UAF Faculty Senate

Curriculum Procedures Manual

UAF Governance
Faculty Senate Office

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Introduction

This curriculum manual includes instructions on using CourseLeaf for program and course changes. Please email the Office of the Registrar's curriculum management team (uaf-curriculum@alaska.edu) to request one-on-one training on using CourseLeaf or other procedures related to curriculum management.

As with all previous curriculum manuals, this manual 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.

Changes to the procedural areas of the manual (including links to CourseLeaf and other curriculum management resources) are managed by the Office of the Registrar and can be updated as needed to keep this document accurate for faculty to use.

Changes to the policy areas of the manual are maintained by the Faculty Senate and their representatives, who have the responsibility and authority to govern those changes, and the workflows required to have those changes approved. The Faculty Senate has delegated the approval of the manual to the Curricular Affairs Committee, with the final approval of the manual at the level of the Administrative Committee (see Motion 2024/2025-289-6 approved at meeting #289 on May 5, 2025).

1 Chapter 1: Overview

CourseLeaf

All curriculum inventory is managed through the CourseLeaf platform, accessible via the Dashboard at https://nextcatalog.uaf.edu/admin/dashboard.

CourseLeaf requires UAF single sign-on credentials. If you're unable to log in using your UAOnline single sign-on information, please contact the curriculum management team at uaf-curriculum@alaska.edu for access or to request training.

The Course Inventory Management proposal form is a smartform and will auto-populate answers and/or present additional questions depending on how previous questions are answered. When submitting a request for changes to a course or academic program change, the initiator will indicate whether the request falls under the Full Governance- or College-/School-level changes (formerly referred to as "major" and "minor" changes, respectively).

The Important Links section below includes direct access to CourseLeaf's Dashboard - the gateway to Course Inventory Management, Program Management, and Miscellaneous Request Management pages, along with tutorials to guide you through common tasks.

Important Links

- Faculty Senate Curriculum Website
  https://www.uaf.edu/uafgov/faculty-senate/curriculum/index.php

- 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

- System Academic Council
  https://www.alaska.edu/research/councils/ac/index.php

- Board of Regents Agenda Preparation Schedule
  http://www.alaska.edu/bor/agendas/

- Board of Regents Meeting Schedule
  http://www.alaska.edu/bor/schedules/

- CourseLeaf Dashboard
  Access to Course and Program Inventory Management (login required)
  https://nextcatalog.uaf.edu

- CourseLeaf How-To Videos
  https://www.uaf.edu/uafgov/faculty-senate/curriculum/courseleaf-how-to-videos.php

Route to Approval of Curriculum

1. **Item Preparation**
   The curriculum item is created in CourseLeaf and the appropriate review path is selected by:
   - Faculty member
   - Department chair
   - Administrator

2. **Initial Department Review**
   After submission and verification of review path by the **Curriculum Management Team**, the proposal is sent for review and approval to:
   - Department Chair

3. **College/School Curriculum Council Review**
   After department-level approval, the proposal is sent for review and approval to::
   - College or School Curriculum Council

4. **Dean/Director Review**
   Upon Curriculum Council approval, the proposal is sent for review and approval to:
   - Dean or Director of the college or school

5. Following college-/school-level approvals, the proposal is routed through the **Curriculum Management Team** to verify the proposed changes and workflow steps once more

6. **General Faculty Review**
   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

7. **Faculty Senate Review** (if required)
   If full governance-level review is needed, the proposal is sent to the appropriate **Faculty Senate Curriculum Committee**. Proposals are routed to one or more of the following:
   - **Graduate Academic & Advisory Committee (GAAC)**
     Reviews graduate programs, professional degrees and courses
   - **Curriculum Review Committee (CRC)**
     Reviews undergraduate programs and courses
   - **Full Faculty Senate**
     Reviews new program proposals and program deletions after committee-level approval

8. **Chancellor's Office Review**
   Once approved by the Faculty Senate or its committees, proposals are sent to:
   - **Chancellor's Office** (or designee, such as the Provost or Vice Provost)
     - The Chancellor's Office has 30 days to approve or disapprove the proposal

9. **Final Administrative Notification - Governance Office**
   Approved proposals are returned to the Governance Office, and notifications of decisions are sent to:
   - Deans
   - Departments
   - Registrar's Office

10. **External Review and Approvals** (if applicable)
    For new programs, significant revisions (≥ 25%), or program deletions:
    - The Provost's Office, or designee, forwards proposals or information to the:
      - Statewide Academic Council (SAC)
      - UA President and Board of Regents (BoR)
      - Northwest Commission on Colleges and Universities (NWCCU)
    - New programs may not be published, advertised, offered, listed, or enroll students until NWCCU approval is granted.
    - New Minor programs and Occupational Endorsements require Chancellor approval only (step #8); they do not require Board of Regents approval.

11. **Program or Course Activation - Registrar's Office**
    - Approved changes become official once processed by the Registrar's Office and published in the next UAF catalog
    - Trial Courses (non-catalog) become active immediately upon processing

Curriculum Submission Deadlines

Publication Deadlines for Catalog Inclusion

These deadlines are established by the Office of the Registrar to ensure timely inclusion in the UAF catalog. Dates below indicate the due date for the Office of the Registrar to receive the CourseLeaf proposals.

Fall Catalog – Programs and Courses

- Program proposals due: **April 1**
- Course changes due: **March 1**
- New courses: **April 1**

  Note: Fall class sections become viewable to students on **March 16, 2026**

Spring Catalog – Courses Only

- Course changes due: **October 15** to the Office of the Registrar
- New courses: **December 1** to the Office of the Registrar

  Note: Spring class sections become viewable to students on **October 20, 2025**

To ensure catalog accuracy, all course changes should be processed prior to these view dates.

Faculty Senate Curriculum Committee Deadlines

The timelines listed below serve as general guidelines to support the internal approval process and ensure proposals are reviewed in time for consideration by the Faculty Senate and/or Board of Regents. These milestone dates reflect a typical annual cycle to help departments plan ahead.

Each academic year, specific deadlines are set that follow this framework. While bolded dates represent hard deadlines, all other dates are suggested targets. Proposals submitted or approved after the suggested dates may not be processed in time for inclusion in the next catalog edition.

