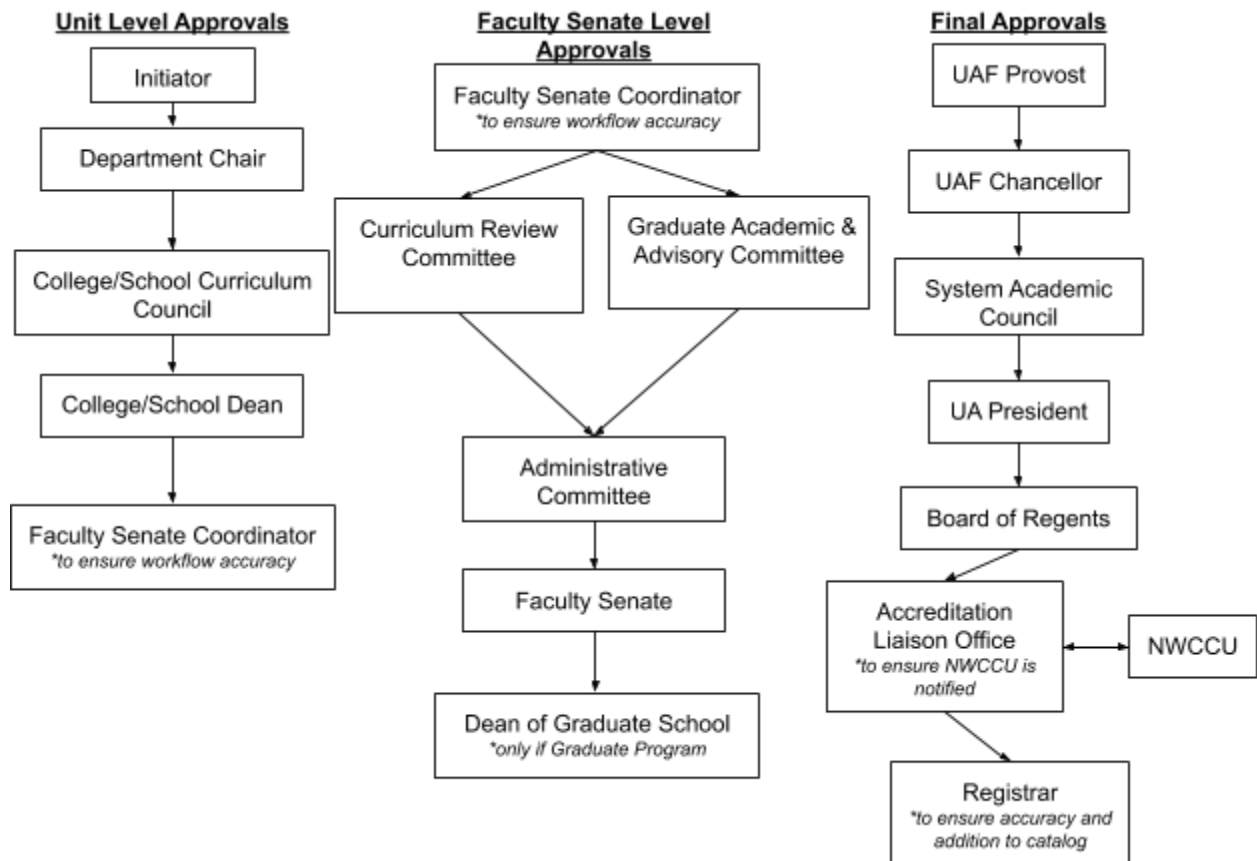
UA Regulation 10.04.02 has a long list of elements required for a new degree program submissions. The required documents include:

- [BOR Program Action Request \(PAR\) Form](#) (link to the download form)
- Resource Commitment Form
- Draft Prospectus for the Northwest Commission on Colleges and Universities (NWCCU)

New courses associated with new degree programs must be created in the Course Inventory Management portal at the same time as the new program. When a new course is created in CourseLeaf, and it has been added to a new program submission prior to approval, if added correctly, it will auto-populate into the new program once the course is fully approved and created in Banner.

The review process for new degree programs is a lengthy process and may take upwards of 1-2 years. It is strongly recommended that the initial discussion(s) of whether to develop a new program include the UAF Provost before work commences on the necessary forms.

New Program Workflow



Program Deletions

Program deletions require approval at the level of the UA Board of Regents as stipulated by UA Regulation 10.04.02.

