

April 14, 2017

9:30-11:30am

Physical location: ADM 204

Audio Conference: 786-6755, Passcode: 284572

I. Roll Call

| | | |
|--|---|---|
| <input type="checkbox"/> Anthony Paris (FS, Chair) | <input type="checkbox"/> Andrew Metzger (CoENG) | <input type="checkbox"/> Sam Thiru (CAS) |
| <input type="checkbox"/> Vacant (FS) | <input type="checkbox"/> Peter Olsson (CTC) | <input type="checkbox"/> Clayton Trotter (CBPP) |
| <input type="checkbox"/> Hsing-Wen Hu (COE) | <input type="checkbox"/> Mei Rose (CBPP) | <input type="checkbox"/> Jervette Ward (CAS) |
| <input type="checkbox"/> Cindy Knall (COH) | <input type="checkbox"/> Arlene Schmuland (LIB) | |

Ex-Officio Members

☐ Helena Wisniewski (OAA)
☐ Lindsey Chadwell (Registrar)
☐ Elisa Mattison (Graduate School)

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2-3)

IV. Administrative Reports

- A. Vice Provost, Helena Wisniewski
- B. University Registrar, Lindsey Chadwell
- C. Graduate School, Elisa Mattison (pg. 4)
- D. GAB Chair, Anthony Paris

V. Program/Course Action Request - Second Readings

VI. Program/Course Action Request – First Readings

VII. Old Business

- A. Motion to Grant In-State Tuition to Out-of-State GA's (pg. 5)
- B. Curriculum Handbook Draft 3-06-17 (pg. 6-24)

VIII. New Business

- A. Proposed Revisions to Academic Dispute Resolution Policy (pg. 25-34)

IX. Informational Items and Adjournment

- A. Next meeting: 4/28/17 (ADM 204)

March 24, 2017
9:30-11:30am
Physical location: ADM 204
Audio Conference: 786-6755, Passcode: 284572

I. Roll Call

| | | |
|-------------------------------|----------------------------|----------------------------|
| [P] Anthony Paris (FS, Chair) | [P] Andrew Metzger (CoENG) | [E] Sam Thiru (CAS) |
| [-] Vacant (FS) | [P] Peter Olsson (CTC) | [A] Clayton Trotter (CBPP) |
| [P] Hsing-Wen Hu (COE) | [E] Mei Rose (CBPP) | [P] Jervette Ward (CAS) |
| [P] Cindy Knall (COH) | [P] Arlene Schmuland (LIB) | |

Ex-Officio Members

[P] Helena Wisniewski (OAA)
[P] Lindsey Chadwell (Registrar)
[P] Elisa Mattison (Graduate School)

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Meeting Summary (pg. 2-4)

Approved

IV. Program/Course Action Request - Second Readings

V. Program/Course Action Request – First Readings

12/9/2015 Add [HS A654](#) [Cross-Cultural Health Issues](#)

3/20/2017 Del Purge List 2017-18 Academic Courses (pg. 5-12)
Motion to approve waive first, approve for second. Approved

VI. Old Business

A. Motion to Grant In-State Tuition to Out-of-State GA's (pg. 17)
Requests that the Graduate Council align the content with BOR policy 05.10.080 Tuition & Fee Waivers before the next GAB meeting.

VII. New Business

A. Curriculum Handbook Draft 3-06-17 (pg. 18-36)
First Read

B. Proposed Revisions to Academic Dispute Resolution Policy (pg. 13-16)
Postponed

VIII. Administrative Reports

A. Vice Provost, Helena Wisniewski

B. University Registrar, Lindsey Chadwell

- C. Graduate School, Elisa Mattison
- D. GAB Chair, Anthony Paris

IX. Informational Items and Adjournment

- A. Next meeting: 4/14/17 (ADM 204)

Graduate Academic Board

April 14, 2017

Graduate School Director's Report:

- Due dates to the Graduate School for projects and theses are posted on the Graduate School website. Projects are due April 25, theses were due April 10.
- The Graduate School has built a new webpage with **Guidelines for Federal Work-Study (FSW) Funded Graduate Assistantships** for faculty and staff information. This website includes general information, graduate student eligibility criteria, graduate student application procedure, and departmental procedures for requesting a Federal Work-Study Graduate Assistantship.
- We are building a new page for Graduate Student Funding to include the above pertinent information for students as well as other federal and state programs, scholarships, and grants. If your program has special graduate funding opportunities and would like a link from our site, please let me know.
- For programs employing graduate assistants, the *projected estimate* for increase in health insurance premiums for next academic year is 6%.
- A reminder that the Hooding Ceremony is Saturday, May 6 in the Wendy Williamson Auditorium at 3:00 pm. Please remember to RSVP if attending. Why is this important? This is the only way we have in knowing how many chairs to set on-stage for faculty.
- A reminder that student's GSP's should be entered into DegreeWorks by the end of the first semester of study if the program has chosen to enter GSP's. All thesis, project, research, and internship grades should be entered as DF until either approved by the Graduate School (theses or projects) or complete (research and/or internships).
- The Graduate School is entertaining the idea of beginning a 3MT (3 Minute Thesis) competition at UAA. If you would like to see a great example of 3MT, go to the [University of California Grad Slam](#) for information on the competition. This competition is based on 3MT from the [University of Queensland](#) (AU) and become a worldwide phenomenon. We think it could be a real morale booster in these troubling times. Please give some thought to it over the summer. We will need a committee to help plan and implement this exciting new event.

Motion to Grant Resident Tuition to Nonresident Graduate Assistants

WHEREAS the cost to university programs for Graduate Assistants from outside of Alaska is significantly higher due to the nonresident tuition surcharge;

WHEREAS charging nonresident tuition for Graduate Assistants discourages programs from recruiting top students and hinders programs from developing national reputations;

WHEREAS the university already grants resident tuition for nonresident student athletes;

WHEREAS it is common practice at other institutions to waive nonresident tuition for Graduate Assistants;

THEREFORE, the Graduate Council resolves that UAA should grant resident tuition rates to all nonresident Graduate Assistants.

Motion passed unanimously by Graduate Council on Friday, February 10, 2017.

Revised based on feedback from GAB on February 22, 2017.

UAA Curriculum Handbook
Table of Contents (Draft 3-30-17)

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Section 1 – Introduction

1.1 Purpose of the Curriculum Handbook

This *Curriculum Handbook* describes the University of Alaska Anchorage's process for reviewing all curriculum. The *Curriculum Handbook* should be used in conjunction with Board of Regents academic policies and regulations (i.e., minimum number of credits required for a degree or certificate), academic policy in the UAA catalog (<https://catalog.uaa.alaska.edu/academicpoliciesprocesses/>), and accreditation requirements. The *Curriculum Handbook* is revised periodically to reflect policy and procedural changes.

1.2 Principles for Academic Review

- Excellence in teaching, learning, and research are at the core of the University of Alaska Anchorage (UAA) mission, goals and activities. The Undergraduate Academic Board (UAB) and the Graduate Academic Board (GAB) of the Faculty Senate are the principal peer review committees charged to initiate, develop, review and recommend curriculum and academic policies.
- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical evaluation for all curriculum.
- The work of the academic boards, including the college curriculum committees, is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

1.3 Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses or revisions to existing courses that will appear on the student's transcript with academic credit.
2. New degrees, program and certificates or revisions to existing degrees, programs and certificates.
3. New academic policies or revisions to existing academic policies.
4. Retaining any course that has not been offered at least once during the past 4 years (i.e., course on a purge list that the discipline informs the Undergraduate or Graduate Academic Board it intends to deliver. See section 2 for additional information).
5. Major revision* to the academic content of a course or program such as
 - A. Additions, modifications or deletions of major subject areas.
 - B. Selection/admission procedures and standards related to academic programs and degrees.
 - C. Prerequisites, co-requisites, and registration restrictions.
 - D. Change in GER status.

**Major revisions are defined as anything that is not specified as a minor change. See section 2 for the definition of minor change.*

1.4 Curriculum Review Board Evaluation Criteria

Curriculum additions and changes are reviewed for content, impact on other curriculum at the department, college, and university level, and formatting. Curriculum additions and changes are also reviewed for alignment with the mission, goals, and values of the department, college, and university

Curriculum additions and changes are reviewed *de novo* as described in this *Curriculum Handbook*. Previous approval of changes does not guarantee future approval, as policies and contexts change over time.

Although additional issues and questions may arise during the process, in general, college level and university level boards consider the following issues during curriculum review.