Please keep in mind:

- Each step in the approval process should occur in sequence
- Dates are based on outflow timing (when the proposal should move to the next step)
- Annual calendars may shift slightly, but the overall structure remains consistent

For current year deadlines, please refer to the [Faculty Senate Curriculum website](#) or contact the Curriculum Management Team at [uaf-curriculum@alaska.edu.](#)

New Program Proposals – Excluding OECs, Graduate Certificates, Minors

1. Submission by Originator: 1st week of September
2. Department Chair Approval: 1st week of September
3. College Curriculum Committee Approval: 1st week of October
4. Dean Approval: **2nd week of October**
5. Faculty Senate Curriculum Committee Approval: **2nd week of November**
6. Administrative Committee Review: **3rd week of November**
7. Faculty Senate Meeting Presentation: **1st week of December**
8. Agenda Setting for BOR Meeting: Early January
9. Board of Regents Meeting Review: **3rd week of February**

Program Changes and New OECs, Graduate Certificates, Minors

1. Submission by Originator: 1st week of October
2. Department Chair Approval: 2nd week of December
3. College Curriculum Committee Approval: 2nd week of January
4. Dean Approval: **4th week of January**
5. Faculty Senate Curriculum Committee Approval: **1st week of March**

Fall Course Proposals

1. Submission by Originator: 1st week of November
2. Department Chair Approval: 2nd week of December
3. College Curriculum Committee Approval: 2nd week of January
4. Dean Approval: **4th week of January**
5. Faculty Senate Curriculum Committee Approval
   - Course Changes: **1st week of March**

     NOTE: Course schedule is available to students in the 2nd week of March
   - New Courses: **1st week of April**

Spring Course Proposals

1. Submission by Originator: 1st week of September
2. Department Chair Approval: 2nd week of September
3. College Curriculum Committee Approval: 4th week of September
4. Dean Approval: **1st week of October**
5. Faculty Senate Curriculum Committee Approval
   - Course Changes: **2nd week of October**

     NOTE: Course schedule is available to students in the 3rd week of October
   - New Courses: **1st week of December**

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 video conference, a designee should attend, and the Faculty Senate Office should be informed by calling 907-474-7964 or emailing uaf-faculty-senate-office@alaska.edu. More information for chairs is available at: https://www.uaf.edu/uafgov/faculty-senate/committees/

For 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 section for links to specific committee websites.

2 Chapter 2: Course Management

Introduction to Course Proposals

All requests related to courses listed in the academic catalog (catalog.uaf.edu/courses/) are managed through the CourseLeaf Course Inventory Management site: https://nextcatalog.uaf.edu/courseadmin/

Course proposals may be submitted for approval of:

1. New Courses
2. Course Changes
   a. College-/School-level Changes (previously labeled "minor changes")
   b. Full Governance-level Changes (previously labeled "major changes")
3. Course Deactivations

Full Governance-level vs. College-/School-level Course Changes

When proposing curriculum changes, it's important to determine whether the proposal requires full governance-level review or can be approved at the college level. Some course updates cannot be managed as a change, and instead require a new course to be created and the old course deleted. The table below summarizes common course changes:

Change Type	College /School Level Change	Full Governance Level Change	New Course Required
Common Baccalaureate Requirements: *Adding or removing attributes (Alaska Native-themed, Ethics, Library Science)*		X	
Compressions: *Less than six weeks*		X	
Corequisites: *Adding, changing or removing*	X		
Credit Hour Distribution: *e.g., 3+0+0 → 2+2+0*		X	
Credit Amount: *Total course credit*			X
Cross-listing: *Adding*	X		
Cross-listing: *Removing - **deactivates course***	X		
Delete Course		X	
Description	X		
Disciplinary Attributes: *Adding or removing attributes (Humanities, Social Sciences, Mathematics, Natural Sciences)*		X	
Frequency of Offering	X		
General Education Requirements (GER) Courses: *Course creation or adding GER attributes*		X	
Grading System			X
Level: *F100 to F200*			X
New Course Creation			X
Number: *Same course level - F1XX to F1XX*	X		
Prerequisites: *Adding or removing <u>options to existing</u> requirements and/or concurrency settings*	X		
Prerequisites: *Adding or removing <u>required</u> prerequisites*		X	
Print Status: *Course listing in catalog*	X		

Change Type - *continued*	College /School Level Change	Full Governance-level	New Course Required
Repeatability for Credit	X		
Schedule Type: *Lecture, Lab, Combined Lecture/Lab, etc.*		X	
Stacking: *Adding*		X	
Stacking: *Removing - **deactivates course***		X	
Student Standing and Other Restrictions		X	
Subject Designator	X		
Title	X		

College-/School-level Changes

Course Syllabus and Student Learning Outcomes are <ins>not required</ins>

- Common Baccalaureate Requirement (CBR) Courses: College-/School-level changes will be sent to GERCBRC Chair after College Curriculum Council approval
- Corequisites: Adding, changing or removing
- Cross-listing: Adding
- Cross-listing: Removing - deactivates course
- Description
- Frequency of Offering
- GER Courses: College-/School-level changes will be sent to GERCBRC Chair after College Curriculum Council approval
- Number: Same course level - F1XX to F1XX
- Prerequisites: Adding or removing options to existing requirements; adding or removing concurrency settings
- Print Status: Course listing in catalog
- Repeatability for Credit
- Subject Designator
- Title

Full Governance-level Changes

Proposals must include Course Syllabus and Student Learning Outcomes

- Common Baccalaureate Attributes: Adding or removing (Alaska Native-themed, Ethics, Library Science)

- Compressions: Less than six weeks

- Credit Hour Distribution: e.g., 3+0+0 → 2+2+0

- Credit Amount: Total course credit

- Delete Course
    - NOTE: Syllabus and SLOs are not required for deactivations

- Disciplinary Attributes: Adding or removing (Humanities, Social Sciences, Mathematics, Natural Sciences)
    - NOTE: If adding a designator that is outside of the college's expertise, the request will be routed to the relevant College Curriculum Council for approval

- General Education Requirements (GER) Courses: Course creation or adding GER attributes (Arts, Humanities, Social Sciences, Mathematics, Natural Sciences); all other course changes follow standard approval

- Prerequisites: Adding or removing required prerequisites

- Schedule Type: Lecture, Lab, Combined Lecture/Lab, etc.

- Stacking: Adding

- Stacking: Removing - deactivates course

- Student Standing and Other Restrictions

New Course Required

The following changes require the submission of a new course proposal and a new course number. The old course will be deactivated. Both proposals should be submitted for approval at the same time.

- Credit Amount: Total course credit

- Grading System

- Level: e.g., F100 to F200

- New Course Creation

General Course Information & Guidelines

Prerequisite Course

A prerequisite is a course or test score that must be completed prior to enrolling in a given course.

In some cases, a prerequisite course may be taken concurrently within the same semester; however, it must still be listed as a prerequisite, not a corequisite. Use the format: "Course Name and Number (may be taken concurrently)." Example: Prerequisite: MATH F251X (may be taken concurrently).

When adding prerequisites to the course proposals the following terms are not included:
- **Or higher**: Banner requires specific information. This statement is too open for interpretation and the Registrar's Office cannot assume what prerequisites should be coded for a course. Courses that need to specify levels of courses that will meet prerequisites should list all possible courses that will qualify. For example, "any F300-level COM course" implies that any F400-level COM course would also meet the requirement.
- **Or equivalent**
- **Or permission of instructor**: This is an implied prerequisite that does not need to be listed in the catalog.

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 Prerequisite Information in CourseLeaf.

Corequisite Course

A corequisite is a course that must be taken simultaneously with another course in the same semester. Students are responsible for enrolling in and attending all required corequisite courses. Failure to do so may result in being dropped or withdrawn by the instructor. Example: Corequisite: CHEM F105L.

A course cannot be coded in Banner as both a prerequisite and a corequisite for the same course. It must be assigned as one or the other for the restriction to function correctly.

Cross-Listed Courses

Cross-listed courses are offered in more than one subject area and share the same title, description, attributes, course content, learning outcomes, and schedule. They are designated in course listings as: **Cross-listed with [Course]**.

All cross-listed courses must:
- Have the same number, title, credits, description, and syllabus
- Be reviewed and approved by all departments involved

Proposing a cross-listed course, starting with an already existing course, is a college-/school-level change.