Department Initiated Deletions

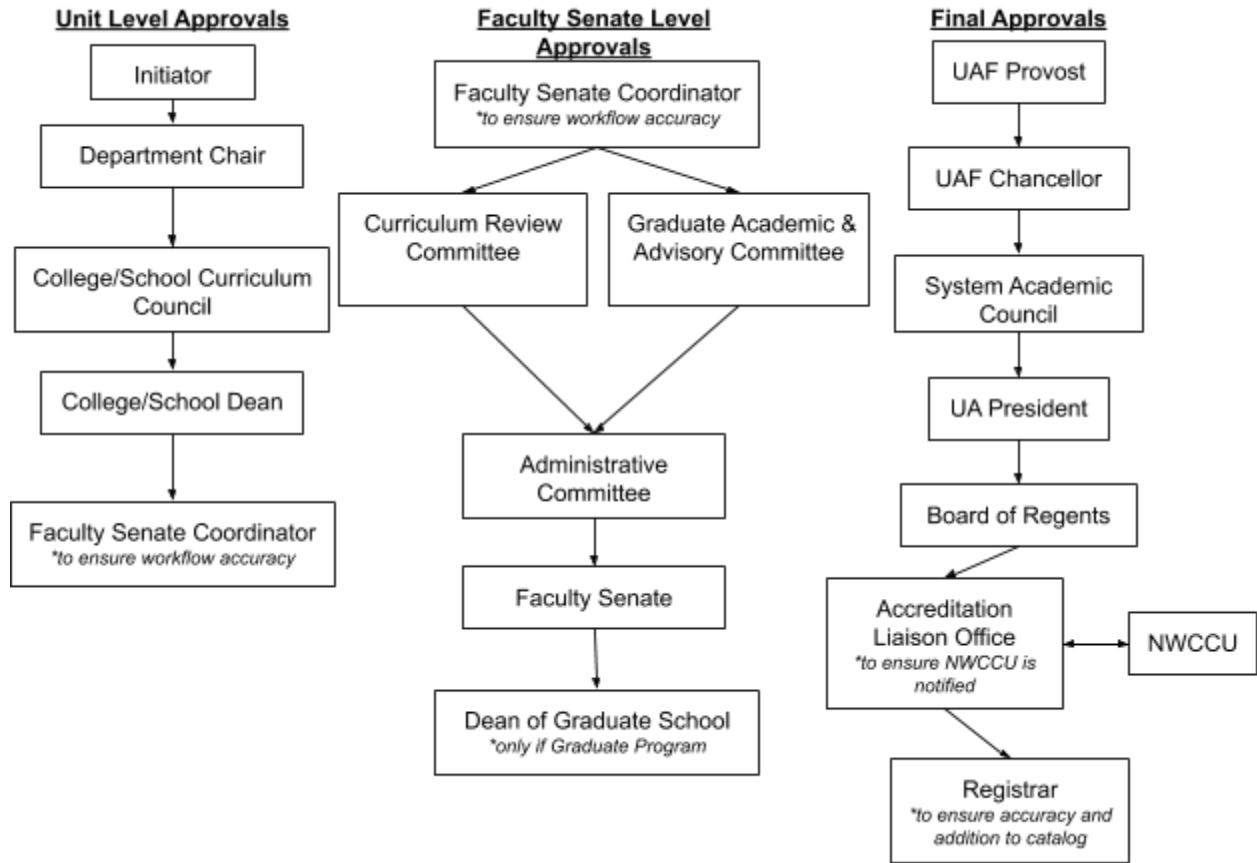
This process applies to requests for program deletion which originate from a department within a school or college. The program deletion is signed off by the appropriate department head, curriculum council chair and dean, then it is sent to the Faculty Senate office. Following review and approval by the appropriate Faculty Senate curriculum review committee (including Curricular Affairs Committee for undergraduate programs), the program deletion request is sent to the Administrative Committee for inclusion on the next Faculty Senate agenda. After approved by Faculty Senate, the program deletion is signed off by the UAF Chancellor. The UAF Provost takes the approved deletion to the System Academic Council and then it is forwarded to the UA Board of Regents for final approval. Notice is sent to NWCCU after approved by BoR.

Program Review Initiated Deletions

The process of program deletion as a result of the formal program review process is different in that the deletion request originates from the UAF Provost in consultation with the Chancellor's Cabinet and then goes directly to the Administrative Committee of the Faculty Senate. The matter then goes before the full Faculty Senate for a vote. Faculty Senate will review the recommendations to discontinue or suspend programs and states their collective agreement or disagreement with the Chancellor's Cabinet's recommendation. If the Faculty Senate disagrees, it shall provide an alternate recommendation by the end of the semester in which the Chancellor's Cabinet's recommendation is made. The Chancellor reviews all levels of recommendations and decides whether to recommend program discontinuation to the Board of Regents.

The Faculty Senate amended the Academic Program Review Procedure Policy at meeting #222 on April 3, 2017.

Program Deletion Workflow



Chapter

6

Chapter 6: New Minors

Introduction to New Minors

The Program Management portal of CourseLeaf is where new minor proposals will be submitted. To access the Program Management portal log into the website below:

<https://nextcatalog.uaf.edu/programadmin/>

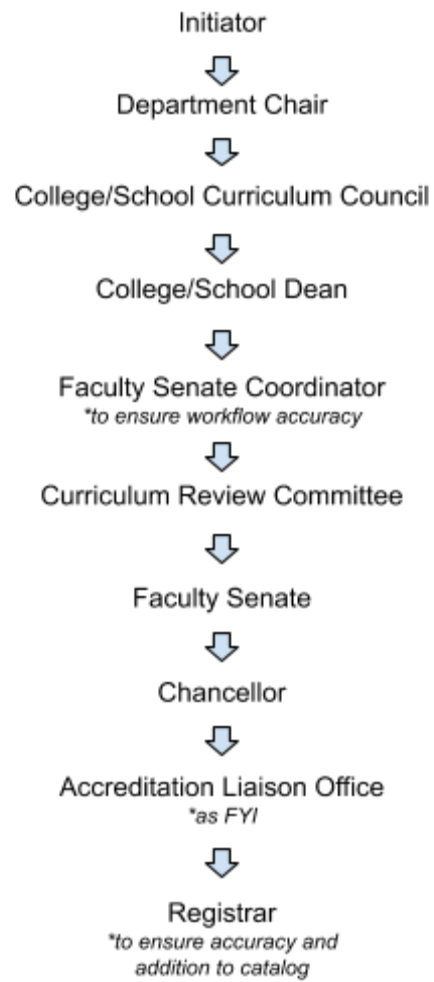
Login is the same as single sign on UAOnline login information. If unable to login with single sign on UAOnline information please contact the Curriculum Team at uaf-curriculum@alaska.edu for access.

The Program Management portal requests the same information for new minors as the paper forms. Minors require a minimum of 15 credits and these should not be already counted toward baccalaureate core requirements. Minors are required for some baccalaureate degree programs and optional in others; however, they are not meant to function as “options” or “concentrations” within a particular baccalaureate program. Theoretically, students majoring in one program should be able to fulfill the requirements for a minor in another program.

