March 31, 2017
2:00-5:00pm
Physical location: ADM 204
Audio Conference: 786-6755, Passcode: 284572

I. Roll
[ ] Carrie King, Chair (FS) [ ] Troy Payne (COH) [ ] Carrie King, Chair (FS)
[ ] Sandy Pence (FS) [ ] Yvonne Chase (COH) [ ] Sandy Pence (FS)
[ ] Cheryl Smith (FS) [ ] Vacant (COE) [ ] Cheryl Smith (FS)
[ ] Vacant (FS, CAS) [ ] Vacant (PWSC) [ ] Vacant (CBPP)
[ ] Alberta Harder (CAS) [ ] Darrin Marshall (CTC) [ ] Alberta Harder (CAS)
[ ] Barbara Harville (CAS) [ ] Utpal Dutta (COENG) [ ] Barbara Harville (CAS)
[ ] Grant Cochran (CAS) [ ] Robin Hanson (LIB) [ ] Grant Cochran (CAS)

Ex-Officio Members
[ ] Susan Kalina, Vice Provost for Academic Affairs
[ ] Lindsey Chadwell, Interim Registrar

II. Review of Agenda (pg. 1-2)

III. Review of Meeting Summary (pg. 3-4)

IV. Administrative Report
A. Vice Provost for Academic Affairs, Susan Kalina
   i. Self-Study Update

B. Interim University Registrar, Lindsey Chadwell

V. Chair’s Report
A. UAB Chair, Carrie King

B. GERC Chair, Sandy Pence

VI. Policy Related Issues
A. Academic Dispute Resolution Revision, 2nd reading (pg. 5-14)

VII. Program/Course Action Request- Second Readings
2017-18 Course Purge Lists (pg. 15-27)
Chg BAEC-BA Bachelor of Arts in Early Childhood Education

VIII. Program/Course Action Request- First Readings
Chg HUMS A496 Human Services Integrative Capstone GERC
Chg IPC A403 Communications and Media Research GERC
Chg MUS A221 History of Western Art Music I GERC
Chg MUS A222 History of Western Art Music II GERC
Chg  PSY A370  Behavioral Neuroscience  GERC
Chg  PSY A442  Psychopathology of Childhood and Adolescence
Chg  PSYC-MNR  Minor in Psychology
Chg  EDSE A486  Transition Planning for Secondary Students with Disabilities
*Rebuilt from EDSE A485*
Chg  ENGL A309  Texts of American Cultures and Regions
Chg  ENGL A404  Topics in Women’s Literature
Chg  CMHL-MNR  Minor in Children’s Mental Health

IX.  New Business
A.  

X.  Informational Items and Adjournment:
A.  ED A194  Secondary Transition Conference
B.  EMS Continuing Education Courses (pg. 28-34)
   i.  American Heart Association – Basic Life Support for Healthcare Professionals (CPR)
   ii. American Heart Association – Advanced Cardiac Life Support (ACLS)
   iii. American Heart Association – Pediatric Advanced Life Support (PALS)
   iv. National Association of EMT’s (NAEMT) – Prehospital Trauma Life Support (PHTLS)
   v. National Association of EMT’s (NAEMT) – Advanced Medical Life Support (AMLS)
   vi. National Association of EMT’s (NAEMT) – Emergency Pediatric Care (EPC)
   vii. National Association of EMT’s (NAEMT) – Geriatric Education for Emergency Medical Services (GEMS)
   viii. National Association of EMT’s (NAEMT) – Principles of Ethics and Personal Leadership (PEPL)
   ix. National Association of EMT’s (NAEMT) – EMS Safety
   x. American Heart Association – Heartsaver CPR/AED
   xi. American Heart Association – First Aid
I. Roll
[X] Carrie King, Chair (FS)        [-] Vacant (CBPP)        [X] Casey Rudkin (KPC)
[X] Sandy Pence (FS)               [X] Troy Payne (COH)      [X] Luke Grabarek (Mat-su)
[X] Cheryl Smith (FS)              [X] Yvonne Chase (COH)    [] Kathrynn Hollis-Buchanan (Kod)
[-] Vacant (FS, CAS)               [-] Vacant (COE)          [-] Vacant (PWSC)
[X] Alberta Harder (CAS)           [E] Darrin Marshall (CTC) [X] Bettina Kipp Lavea (SA)
[X] Barbara Harville (CAS)         [X] Utpal Dutta (COENG)    [X] Ian Minnock (USUAA)
[X] Grant Cochran (CAS)            [X] Robin Hanson (LIB)