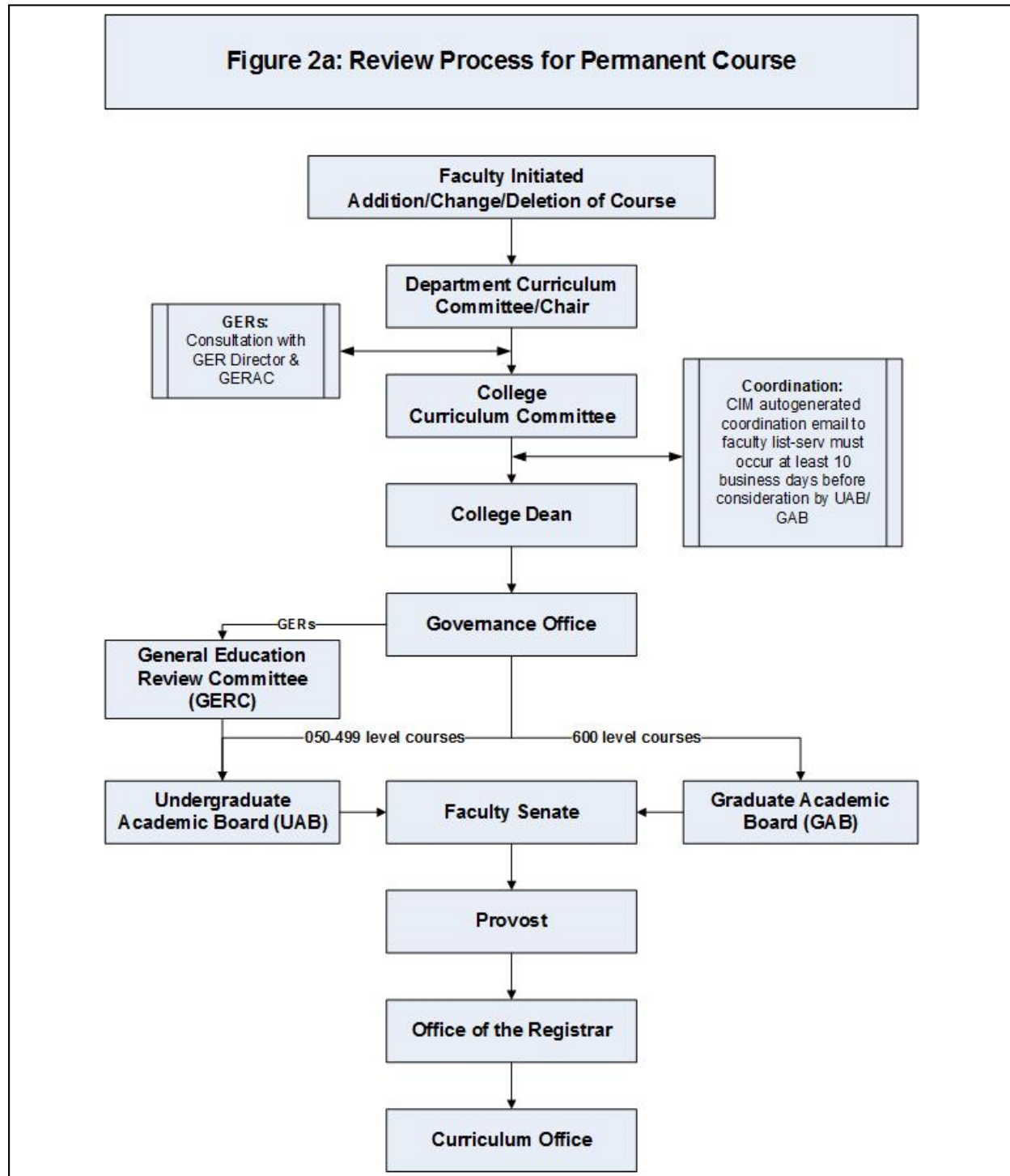
1.4.1 Review of course proposals

- A. Justification for the action
- B. Appropriate content, student learning outcomes, and evaluation methods
- C. College offering course is the appropriate academic unit
- D. Appropriate prerequisites for content and level
- E. Availability of prerequisites for course
- F. Frequency of scheduling of course
- G. Availability of resources including faculty, support staff, fiscal resources, facilities and equipment
- H. Justification for stacking or cross listing
- I. Duplication of content in courses is explained
- J. Documented coordination with the affected departments
- K. Accreditation or nationally accepted practice standards
- L. Rationale for requiring this course in a program
- M. Credit hours
- N. Ensuring student learning outcomes are attainable wherever offered and however delivered (distance delivery, mixed delivery modality, multiple sections of the same course, across sites)
- O. Effect of course on other electives/selectives, including content and scheduling
- P. Enhancement of a program by this course

1.4.2 Review of program proposals

- A. Justification for the action
- B. Program characteristics, requirements and program student learning outcomes
- C. Availability of resources including faculty, support staff, fiscal resources, facilities and equipment
- D. Increase in specialization within the major
- E. Coordination with appropriate departments, colleges and community campuses.
- F. Impact on other affected UAA programs and courses
- G. Duplication of an existing program is addressed.
- H. Frequency of course offerings for new programs
- I. If a new prefix is requested, the prefix must be approved prior to developing the curriculum
- J. All courses used in the creation or modification of a degree or certificate program must be current or submitted for review simultaneously with the program proposal.

Section 2 - Curriculum Review Process for Courses



2.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All courses follow the review process presented in this section. Any new, changed or deleted course, wherever initiated within UAA, requires approval through the [Curriculum Inventory Management \(CIM\)](http://curric.uaa.alaska.edu/curriculum.php) system, except as noted in section 2.6. The CIM system can be accessed at: <http://curric.uaa.alaska.edu/curriculum.php>.

This review process is depicted in Figures 2a and 2b for specific types of courses.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing courses with changes may not be implemented for a term once registration for that term has opened. After appropriate reviews are complete, the course appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved.

2.2 Review Process for Permanent Course

1. **Faculty Initiation:** New, changed and deleted courses must be initiated by faculty (except adjunct faculty) as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review (and following review by the General Education Review Committee, if applicable) to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

2. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
3. **GER Courses:** Following approval at the department level, consultation with the GER Director and General Education Requirement Advisory Committee (GREAC) is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/ GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties and the faculty listserv prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (UAB/GAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **General Education Review Committee (GERC):** GERs must be reviewed by the GERC prior to review by the UAB. This may be completed on the same day. GERC review will cover the items listed in section 2.4.
8. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** UAB and GAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the CIM system before UAA Faculty Senate takes action.

9. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
10. **Provost:** The Provost provides the final approval for all curricular actions at UAA.

2.3 Minor Changes

Definition of a “minor change”: Minor change are defined as changes that do not substantially affect the intent or content of courses. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the CIM system and the courses must be reviewed through UAB or GAB. For further assistance in determining whether or not a change is minor, consult with the UAB or GAB chair.

If the course has not been previously entered into CIM, all fields must be entered as in the existing approved course content guide (CCG). If entering the information from the CCG identifies additional changes that need to be made, the course proposal must go through the entire review process.

Minor changes include:

- Title change
- Course number change at the same level
- Grammatical change in course description
- Co-requisite or prerequisite changes that only affect the prefix department
- Fee change
- Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
- Updating the bibliography

The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office, the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

2.4 General Education Requirements (GER)

Overview: GER courses are subject to the same processes, guidelines, and procedures as permanent courses as described in the preceding sections of this chapter. Additional information, requirements, guidelines, and procedures are noted here.

2.4.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, and their student learning outcomes must be assessed. The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

General education courses tend to have broad subject matter. They are often taught by many different instructors on multiple campuses and/or through various modalities. In spite of this, instructors must ensure all relevant student learning outcomes are addressed and assessed, wherever offered and however delivered.

Faculty initiators should confer with the General Education Director and General Education Requirements Advisory Committee about the course prior to submission of the course (for addition OR revision) at the college-level of review.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. These are listed in the catalog under each category and within the CIM course template. All category outcomes and relevant GER Student Learning Outcomes should be addressed in the course (e.g. in course description, instructional goals, student learning outcomes, and/or course content outline).

The faculty initiator should consider and be prepared to answer questions, such as:

- How will the instructor convey the general education aspect of this course to the students?
- Do instructional goals tie back to relevant GER outcome(s)?
- How does this course fit with UAA's general education values?
- How does this course play a role in the assessment of general education as an institution?