When a cross-listing is removed from a course, this is also considered a college-/school-level change. The course that is being removed from the cross-listing will be <u>deleted</u>.

If departments want the previously cross-listed course to continue but without the cross-listing, the removed version must be deleted from the catalog and a new course must be proposed with a different name, different course number, and different course description. This new course proposal will undergo the entire curriculum approval process for new courses. This prevents misalignment of course records.

References for Cross-Listed Courses
- Catalog Reference: Cross-listed and Stacked Courses
- Update regulations and guidelines on cross-listing and stacking reserved number courses
  - Approved at Faculty Senate meeting #259 on November 1, 2021
  - Replaced previous guidance from Faculty Senate meeting #250 on October 5, 2020
- Motion to amend the policy on Stacked and Cross-listed courses (page 5)
  - Approved at Faculty Senate meeting #123 on May 3, 2004

Stacked Courses

Stacked courses are offered simultaneously at different academic levels. They are designated in course listings as: **Stacked with [Course]**.

With the exception of F400/F600, stacked courses must be of adjacent levels (e.g. F200/300). Other stacked combinations (e.g. F100/F600) are not allowed under any circumstances.

Two existing courses may never be stacked with one another. However, existing course content can be used to create a new stacked course. If the desire is to do so, one course must be discontinued and the new stacked course must be added to the remaining existing course record.

Stacked courses are required to have the same title, course description, and number of credits. The two course levels must be distinguished in terms of SLOs, content, requirements, and evaluation.

Guidelines for Creating Stacked Course

1. Student learning outcomes must be differentiated between the two levels.

2. Differences in course content and requirements for the two levels should be aligned with SLOs and clearly evident in assignment descriptions.

3. Differences in course content and completion of course requirements must be reflected in assessment.

4. The two levels must have separate syllabi that are differentiated in SLOs, course content and assessment.

5. The differences between levels should also be clearly detailed in CourseLeaf to assist in proposal review.

F400/F600-level stacked course applications are reviewed by the Undergraduate Curriculum Review Committee (CRC) and by the Graduate Academic and Advising Committee (GAAC) - or by their designees within a formed sub-committee. The committees will determine whether the two levels of the course have level-appropriate and sufficiently different learning outcomes, content, and assessment metrics. In this context, the CRC and GAAC are looking out for the interests of the students taking the course.

Unstacking Courses

When courses are unstacked, this is considered a full governance-level course change and will be reviewed by either CRC or GAAC. Only one of the unstacked courses can retain its number; the other course will be deleted. If both of the previously stacked courses remain active, one of them will require a new course proposal with a different name, course number, and course description. This new course proposal will go through the entire curriculum approval process.

References for Stacked Courses
- Catalog Reference: Cross-listed and Stacked Courses
- Course Stacking Guidance and Examples
- Motion to clarify language on course stacking guidelines
  - Approved at Faculty Senate meeting #259 on November 1, 2021
- Update regulations and guidelines on cross-listing and stacking reserved number courses
  - Approved at Faculty Senate meeting #250 on October 5, 2020
- Motion to update the regulations and guidelines on course stacking
  - Approved at Faculty Senate meeting #232 on May 7, 2018
- Motion to amend the policy on Stacked and Cross-listed courses (page 5)
  - Approved at Faculty Senate meeting #123 on May 3, 2004
- Motion to approve a policy statement on Stacked Courses (page 5)
  - Approved at Faculty Senate meeting #77 on February 9, 1998

"No Print" Status

For a course to be placed into "No Print" status, edit the course in the Course Inventory Management record and select the "**Course will NOT print in catalog**" option. The change request will follow the workflow process for college-/school-level approval.

A course cannot be placed in "No Print" status if it is:
- Listed as part of a program
- Prerequisite for another course
- Cross-listed or stacked with another course

The Course Inventory Management ecosystem will show how the course in question relates to other curriculum items and/or catalog pages. If the course is referenced by another course, a program, or a catalog page, those connections must be addressed before the course may be removed from print in the catalog.

Course Compression

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, GERBRC, CRC, or GAAC). Any new course proposal must indicate the course compression format(s) in which the course will be taught. Only approved course formats will be allowed for scheduling. When requesting a new compressed format, the change request will follow the workflow process for full governance-level approval.

Courses with In Person or Synchronous Online Component
- A one-credit course that is 100% in-person or synchronous must meet on at least 3 separate days, and it must meet for at least 13.3 hours in total over the three days.

- A "hybrid" class that is a combination of in-person/synchronous and asynchronous must have a duration of at least three days. There must be at least 13.3 hours of structured instructional activities.

- For all classes, the expectation is that students are spending at least 2400 minutes in total (40 hours) per credit on course-related activities.
    - A one-credit lab course typically consists of 1600 minutes (26.6 hours) of in-class/synchronous lab work and 800 minutes (13.3 hours) of out-of-class activity
    - A one-credit natural science lab course consists of 2400 minutes (40 hours) of in-class/synchronous lab work with no expectation of out-of-class work.

- For intensive-based courses that are more than one credit, where students have in-class/synchronous activities compressed into multiple short periods (e.g., weekends), the in-class activities may occur over periods of less than 3 days, but the entire course must have a duration of at least 6 days for a two-credit course and at least 9 days for a three-credit course and the course must be scheduled as a "hybrid" course. Students should be expected to work on course-related activities between the intensive periods and the course scheduling must reflect this.
    - For example, a three-credit class must have 2400 minutes = 40 hours of lecture activities. If these 40 hours are compressed into two 10 hour days on two weekends, then there must be at least 5 days between the intensives where students are working on out-of-class activities. Note that the total requirement for out-of-class student work for a three-credit course is 80 hours (beyond the in-class lecture time), spread over the 9 days of the compression.

References for Course Compressions

- [Compressed courses that have in-person or synchronous component](#)
  - Approved at Faculty Senate meeting #289 on May 5, 2025 [Motion 2024/2025-289-1]
- [Motion to amend the course compression and approval policies](#)
  - Approved at Faculty Senate meeting #175 on May 2, 2011

Special or Reserved Course Numbers

Some course numbers are reserved for specific course types.

Zero Credit Courses: F000-F049

- Zero Credit (F001-F049) courses may only be cross-listed with another course ending in the same numeric suffix.

Continuing Education Courses (CEU): F000C-F049C

- Continuing Education (F001C-F049C) courses may only be cross-listed with another course ending in the same numeric suffix.

Seminars: Ending in -92

A seminar is an interactive course discussing a specific topic facilitated by the instructor

- Seminars are approved by the Department Chair, the College/School Curriculum Council Chair, and 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.

- Seminar courses may be temporarily cross-listed with different numbered existing courses in other departments. The temporary cross-listed course (-92) and host course may use slightly different titles but subtitles, descriptions, credit hours and prerequisites must be identical.
  - For example, *WGS F492: Seminar - Emily Dickinson* may be cross-listed with *ENGL F435: Authors - Emily Dickinson.*

- Departments wishing to offer seminars cross-listed with other courses should consult and collaborate with the host department before scheduling cross-listed seminar courses.

Trial Courses: Ending in - 94

Trial Courses are offered in anticipation of becoming a permanent course. See the [Trial Courses section](#) for more detailed information about this course type.