Courses for a new minor should already exist. However, if new courses are needed for the new minor, they will need to be submitted through the Course Inventory Management portal. The new courses will need to be approved before the new minor can be approved.

Final approval is the UAF Chancellor, following approval at the Faculty Senate level.

New Minor Workflow



Chapter

7

Chapter 7: Occupational Endorsements

Introduction to Occupational Endorsements

The Program Management portal of CourseLeaf is where Occupational endorsement proposals will be submitted. To access the Program Management portal, log into the website below:

<https://nextcatalog.uaf.edu/programadmin/>

Login is the same as single sign on UAOnline login information. If unable to login with single sign on UAOnline information please contact the Curriculum Team at uaf-curriculum@alaska.edu for access.

The Program Management portal requests the same information for Occupational endorsements as the paper forms. Occupational endorsements require a minimum of nine credits, with 29 credits being the maximum allowed. Endorsements utilize existing courses to fulfill employment market needs.

Final approval is the UAF Chancellor, following approval at the Faculty Senate level. Please see the New Occupational Endorsement Request, approved at Faculty Senate meeting #231 on April 2, 2018:

New Occupational Endorsement Request

(UA Regulation R10.04.020)

New Occupational Endorsements are requested using the CourseLeaf program effective Fall 2017. Login to the [Program Management](#) page of CourseLeaf and complete all required fields.

The following items must be included within the CourseLeaf proposal:

Description of the Occupational Endorsement:

- Academic Level, Effective Catalog, Department, College (will auto-populate once the department is selected), Certificate or Degree Type (Select OEC) are all required fields.
- Title and Code for the Occupational Endorsement
 - The title appears in the catalog and on student's transcript.
- Brief Program statement needs to be included.

- Specify the objectives and career opportunities. It is essential that the objectives of the program be clearly identified so that the activity may be evaluated in terms of how successfully it fulfills its stated objectives.
- Admissions requirements
 - This includes any prerequisites needed prior to being admitted to the program.
- Requirements for the Degree (catalog layout copy of the program):
 - Credit Requirements
 - Courses Requirements
 - Grade Requirements
- Sample course of study and a 3-year Cycle of course offerings
 - Include a proposed general catalog layout copy of the program with short descriptive paragraph.

Endorsement Goals:

- Brief identification of objectives and subsequent means for their evaluation.
- Relationship of endorsement objectives to “Purposes of the University”
- Occupational/other competencies to be achieved
- Relationship of courses to the endorsement objectives.

Personnel Directly Involved with the Program:

- List current faculty teaching the required and elective courses and titles, including brief statement of duties and qualifications.
- Administrative, coordinating, and classified staff personnel associated with the endorsement.

Enrollment Information:

- Projected enrollment
- How was projected enrollment determined? Who was surveyed and how?
- Minimum enrollments to maintain program for years 1-5.
- Maximum enrollment which endorsement can accommodate (endorsement capacity).

Need for Occupational Endorsement:

- Employment market needs:
 - Who surveyed? How? (Standard procedures with industry/advisory council listed)
 - Job opportunities now, and tow, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys, periodic review will ensure the currency)
 - How have positions been filled to date?

Relation of Endorsement to other Programs within the System:

- Effects on enrollments elsewhere in the system
- Does it duplicate/approximate endorsements anywhere in the system?

Implementation/Termination:

- Plans for recruiting students
- Plans for phasing out endorsement if it proves unsuccessful
- Assessment of the endorsement
- Student Learning Outcomes Assessment Plan (attached file)

Other:

- Additional Rationale not previously stated.
- Additional Attachments - any supporting documentation
 - A letter of Support from Industry or Advisory Council Representatives.*****

Route of Approval:

1. Program Head responsible for the transcription request
2. The Academic Council of the college/school housing the Occupational Endorsement.
3. Dean of school/college housing the Occupational Endorsement
4. Chair for the Faculty Senate Curriculum Review Committee (not the full committee).
5. Chair for the Faculty Senate Curricular Affairs Committee (not the full committee).
6. President of Faculty Senate (not the full Senate).
7. Provost
8. Chancellor (designated by President as approving authority)

Occupational Endorsement Workflow





Chapter 8: General Education Requirements

Courses that satisfy the GER have course numbers ending with X. For example, WRTG F111X and COJO F141X meet specific GER communication requirements. Credit may be counted toward general education requirements or a degree major requirement, but not both. If additional courses are added to GER in later catalog years, students may use them to fulfill a specific GER in this catalog year. Students must earn a C- grade or higher in each course used to meet a baccalaureate GER.

The GER and Core Committee reviews and approves courses submitted by the appropriate school/college curriculum councils for their inclusion in the General Education Requirements (GER) at UAF. All GER courses are to be reviewed by the GER & Core Committee when changes are proposed, even if the changes are minor.

The Faculty Senate adopted the General Education Requirements at meeting #210 on November 9, 2015.

MOTION:

The Faculty Senate moves to adopt a classification list system to meet general education requirements in humanities and social sciences in lieu of the currently mandated **lower division** Perspectives on the Human Condition (PHC) courses. To meet humanities and social sciences requirements, students must take fifteen credits of general education courses that meet the following University Regulations. Of these:

- At least 3 credits **must be** in the arts
- At least 3 credits **must be** in general humanities
- At least 6 credits **must be** in social sciences (from 2 different disciplines)

The UAF Faculty Senate Curricular Affairs Committee will develop an initial list of courses to fulfill these course requirements by January 2016.

EFFECTIVE: Fall 2016

RATIONALE: The UA Board of Regents adopted a resolution at its April 3-4, 2014 meeting charging the faculty across the UA system to develop and adopt common general education requirements.

The Faculty Senate adopted a resolution at its May 7, 2015 meeting calling for the adoption of a classification list system that will meet general education requirements in arts, humanities, and social sciences.

The UAF Faculty Senate desires to widen student choice related to general education.