- How will consistent delivery of general education outcomes be ensured among multiple instructors and venues?
- Will this course offering affect enrollment in other GER courses?
- What programs require this course and what effect will this change have on those programs? What comments or concerns have been raised by those programs about this change?

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 7 years.

The General Education Review Committee (GERC) is a standing committee of the UAB reporting to the UAB.

Actions involving changes in GER are referred to the GERC. After GERC review and approval, the curriculum/policy change with GERC recommendations proceeds to a first reading at UAB.

GER course review process

- Faculty initiator prepares proposal within a program/department and coordinates with affected units.
- General Education Director and General Education Requirement Advisory Committee consultation.
- College curriculum committee review/approval.
- Dean review/approval.
- GER Committee of UAB review/approval.
- UAB review/approval
- Faculty Senate approval
- Administration (Office of Academic Affairs)

2.4.2 Revision of or Request for GER Course

- GER courses are approved through the curriculum approval process outlined in section 2.2.
- GER changes should have a fall implementation date. To ensure approval is received in time, the faculty initiator should consult the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.
- Additional Considerations:
 - Inter-institutional coordination to facilitate transfer between campuses.
 - Courtesy coordination is recommended to determine potential transfer conflicts.
 - Check other campus' catalogs to see if they have a course with the same prefix and number.
 - If this is the case and the non-UAA course is not a GER, consider using a new, unused (at all institutions) course number if making this course a GER at UAA. The registrar's office can provide assistance with course number suggestions.
 - If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
 - Provides rationale for retaining or adding this course to the GER menu

- iii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
- iv. The appropriate GER outcomes (category and institutional) must be selected within the CIM system and then justified through the course content guide.
 - o Fulfills appropriate institutional [GER student learning outcome\(s\)](#) These can be found at this web address:
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>
- v. Addresses and assesses GER category student learning outcomes. Note: Each category heading is also a hyperlink to the catalog site listing category outcomes.
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/gers/>
[Oral communication skills](#)
[Quantitative skills](#)
[Written communication skills](#)
[Fine arts](#)
[Humanities](#)
[Natural sciences](#)
[Social sciences](#)
[Integrative capstone](#)

NOTE:

- o Integrative capstone outcomes relevant to each course should be explicitly reflected in course-specific student learning outcomes. For example, *Integrate perspectives and experiences from previous major and GER course work to address challenges and issues associated with the project.*
- o Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

2.4.3 Revocation of General Education Requirement Designation and Deletion of a GER Course

A course's designation as an approved general education course may be revoked if the course is not updated through the curriculum approval process at least once every 10 years or if the department offering the course does not provide requested data for the current general education assessment process relevant to that course.

The revocation process will be initiated by the GERC. The GERC will notify the department of noncompliance with UAA general education policy (published in the Curriculum Handbook) and/or assessment procedures. After notification, the department will have the next academic year to come into compliance.

If compliance is not achieved by the end of the next academic year after notification of noncompliance, GERC will initiate revocation of GER designation and the curriculum process will then be followed. Faculty wishing to reinstate general education designation for a course must submit a new proposal.

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past two academic years. The Office of the Registrar will provide the purge list of GER courses to GERC and UAB each spring. Review of the GER list will be done annually by the GERC and UAB in the spring semester.

2.5 Purge List

2.5.1 Non-GER Courses Purge List

A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

2.5.2 GER Course Purge List

A course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The Office of the Registrar will provide the list of GER courses to UAB each spring. Review of the GER list will be done annually by UAB in the spring semester.

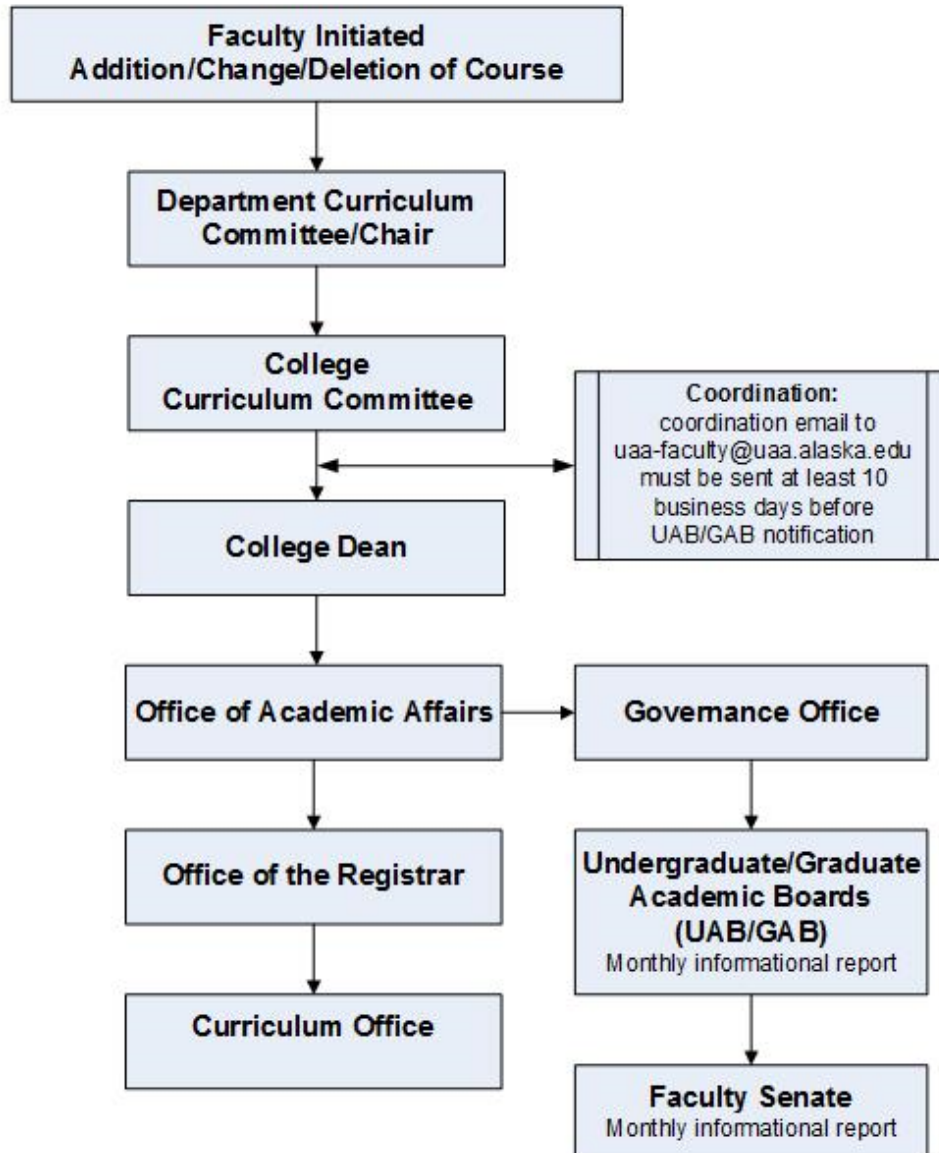
2.6 Curriculum Review Process for Noncredit (A001-A049), Continuing Education Unit (CEU) (AC001-AC049), Special Topic (-93s), Trial (-94s) and Professional Development (A500-A599) Courses

These courses [non-credit, CEU, professional development, special topics courses (-93) and trial (experimental, -94)] are not entered into the CIM system. Paper-based forms are used instead. For the forms and more information on the completion of the forms, see the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.