Directed Study: Ending in – 97

Directed study sections allow students to enroll individually in catalog-listed courses that are not offered during a particular semester. A directed study proposal may be approved if the course is unavailable that semester and the student needs it to graduate. Directed study course titles will include "DS."

Individual Study: Ending in – 97

Individual study courses allow students to expand their knowledge in areas not covered in the current catalog.

Students requesting or advised to pursue an individual study must:

1. Submit a brief proposal to the appropriate faculty member.
2. Collaborate with the faculty member to develop a syllabus.
3. During the creation of an Individual Study section, the syllabus must be submitted using the Office of the Registrar Individual Study Syllabus Submission form.

Non-thesis Research/Project: Ending in – 98

These courses are intended for students who are preparing for professional practice.

- These courses are approved by the Department Chair, the College/School Curriculum Council Chair, and 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 System**: Non-Thesis Research/Project courses are graded each semester, and departments often set them up as pass/fail especially at the graduate level. However, some departments have set up theses 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.

Thesis/Dissertation: Ending in – 99

These courses are intended for students who are preparing for scholarly or research activity.

- These courses are approved by the Department Chair, the College/School Curriculum Council Chair, and 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 System**: Thesis/Dissertation courses 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.

References for Special or Reserved Number Courses
- [Update regulations and guidelines on cross-listing and stacking reserved number courses](#)
  - Approved at Faculty Senate meeting #250 on October 5, 2020
- [Motion to approve a new category of registration: Directed Study](#)
  - Approved at Faculty Senate meeting #181, March 5, 2012

Trial Courses

Submit a Trial Course Proposal via the [Miscellaneous Request Management](#) form.

Trial courses are used to gauge the demand and interest in a new course topic area. Once a trial course is approved, it 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. Trial courses do not carry GER designators - although students may petition for GER credit after taking the course. Trial courses may only be cross-listed or stacked with another course ending in the same numeric suffix.

Once a trial course has received final approval from the college or school level, it is forwarded to the Office of the Registrar for processing.

Semester-length trial courses are subject to the submission deadlines for regular courses. Trial course proposals require a syllabus. 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.

References for Trial Courses
- [Update regulations and guidelines on Special Topics and Trail Courses](#) (Motion #2024/2025-288-8)
  - Approved at Faculty Senate meeting #288 on April 7, 2025

Syllabus Requirements

Syllabus Checklist

The syllabus checklist contains course-specific academic information. The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed on the syllabus checklist are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

- [Sample Syllabus Checklist](#) - updated 8/15/2024

Syllabus Addendum

The Faculty Senate approved the use of a syllabus addendum for all non-academic information. The addendum is updated prior to each semester and faculty will include the most recent version in their course syllabus.

- [Sample Syllabus Addendum](#) - updated 8/5/2025

References for Syllabus Requirements
- [Motion to amend the syllabus checklist to update wording and requirements](#)
  - Approved at Faculty Senate meeting #231 on April 2, 2018
- [Motion to amend the syllabus checklist to update recommended statements](#)
  - Approved at Faculty Senate meeting #244 on December 2, 2019
- [Motion to create a syllabus addendum for all non-academic information](#)
  - Approved at Faculty Senate meeting #248 on May 3, 2020
- [Motion to add a COVID-19 statement to the syllabus checklist](#)
  - Approved at Faculty Senate Administrative Committee (AdCom) meeting on July 30, 2020

Course Attributes

The General Education Requirements & Common Baccalaureate Requirements Committee (GERCBRC) maintains a collection of rubrics used to assess whether or not a course meets the criteria of the General Education Requirements (GER) and the Common Baccalaureate Requirements (CBR).

During AY25-26, the Faculty Senate Ad-Hoc GER Revision Committee is reviewing these rubrics and the processes for approving and removing GER and CBR courses. Until this review is complete, there is a moratorium on changes to the GER and the CBR.

[Motion to establish an ad-hoc committee: GER Revision Committee](#)
- Approved at Faculty Senate Meeting #287 on March 3, 2025

General Education Requirements (GER)

General Education Requirements (GER) are courses that all degree-seeking students are required to take as part of their degree. Courses that fulfill the GER have numbers that end with an "X." For example, WRTG F111X and COM F141X meet specific communication GERs. Courses that meet a GER will also be marked with an attribute in the catalog description for the course.

The GERCBR committee evaluates courses for inclusion in the GER according to the [GER Course Approval Guide](#). Credit may be counted toward general education requirements or a degree major requirement, but not both. If additional courses are added to the GER in later catalog years, students may use them to fulfill a specific GER in their original catalog year.

For a current list of general education courses, visit:
https://catalog.uaf.edu/bachelors/#generaleducationrequirementstext

Common Baccalaureate Requirements (CBR)

Common Baccalaureate Requirements (CBR) are courses beyond the GER that all baccalaureate students are required to take. The CBRs are Alaska Native Themed (ANT), Ethics, and Library Science courses. Courses ending with an "X" indicate either a GER course, an Ethics course, or a Library Science course. For example, LS F101X meets the Library Science CBR. Courses that meet CBR will also be marked with an attribute in the catalog description for the course.

Alaska Native Themed Course Attribute Criteria
- Faculty Senate Motion from meeting #231 on April 2, 2018
- Revised Criteria Rubric for Alaska Native-themed Courses
  - 2018-2019 update to Faculty Senate Motion from Curricular Affairs Committee ANT Subcommittee

Ethics Course Attribute Criteria
- Faculty Senate Motion from meeting #245 on February 3, 2020

Library Science Course Attribute Criteria
- Faculty Senate Motion from meeting #222 on April 3, 2017

Disciplinary Attributes

The following course attribute criteria are used to determine which courses may satisfy degree-specific requirements and common baccalaureate requirements. They also determine for which general education category a course may be eligible.

Arts Course Attribute Criteria
- Board of Regents Regulation R10.04.040

Humanities Course Attribute Criteria
- Faculty Senate Motion from meeting #123A on April 29, 1987

Mathematics Course Attribute Criteria
- Board of Regents Regulation R10.04.040

Natural Sciences Course Attribute Criteria
- Faculty Senate Motion from meeting #123A on April 29, 1987

Social Science Course Attribute Criteria
- Faculty Senate Motion from meeting #130 on May 2, 2005

References for General Education Requirements and Common Baccalaureate Requirements
- GER Course Approval Guide
- Motion to define criteria of courses designations
    - Approved at AC meeting #123A on April 29, 1987
- Motion to amend the Course Designation/Classification Criteria policy
    - Approved at Faculty Senate meeting #130 on May 2, 2005
- Motion to adopt Course Classification system
    - Approved at Faculty Senate meeting #210 on November 9, 2015
- Motion to replace O and W with Communication Plan
    - Approved at Faculty Senate meeting #210 on November 9, 2015
- Motion to move Ethics and Library Science from GER to Degree Requirement
    - Approved at Faculty Senate meeting #222 on April 3, 2017
- Board of Regents Regulation 10.04.040
    - Revision approved at Faculty Senate meeting #230 on March 5, 2018
- Motion to establish Alaska Native Themed requirement
    - Approved at Faculty Senate meeting #231 on April 2, 2018
    - 2018-2019 update from Curricular Affairs Committee ANT Subcommittee
- Motion to revise Ethics requirement language
    - Approved at Faculty Senate meeting #245 on February 3, 2020

3 Chapter 3: Program Management

Academic Program Overview

A University of Alaska Fairbanks academic program consists of the following components:

- **General University Requirements**
  Foundational academic standards required of all undergraduate students. These include minimum credit hours, GPA thresholds, residency requirements, and completion of the baccalaureate core curriculum focused on communication, quantitative reasoning, and other essential skills.