It is the intention of the Faculty Senate that the current ethics requirement be retained.



Appendix A: Guidelines & Samples

Course Stacking

Faculty Senate approved the course stacking regulations and guidelines for course stacking at Faculty Senate meeting #232 on May 7, 2018 as shown below:

Course Stacking Regulations:

With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. Two existing courses may never be stacked with one another. Stacked courses are required to have the same title, course description, and number of credits. The additional effort required for higher level credit must be clearly spelled out in the course syllabus.

Guidelines for Stacking courses:

It is impossible to offer identical courses simultaneously at two different levels. We use stacking because it helps with course enrollment problems, but the challenge is to create something that's not simply one level. We recognize that the design of a 'stacked' course requires compromise to create content that challenges graduate students while remaining accessible to undergraduates. We offer the following guidelines to help prepare such a course and to provide the UAF Faculty Senate committees with sufficient information to enthusiastically endorse the new creation.

The additional effort required for higher level credit must be clearly spelled out in the course syllabus. This reduces the opportunity for later conflicts by providing students with a clear understanding of the differences in requirements and grading. This will be given serious consideration in the approval process for such courses.

The creation of two different syllabi will help emphasize the different learning outcomes of what are supposed to be two different courses. We encourage at least weekly, if not daily, differences in reading assignments, homework assignments, meetings with students, and other class activities. Only adding an extra term paper to the graduate section of a stacked course is unlikely to transform an undergraduate

class into a graduate class. Such an extra paper, however, can be part of a systematic difference between the two versions.

With the exception of 400/600, stacked courses must be of adjacent levels (e.g. 200/300). Other stacked combinations (e.g. 100/600) are not allowed under any circumstances. Stacked courses are required to have the same title, course description, and number of credits. The additional effort required for higher level credit must be clearly spelled out in the course syllabus.

The higher level version of the course must require additional student effort. In the case of 400/600 level stacked courses additional student effort for the 600 level version, such as a seminar or a term paper, should reflect the greater acuity that we expect from graduate students. Prerequisites of graduate standing or permission of the instructor is required for graduate enrollment.

400/600 level stacked course applications are reviewed by the (Undergraduate) Curriculum Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC). The committees will determine: 1) whether the two versions have sufficiently different learning outcomes (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the CRC and GAAC are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do.

In developing a proposal for a new stacked course or for revising an existing course, keep in mind the education level and training needs of undergraduates and graduates and provide documentation to show what each section of the course will offer learning experiences appropriate for the students. Students will be grateful for giving them -- within the limitations of the 'stacked' framework -- the best possible educational experience.

When courses are unstacked, this is also considered a minor change; however, the course listed as the secondary course will be deleted. If the secondary course should remain active, the new course proposal for that course will need to be submitted in CourseLeaf, with a different name, different course number, and different course description. This new course proposal will have to go through the entire curriculum approval process.

Course Cross-Listing

Courses are considered cross-listed if they are sponsored by two or more departments (e.g. Theater/Art/Music 200x). Proposing a cross-listed course, starting with an already existing course, is considered a minor change. When courses are uncross-listed, this is also considered a minor change; however, the course listed as the secondary course will be deleted. If the secondary course should remain active, the new course proposal for that course will need to be submitted in CourseLeaf, with a different name, different course number, and different course description. This new course proposal will have to go through the entire curriculum approval process.

No Print Status

For a course to be placed into no print, edit the course in the Curriculum Inventory Management and select the NoPrint option. This will then be forwarded to the Curriculum Council Chair and the Dean for approval. A course cannot be placed in no print status if it is listed as part of a program or as a prerequisite for another course or is cross-listed/stacked with another course. The Course Inventory Management portal will show how the course in question fits into the catalog. If the course is listed in a

program or as a prerequisite or is cross-listed/stacked with another course, a program or course change will need to be made to remove the course.

Syllabus Checklist

Faculty Senate approved the new syllabus checklist at Faculty Senate meeting #244 on December 2, 2019, as shown below:

Syllabus Checklist For All UAF Courses

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied. **DISCLAIMER:** radically changing your course requirements once a semester has started is problematic and should be avoided to limit possible negative impacts on you and your students.

Instructor's Name and email, Date, course number (enterable fields)

Is this course listed as a General Education (GER) Course? Y/N

If this is a GER course, with which of the following is it associated: Communication, Arts, Humanities, Social Sciences, Mathematics, or Natural Sciences

GER courses

Please check all applicable general education objectives and learning outcomes that apply to your course:

- Build knowledge of human institutions, sociocultural processes, and the physical and natural world through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts. Competence will be demonstrated for the foundational information in each subject area, its context and significance, and the methods used in advancing each.
- Develop intellectual and practical skills across the curriculum, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning. Proficiency will be demonstrated across the curriculum through critical analysis of proffered information, well-reasoned solutions to problems or inferences drawn from evidence, effective written and oral communication, and satisfactory outcomes of group projects.
- Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaska issues. Facility will be demonstrated through analyses of issues including dimensions of ethics, human and cultural diversity, conflicts and interdependencies, globalization and sustainability.
- Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation and reflection.