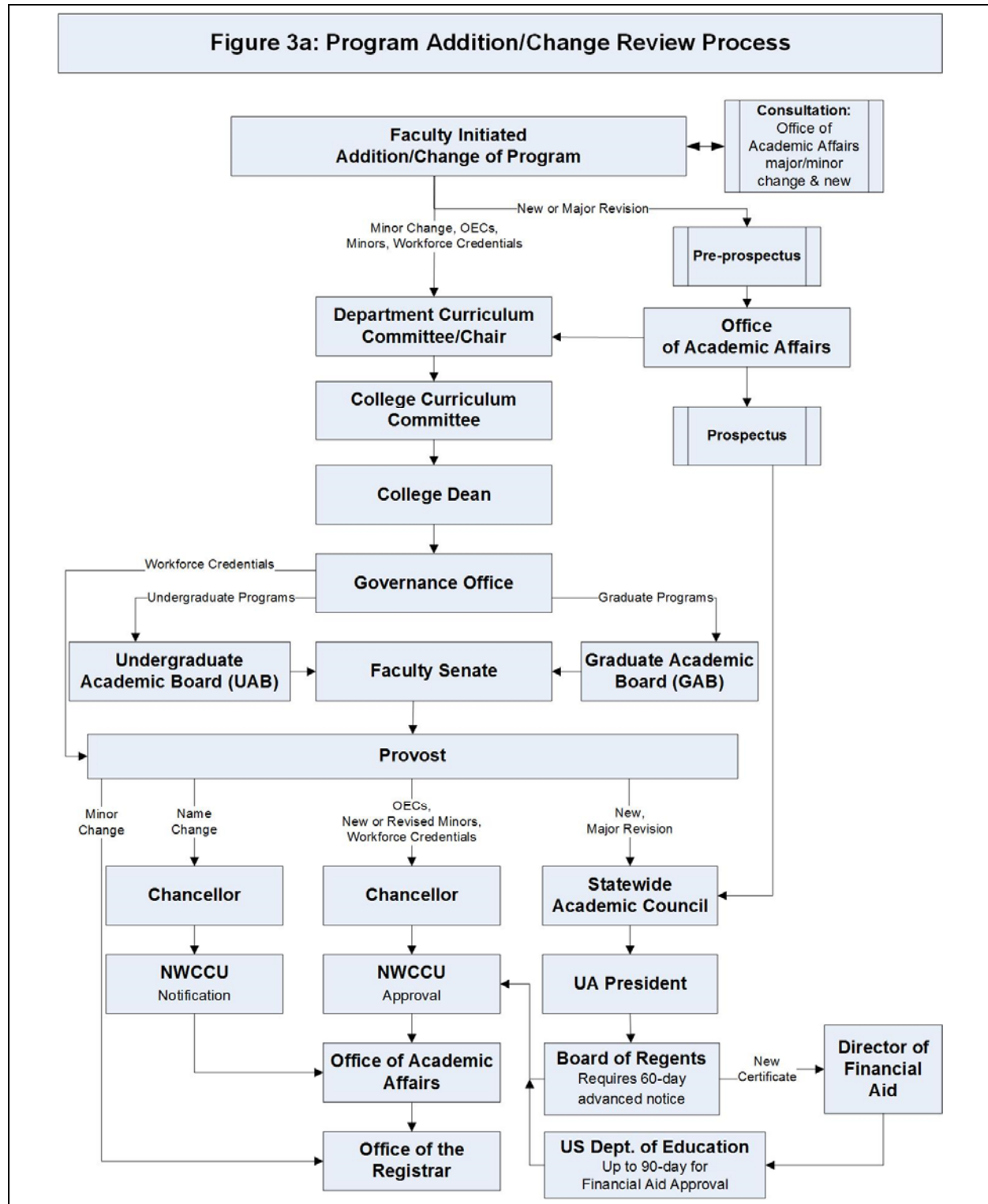
This review process is depicted in Figures 2b.

For definitions of the courses in this section, see the UAA catalog course numbering system: <https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/courseinformation/>.

Figure 2b: Noncredit, CEU, Special Topic, Trial, and Professional Development Course Review Process



Section 3 - Curriculum Review Process for Programs



3.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All programs follow the review process presented in this section. Any new, changed or deleted program, wherever initiated within UAA, requires approval through the Program Management system, which can be accessed at: <https://nextcatalog.uaa.alaska.edu/programadmin/>.

This review process is depicted in Figures 3a, 3b, and 3c.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing programs with changes may not be implemented for a term once registration for that term has opened. New programs may have an implementation date of summer, fall, or spring. Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated in accordance with the dates posted on the curriculum website.

3.2 Program Review Process

1. **Faculty Initiation:** faculty (except adjunct faculty) as defined in the Faculty Senate Constitution must initiate new, changed and deleted programs. The faculty initiator may consult an adjunct faculty member who has expertise in the area.

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

2. **Consult with Office of Academic Affairs (for new programs only):** Approval of a pre-prospectus by OAA is required prior to submitting curriculum to the review process for a new program (catalog copy and courses). See the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml> for more information on the pre-prospectus. Contact information for OAA is also available on the curriculum website.

Once the pre-prospectus is approved, faculty may submit the program and course curriculum to the curricular process. Faculty must meet the posted deadlines, which are designed to allow time for Board of Regents review and approval, as well as the Northwest Commission on Colleges and Universities (NWCCU) process.

Additionally, once the pre-prospectus is approved, faculty will receive an expanded "full prospectus," which includes additional questions. OAA will work with the faculty initiator to develop the full prospectus and to complete the Board of Regents Program Action Request form. Ideally, by the time the curriculum is approved by the Faculty Senate, the full prospectus will be complete and ready for submission by the Provost to the Statewide Academic Council.

The University of Alaska Board of Regents Academic Policy, including the minimum number of credits required for a degree or certificate program, can be accessed at: <http://www.alaska.edu/bor/policy/10-04.pdf>.

3. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties and the faculty listserv prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (GAB/UAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** GAB and UAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the Program Management system before UAA Faculty Senate takes action.

8. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
9. **OAA/Provost:** The Provost provides the final approval for all curricular actions at UAA.
10. Refer to Figure 3a for the steps beyond OAA/Provost approval that are specific to the type of program review.

3.3 Minor Changes

Definition of a “minor change”: Minor change are defined as changes that do not substantially affect the intent or content of programs. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the Program Management system. I For further assistance in determining whether a change is minor, consult with the UAB or GAB chair.

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. If faculty initiators believe their program changes fall within the following categories, an explanation of that should be provided in the notes section of the program documentation:

- Contact information, location, and web address
- Career information
- Accreditation
- Research possibilities
- Advising
- Grammatical changes

The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office for transmittal to the Graduate School (as applicable), the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

3.4 Program Student Learning Outcomes

1. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
2. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the [Academic Assessment Handbook \(https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf\)](https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf).
3. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
4. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
5. A complete and valid Academic Assessment Plan must be emailed to the Academic Assessment Committee at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. ***Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plan; however, the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic***

boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.

6. If this action requires notifying NWCCU, refer to their website at www.nwccu.org.

3.5 Career Readiness Workforce Credential

Note: This type of program does not use the Program Management system.

The development of these programs must first be discussed with the Office of Academic Affairs.

Contact information for OAA is available on the [Provost's Office website](http://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml.

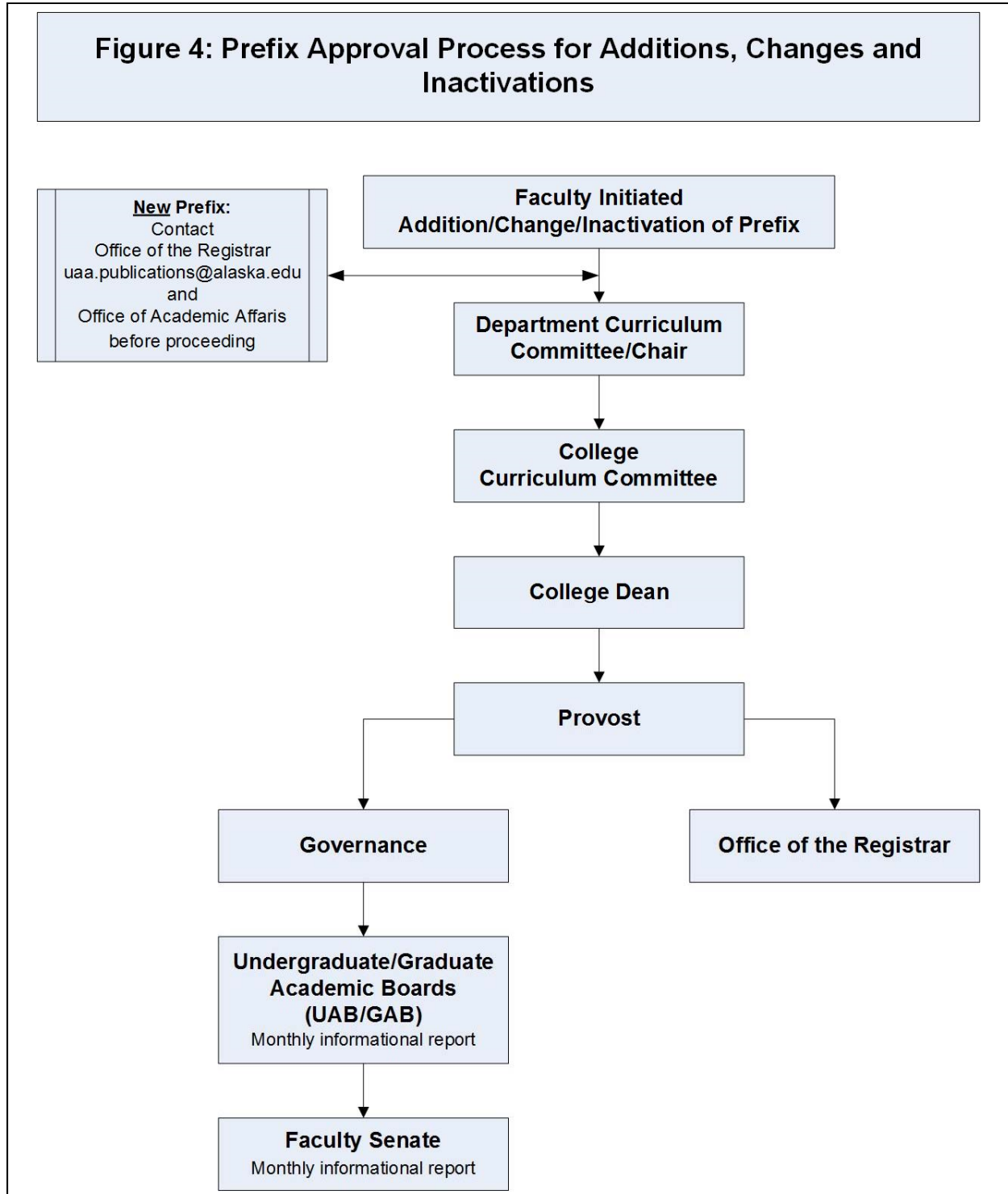
3.6 Academic Program Suspension of Admissions or Deletion