- **Degree Requirements**

  See Degree Management chapter for more details

  Undergraduate - Requirements specific to the type of undergraduate degree (e.g., B.A., B.S.), such as upper-division credit minimums, breadth of coursework, and any culminating experiences or assessments.
  Graduate - Requirements specific to the graduate degree sought (e.g., M.A., M.S., M.Ed., Ph.D.), which may include minimum total credit hours, comprehensive examinations, a final thesis, dissertation, or project, and participation in scholarly or professional development activities.

- **Major Requirements**
  A structured sequence of courses within a specific academic field that ensures depth of knowledge and subject-area proficiency.

- **Concentrations** (if applicable)
  A concentration is a formally recognized focus area within a major that allows for further specialization. Students complete a defined subset of courses within the major that reflect the concentration's content area. Not all majors offer concentrations.

- **Minor Requirements** (if applicable)

  Undergraduate Programs Only

  A secondary academic focus chosen by the student, typically consisting of a smaller set of courses that complement the major. Minors are optional unless required by the degree program.

Introduction to Program Proposals

All requests related to academic programs listed in the academic catalog (catalog.uaf.edu/academic-programs/) are managed through the CourseLeaf Program Management site: https://nextcatalog.uaf.edu/programadmin/

Course proposals may be submitted for approval of:
1. New Programs
2. Program Changes
   a. College-/School-level Changes (previously labeled "minor changes")
   b. Full Governance-level Changes (previously labeled "major changes")
3. Program Suspensions
4. Program Deactivations

College-/School-level vs. Full Governance-level Program Changes

College-/School-Level Changes

[Approval Workflow for College-/School-level Changes](#)

- Admissions requirements

- Catalog Overview (Program Description): Changing or correcting

- Program Learning Outcomes: Creating or changing SLOs for programs

- Program Requirements: Adding course options to existing course lists or requirements

- Roadmaps: Creating or changing

Full Governance-level Changes

[Approval Workflow for Full Governance-level Changes](#)

- Concentrations: Adding, removing or changing

- Credit Requirement: Total credits required

- Program Requirements: Adding, removing or changing required courses or other requirements

- Program Title: Requires a new major code

New Programs

All degree and certificate programs must be approved by the Board of Regents prior to their being offered with the exception of graduate certificates, occupational endorsements, and workforce credentials. The president delegates approval authority for graduate certificates, occupational endorsements, and workforce credentials to the chancellor; proposals for these programs do not require submission of the Program Action Request (PAR) Form. All new degree programs that are 30 credits or more must be sent to the Northwest Commission on Colleges and Universities (NWCCU) for approval and notification. New accelerated programs, which combine two previously-approved programs, do not require BOR or NWCCUI. UA Regulation R10.04.02 includes detailed information regarding the elements required for new program submissions.

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, it can be added to a program proposal while both proposals are going through the approval process.

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.

Program Suspension

Programs may be suspended from admitting new students under one of two scenarios:

1. Suspend admission temporarily, often with the intent to revise the program; temporary suspensions must not last more than three years

2. Suspend admission with intent to delete the program

All program suspensions are initiated in CourseLeaf and are routed through the appropriate workflow for approval based on the type of suspension requested. A memo is not required in order to suspend admissions to a program. All reviews and approvals will be conducted and documented through CourseLeaf.

Program Deletion

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, the program deletion request is sent to the Administrative Committee for inclusion on the next Faculty Senate agenda. After approval 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 approval 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.

References for Academic Program Reviews
- [Motion to replace the existing Academic Program Review structure](#)
  - Approved at Faculty Senate meeting #262 on March 14, 2022
  - Replaces [previous guidance](#) from Faculty Senate meeting #222 on April 3, 2017
  - Replaces [previous guidance](#) from Faculty Senate meeting #181 on March 5, 2012

Accelerated Master's Programs

Accelerated Master's Degree Guidelines

Purpose

Accelerated Master's degree programs are designed to allow highly-qualified students to earn both Baccalaureate and Master's degrees through an integrated program in a cost-effective, academically rigorous, and timely manner. These programs must combine standalone Bachelor's and Master's degree programs.

Benefits to Student

- Undergraduate and graduate courses may be chosen with greater flexibility
- Graduate credit courses may be taken anytime after entering the accelerated degree program
- Work on a thesis project or research may begin upon acceptance to the accelerated degree program
- Time to completion potentially may be reduced
- Continuity with facilities, faculty, and colleagues is maintained

Admission Requirements

Minimum admissions requirements for an accelerated Master's degree program include:
- Current admission into a baccalaureate degree program
- A 3.0 cumulative GPA
- Completing 24 credits in the undergraduate major program requirements
- Junior standing

Individual degree programs or departments may establish different admission criteria while meeting these minimum requirements (i.e. a higher GPA, standing, etc.).

Degree Requirements

An accelerated Master's program has a minimum of 138 credits. All general requirements for Baccalaureate degrees (e.g., General Education, Ethics, degree-specific requirements) are maintained, but departments can have different choices of major requirements for a Baccalaureate degree and an accelerated Master's degree. Minors are allowed but not required for either the accelerated Bachelor of Science or the accelerated Bachelor of Arts.

To maintain the rigor of the Master's degree, the accelerated degree must include a specific "Undergraduate" section and "Graduate" section which indicate which transcript the credits will be listed on. At least 30 credits must be listed in the "Graduate" portion of the degree, with a minimum of 21 credits at the 600-level, and students in accelerated programs will still be expected to fill out a Graduate Study Plan and complete other requirements associated with Master's degrees.

Proposal Requirements

The following information is required:

- Brief Program Statement
- Admission Requirements
- Requirements for the Degree
- Roadmap / Sample plan of study
- Learning Outcomes and Assessments (SLOA)
- Program Goals section
- Enrollment Information section
- Need for Program section
- Resource Impact section
  - Budget form is not required, but the affirmation of no budget impact is needed
- Relation of Program to other Programs section
- Rationale

The following information is <u>not</u> required:

- Budget Form
- Board of Regents' Program Action Request Form

Approval Workflow

1. Department Chair
2. Unit Academic Council
3. Dean
4. Stacked CRC/GAAC committee
5. CRC Committee
6. GAAC Committee
7. Faculty Senate
8. Provost
9. Chancellor

How do I submit an Accelerated Master's in CourseLeaf?

1. Select "Propose New Program" in the [Program Management System](#)
2. Select "Propose New from Existing Program"
   a. This will copy the program requirements and other information from one of the existing program, rather than starting a new proposal from scratch
3. Choose either your bachelor's or master's level program and click Copy Program
4. Select "Graduate" in the Level drop-down menu
5. Select "Accelerated Bachelor/Master's Program A B/M" in the Degree Type drop-down menu

References for Accelerated Master's Programs
- [Motion to Establish Accelerated Master's Program General University Requirements](#)
  - Approved at Faculty Senate meeting #254 on March 1, 2021

Occupational Endorsements

Occupational endorsements require a minimum of 9 credits, with 29 credits being the maximum allowed. Endorsements typically utilize existing courses to fulfill employment market needs.