Ex-Officio Members
[X] Susan Kalina, Vice Provost for Academic Affairs
[X] Lindsey Chadwell, Interim Registrar

II. Review of Agenda (pg. 1-2)

III. Review of Meeting Summary (pg. 3-4)

IV. Administrative Report
A. Vice Provost for Academic Affairs, Susan Kalina
   i. Self-Study Update

B. Interim University Registrar, Lindsey Chadwell
   - Spring withdrawal deadline 3/31
   - Fall registration opens 3/31
   - Deadline for students to apply for commencement is 4/7

V. Chair’s Report
A. UAB Chair, Carrie King

B. GERF Chair, Sandy Pence
   Chg HUMS A496 Human Services Integrative Capstone
   Chg IPC A403 Communications and Media Research
   Del 2017-18 GER Purge List
       Accepted for first read
   Chg MUS A221 History of Western Art Music I
   Chg MUS A222 History of Western Art Music II
       Postponed

VI. Policy Related Issues
A. MATH time limits on placement scores and course pre-requisites (pg. 5-6)
   Mark Fitch present to provide rationale on time limits.
B. Academic Dispute Resolution Revision  (pg. 7-10)  
   Accepted as first read

VII. Program/Course Action Request - Second Readings

VIII. Program/Course Action Request - First Readings  
   2017-18 Academic Course Purge Lists (pg. 11-23)  
   Accepted as first read

Chg  ENGL A414 Research Writing  
Chg  HMSV-AAS Associate of Applied Science in Human Services  
Deact  EE A204 Fundamentals of Electrical Engineering II  
Chg  EE A261 MATLAB for Electrical Engineers  
Chg  MEDT A106 Waived Testing  
Chg  EDEC A310 A Developmental Approach to Assessment in Early Childhood Education  
Chg  BAEC-BA Bachelor of Arts in Early Childhood Education  
Chg  SPED-MINOR Minor in Elementary Special Education  
Add  -MINOR Minor in Secondary Special Education  
Chg  EDSE A410 Clinical Assessment: Eligibility and Program Planning  
Chg  EDSE A412 Curriculum and Strategies I: Low Incidence  
Chg  EDSE A422 Curriculum and Strategies II: High Incidence  
Add  EDSE A425 Math for Special Learners  
Chg  EDSE A485 Transition Planning for Secondary Students with Disabilities  
Chg  EDSE A495A Field Experience in Special Education: Elementary  
Chg  EDSE A495B Field Experience in Special Education: Secondary  
Add  DH A395R Supplemental Dental Hygiene Clinical Practicum  
Chg  DHYG-BS Bachelor of Science in Dental Hygiene  
   Approved for first reading, forward to Faculty Senate

Chg  HUMS A496 Human Services Integrative Capstone  
Chg  JPC A403 Communications and Media Research  
Chg  MUS A221 History of Western Art Music I  
Chg  MUS A222 History of Western Art Music II  
   Postponed

IX. New Business  
A.

X. Informational Items and Adjournment:  
A.
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.)

Definitions
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.

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 academic program based upon academic considerations, or other academic decision. The committee will be composed of three faculty members, one of whom must be a 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 member, and a non-voting student representative. The dean/community 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/community 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. 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 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 formal 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** 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.

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 a final grade assignment. A student formally requesting a review of a final grade assignment must submit a signed, written request for 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. The only exception will be when written permission for an extension of time is granted by the dean/community campus director or designee. The dean/community 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/community 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. 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 deliberations of the committee will be closed to the public, the parties, and the advisor. Academic Decision Review Committee Hearings

Academic Decision Review Committee Decisions

If the Committee hearing committee determines that the facts as presented might constitute arbitrary or capricious grading or a 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 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 academic decision review committee determines that the facts as presented would not constitute arbitrary or capricious grading or a grading error, the committee will proceed to dismiss the case without a hearing. This decision will constitute the final decision of the university.