Does this qualify as an [ANT course](#)? Y/N

Required components (in no particular order); Responses include: Yes, No, unsure

- Course information: Title, number, credits, prerequisites, location, meeting time (make sure contact hours are in line with credits for more information see the [Academic Course & Degree Procedures Manual](#))
- Course type indicated: in person, online, online synchronous, field, lab, internship, etc.
- Instructor (and if applicable, Teaching Assistant) information: such as name, office location, office hours, telephone (if applicable), email address, etc.
- Course description: Inclusion of current catalog description is *required* in 50 words or less.
- Representative Course Readings/Materials: Course textbook title, author, edition/publisher. Supplementary readings (indicate whether required or recommended) and any supplies needed.
- Student Learning Outcomes: (assessment of which are crucial for [accreditation](#)) Measurable output that the student can expect to gain and demonstrate by completing the course requirements successfully. For more information on how to develop SLO's go to iteachu.uaf.edu/objectives/
 - If a GER course: ensure that SLO's align with BOR policy (<https://catalog.uaf.edu/bachelors/general-education-requirements/>).
 - Copy/paste SLOs here (enterable field)
- Instructional methods: Describe the teaching techniques (eg: lecture, case study, small group discussion, private or studio instruction, simulations, games, journal writing, labs, use of distant delivery, audio/video conferencing, etc.).
- Course calendar: A detailed week-by-week, at a minimum, schedule of class topics, readings, and major assignments and exams. You may refer to the outline as tentative or subject to changes to allow for modifications during the semester.
- Course policies: Specify course rules, including your policies on expectations on progress in coursework, attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity; in particular those that would affect evaluation of student performance in the course.
- 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.).
- I will work with the office of disability services to provide reasonable accommodation to students with disabilities.
- Student protections statement:
UAF embraces and grows a culture of respect, diversity, inclusion, and caring. Students at this university are protected against sexual harassment and discrimination (Title IX)-faculty members are designated as responsible employees which means they are required to report sexual misconduct. graduate teaching assistants do not share the same reporting obligations. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site:
<https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>.
- COVID-19 statement:
Students should keep up-to-date on the university's policies, practices, and mandates related to COVID-19 by regularly checking this website:
<https://sites.google.com/alaska.edu/coronavirus/uaf/uaf-students?authuser=0>
Further, students are expected to adhere to the university's policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

If you selected no or uncertain for any of the above, please provide an explanation. (open ended response)

Optional components (in no particular order)

- ❑ UA is an AA/EQ employer and educational institution and prohibits illegal discrimination against any individual: alaska.edu/nondiscrimination.
- ❑ Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy: “The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C- or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”
- ❑ Publicize UAF regulations with regard to the [grades of "C-"](#) and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.)
- ❑ Department/program In-depth Course description: Additional course description that includes overall instructor vision for the course (i.e., more thorough description of course above the 50 word catalog description).
- ❑ Course Goals: The overall ideas of the course, and the rationale for its respective components.
- ❑ Describe the technical requirements for the course, especially if you are using technology beyond the basics of blackboard. access the internet, create pdfs. specific software, play video/audio, record video/audio, bandwidth, access to phone line, etc. Example “students must have regular access to a computer and the internet to access online materials in blackboard. students will be expected to download course material as well as upload assignments.” be sure to include information about specific software that the students may be using or information about any online tools that require a student account.
 - ❑ UAF Speaking Center (907-474-5470, speak@uaf.edu, Gruening 507)
 - ❑ [UAF Writing Center](#) (907-474-5314, uaf-writing-center@alaska.edu, Gruening 8th floor)
 - ❑ UAF Math Services, uafmathstatlab@gmail.com, Chapman 305 (for math fee paying students only)
 - ❑ Developmental Math Lab, Gruening building RM 406
 - ❑ The Debbie Moses Learning Center at CTC (907-455-2860, 604 Barnette St, Room 120)
 - ❑ For more information and resources, please see the academic advising resource list (https://www.uaf.edu/advising/lr/skm_364e19011717281.pdf)
 - ❑ Emergency notification plan: students will receive emergency notifications via phone or email. please check your uaonline account to confirm your emergency notification settings. For more information, please refer to the [student handbook](#). In cases where you do not have access to your devices, as your instructor, I will take responsibility to relay any emergency notifications.
 - ❑ extended absence policy: the University of Alaska Fairbanks recognizes that students may need to miss more classes than allowed by a particular instructor as specified in course policies.

Extended absences are defined as missed classes or course work by students beyond what is permissible by the instructor's written course policies. Students may need to miss class and/or course work for a variety of reasons, including, but not limited to:

- bereavement
- personal illness or injury
- serious illness of a friend, family member or loved one
- military obligations
- jury service
- other emergency or obligatory situations

For more information, go to the student handbook or the center for students rights and responsibilities.

Have you included all required elements into your syllabus or provided rationale for not including them?
yes/no



Appendix B: Faculty Senate Curriculum Policies

Included here are some of the more pertinent policies to curriculum and related procedures.

Grading Policy

The latest Grading Policy was approved at Faculty Senate meeting #189 on March 4, 2013.

Grading System and Grade Point Average Computation [as currently in the UAF Catalog, page 48]

Grades appearing on academic records are:

“A” (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

“B” (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

“C” (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

“D” (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core, or graduate programs.

“F” indicates failure to meet a minimal level of understanding of course content and (or) performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

The latest “DF” Grading Policy was approved at Faculty Senate meeting #206 on April 6, 2015.

DF Deferred - This designation is used for courses such as theses and special projects, which require more than one semester to complete. It indicates that course requirements cannot be completed or when institutional equipment breakdown resulted in non-completion by the end of the semester. Credit may be

withheld without penalty until the course requirements are met within an approved time. For undergraduate courses, the grade will automatically change to a W (withdrawn) after two years unless an extension is requested and granted by the Registrar.

The latest amendment to the grading policy concerning grade of C- was approved at Faculty Senate meeting #238 on March 4, 2019.

MOTION:

The UAF Faculty Senate moves to amend the grading policy so that C- (1.7) shall be the minimum acceptable grade that a student pursuing a certificate or associate degree may receive for a course counting toward certificate or degree requirements or as a prerequisite for another course.