Following approval by the Faculty Senate, the final approval level for Occupational Endorsement programs is the UAF Chancellor.

References for Occupational Endorsements
- [Motion to Approve New Occupational Endorsement Request](#)
  - Approved at Faculty Senate meeting #231 on April 2, 2018

Minors

A minor is a component of a bachelor's degree that is in an area of study in addition to the student's major. A student can choose a minor that complements their major or use this as an opportunity to explore an additional area of interest.

Minors require a minimum of 15 credits and may use courses at the F100-level or above. Minors are required for some baccalaureate degrees and optional in others; however, they are not meant to function as "options" or "concentrations" within a particular baccalaureate program. In most cases, minor requirements should be able to be completed within the total baccalaureate degree credit requirements of 120 credits.

Following approval by the Faculty Senate, the the final approval level for Minor programs is the UAF Chancellor.

References for Minors
- [Motion to establish procedures for minors that overlap with majors](#) [Motion 2024/2025-288-9]
  - Approved at Faculty Senate meeting #288 on April 7, 2025

4 Chapter 4: Degree Management

Degree Requirements

Degree requirements refer to the common academic standards and credit expectations associated with each type of degree, as defined by the University of Alaska Board of Regents. The primary degree types include:

- Occupational Endorsement
- Certificate
- Associate Degree
- Bachelor's Degree
- Master's Degree
- Graduate Certificate
- Post-Baccalaureate Certificate
- Doctorate

Each of these degree types may have variations within them—for example, a Bachelor's Degree may be awarded as a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), or another designation. While all variations must adhere to the general BOR guidelines for that degree type, specific requirements (such as general education courses, major requirements, and minimum credits) may vary and are detailed in the academic catalog.

General Degree Guidelines

The types of degrees offered by the University of Alaska Fairbanks are determined by the University of Alaska Board of Regents policy Chapter 10.04 - Academic Programs. Important excerpts are listed below.

P10.04.020: Degree and Certificate Program Approval

All program additions, discontinuations, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements, workforce credentials, and graduate certificates to the president.

P10.04.030: Credit Hour Requirements for Degree and Certificate Programs

The minimum and maximum number of credits that may be required by a degree or certificate program will be, for each level:

Type of Degree/Certificate	Minimum Credits	Maximum Credits
Occupational Endorsement	9 credits	29 credits
Certificate	30 credits	60 credits
Associate degree	60 credits	75 credits
Bachelor's degree	120 credits	132 credits
Master's degree	30 credits	45 credits
Graduate Certificate	12 credits	29 credits
Post-Baccalaureate Certificate	12 credits	45 credits

- The actual number of credits required for each degree and certificate, including prerequisites for required courses, will be specified in the current catalog of each university or community college.

- The president may make exceptions to minimum or maximum credit hours for individual programs on the recommendation of the appropriate MAU faculty senate and chancellor.

- Non-credit only workforce credentials have no minimum or maximum number of continuing education units or contact hours.

- While no minimum or maximum credit hours are required for the doctorate, a student is expected to be affiliated with the university for at least two years and complete all requirements for the degree within ten years.

Chapter 5: Workflows

Course Changes: College-/School-level Approval Workflow

[List of College-/School-level Course Changes](#)

College-/School-level course changes will follow the workflow listed below. College-/School-level changes will not be reviewed by the Faculty Senate Curriculum Committees or the Provost (or their designee). The final approval for these changes will be made by the dean of the college or school.

However, college-/school-level changes to General Education Requirements (GER) courses and Common Baccalaureate Requirement courses (Alaska Native-themed, Ethics, Library Science) require additional approval. These courses will also be reviewed by the General Education Requirements & Common Baccalaureate Requirements Committee (GERCBRC), in addition to the college-/school-level approvals.

Course Change: College-level Workflow

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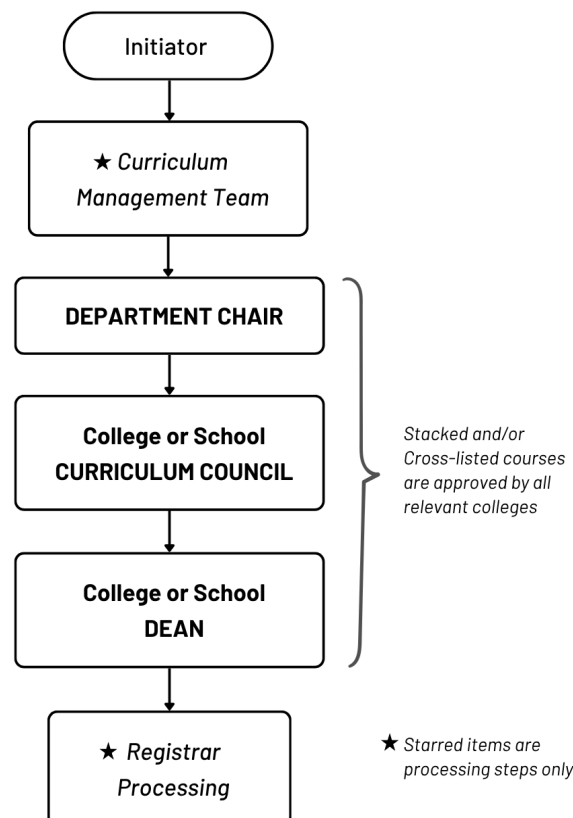
Course Changes: Full Governance-level Approval Workflow

[List of Full Governance-level Course Changes](#)

Full governance-level course changes, including new course proposals, will follow the workflow listed below. Full governance changes are reviewed by the Faculty Senate Curriculum Committees. The final approval for these changes will be made by the Provost (or their designee).

Full governance changes to General Education Requirements (GER) courses and Common Baccalaureate Requirement courses (Alaska Native-themed, Ethics, Library Science) are also reviewed by the General Education Requirements & Common Baccalaureate Requirements Committee (GERCBRC).