The university cannot guarantee confidentiality, however, as a reasonable effort must be made to preserve the legitimate privacy interests of the persons involved. The proceedings will be expected to maintain confidentiality. The university will not guarantee confidentiality, but it will make reasonable efforts to ensure that the proceedings are not public.

A party may choose a representative or advisor to be present at all times during the proceedings. The representative or advisor 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 proceedings except during their testimony. Should the student or instructor fail to appear at the formal review meeting, the meeting will 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. The academic decision review committee proceedings will result in the preparation of written findings and conclusions. The deliberations of the committee and conclusions will be closed to the public, the parties, and their representatives. The decision will constitute 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 university cannot guarantee confidentiality, however, as a reasonable effort must be made to preserve the legitimate privacy interests of the persons involved. The proceedings will be expected to maintain confidentiality. The university will not guarantee confidentiality, but it will make reasonable efforts to ensure that the proceedings are not public.

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dean/campus director. The dean/campus director will file the decision letter and record of the meeting with the office of the provost. If a hearing is requested, the dean/campus director or designee, unless an extension has been granted by the dean/campus director or designee, will file an informal resolution regarding denial of admission to or dismissal from a program of study for academic reasons. The process must begin within the fifteenth class day after receipt of the decision to deny admission to or dismiss from a program of study. The student may request a formal review of the decision, indicating the basis for requesting a review. The department chair/academic leader must respond to the request by the twenty-first class day after receipt of the request. The student must provide written comments regarding the decision. The dean/campus director or designee will review the written comments and the record of the hearing and will provide 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. The provost will make 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 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 office of the provost, 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. Other Academic Decisions

Students with concerns regarding academic 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/studentfreetoapply) and in the Student Handbook (http://www.uaa.alaska.edu/studentaffairs/factfinder). 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 (http://catalog.uaa.alaska.edu/academicpoliciesprocesses/studentfreedomsrightsandresponsibilities/studentjudicialreview).

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/community campus director or designee. The dean/community 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.
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### Purge List for the 2017-18 UAA Catalog (as of 03/27/17)

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2016-17 Academic Purge List
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Purge List 2017-18 GER/Academic Courses Responses

CHIN A202 Second Year Chinese II (Francisco Miranda)
This course is an integral part of the Chinese program and the department anticipates greater demand as students progress to a higher proficiency level in the near future.

SOC/PS A351 Political Sociology (Chad Ferrell)
I am writing to request the removal of PS/SOC A351 (Political Sociology) from the purge list. This cross-listed course will be offered in Fall 2017.

ENGL 310--Ancient Literature (Jackie Cason)
Some members of our department have been working in administrative roles, reducing teaching availability. With normal attrition and a hiring freeze, these courses have not been on the schedule of late. We want to consider curricular options for the long term (creating a single topic course for our genre courses), but in the short term, we request that the courses listed above not be purged.

HNRS A490 (John Mouracade)
We are beginning work on some curricular changes and will decide the future of these courses as part of the curriculum process. This process should be completed by spring 2018.

RUSS A302 Advanced Russian II (Francisco Miranda)
This course is an integral language course and the Department of Languages intends to offer it as teaching staff becomes available.

GEOG A390B Topics in Regional Geography (Dorn Van Dommelen)
I would like to request that UAB does not purge GEOG A390B. While the course has not been offered, I still have hopes that it will become a regular offering (as is GEOG A390A), giving regional geography options to INTL students. The course has not been offered, yet, because my workload has been shifting and changing, given the uneasy winds of the university's fiscal situation and my tenure as chair of the department. I hope, as does my new chair, Dr. Shannon Donovan, and the chair of INTL, Dr. Patricia Linton, that this course will be able to be integrated into a regular curricula supporting, in particular, students interested in Canada and the Francophonie.

ART A361 History of Graphic Design (Deborah Tharpe)
The Department of Art is requesting retention of ART A361 History of Graphic Design from the 2017-18 Academic Course Purge List. We plan to work on our Graphic Design Program's curriculum. This course is an essential component of this curriculum plan. Please retain this course from the list while we work on this important programmatic curriculum.