A suspension of admissions or deletion of an existing program must be discussed with the Office of Academic Affairs. Contact information for OAA is also available on [Provost's Office website](http://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml.

Academic Program Suspension of Admissions or Deletion Guidelines are available at:
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/_documents/guidance-for-suspension-5-11-15.pdf.

While suspension of admissions is a management decision, deactivation of a program are submitted by faculty through the Program Management system.

Section 4 - Prefix Approval Process



4.1 Addition, Change or Inactivation of a Prefix

The process for approval of a prefix addition, change or inactivation is depicted in Figure 4.

Example memo for a prefix addition:

To: Dr. Sam Gingerich, Provost and Executive Vice Chancellor of Academic Affairs

From: Dr. Khrys Duddlestone, Curriculum Committee Chair, Dept. Biological Sciences

Khristyne
Duddlestone

[Through: Dr. Fred Rainey, Director, Dept. Biological Sciences

AND Dr. Karl Pfeiffer, Chair CAS Course and Curriculum Committee

AND Dr. John Stalvey, Dean, College of Arts and Sciences

Date: 30Nov15

RE: Creation of new prefix, MBIO

The Department of Biological Sciences hereby requests a new prefix, MBIO. We recently hired two faculty members in microbiology. The teaching and research interests of the two new faculty combined with those of existing microbiology faculty (three) form a Microbiology Core within the department, similar to existing cores (e.g. physiology, cell and molecular biology). We are creating several new upper division courses in microbiology that will be part of a larger curriculum package adding a Microbiological Sciences option to our BS in Biological Sciences degree. Although we anticipate creating a new BS degree in Microbiological Sciences in the future, we are moving forward with an option within our existing degree program at this time.

The Dept. of Biological Sciences is beginning to run low on available upper division numbers under the BIOL prefix. Additionally, and perhaps more importantly, we have a numbering strategy within the department in which similar courses are grouped together by number. For example, most of our physiology courses are in the "teens" (413, 414, 415 etc.). Microbiology, like biology, is a broad science with many sub-disciplines (e.g., microbial genetics, microbial physiology, microbial pathogenesis etc.). As we embark on an expansion of our microbiology offerings, and in anticipation of growth in that area in the future, we feel it is important to create a new prefix, MBIO, for these courses. Although there are currently enough BIOL numbers available for the curriculum package we wish to submit now, creating a new prefix will a) allow us to group courses in microbiological sub-disciplines similarly to how we group them in biology, b) provide room for future growth in the microbiology curriculum and c) avoid consuming the few remaining numbers in BIOL which would limit available numbers for future changes in BIOL course offerings.

Date of coordination email to faculty listserve: 30Nov15

Section 5 –Further Resources

University of Alaska Board of Regents academic policy (see part 10): <http://alaska.edu/bor/policy-regulations/>

UAA curriculum landing page (curriculum and program management system): <http://curric.uaa.alaska.edu/curriculum.php>

Annual deadlines: <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/>

Office of Academic Affairs:
<https://www.uaa.alaska.edu/academics/office-of-academic-affairs/>

Governance Office, Undergraduate and Graduate Academic Boards, Faculty Senate, GER Committee information:
<http://uaa.alaska.edu/governance>

Academic Assessment Committee and plans information:
<https://www.uaa.alaska.edu/about/governance/academic-assessment-committee>

Distance Education Handbook:
https://docs.google.com/document/d/1qbK9gik0ZlVVob9X7cSf3AarJ_gucYVc8sQeG5PVvhc/edit?usp=sharing

Writing Objectives with Bloom's Taxonomy:
University of North Carolina Charlotte, The Center for Teaching and Learning
<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>

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Academic Rights of Students

Academic Rights of Students

The university has the responsibility of providing a program of high-quality education in keeping with its financial resources; students have protection through campus-specific procedures against arbitrary or capricious academic evaluation. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are responsible for the proper completion of their academic program, for familiarity with all requirements of the university catalog and for maintaining an acceptable grade point average for degree requirements. Students have the right to be informed at the beginning

of each term of the nature of the course, course expectations, evaluation standards and the grading system.

Academic Honesty

Academic integrity is a basic principle that requires students **to** take credit only for ideas and efforts that are their own. Cheating, plagiarism and other forms of academic dishonesty are defined as the submission of materials in assignments, exams or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor.

Academic dishonesty is further defined in the [Student Code of Conduct](#). In addition to any adverse academic action, which may result from engaging in academically dishonest behavior, the university specifically reserves the right to address and sanction the conduct involved through the student judicial review procedures outlined in the [UAA Fact Finder/Student Handbook](#).

Academic Dispute Resolution Procedure

Challenges to academic decisions or actions of the faculty or academic administration will be reviewed according to the procedure that implements the [UA Board of Regents Policy](#) 09.03.02 and its University Regulation on Student Dispute Resolution: Review of Academic Decisions or Actions. Appropriate issues for this procedure include such things as alleged grading error or arbitrary and capricious assignment of final grades or dismissal from or denial of admission to an academic program based upon academic **considerations**.

Academic decisions based on alleged violations of the Student Code of Conduct will not be reviewed under this procedure until the completion of a judicial review (link to the Student Code of Conduct).

Academic decisions allegedly based on discrimination will not be reviewed under this procedure until the completion of the appropriate university investigation. (Link to Student Grievance procedure in Student Handbook.)

~~considerations.~~

~~Grades assigned prior to the final grade received in a course are not subject to review under this procedure. Only the course instructor or an academic decision review committee may authorize a change in the assignment of a final grade.~~ Definitions

Academic Decision Review Committee - An academic decision review committee is an ad hoc committee to formally review a contested final grade **assignment, dismissal from assignment or denial of admission to an other academic program based upon academic considerations, or other academic** decision. The committee will be composed of **three faculty members, one of whom must faculty, a non-voting committee chair who may be from outside the college/community campus delivering the course or program, a non-voting committee chair who may be a faculty** ~~faculty~~ member, and a non-voting student representative. ~~The dean/campus director or designee will appoint faculty or staff committee members. The campus student government president will appoint the student representative from a list of students recommended by the dean/campus director or designee.~~ To be eligible, the **non-voting student representative** must be currently enrolled in at least three credits, in good disciplinary standing, and have a cumulative grade point average of 3.0 or **higher.** ~~The dean of the college/community campus director or designee will appoint committee members. If the academic decision being challenged is for a graduate course or program, the faculty appointed will be from those departments with graduate programs.~~ **higher. If the academic decision being challenged is for a graduate course or program, the faculty appointed will be from those departments with graduate programs.** The student committee member will be a graduate student.

Dean/Community Campus Director Arbitrary and Capricious Grading - ~~The dean is Arbitrary and capricious grading means the administrative head assignment of a final course grade on a basis other than performance in the college offering course; the course or program use of standards different from which the academic decision or action arises. For those applied to other students at community campuses, in the same course; or substantial, unreasonable and/or unannounced departure from the director of the community campus may substitute for the dean in the case that the relevant course or program is delivered by that community campus. instructor's previously articulated standards or criteria (see also Grading Error).~~

Arbitrary or Capricious Academic Decision -- An academic decision is "arbitrary or capricious" when: 1) it is not based on academic factors or criteria or accepted standards of the discipline or profession; 2) standards are not equally or fairly applied to students in relevantly similar situations; and 3) there is a substantial, unreasonable, or unannounced departure from articulated standards and criteria.