EFFECTIVE: Fall 2019

RATIONALE:

1. This will make the grading policy consistent regarding the minimum grade for all certificate- and degree-seeking students ([Meeting #191, May 2013](#))
2. The catalog language for certificates and associate degrees will be brought in-line with the catalog language currently used for a bachelor's degree under [General University Requirements](#).
3. A grade of C- is the minimum acceptable grade for [General Education Requirements for Baccalaureate Students](#). Having a C- minimum standard will better serve students who are considering a bachelor's degree following a certificate or associate degree.
4. The grades of D-, D, and D+ will still be treated as passing grades in electives unless otherwise noted by the program.

Revised Catalog Language:

You must have a cumulative GPA of at least 2.0 in your major and overall. ~~Students~~ **YOU** must earn a ~~minimum grade of C-~~ **OR HIGHER** in all major courses **REQUIRED FOR YOUR DEGREE, UNLESS OTHERWISE SPECIFIED BY YOUR MAJOR (MAJOR, MINOR, GENERAL EDUCATION REQUIREMENTS, AND DEGREE REQUIREMENTS)**. ~~Some majors require higher GPAs for major course work.~~

From Motion passed at Meeting #191 (May 6, 2013):

MOTION:

The UAF Faculty Senate moves to amend grading policy concerning the grade of C, such that C- (1.7) shall be the minimum acceptable grade that **UNDERGRADUATE** [[baccalaureate]] students may receive for courses to count towards the major or minor degree requirements, or as a prerequisite for another course.

EFFECTIVE: Fall 2013

RATIONALE:

1. Consistency with the past. Before +/- grades, a 'C-' was acceptable because of a 'C-' was simply a version of C.

2. Consistency with faculty who do not use +/- grades. A student who receives a 'C-' from a faculty member who does not use + is ok because that grade gets recorded as a 'C'. Same course, different teacher, this one does use + and the grade is not acceptable.
3. Consistency with BOR policies. BOR defines a C as an acceptable grade. Clearly a 'C-', which is a version of C, also should be acceptable.
4. Consistency with transfer policies: a course with a grade of C- transfers. However, currently it only transfers as 'credit' for a course in one's major or minor. In order to satisfy the requirement for the major or minor the course would need to be re-taken and a grade of C or higher received.
5. A grade of C- is the minimum acceptable for a 'core' course. This is confusing for students, who recognize that sometimes a C- is good enough, and sometimes not.

Note that the proposed change wouldn't change the fact that a student's overall GPA and GPA in the major must be a minimum of 2.0.

The latest update for the Minimum grade requirement for graduate students was approved at Faculty Senate meeting #142 on March 5, 2007.

How to Earn a Graduate Degree

General University Requirements

- **Grades and Grade Point Average (GPA)**

You must have a cumulative GPA of 3.0 (B) in the courses identified on your Advancement to Candidacy form to remain in good standing and in order to graduate. You must earn a (3.0) or better grade (no P grades) in 400-level courses; a (2.0) C grade will be accepted in 600-level courses for the purposes of satisfying degree requirements, provided you remain in good standing.

- **Deficiencies**

Your advisory committee may require that you remedy certain deficiencies in your program. Your committee will determine early in the program both how to remedy the deficiencies and the minimum level of performance required of you. Graded undergraduate courses taken to remedy deficiency must receive a grade of (3.0) B or better. Deficiency courses are not listed on the advancement to Candidacy form.

UAF Catalog, 2006-2007, Page 178:

Advancement to Candidacy

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. At the latest, you should submit your application for advancement to candidacy one semester before you are awarded your degree. If you are completing your programs primarily during the summer sessions, you should submit your application the summer sessions before you are awarded your degree.

The finalized Graduate Study Plan should be the basis for completing the Advancement to Candidacy form. The GPA for all courses listed on the Advancement to Candidacy form must be ≥ 3.0 , and no graduate courses with grades below (2.0) C, or undergraduate courses with grades below (3.0) B, can be used.

Admission to graduate study does not imply advancement to candidacy for a degree. The graduate advisory committee has the option of refusing to recommend a student to candidacy.

Grade Appeals Policy

The Grade Appeals Policy was passed by UAF Faculty Senate at its meeting #56 (March 20, 1995) and amended at meeting #61 (February 5, 1996), meeting #80 (May 4, 1998), meeting #89 (September 27, 1999), meeting #109 (May 6, 2002), meeting #157 (March 2, 2009), meeting #183 (May 7 2012), meeting #189 (March 4, 2013), meeting #215 (May 2, 2016), and meeting #230 (March 5, 2018).

- Alignment with BOR Policy and UA Regulations, Chapter 09.03 - Student Dispute Resolution (meeting #215, May 2, 2016).
- Clarification made to the time period within which grade appeals will be reviewed (Meeting #189, March 4, 2013).
- Policy at Section III, Procedures, subsection B, Item 4, was revised (Meeting #183, May 7, 2012).
- Deadlines were revised (Meeting #157, March 2, 2009)

Latest update of the Grade Appeals Policy was approved at Faculty Senate meeting #230 on March 5, 2018: [Grade Appeals Policy](#)

Academic Credit Unit

Guidelines for Computing Course Credit / Contact Hours:

UAF Faculty Senate policy was updated in fall of 2018 to align with current practices. Before this, the policy was updated in spring of 2015 to reflect changes to UA Regulations at R10.04.090 F.2 which state that, "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time; or 2) at least an equivalent amount of work for other academic activities as established by the institute, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Equivalencies to this standard may be approved by the chief academic officer of the university or community college.

One academic credit hour of non-laboratory instruction at UAF consists of 800 minutes of lecture or equivalent instructional activities plus 1600 minutes of student work outside of class (Meeting #236, December 3, 2018; reference past motions from Meeting #206, April 6, 2015, Meeting #180, February 6, 2012; Meeting #141, February 5, 2007; Meeting #3, March 25, 1988). It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture or equivalent instructional activities.

In addition, one academic credit hour =

2400 minutes of natural science/engineering laboratory.

1600 minutes of laboratory (non-science lab) plus 800 minutes of student work outside of class.