ART A295 Internship Digital Art (Deborah Tharpe)
The Department of Art is requesting retention of ART A295 Internship Digital Art. This is a course that originated on the KPC Campus for their curriculum in the Digital Arts Associates Degree. The UAA Department of Art is reviewing this course for possible curriculum revision to serve UAA’s Graphic Art and Photography Programs evolving curriculum needs.
Purge List 2017-18 GER/Academic Courses Responses

CEL A390 Special Topics in Civic Engagement (Judy Owens-Manley)
We have a Civic Engagement & Learning course (CEL) that is on the list to be purged, CEL A390 Special Topics in Civic Engagement. Our Certificate Curriculum Committee met today, and the recommendation is to begin offering this course again in Fall 2017 as a 1 credit offering each semester on special topics of current interest in community and civic engagement. We believe there is interest in upper level 1 credit courses and that CEL should be offering topical concern courses on such issues as Immigrants & Refugees, Housing & Homelessness, etc.

COMM A236 Interviewing (Paola Banchero)
This course is slated for revision so it includes a combination of both Journalism and Communication needs. We are considering making it a 300-level course. Our unit believes there might be some innovative ways to think of this course where it could be useful in broader way for departments across campus.

COMM A345 Women & Communication (Paola Banchero)
Women and Communication hasn’t been offered in some time, but there’s no doubt that it remains a relevant topic and would be revised to include a range of gender identities.

COMM A370 Relational Communication (Paola Banchero)
COMM A412 Persuasion AS (Paola Banchero)
COMM A420 Family Communication (Paola Banchero)
The remaining courses (Relational, Persuasion, and Family) are all still of value. It is likely that Family Communication will be taught within the next year.

DN A490 Current Topics Dietetics & Nutrition (Kendra Sticka)
The Dietetics and Nutrition program is requesting that DN A490 not be purged from the catalog. Although this special topics class has not been used in recent years, our program faculty have discussed topics that may be valuable for this type of class so we would like it to remain in the catalog.

________________________________________________________________________

EDSE A484 Collab Btwn Fam/Professionals
EDSE A495A Field Exp Spec Ed: Elementary
EDSE A495B Field Exp Spec Ed: Secondary

Justification: This Special Ed minor is a new program

EDEC A600 Issues and Approaches in EC
EDEC A604 Responsive Practices in EC
EDEC A650 Leadership and Advocacy in EC
EDEL A431 Must/Art/Drama Elem Teachers

Although these EDEC and EDEL courses have not been taken in several years, we may still have students who need them for their program completion. We will review the courses again next year and if they are no longer needed, we will purge them.

(Louisa Hayes/Dean Paul Deputy)
The Department of English wishes to retain the following courses:

ENGL 361—Novel (Jackie Cason)
ENGL 381—Drama (Jackie Cason)

Some members of our department have been working in administrative roles, reducing teaching availability. With normal attrition and a hiring freeze, these courses have not been on the schedule of late. We want to consider curricular options for the long term (creating a single topic course for our genre courses), but in the short term, we request that the courses listed above not be purged.

ENGL A487: Professional Editing . (Dan Kline)
Please do not purge ENGL A487: Professional Editing from the catalog. The English department has not offered it yet because of we have minimized our offerings over the last several years due to budget cuts, but it is on the department's master course schedule to be offered in Spring 2018

FREN A310 Sel. Top: Lit Trends & Tradtns (Francisco Miranda)
This course is an integral part of the French program and the department intends to offer it in the near future as teaching staff becomes available.

GEOL A381: (Simon Kattenhorn)
I have spoken to the past instructor of this course (Kristine Crossen) and she has indicated that she does intend to teach this course again in the future. It has not been taught in recent years because of staffing changes in the department that resulted in other teaching responsibilities having been assigned.

GEOL A475: (Simon Kattenhorn)
This course has been on hold while we were recruiting for a faculty position in this field of expertise. This hire was successful and the new faculty member will start at UAA in the Fall. This course is slated to be offered in the Spring 2018 semester.

HIST A238 Black History I (Paul Dunscomb)
As Chair of the History Department I would like to officially petition that HIST A238 Black History I be spared from the purge of the catalog. While HIST A238 is not taught on this campus has been taught periodically at the satellite campuses and I am reluctant to deprive them of that option in the future.