Arbitrary or Capricious Grading - An academic final grading decision is "arbitrary or capricious" when: 1) the assignment of a final course grade is on a basis other than academic performance in the course; 2) the instructor uses standards different from those applied to other students in the same section of the course; or 3) there is a substantial, unreasonable and/or unannounced departure from the course instructor's previously articulated standards or criteria (see also Grading Error).

Class Day - As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

Final Grade - The final grade is the grade assigned for a course upon its completion.

Grading Error - A grading error is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade (see also Arbitrary and Capricious Grading).

Next Regular Semester - The next regular semester is the fall or spring semester following the semester in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

Procedures for Resolving Disputes Regarding Final Grade Assignment

Students may **request challenge a review of a** final grade assignment on the basis of ~~of~~ alleged grading error or arbitrary and capricious grading. **Grades assigned prior to the final grade received in a course are not subject to review under this procedure. Only the course instructor or an academic decision review committee may authorize** ~~Because grades can affect such things as a change in the assignment of a student's eligibility for continued financial aid, students must learn their~~ final grade. **Because grades can affect such things as a student's eligibility for continued financial aid, students should check their final** grades and initiate **a** review, where desired, as soon as possible. The time schedule outlined in this procedure stipulates maximum time periods within which to complete stages of the review. However, permission for extensions of time may be granted, in writing, by the **dean/community campus** ~~dean/campus~~ director or designee.

Each college and community campus has designated an individual to explain the review process to students. The names and contact information for these individuals are posted on the college/community campus website. Students are encouraged to reach out to these individuals for assistance.

Informal Procedure for Academic Disputes Regarding Final Grade Assignment

Students ~~Where possible, students~~ will be expected to first request an informal resolution of the final grade assignment with the course instructor or department chair/academic leader. The process must be initiated by the fifteenth class day of the next regular semester at UAA. The instructor or department chair/academic leader must respond to the request within five class days of **receipt.**
~~receipt.~~

If the course instructor's decision is to change the final grade, the instructor must promptly initiate the process.

If the instructor does not change the grade and the student's concerns remain unresolved, the student **should** ~~may~~ notify the department chair/academic leader responsible for the **course within five class days.** ~~course.~~ Within five class days of such notification, the department chair/academic leader must either effect resolution of the issue with the instructor or inform the student of the process for formally appealing the final grade assignment.

If the course instructor is no longer an employee of the university or is otherwise unavailable, the student must notify the department chair/academic leader by the fifteenth class day of the next regular semester. Within five class days of notification by the student, the department chair/academic leader must either effect resolution of the issue through contact with the course instructor or inform the student of the process for formally appealing the final grade assignment.

Formal Procedure for Academic Disputes Regarding Final Grade Assignment

If the student's concern remains unresolved through the informal procedures above, the A-student may request a formal ~~formally requesting a~~ review of ~~the a~~ final course grade assignment. **A student formally requesting a review of** ~~assignment must provide the dean/campus director or designee a~~ final grade assignment must submit **signed, written request for a completed and signed Final Grade Assignment**

Formal Review Request form to the dean/community campus director or designee, formal review, indicating ~~the the~~ basis for requesting a change **of grade and providing the supporting documentation.** ~~of grade.~~ The **formal review** request **form** must be filed by the twentieth class day of the next regular semester or within five class days of receipt of notification of the process for filing a **formal review** ~~formal review~~ by the department chair/academic leader after completion of any informal review. **The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee. The** ~~The~~ dean/campus director or designee will convene an academic decision review committee.

Having established that informal procedures have been followed, the dean/community campus director or designee will convene an academic decision review committee and forward to it the completed and signed Final Grade Assignment Formal Review Request form and associated documentation from the student. ~~The written request for a formal review from the student will be forwarded to the academic decision review committee by the dean/campus director or designee.~~ The committee chair will convene the committee within ten class days of receipt of the student's written request for review. The committee will first consider whether the facts submitted by the student warrant a **formal final course grade review meeting.** ~~formal hearing and, if so, conduct the hearing.~~

The committee may dismiss the student request for a formal review without conducting a formal Final Course Grade Review Meeting if (1) the request for formal review falls outside the required deadlines; (2)

this is not the first request for formal review of this issue; or (3) the facts as presented clearly do not constitute a case of arbitrary or capricious grading or grading error. The determination to dismiss the student request without moving to a Formal Review Meeting will be provided in writing to the student, the course instructor, and the dean or community campus director. ~~The student and the course instructor must be notified in writing at least three class days in advance of the time and place the request will be considered and of the process to be followed. If on initial review the academic decision review committee determines that the facts as presented would not constitute arbitrary or capricious grading or a grading error, the committee will dismiss the case without a formal hearing.~~ This decision will constitute the final decision of the university. The committee's decision will be provided in writing by the committee chair to the student, the course instructor, the department chair/academic leader, and the **dean/community campus director** ~~dean/campus director. Academic Decision Review Committee Hearings~~

If the ~~Committee academic decision review committee~~ determines that the facts as presented might constitute arbitrary or capricious grading or a grading error, the **Review Committee** ~~committee~~ will proceed to a **Final Course Grade Review Meeting**. ~~formal hearing.~~ The student and the course instructor must be notified in writing at least three class days in advance of the time and place the request will be considered and of the process to be followed.

Academic Decision Formal Review Meeting

If the academic decision review committee determines that 1) the request meets required deadlines (or extension has been granted); 2) the request is the first request for formal ~~on initial review of this issue;~~ and 3) the ~~the academic decision review committee determines that the facts as presented might would not constitute arbitrary or capricious grading or a grading error, the the committee will proceed to dismiss the case without a formal meeting.~~ **formal hearing.** The committee will consider information provided by the student, the course instructor, and others as it sees fit. Both the student and the instructor will have an opportunity to present the facts as they understand them. ~~if available, and others as it sees fit.~~

Formal review meetings will ordinarily be scheduled between 5 and 10 days after the Academic Decision Review Committee determines that a formal review is warranted. Academic dispute meetings will normally be closed. ~~Academic dispute hearings will normally be closed.~~ Requests for an open proceeding must be made ~~in writing~~ by a party to the committee chair prior to the ~~to the~~ start of the meeting. ~~the hearing to the committee chair.~~ Such requests will be granted to the extent allowed by law unless the committee chair determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors.

The university cannot guarantee confidentiality, however, as a reasonable effort ~~deliberations of the committee will be closed to preserve the legitimate privacy interests of the persons involved, all participants in public,~~ the proceedings will be expected to maintain confidentiality. ~~parties, and their advisors.~~

A party may choose a **representative** ~~an advisor~~ to be present at all times during the proceedings. However, ~~the representative the advisor~~ may not speak on behalf of the party. The committee may direct that witnesses, but not the parties or their **representatives, advisors,** be excluded from ~~the meeting the hearing~~ except during their testimony. **Should the student or instructor fail to appear at the formal review meeting, the meeting may proceed in their absence.** The student or instructor may submit a written statement, if they cannot attend the meeting.

~~The deliberations of the committee will be closed to the public, the parties, and their advisors. Academic Decision Review Committee Decisions The academic decision review committee proceedings will result in the preparation of written findings and conclusions. The deliberations of the committee Conclusions will be closed to the public, the parties, and their representatives. result in one of the following:~~

Academic Decision Review Committee Decisions

The academic decision review committee proceedings will result in one of the following determinations: **preparation of written findings and conclusions.**

the request for a grade change is denied;
the request for a grade change is upheld and the committee requests the course instructor to change the grade and the course instructor changes the grade; or
the request for a grade change is upheld and the course instructor is either unavailable to change the grade or refuses to do so. The committee directs the dean/campus director or designee to initiate the process to change the grade to that specified by the review committee.

The decision of the ~~academic decision~~ review committee constitutes the final decision of the **university.** The **committee chair** ~~university and will provide be provided in writing to the decision in writing to student, the student, course instructor, the course instructor, the department chair/academic leader and the the dean/campus director.~~ **The meeting** ~~The committee chair~~ will be **recorded and responsible for** the committee chair will be responsible for the preparation of a written ~~a~~ record of the meeting and will submit it to the

dean/campus director. The dean/campus director will file the decision letter and record of the meeting with the office of the provost. ~~the hearing.~~

Unless an extension has been granted by the dean/campus director or designee, disputes concerning final grades must be completed by the end of the next regular semester following the assignment of the grade.