Course Change: Full Governance-level Workflow
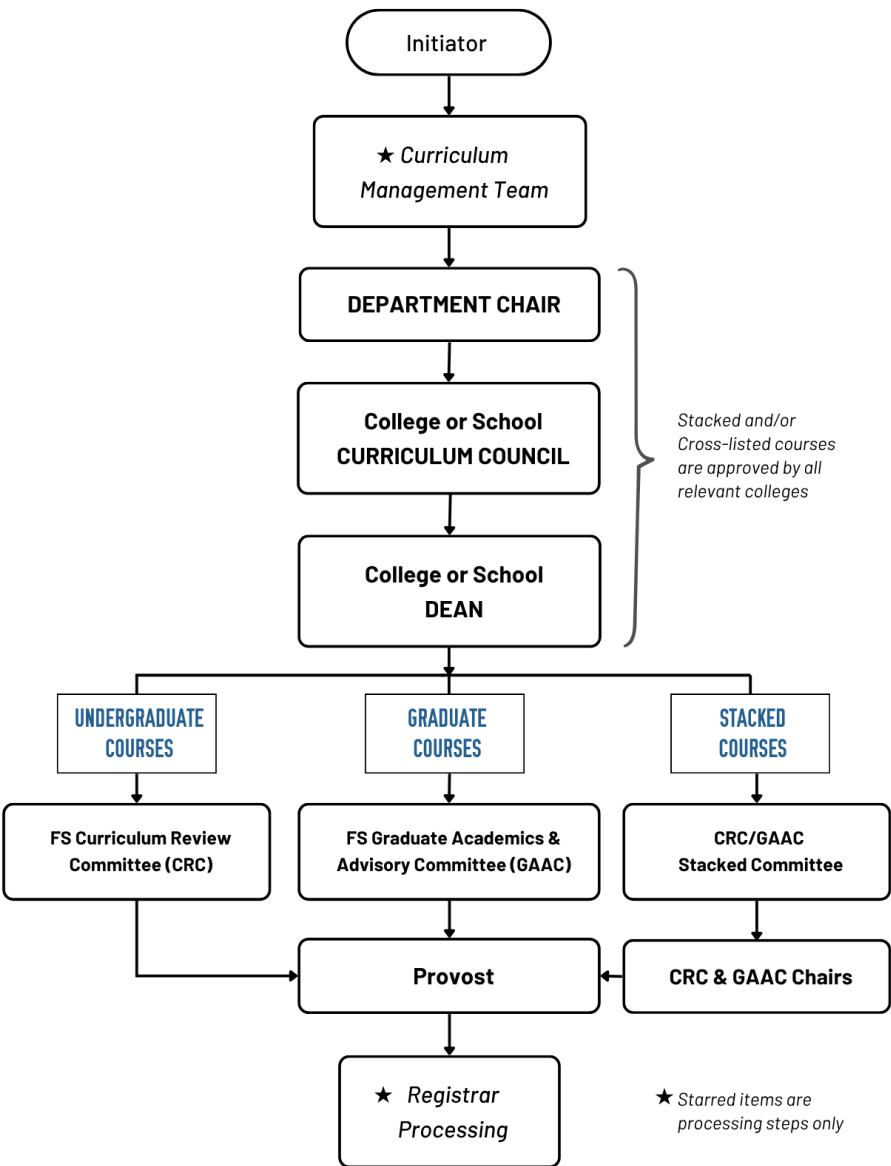
Program Changes: College-/School-level Program Approval Workflow

The following are College-/School-level Program Changes:

- Admissions requirements
- Catalog Overview (Program Description): Changing or correcting
- Program Learning Outcomes: Creating or changing
- Program Requirements: Adding course options to existing course lists or requirements
- Roadmaps: Creating or changing

Program Change: College-level Workflow

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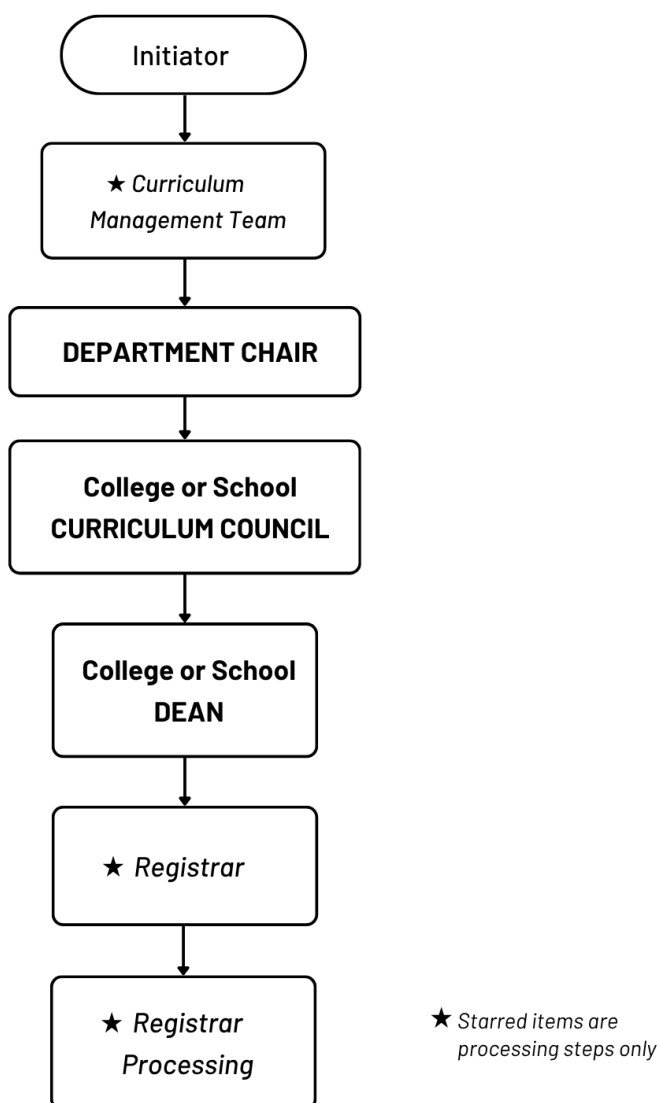
Program Changes: Full Governance-level Approval Workflow

The following are [Full Governance-level Program Changes](#):

- Concentrations: Adding, removing or changing
- Credit Requirement: Total credits required
- Program Requirements: Adding, removing or changing required courses or other requirements
- Program Title: Requires a new major code

Program Change: Full Governance-level Workflow

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New Program: Approval Workflow

New Program: Approval Workflow

COLLEGE-LEVEL APPROVALS

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FINAL APPROVALS

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System Academic
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Program Deletion: Approval Workflow

Program Deletion: Approval Workflow

Initiator

★ *Curriculum Management Team*

DEPARTMENT CHAIR

College or School CURRICULUM COUNCIL

College or School DEAN

UNDERGRADUATE PROGRAMS

GRADUATE PROGRAMS

ACCELERATED PROGRAMS

FS Curriculum Review Committee (CRC)

FS Graduate Academics & Advisory Committee (GAAC)

CRC/GAAC Stacked Committee

CRC & GAAC Chairs

Administrative Committee

FACULTY SENATE

GRADUATE PROGRAMS ONLY

Director of Graduate School

PROVOST

CHANCELLOR

System Academic Council

PRESIDENT

BOARD OF REGENTS

NWCCU

★ *Registrar*

★ *Registrar Processing*

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New Occupational Endorsement Program: Approval Workflow