HIST A478 Studies in Early American History (Paul Dunscomb)
As Chair of the History Department I would like to officially petition that HIST A478 Studies in Early American History be spared from the purge of the catalog. HIST A478, as a themes course, can accommodate curriculum developed by new faculty should we ever get any. I would prefer it remain in the catalog.

HNRS A191 (John Mouracade)
We are beginning work on some curricular changes and will decide the future of these courses as part of the curriculum process. This process should be completed by spring 2018.
Purge List 2017-18 GER/Academic Courses Responses

HS A498 & HS A499  (Corrie Whitmore)
Please remove HS 498 and HS 499 from 2017-2018 Course Purge List. We have students who are interested in completing these courses in the future.

JPC A342 Photojournalism  (Paola Banchero)
This course is foundational. We have been unable to teach it because we lack the faculty. But it is an essential part of the degree and aspire to teach it soon.

MEDT A106 Waived Testing  (Angela Craft)
I see that MEDT A106 Waived Testing is on the purge list. This course is currently undergoing revision due to a renewed interest in the community. I will be going to the curriculum meeting on March 1st for this. Please do not purge at this time.

PHIL 311 Truth and Reality (Stephanie Bauer)
This course has not been taught for several semesters, but last year, the department revived the course as part of a restructuring of the Philosophy B.A.. This course is now one of two options for meeting an important requirement for the Philosophy B.A..

PS A290 Topics in Politics  (Jim Muller)
Please remove from the other list of courses to be purged our sole 200-level PS course, PS A290, Topics in Politics, which we have recently been unable to offer owing to absent faculty and budget constraints, but do hope to be able to offer again in the coming year. With thanks and all best wishes,

RUSS A205 Conversational Skills II (Francisco Miranda)
This course is an integral language course and the Department of Languages intends to offer it in the near future as teaching staff becomes available.

THR A239 Combat for the Stage (Daniel Anteau)
Please retain this class. Theatre and Dance recently added Tyson Hewett to our faculty, and Tyson is in the final stages of completing his advanced training in this area. Up until last summer, Tyson was asked to not offer a class until he reach a specific benchmark in his advanced training. With Tyson in the final stages of this training he is allowed to offer this type of class, and we will see this going into a regular rotation starting with the spring of 2018.

THR A343 Scene Design II (Daniel Anteau)
Please retain this class. This class was recently added to the catalogue, and has been previously offered as a 491 selected topics class. We anticipate this class to continue on a two-year rotation, and will be offered again in Spring 2018.

PSY A316 & PSY A492  (Gwen Lupfer)
We just successfully hired two new faculty members, which will free up other faculty to teach 316 and 492.
March 1, 2017

Dear UAA Undergraduate Academic Board (UAB):

Please regard this as a response to the recent PURGE list that your office generated.

I would like to petition to maintain the AKNS courses that are listed include:

AKNS A109B Tlingit Orthography
AKNS A109C Alaska Native Language Orthography

Both of these courses are stacked with the AKNS A101 series and will be used in the upcoming academic calendars. The Alaska Native language courses at UAA, including our KPC and KoC campuses have robust enrollment.

Please remove these courses from the PURGE list,

Thank you,

Maria Williams, Director
Alaska Native Studies
Memo

March 13, 2017

To: Graduate Academic Board
Through: Monique Marron, Governance Coordinator
From: Dr. Diane K. Hanson, Chair, Department of Anthropology

Re: Purge List for the 2017-2018 UAA Catalog

The Purge List for the 2017-2018 UAA Catalog includes a graduate Anthropology course: ANTH A690, Special Topics in Anthropology. This course is available should a specialist or an expert visiting UAA wish to teach a course of interest to our graduate students. We request that this course be retained to support our graduate program. We are not asking to keep ANTH A629, Contemporary AK Native Society since it will be affected by changes to our program.
To: Undergraduate Academic Board