Procedures for Resolving Disputes Regarding Denial of Admission to or Dismissal from a Program of Study for Academic **Reasons**

Student may challenge ~~Reason A student formally requesting a review of a~~ denial of admissions to, or dismissal from, a program of study on the basis that the decision was arbitrary or capricious. Students will be expected to first request an informal resolution regarding denial of admission to or dismissal ~~to or dismissal~~ from a program of study ~~program~~ for academic reasons. The process ~~reasons~~ must be initiated by the fifteenth class day after receipt of the decision to deny admission to or dismiss from ~~provide the~~ dean/campus director or designee a ~~program~~ signed, written request for academic reasons. ~~a formal review, indicating the basis for requesting a review.~~ The department chair/academic leader ~~request~~ must respond to be filed by the ~~request~~ twentieth class day of the next regular semester, or within five class days of receipt. receipt of notification of the process for filing a formal review by the department chair/academic leaders after completion of any informal review.

The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee. ~~If Formal reviews and hearings of academic decisions regarding denial of admission to or dismissal from a program for academic reasons will be conducted by an academic decision review committee according to the student's concern remains unresolved through the informal same timelines and procedures above, the student may request a formal review of for academic disputes regarding arbitrary and capricious grading or a denial of admission to or dismissal from a program for academic reasons. grading error with the following exceptions:~~ The student must provide academic decision review committee proceedings will result in the dean/community campus director or designee a signed, written request for a formal review, indicating the basis for requesting a review. The request must be filed by the twentieth class day after receipt ~~preparation~~ of the decision ~~written findings and recommendations~~ to deny admission to or dismiss from a program for academic reasons, or within five class days of receipt of notification of the process for filing a formal review by the department chair/academic leaders after completion of any informal review. ~~the dean/campus director or designee and the student.~~ The only exception ~~committee chair~~ will be when written permission ~~responsible~~ for an extension ~~the preparation~~ of time is granted by the dean/campus director or designee. ~~a record of the hearing.~~

Formal reviews and hearings of academic decisions regarding denial of admission to or dismissal from a program for academic reasons will be conducted by an academic decision review committee.

The committee will consider information provided by the student, the department chair/program head and others as it sees fit. The process will follow the same timelines and procedures for academic disputes regarding final grade assignment with the following exceptions:

The chair will submit the written findings and recommendations of ~~request for a formal review from the student will be forwarded to the~~ academic decision review committee along with ~~by the~~ written record of the meeting to the dean/campus director or designee for his/her consideration. ~~designee.~~ At the same time a copy of the findings and recommendations will be provided to the student.

The student will be given an opportunity to comment on the findings and recommendations of the committee.

The student ~~Written comments~~ must **submit written comments** ~~be submitted~~ to the dean/campus director or designee within seven class days of the day the committee findings and recommendations are sent to the student.

The dean/campus director or designee will review the written findings and recommendations of the academic decision review committee, the record of the hearing and any written comments submitted by the student and make a decision. The dean/campus director or designee's decision will constitute the final decision of the university on the matter and will be provided, in writing, to the student, the department chair/academic leader and the **committee. The dean/campus director will file the decision letter and record of the meeting with the office of the provost. ~~committee.~~**

The provost will make the final decision of the university on the matter if the dean/campus director or designee is the person who made the academic decision under review. Unless an extension has been granted by the dean/campus director or designee, final decisions must be completed by the end of the next regular semester following the date of the denial of admission to or dismissal from a program for academic reasons.

Other Academic Decisions

Students with concerns relating to ~~Review procedures for all other academic decisions should refer to may be obtained from the~~ dean/campus director of ~~department chair/academic leader,~~ the **academic unit that delivers** ~~dean/campus director or~~ the **course or program.**

UAA Catalog.

Disputes regarding decisions associated with appropriate academic adjustments and programmatic

accommodation for students with disabilities will be reviewed according to procedures set forth in [University Regulation 09.06.00 Services for Students with Disabilities](#).

Eligibility for Services Pending Final Decision in the Academic Decision Review Process

During the review of an academic action or decision by the university, the action or decision being contested will remain in effect until the dispute is resolved. Should an academic action or decision affect the student's eligibility for financial aid, housing, or other university service, the student will be informed of the steps to be taken that may maintain or reinstate the affected service. The student will be responsible for initiating any necessary actions or procedures.

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Academic Rights of Students

The university has the responsibility of providing a program of high-quality education in keeping with its financial resources; students have protection through campus-specific procedures against arbitrary or capricious academic evaluation. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are responsible for the proper completion of their academic program, for familiarity with all requirements of the university catalog and for maintaining an acceptable grade point average for degree requirements. Students have the right to be informed at the beginning of each term of the nature of the course, course expectations, evaluation standards and the grading system.

Academic Honesty

Academic integrity is a basic principle that requires students to take credit only for ideas and efforts that are their own. Cheating, plagiarism and other forms of academic dishonesty are defined as the submission of materials in assignments, exams or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. Academic dishonesty is further defined in the Student Code of Conduct (<http://catalog.uaa.alaska.edu/academicpoliciesprocesses/studentfreedomrightsandresponsibilities/studentjudicialreview>). In addition to any adverse academic action, which may result from engaging in academically dishonest behavior, the university specifically reserves the right to address and sanction the conduct involved through the student judicial review procedures outlined in the UAA Fact Finder/ Student Handbook (<http://www.uaa.alaska.edu/studentaffairs/fact-finder.cfm>).

Academic Dispute Resolution Procedure

Challenges to academic decisions or actions of the faculty or academic administration will be reviewed according to the procedure that implements the UA Board of Regents Policy (<http://www.alaska.edu/bor/policy-regulations>) 09.03.02 and its University Regulation on Student Dispute Resolution: Review of Academic Decisions or Actions. Appropriate issues for this procedure include such things as alleged grading error or arbitrary and capricious assignment of final grades or dismissal from or denial of admission to an academic program based upon academic considerations. Academic decisions based on alleged violations of the Student Code of Conduct will not be reviewed under this procedure until the completion of a judicial review (link to the Student Code of Conduct). Academic decisions allegedly based on discrimination will not be reviewed under this procedure until the completion of the appropriate university investigation. (Link to Student Grievance procedure in Student Handbook.)

Definitions

Academic Decision Review Committee - An academic decision review committee is an ad hoc committee to formally review a

contested final grade assignment, dismissal from or denial of admission to an academic program based upon academic considerations, or other academic decision. The committee will be composed of three faculty members, one of whom must be from outside the college/community campus delivering the course or program, a non-voting committee chair who may be a faculty member, and a non-voting student representative. To be eligible, the non-voting student representative must be currently enrolled in at least three credits, in good disciplinary standing, and have a cumulative grade point average of 3.0 or higher. The dean of the college/community campus director or designee will appoint committee members. If the academic decision being challenged is for a graduate course or program, the faculty appointed will be from those departments with graduate programs. The student committee member will be a graduate student.

Dean/Community Campus Director - The dean is the administrative head of the college offering the course or program from which the academic decision or action arises. For students at community campuses, the director of the community campus may substitute for the dean in the case that the relevant course or program is delivered by that community campus.

Arbitrary or Capricious Academic Decision -- An academic decision is "arbitrary or capricious" when: 1) it is not based on academic factors or criteria or accepted standards of the discipline or profession; 2) standards are not equally or fairly applied to students in relevantly similar situations; and 3) there is a substantial, unreasonable, or unannounced departure from articulated standards and criteria.

Arbitrary and Capricious Grading - An academic final grading decision is "arbitrary and capricious" when: 1) the assignment of a final course grade is on a basis other than academic performance in the course; 2) the instructor uses standards different from those applied to other students in the same section of the course; or 3) there is a substantial, unreasonable and/or unannounced departure from the course instructor's previously articulated standards or criteria (see also Grading Error).

Class Day - As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

Final Grade - The final grade is the grade assigned for a course upon its completion.

Grading Error - A grading error is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade (see also Arbitrary and Capricious Grading).