2400 - 4800 minutes of supervised practicum

2400 - 8000 minutes of internship (or externship, clinical)

2400 - 4800 minutes of supervised scholarly activity

Related to credit hours is the length of the semester. This was established as Senate policy, "The UAF Faculty Senate moves to establish a 14-week instructional period for the Fairbanks campus with provision for an additional examination period during each semester." (FS meeting #21, October 15, 1990)

Consequently, **1 credit hour = 1 hour per week of instruction + 2 hours/week of outside academic work = 3 hours/week of natural science/engineering lab activities**

- = 2 hours/per week for non-natural science/engineering lab/studio activities + 1 hour/week outside work
- = 3-6 hours/week of supervised practicum or other scholarly activity
- = 3-10 hours/week of internship, externship, or clinical activity

Credit hours may not be divided, except by one-half credit hours may be granted at the appropriate rate.

For short courses and classes of less than one semester in duration, course hours may not be compressed into fewer than three days per credit. Any existing semester-long course that is to be offered in a “compressed to less than six weeks” format must be approved by the college or school’s curriculum council and the appropriate UAF Faculty Senate Committee (SADA, Core Review, Curriculum Review or GAAC). Any new course proposal must indicate those course compression format(s) in which the course will be taught. Only approved course formats will be allowed for scheduling.

Given the above information the formula used for computing credit/contact hours is 800 minutes (13.3 hrs) per credit. This equates to approximately 1 hour of lecture per week for a normal 14 week semester. For courses that do not employ lectures, but that are intended to achieve learning outcomes equivalent to those of a lecture course (e.g., some eLearning classes), 800 minutes of structured instructional activities are expected per credit, in addition to at least 1600 minutes/credit of other work that the student completes independently. “Structured instructional activities” is not restricted to mean synchronous interaction with an instructor, but rather faculty-designed instructional activity intended to facilitate student learning.

Existing Guidelines:

Practica, internships, and supervised scholarly activity differ from lab instruction in that there is no structured daily educational exercise nor daily instructor evaluation, and a significant portion of the activity is not supervised by the instructor of record.

A practicum is a hands-on supervised work experience done by a student either as part of or in conjunction with an academic class as an educational strategy to attain the class objective. A faculty member, usually the class instructor, supervises the work, establishes the objectives and evaluation metrics, evaluates the outcome and assigns a final grade. Credit for practica requires a minimum of 2400 minutes of work per credit in addition to the contract hours of the associated class (e.g., a 3 credit class would require a minimum of 7200 minutes of practicum work). Whether the practicum is embedded in the associated class or whether it is listed as a separated class, the same metric applies. Credit for class-related practica can range from 1-3 credits for any given class. Diversion from these guidelines can be granted if discipline or accreditation specific requirements for practica exist.

An internship (also called externship or clinicals as discipline-specific terms) is a supervised work experience which is a capstone experience tied to a student’s major or career goal. The internship involves a student working in an agency or other professional setting under the supervision of a designated practicing professional. The UAF faculty member serves as the instructor of record, approves the work activities and goals, and evaluates the outcomes. The instructor also assigns a grade upon review of the completion of the assignments. Credit for internship can range from 1-15 and requires a minimum of 2400 minutes of work (3 hours/week for 14 weeks) with the employer for each credit earned. Diversion from these guidelines can be granted if discipline or accreditation specific requirements for internships exist (e.g., NCATE accreditation for teacher certification programs).

Following the title of each course, the number of credits is listed for each semester. Thus “3 credits” means three credits may be earned. Credit may not be given more than once for a course unless a course has been designated as repeatable for credit. Figures in parentheses at the end of course

descriptions indicate the number of lecture; laboratory; and practicum, internship, or scholarly activity hours the class meets each week for one semester.

- Generally a 1 credit course meets once a week for 1 hour for 14 weeks, plus a 2 hour final (1+0).
- A 3 credit course meets 3 hours a week for 14 weeks, plus a 2 hour final (3+0).
- A science course for 4 credits typically meets for 3 lecture hours and 3 lab hours for a 14 week semester plus a 2 hour final (3+3).
- An Art course for 3 credits meets 1 lecture hour and 4 lab hours for 14 weeks plus a 2 hour final (1+4).
- An internship meets at varying times during the semester as scheduled by the individual student and instructor, but includes supervised work in a professional setting for 3-10 hours per week for a 14 week semester. A student worked 9 hours weekly could earn 1, 2, or 3 credits as determined by the faculty to be appropriate for the discipline (0+0+9)

Examples of credit hours are: (1+0) 1 credit, (3+0) 3 credits, (3+3) 4 credits, (1+4) 3 credits, or (1+0+40) for 6 credits, where the first number is the lecture hours, the second number is the lab hours, and the third number is practicum/internship/scholarly activity hours.

Older motions concerning Academic Credit Unit, for reference:

- Motion to define academic credit for practicum, internship, or scholarly activity (FS meeting #141, February 5, 2007)
- Motion to more clearly define the academic credit hour requirements for laboratory instruction (FS meeting #180, February 6, 2012)

Course Compression

The latest amendment to the policy on course compression and course approvals was approved at Faculty Senate meeting #175 on May 2, 2011.

MOTION:

The UAF Faculty Senate moves to amend the policies on course compression and course approval as shown below:

EFFECTIVE: Fall 2011

RATIONALE: If core courses are important enough to be reviewed for compressed offerings, then why not all courses? Are not all courses important? Doing so creates a uniform evaluation method for this variety of course offerings. Further, we out to be able to use the lessons learned in compressing core courses to non-core courses. Along those lines we intend to have guidelines for course compression created as part of the 'course and degrees manual'.