New Occupational Endorsement: Approval Workflow

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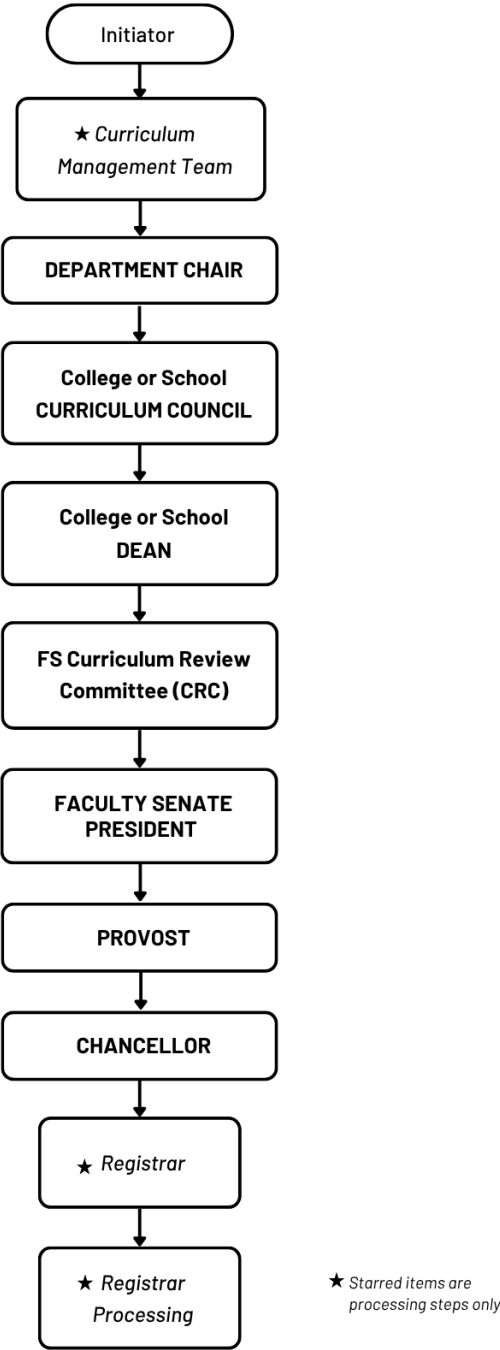
New Minor Program: Approval Workflow

New Minor Program: Approval Workflow

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A Appendix A: Faculty Senate Curriculum Policies

This appendix includes a selection of important Faculty Senate policies and motions regarding curriculum and related procedures.

Grading Policies

All course grades are letter grades unless otherwise specified in the class schedule. The method of grading (letter or pass/fail) is an integral part of the course structure and is included in the course description. Instructors are expected to state their grading policies in writing at the beginning of each course.

Grades and Grade Point Averages

Undergraduate Students

Undergraduate students must have a cumulative GPA of at least **2.0** in their major and overall. A grade of **C–** or higher is required for all courses for the degree, including the major, minor, general education requirements and degree requirements, unless otherwise specified. Some majors require higher GPAs for their programs.

Graduate Students

Graduate students must have a cumulative GPA of **3.0** in the courses identified on their Advancement to Candidacy form to remain in good standing and graduate. In addition, for the purpose of satisfying degree requirements, students must earn a **B grade (3.0)** or better, with no P grades, in each F400-level course and a **C grade (2.0)** or better in each F600-level course. A B- grade is less than a 3.0 and, if obtained in an F400-level course, will not count for meeting degree requirements; likewise, a C- grade is less than a 2.0 and, if obtained in an F600-level course, will not count for meeting degree requirements.

Grading System and Grade Point Average Computation

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.

Deferred Grade (DF)

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.

More detailed information about Grading Systems and other grading polices is available in the catalog.

References for Grading Policies
- Motion to revise the UAF catalog to specify a 2-year time limit for the temporary grade "DF"
  - Approved at Faculty Senate meeting #206 on April 6, 2015:
- Motion to amend grading policy concerning the grade of C
  - Approved at Faculty Senate meeting #238 on March 4, 2019
  - Replaced previous guidance from Faculty Senate meeting #191 on May 6, 2013
  - Replaced previous guidance from Faculty Senate meeting #189 on March 4, 2013
- Motion to revise the Grade Appeals Policy
  - Approved at Faculty Senate meeting #215 on May 2, 2016
  - Replaced previous guidance from Faculty Senate meeting #189 on March 4, 2013
- Motion to change UAF Catalog descriptions of letter grades
  - Approved at Faculty Senate meeting #189 on March 4, 2013
- Motion to update catalog language regarding Grades and GPA for graduate students
  - Approved at Faculty Senate meeting #172 on February 7, 2011
- Motion to amend the minimum grade requirement for graduate students
  - Approved at Faculty Senate meeting #142 on March 5, 2007

Academic Credit Unit

The Office of the Registrar maintains an online UAF Credit Calculator tool. This tool may be used to calculate the number of contact hours required to earn a specific credit amount. The information listed below regarding **Course Credits** is also available in the UAF catalog.

A credit hour represents an amount of work that reasonably approximates not less than:

1. One hour of classroom or other faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks, or the equivalent amount of work over a different amount of time; or

2. For asynchronous classes, a minimum of three hours of coursework (per credit) each week for approximately 15 weeks, or the equivalent of amount of work over a different amount of time.

3. At least an equivalent amount of work for other academic activities, including laboratory work, internships, practice, studio work and other academic work.

Laboratory classes require a minimum of 2,400 science lab minutes per credit (three hours per week per credit), or a minimum of 1,600 non-science lab minutes (two hours per week per credit) plus 800 minutes (one hour per week) of study and/or preparation outside of class. A course submission with a lab component must include a justification (in terms of required student work minutes outside of lab) if the laboratory does not require at least 2,400 lab minutes per credit.

The following standards establish the minimum requirements for an academic unit of credit:

1. 800 minutes of lecture or equivalent instructional activities in classes with a set meeting time plus 1,600 minutes of student work outside of class

2. 2,400 minutes of student work in classes with no set meeting time, including 800 minutes of structured instructional activities

3. 2,400 minutes of science laboratory

4. 1,600 minutes of laboratory (non-science lab) plus 800 minutes of student work outside of class

5. 2,400-4,800 minutes of supervised practicum

6. 2,400-8,000 minutes of internship (or externship, clinical)

7. 2,400-4,800 minutes of supervised scholarly activity

Credit hours may not be divided, except half-credit hours may be granted at the appropriate rate. Short course offerings and classes lasting less than one semester must meet at least three separate days per credit hour. The total instructional time across these days must be at least 800 minutes or 13.3 hours. Any existing semester-long course that is to be offered in a format that is compressed to less than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty

Senate committee. Any new course proposal must indicate the 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 hours) per credit. This equates to approximately one hour of lecture per week for a normal 14-week semester. For courses that do not employ lectures but are intended to achieve learning outcomes equivalent to those of a lecture course (e.g, some asynchronous distance-delivered classes), 800 minutes of structured instructional activities are expected per credit, in addition to at least 1,600 minutes per 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.

Following the title of each course, the number of credits is listed for each semester. Thus "3 credits" means 3 credits may be earned. Credit may not be given more than once for a course unless the 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, respectively, the class meets each week for one semester. For example (2+3) indicates that a class has two hours of lecture and three of laboratory work each week. A designation of (1+0+6) indicates that the course meets for one hour of lecture each week and six hours of practicum, internship or other scholarly activity.

References for Academic Credit Unit
- Policy for courses compressed into less than 6 with some in-person or synchronous component
  - Approved at Faculty Senate meeting meeting #289 on May 5, 2025 [Motion 2024/2025-289-1]
- Motion to update the description of academic credit calculations
  - Approved at Faculty Senate meeting meeting #236 on December 3, 2018
- Motion to update the policy on academic credit
  - Approved at Faculty Senate meeting meeting #206 on April 6, 2015
- Motion to more clearly define the academic credit hour requirements for laboratory instruction
  - Approved at Faculty Senate meeting #180 on February 6, 2012
- Motion to define academic credit for practicum, internship, or scholarly activity
  - Approved at Faculty Senate meeting #141 on February 5, 2007
- Motion to establish a 14-week instructional period
  - Approved at Faculty Senate meeting #21 on October 15, 1990 (pg. 3618 in linked PDF)
- Meeting #3 on March 25, 1988

B Appendix B: University of Alaska Regulations: Academic Programs

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.

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)