From: [Your Name]

cc: COH Dean Office

Date: March 6, 2017

Re: PER & PER course purge request

As per the request of the registrar the HPER Department is asking for the following regarding purge & retention of courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP A235</td>
<td>Coaching Swimming &amp; Diving</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A236</td>
<td>Coaching Skiing</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A237</td>
<td>Coaching Figure Skating</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A239</td>
<td>Coaching Baseball/Softball</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A240</td>
<td>Coaching Football</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A243</td>
<td>Coaching Hockey</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A244</td>
<td>Coaching Volleyball</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A442</td>
<td>Exercise &amp; Aging</td>
<td>RETAIN</td>
</tr>
<tr>
<td>PEP A283</td>
<td>Leadership Aquatic Activities</td>
<td>PURGE</td>
</tr>
<tr>
<td>PER A131</td>
<td>Beginning Racquetball</td>
<td>PURGE</td>
</tr>
<tr>
<td>PER A139</td>
<td>Recreational Latin Dance</td>
<td>PURGE</td>
</tr>
<tr>
<td>PER A238</td>
<td>Intermediate Foil Fencing</td>
<td>PURGE</td>
</tr>
</tbody>
</table>

Please RETAIN. The coaching minor is still being taught out as part of the minor deletion process. This should be the last year to retain these as the teach-out is going as planned.

Please RETAIN. HPER is reviewing curriculum and degree requirements. This course may be included in a degree revision.

Please PURGE. We have not taught these courses due to low interest. The low interest still remains.
Date: March 14, 2017

To: Undergraduate Academic Board
Cc: Monique Marron, Governance Coordinator
    Mark Fitch, Chair of Mathematics and Statistics Department

From: Kanapathi Thiru, Professor of Statistics
      Department of Mathematics & Statistics

Subject: Purge List for 2017-2018 UAA Catalog

**Request to Retain STAT A408 Multivariate Statistics**
I am requesting that STAT A408 be retained in the 2017-2018 UAA Catalog. We may offer this course in the near future depending on the budget situation in the CAS. This course is stacked with STAT A608 and together draws just under 10 students on average.

**Request to Retain STAT A490 Selected Topics in Statistics**
I am requesting that STAT A490 be retained in the 2017-2018 UAA Catalog. This is a selected topics course and we would like to keep it in the catalog in order to offer current topics of interest to students in the future.
The EMS Department would like to offer the following catalogue of EMS continuing education courses to currently certified EMT’s and Paramedics in the community. The courses listed below are regularly offered at community colleges across the United States as continuing education, as such, generally 1 credit of continuing medical education (CME) is awarded for each contact hour of the course. Many of the courses below are recognized by the Commission on Accreditation for Pre-Hospital Continuing Education (CAPCE). CME’s for these course are awarded by the authorizing national agency (eg; NAEMT or AHA). Students may submit completed hours to the relevant agency and request CMEs. CME’s are not awarded by UAA or Mat-Su College.

We would like to prepare a biennial schedule of courses including each of the courses listed to coincide with regular EMT and Paramedic recertification and license renewal cycles. These courses can be counted by EMT and Paramedics toward recertification and license renewal.

EMS Continuing Education courses will be listed using ASAP Registration software. Students will register and pay using the ASAP Registration platform.

**Catalogue of EMS Continuing Education Courses:**

**American Heart Association – Basic Life Support for Healthcare Professionals (CPR)**

*Course description:* The BLS Instructor-led course teaches both single-rescuer and team basic life support skills for application in both prehospital and in-facility environments, with a focus on High-Quality CPR and team dynamics.  
[http://cpr.heart.org/AHAEC/CPRAndECC/Training/HealthcareProfessional/BasicLifeSupportBLS/UCM_473189_Basic-Life-Support-BLS.jsp](http://cpr.heart.org/AHAEC/CPRAndECC/Training/HealthcareProfessional/BasicLifeSupportBLS/UCM_473189_Basic-Life-Support-BLS.jsp)

Cost: $75

Instructor-to-student ratio: 1:6

Course Hours: 6 hours (No CME’s or CEUS awarded)

Course Schedule: The course is offered in a single day.

**American Heart Association – Advanced Cardiac Life Support (ACLS)**

*Course description:* This advanced course highlights the importance of high-performance team dynamics and communication, systems of care, recognition and intervention of cardiopulmonary arrest, immediate post-cardiac arrest, acute dysrhythmia, stroke, and acute coronary syndromes (ACS).
American Heart Association – Pediatric Advanced Life Support (PALS)

Course description: PALS is a classroom, video-based, Instructor-led course that uses a series of simulated pediatric emergencies to reinforce the important concepts of a systematic approach to pediatric assessment, basic life support, PALS treatment algorithms, effective resuscitation and team dynamics.