[[]] = Deletions

CAPS = Additions

Any EXISTING SEMESTER-LONG course THAT IS TO BE OFFERED IN A "compressed to less than six weeks" FORMAT must be approved by the college or school's curriculum council AND THE APPROPRIATE FACULTY SENATE COMMITTEE (SADA, CORE REVIEW, CURRICULUM REVIEW OR GAAC). Any NEW [[core]] course [[compressed to less than six weeks must be approved by the Core Review Committee.]] PROPOSAL MUST INDICATE THOSE COURSE COMPRESSION FORMAT(S) IN

WHICH THE COURSE WILL BE TAUGHT. ONLY APPROVED COURSE FORMATS WILL BE ALLOWED FOR SCHEDULING.

Special or Reserved Course Numbers

The latest amendment to the policy on Special and Reserved Numbers was approved at Faculty Senate meeting #126 on December 13, 2004.

MOTION:

The UAF Faculty Senate moves to amend the policy on Special or Reserved Numbers as follows:

Special or Received Numbers

Courses identified with numbers ending in -92 are seminars; ending in -93 are special topics courses; -94 trial courses; -95 special topics summer sessions courses, offered only during the summer; -97 indicates individual study; -98 NON-THESIS research/PROJECT; and -99 thesis/DISSERTATION.

Effective: Fall 2005

Non-Thesis Research / Project (x98) or Thesis / Dissertation (x99) is approved by the Program/Department Chair, the College/School Curriculum Council Chair, the College/School Dean. The Provost will need to approve if the offering is above the level of approved programs. These courses do not need Faculty Senate approval.

Grading Systems

- x98 Non-Thesis Research/Project - courses ending in -98 are graded each semester, and departments often set them up as pass/fail especially at the graduate level. However, some departments have set up these courses as letter graded, particularly for an undergraduate course. Lengthy research project (e.g. Master's non-thesis projects), receive a DF (deferred) grade until the project is completed.
- x99 Thesis / Dissertation - courses ending in -99 are graded pass/fail. The grades are submitted only in the final semester of enrollment. The student is graded with a DF (deferred) until the semester they graduate, and then all previous semesters as well as the current semester have the grades changed to pass.

Seminars (x92) approved by the Program/Department Chair, the College/School Curriculum Council Chair, the College/School Dean. The Provost will need to approve if the offering is above the level of approved programs. These courses do not need Faculty Senate approval.

Offering a course at a level above their program offering - e.g. FLPA does not have a graduate program, so if they wanted to offer a graduate-level seminar then that would need provost approval.

Course Designation/Classification

The latest amendment to the policy on Course Designation / Classification Criteria was approved at Faculty Senate meeting #130 on May 2, 2005.

MOTION:

The UAF Faculty Senate moves to amend the Course Designation/Classification Criteria policy as follows:

COURSE DESIGNATION / CLASSIFICATION CRITERIA

2. Courses are designated Social Science according to the following criteria:
 - a. Content is directly defined by major models of theories of the social science disciplines of anthropology, communication, economics, geography, history, justice, political science, psychology, social work, sociology or interdisciplinary social science disciplines.
 - b. Excludes courses for which a majority of focus is on research skills or techniques, practicum experience, or professional or vocational skill development.
 - c. Courses approved for "s" designators prior to May 2005 will retain their "s" designator.

EFFECTIVE: Immediately

A motion was passed at Meeting #123A, April 29, 1987, which defined criteria of courses designated as Humanities. The pertinent portion of that motion is copied below:

3. Courses are designated Humanities according to the following criteria:
 - a. Course content in the traditional Humanities disciplines of Art, Drama, Languages, Linguistics, Literature, Humanities, Music and Philosophy.
 - b. Outside the Humanities disciplines, courses may be classified as Humanities which exclusively address one or more of the following areas of study:
 - Philosophic and/or religious thought.
 - Intellectual and value assumptions of discipline.
 - Literary traditions (written and oral) of a culture area or historical period.
 - Aesthetic traditions or a culture area or historical period.
 - Formation and nature of values.
 - c. Excludes courses whose primary emphasis is on research skills or techniques, practicum experience, or professional or vocational skill development.

Effective: May 19, 1987

Appendix C: UA Regulations

Part X of the Board of Regents' Policy and University of Alaska Regulations addresses academic matters, including the following:

Chapter 10.04. Academic Programs

- 10.04.010. Academic Program Integration
- 10.04.020. Degree and Certificate Program Approval
- 10.04.030. Credit Hour Requirements for Degree and Certificate Programs
- 10.04.035. Credit Hour Definition
- 10.04.040. General Education Requirements
- 10.04.050. Discipline Course and Credit Hour Requirements
- 10.04.060. Transfer of Credit
- 10.04.062. General Education Coursework Transfer
- 10.04.064. Degree and Certificate Credit Transfer
- 10.04.070. Non-Traditional Learning
- 10.04.080. Developmental and Remedial Education
- 10.04.090. Evaluation of Student Performance and Course Level Definitions
- 10.04.100. Academic Calendar
- 10.04.110. Inter-Institutional Delivery of Courses and Programs
- 10.04.120. Reserve Officers Training Corps (ROTC)

Chapter 10.05. Admission and Graduation Requirements

- 10.05.010. Enrollment and Admission Requirements
- 10.05.015. Dual Enrollment
- 10.05.020. Grade Point Average Requirements
- 10.05.030. Residency Requirements
- 10.05.040. Residence Eligibility for the WWAMI Medical Education Program

Chapter 10.06. Academic Program Review

- 10.06.010. Academic Program Review
- 10.06.020. Educational Effectiveness

Academic policy formulated by the UAF Faculty Senate adheres to the foundation of university regulations. The Faculty Senate is also the primary mechanism by which faculty may effectively carry out the university's educational mission in areas including academic program review; academic program creation or deletion; curriculum; instructional methods; degree requirements; grading policy, course transfer; student probation and suspension; standards of admission and scholastic standards; and educational effectiveness.