Next Regular Semester - The next regular semester is the fall or spring semester following the semester in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

Procedures for Resolving Disputes Regarding Final Grade Assignment

Students may request a review of a final grade assignment on the basis of alleged grading error or arbitrary and capricious grading. Grades assigned prior to the final grade received in a course are not subject to review under this procedure. Only the course instructor or an academic decision review committee may authorize a change in the assignment of a final grade. Because grades can affect such things as a student's eligibility for continued financial aid, students should check their final grades and initiate a review, where desired, as soon as possible. The time schedule outlined in this procedure stipulates maximum time periods within which to complete stages of the review. However, permission for extensions of time may be granted, in writing, by the dean/community campus director or designee.

Each college and community campus has designated an individual to explain the review process to students. The names and contact information for these individuals are posted on the college/community campus website. Students are encouraged to reach out to these individuals for assistance.

Informal Procedure for Academic Disputes Regarding Final Grade Assignment

Students will be expected to first request an informal resolution of the final grade assignment with the course instructor or department chair/academic leader. The process must be initiated by the fifteenth class day of the next regular semester at UAA. The instructor or department chair/academic leader must respond to the request within five class days of receipt.

If the course instructor's decision is to change the final grade, the instructor must promptly initiate the process. If the instructor does not change the grade and the student's concerns remain unresolved, the student should notify the department chair/academic leader responsible for the course within five class days. Within five class days of such notification, the department chair/academic leader must either effect resolution of the issue with the instructor or inform the student of the process for formally appealing the final grade assignment.

If the course instructor is no longer an employee of the university or is otherwise unavailable, the student must notify the department chair/academic leader by the fifteenth class day of the next regular semester. Within five class days of notification by the student, the department chair/academic leader must either effect resolution of the issue through contact with the course instructor or inform the student of the process for formally appealing the final grade assignment.

Formal Procedure for Academic Disputes Regarding Final Grade Assignment

If the student's concern remains unresolved through the informal procedures above, the student may request a formal review of the final course grade assignment. A student formally requesting a review of a final grade assignment must submit a completed and signed Final Grade Assignment Formal Review Request form to the dean/community

campus director or designee, indicating the basis for requesting a change of grade and providing the supporting documentation. The formal review request form must be filed by the twentieth class day of the next regular semester or within five class days of receipt of notification of the process for filing a formal review by the department chair/academic leader after completion of any informal review. The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee. The dean/campus director or designee will convene an academic decision review committee.

Having established that informal procedures have been followed, the dean/community campus director or designee will convene an academic decision review committee and forward to it the completed and signed Final Grade Assignment Formal Review Request form and associated documentation from the student. The committee chair will convene the committee within ten class days of receipt of the student's written request for review. The committee will first consider whether the facts submitted by the student warrant a formal final course grade review meeting.

The committee may dismiss the student request for a formal review without conducting a formal Final Course Grade Review Meeting if (1) the request for formal review falls outside the required deadlines; (2) this is not the first request for formal review of this issue; or (3) the facts as presented clearly do not constitute a case of arbitrary or capricious grading or grading error. The determination to dismiss the student request without moving to a Formal Review Meeting will be provided in writing to the student, the course instructor, and the dean or community campus director. This decision will constitute the final decision of the university. The committee's decision will be provided in writing by the committee chair to the student, the course instructor, the department chair/academic leader, and the dean/community campus director.

If the Committee determines that the facts as presented might constitute arbitrary or capricious grading or grading error, the Review Committee will proceed to a Final Course Grade Review Meeting. The student and the course instructor must be notified in writing at least three class days in advance of the time and place the request will be considered and of the process to be followed.

Academic Decision Formal Review Meeting

If the academic decision review committee determines that 1) the request meets required deadlines (or extension has been granted); 2) the request is the first request for formal review of this issue; and 3) the facts as presented might constitute arbitrary or capricious grading or a grading error, the committee will proceed to a formal meeting. The committee will consider information provided by the student, the course instructor, and others as it sees fit. Both the student and the instructor will have an opportunity to present the facts as they understand them.

Formal review meetings will ordinarily be scheduled between 5 and 10 days after the Academic Decision Review Committee determines that a formal review is warranted. Academic dispute meetings will normally

be closed. Requests for an open proceeding must be made by a party to the committee chair prior to the start of the meeting. Such requests will be granted to the extent allowed by law unless the committee chair determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors.

The university cannot guarantee confidentiality, however, as a reasonable effort to preserve the legitimate privacy interests of the persons involved, all participants in the proceedings will be expected to maintain confidentiality.

A party may choose a representative to be present at all times during the proceedings. However, the representative may not speak on behalf of the party. The committee may direct that witnesses, but not the parties or their representatives, be excluded from the meeting except during their testimony. Should the student or instructor fail to appear at the formal review meeting, the meeting may proceed in their absence. The student or instructor may submit a written statement, if they cannot attend the meeting.

The deliberations of the committee will be closed to the public, the parties, and their representatives.

Academic Decision Review Committee Decisions

The academic decision review committee proceedings will result in one of the following determinations:

- the request for a grade change is denied;
- the request for a grade change is upheld and the committee requests the course instructor to change the grade and the course instructor changes the grade; or
- the request for a grade change is upheld and the course instructor is either unavailable to change the grade or refuses to do so. The committee directs the dean/campus director or designee to initiate the process to change the grade to that specified by the review committee.

The decision of the review committee constitutes the final decision of the university. The committee chair will provide the decision in writing to the student, the course instructor, the department chair/academic leader and the dean/campus director. The meeting will be recorded and the committee chair will be responsible for the preparation of a written record of the meeting and will submit it to the dean/campus director. The dean/campus director will file the decision letter and record of the meeting with the office of the provost.

Unless an extension has been granted by the dean/campus director or designee, disputes concerning final grades must be completed by the end of the next regular semester following the assignment of the grade.

Procedures for Resolving Disputes Regarding Denial of Admission to or Dismissal from a Program of Study for Academic Reasons

Student may challenge a denial of admissions to, or dismissal from, a program of study on the basis that the decision was arbitrary or capricious. Students will be expected to first request an informal resolution regarding denial of admission to or dismissal from a program of study for academic reasons. The process must be initiated by the fifteenth class day after receipt of the decision to deny admission to or dismiss from a program for academic reasons. The department chair/academic leader must respond to the request within five class days of receipt.

If the student's concern remains unresolved through the informal procedures above, the student may request a formal review of a denial of admission to or dismissal from a program for academic reasons. The student must provide the dean/community campus director or designee a signed, written request for a formal review, indicating the basis for requesting a review. The request must be filed by the twentieth class day after receipt of the decision to deny admission to or dismiss from a program for academic reasons, or within five class days of receipt of notification of the process for filing a formal review by the department chair/academic leaders after completion of any informal review. The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee.

Formal reviews and hearings of academic decisions regarding denial of admission to or dismissal from a program for academic reasons will be conducted by an academic decision review committee. The committee will consider information provided by the student, the department chair/program head and others as it sees fit. The process will follow the same timelines and procedures for academic disputes regarding final grade assignment with the following exceptions:

1. The chair will submit the written findings and recommendations of the academic decision review committee along with the written record of the meeting to the dean/campus director or designee for his/her consideration. At the same time a copy of the findings and recommendations will be provided to the student.
2. The student will be given an opportunity to comment on the findings and recommendations of the committee. The student must submit written comments to the dean/campus director or designee within seven class days of the day the committee findings and recommendations are sent to the student.
3. The dean/campus director or designee will review the written findings and recommendations of the academic decision review committee, the record of the hearing and any written comments submitted by the student and make a decision. The dean/campus director or designee's decision will constitute the final decision of the university on the matter and will be provided, in writing, to the student, the department chair/academic leader and the committee. The dean/campus director will file the decision letter and record of the meeting with the office of the provost.
4. The provost will make the final decision of the university on the matter if the dean/campus director or designee is the person who

made the academic decision under review. Unless an extension has been granted by the dean/campus director or designee, final decisions must be completed by the end of the next regular semester following the date of the denial of admission to or dismissal from a program for academic reasons.

Other Academic Decisions

Students with concerns relating to other academic decisions should refer to the dean/campus director of the academic unit that delivers the course or program.

Disputes regarding decisions associated with appropriate academic adjustments and programmatic accommodation for students with disabilities will be reviewed according to procedures set forth in University Regulation 09.06.00 (<http://www.alaska.edu/bor/policy/09-06.pdf>) Services for Students with Disabilities.

Eligibility for Services Pending Final Decision in the Academic Decision Review Process

During the review of an academic action or decision by the university, the action or decision being contested will remain in effect until the dispute is resolved. Should an academic action or decision affect the student's eligibility for financial aid, housing, or other university service, the student will be informed of the steps to be taken that may maintain or reinstate the affected service. The student will be responsible for initiating any necessary actions or procedures.