Cost: $225

Instructor-to-student ratio: 1:6

Course Hours: 16 hours
Students may submit hours to the American Heart Association (AHA) for CME consideration.

Course Schedule: The entire course is offered over two 8-hour days.

National Association of EMT’s (NAEMT) – Prehospital Trauma Life Support (PHTLS)

Course description: PHTLS courses improve the quality of trauma care in your area and decrease mortality. The program is based on a prehospital trauma care philosophy, stressing the treatment of the multi-system trauma patient as a unique entity with specific needs. This may require an approach to the trauma patient that varies from traditional treatment modalities. PHTLS promotes critical thinking as the foundation for providing quality care. It is based on the belief that, given a good fund of knowledge and key principles, EMS practitioners are capable of making reasoned decisions regarding patient care. The PHTLS course is continuously updated and revised to keep up with the advances in the field, ATLS Guidelines and feedback from PHTLS participants.
National Association of EMT’s (NAEMT) – Advanced Medical Life Support (AMLS)

Course description: NAEMT’s Advanced Medical Life Support (AMLS) course is the first EMS education program that fully addresses how to best assess and manage the most common medical crises in patients, offering a "think outside the box" methodology. It is for all levels of practitioners with a strong commitment to patient care, including emergency medical technicians, paramedics, nurses, nurse practitioners, physician assistants, nurse anesthetists and physicians.

http://www.naemt.org/education/amls/whatisAMLS.aspx

Cost: $225

Instructor-to-student ratio: 1:6

Course Hours: 16 hours
Students may submit hours to the National Association of EMT’s (NAEMT) for CME consideration.

Course Schedule: The entire course is offered over two 8-hour days.

National Association of EMT’s (NAEMT) – Emergency Pediatric Care (EPC)

Course description: NAEMT’s Emergency Pediatric Care (EPC) course focuses on the care of sick and injured children, addressing a full spectrum of emergency illnesses, injuries and scenarios that an EMS practitioner might encounter. The course provides an in-depth understanding of the pathophysiology of the most common pediatric emergency issues, and stresses critical thinking skills to help practitioners make the best decisions for their patients.

EPC uses the Pediatric Assessment Triangle (PAT) as a tool to help EMS practitioners rapidly and accurately assess pediatric patients and incorporates family centered care throughout all scenarios. Training encompasses lectures, hands-on skills practice and small group critical thinking discussions.
Topics include: understanding kids; airway, breathing and oxygenation; cardiac emergencies; child abuse and neglect; common medical emergencies; the importance of family; hypoperfusion and shock; newborn resuscitation; pediatric trauma; and special health care needs.

http://www.naemt.org/education/epc/whatisEPC.aspx

Cost: $225

Instructor-to-student ratio: 1:6

Course Hours: 16 hours
Students may submit hours to the National Association of EMT’s (NAEMT) for CME consideration.

Course Schedule: The entire course is offered over two 8-hour days.

National Association of EMT’s (NAEMT) – Geriatric Education for Emergency Medical Services (GEMS)

Course description: NAEMT has partnered with Jones & Bartlett Learning (JBL) and the American Geriatrics Society (AGS) to develop the 2nd edition GEMS course. A team of experienced EMS educators and clinicians serving as members of NAEMT’s GEMS Committee has designed a course that prepares EMS practitioners to respond to the unique challenges and needs of an older patient. The course aims to empower practitioners with geriatric specific training to help them improve the medical outcomes and quality of life for these patients.

http://www.naemt.org/education/GEMS/WhatisGEMS.aspx

Cost: $125

Instructor-to-student ratio: 1:6

Course Hours: 8 hours
Students may submit hours to the National Association of EMT’s (NAEMT) for CME consideration.

Course Schedule: The entire course is offered over a single 8-hour day.

National Association of EMT’s (NAEMT) – Principles of Ethics and Personal Leadership (PEPL)

Course description: The Principles of Ethics and Personal Leadership (PEPL) is a new NAEMT course for EMS practitioners. This 16-hour course provides EMS and Mobile Healthcare (MHC) practitioners at all levels with the necessary knowledge and skills to effectively interact with patients and their families, other medical personnel, co-
workers, supervisors and community residents at large.

The course covers topics and skills in the following areas:
• personal and professional core values
• ethics
• decision-making
• duty to serve
• strategies for conflict resolution
• ambassadorship for the profession, their agencies, and the community at large

Through course presentation, dialogue, and learning activities, including written and video case studies, students will explore the importance of ethics and personal leadership, identify their leadership roles in civic life as individuals, family members, professionals, and members of the community, and practice the skills important to the exercise of personal, ethical leadership.

http://www.naemt.org/education/PEPL/WhatIsPEPL.aspx

Cost: $225

Instructor-to-student ratio: 1:6

Course Hours: 16 hours
Students may submit hours to the National Association of EMT’s (NAEMT) for CME consideration.

Course Schedule: The entire course is offered over 2 simultaneous 8-hour days.

National Association of EMT’s (NAEMT) – EMS Safety

Course description: NAEMT’s EMS Safety course aims to promote a culture of EMS safety and help reduce the number and intensity of injuries incurred by EMS practitioners in carrying out their work. The course increases the practitioners' awareness and understanding of EMS safety standards and practices and develops their ability to effectively implement them. EMS Safety is the first national and most comprehensive education program of its kind that teaches techniques on how to best achieve safety on the job.

The curriculum covers crew resource management, emergency vehicle safety, responsibilities in scene operations, patient handling, patient, practitioner and bystander safety, and personal health. It offers an overview of current issues surrounding safety in EMS, presents and discusses case studies, builds risk assessment and decision-making skills and provides an opportunity for participants to relate their own experiences with EMS safety issues.
EMS Safety is for all EMS practitioners, other medical professionals providing prehospital patient care, EMS supervisors and administrators concerned with safety. All NAEMT continuing education courses are accredited by the Commission on Accreditation for PreHospital Continuing Education (CAPCE). They also are recognized for recertification requirements by the National Registry of Emergency Medical Technicians (NREMT). Completion of the EMS Safety course provides 8 hours of CAPCE credit.

http://www.naemt.org/education/EMSSafety/whatisEMSSafety.aspx

Cost: $125

Instructor-to-student ratio: 1:6

Course Hours: 8 hours
Students may submit hours to the National Association of EMT’s (NAEMT) for CME consideration.

Course Schedule: The entire course is offered over a single 8-hour day.

The following courses will be offered by the EMS Department as community training for people interested in learning more about EMS or who want emergency preparedness training. We plan to offer them on an as needed basis and/or in conjunction with summer camps.

**American Heart Association – Heartsaver CPR/AED**

*Course description:* **Heartsaver® CPR AED** is a video-based, instructor-led course that teaches adult and child CPR and AED use, infant CPR, and how to relieve choking in adults, children, and infants. This course teaches skills with the AHA’s research-proven practice-while-watching technique, which allows instructors to observe the students, provide feedback, and guide the students’ learning of skills.

http://cpr.heart.org/AHAECC/CPRAndECC/Training/HeartsaverCourses/HeartsaverCPRAndAED/UCM_473176_Heartsaver-CPR-AED.jsp

Cost: $45

Instructor-to-student ratio: 1:6

Course hours: 4-5

Course Schedule: The entire course is offered in 4-5 hours on a single day.

**American Heart Association – First Aid**
**Course description:** Heartsaver® First Aid CPR AED is a video-based, instructor-led course that teaches students critical skills needed to respond to and manage an emergency until emergency medical services arrives. Skills covered in this course include first aid; choking relief in adults, children, and infants; and what to do for sudden cardiac arrest in adults, children, and infants.

[http://cpr.heart.org/AHAEC/CPRAndECC/Training/HeartsaverCourses/HeartsaverFirstAidCPRAED/UCM_476848_Hearstaver-First-Aid-CPR-AED.jsp](http://cpr.heart.org/AHAEC/CPRAndECC/Training/HeartsaverCourses/HeartsaverFirstAidCPRAED/UCM_476848_Hearstaver-First-Aid-CPR-AED.jsp)

Cost: $45

Instructor-to-student ratio: 1:6

Course hours: 4-5

Course Schedule: The entire course is offered in 4-5 hours on a single day usually in conjunction with Heartsaver CPR.