

Associate degree	60 credits
Bachelor's degree	120 credits
Master's degree	30 credits
Graduate Certificate	12 credits
Post-Baccalaureate Certificate	12 credits

B. The maximum number 39(max)-7

P10.04.040. General Education Requirements.

University general education requirements will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human

- B. A student who has completed the general education requirements at one university system university or community college and transfers to another system university or community college will be considered to have completed the general education requirements at all University of Alaska universities and community colleges.
 - C. A student who has completed some of the general education requirements at one university system university or community college will have those credits count toward fulfillment of the same categories of general education requirements outlined in the common core at all University of Alaska universities and community colleges. This applies even if there is no directly matching coursework at the institution to which the student transfers. This statement will be published in each university and community college catalog.
- (02-16-96)

P10.04.064. Degree and Certificate Credit Transfer.

- A. Articulation agreements developed for transfer of credit between universities to meet degree or certificate requirements or for joint delivery of similar programs will be approved by the appropriate chancellors. They will be made readily available to advisers and students.
 - B. Admission of students to degree and certificate programs will be subject to completion of appropriate prerequisites, to timely completion of application procedures, and to space availability.
 - C. Students will fulfill the graduation requirements of the university and the requirements of the certificate or degree program from which they expect to graduate.
 - D. University system universities and community colleges are encouraged to develop degree programs that build upon a student's prior experience. Such degrees may include:
 - 1. associate of applied science degrees, which build upon a student's previous training, or
 - 2. baccalaureate programs, which build upon certificate and associate programs.
- (02-16-96)

P10.04.070. Non-Traditional Learning.

Each MAU, in recognition of the validity of credit for experiential learning, credit for prior learning, and credit by examination, may provide students the opportunity to apply for such credit in subjects which fall within the institution's regular curriculum.

(02-16-96)

P10.04.080. Developmental and Remedial Education.

UNIVERSITY REGULATION
PART X ±ACADEMIC POLICY
Chapter 10.04 - Academic Programs

R10.04.020. Degree and Certificate Program Approval.

All degree and certificate programs must be approved by the Board of Regents prior to their being offered with the exception of Occupational Endorsements, Workforce Credentials, and Graduate Certificates. The president delegates approval authority for Occupational Endorsements, Workforce Credentials, and Graduate Certificates to the chancellor.

Guidelines for the presentation of proposals to the Board of Regents to add, delete, or make major revisions in degree and certificate programs or to offer existing programs outside the State of Alaska are as follows.

- A. Proposals will be submitted to Statewide Office of Academic Affairs at least 60 days prior to a scheduled Academic and Student Affairs Committee meeting in order to allow for statewide review and lead time for distribution in the committee meeting agenda.

8. availability of appropriate student services for program participants.
9. opportunities for research and community engagement for admitted graduate and undergraduate students;
10. outline of schedule for implementation of the program;
11. projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years;
12. availability and quality and/or requirement for new faculty and/or staff to support the program;
13. library, equipment, and similar resource requirement, availability, appropriateness, and quality;
14. new facility or renovated space requirements;
15. projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program;
16. other special needs or conditions that were considered in the program's development (e.g. delivery mode, special faculty appointments, shared facilities, collaboration with other institutions);
17. consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal;
18. concurrence of appropriate advisory councils; and
19. A Program Approval Summary of two pages in a form acceptable to AC.

D.

1. degree or certificate title, university or community college unit responsible for program;
 2. rationale for revision (change in focus, demand, budget, etc. as determined through program review);
 3. justification if the revision results in duplication of a program at another University of Alaska unit, and description of collaboration with other university and community colleges within the University of Alaska;
 4. impact the revision will have on other programs within the University of Alaska (enhance, interact, result in deletion, etc.);
 5. requirements the revision will have for addition of new faculty and staff, new library, equipment or related resources, or new or altered space;
 6. budgetary impacts resulting from the revision;
 7. concurrence of appropriate advisory councils; and
 8. an executive summary of about one page.
- F. For offering existing programs outside the state of Alaska, proposals must address the following points:
1. degree level, program, university or community college unit responsible for program;
 2. educational objectives and rationale for offering program outside of Alaska;
 3. relevance of offering to university or community college mission, goals, and objectives;
 4. outline of schedule for implementation of program;
 - 5.

9. authorizations from governmental or other agencies (e.g. Northwest Association of Schools and Colleges, state higher education commissions) which will be needed to operate and grant degrees; and

10. an executive summary of about one page.

(08-10-19)

R10.04.030. Credit Hour Requirements for Degree and Certificate Programs.

Unless otherwise specified in regulation or by the appropriate academic unit, a course may be used more than once for fulfilling degree, certificate, major, and minor requirements. Credit hours for such courses count only once toward total credits required for the degree or certificate.

(08-19-14)

R10.04.035. Credit Hour Definition.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of wo

3. Mathematics

Courses that fulfill this requirement expose students to the theory, methods, and practice of mathematics in an intellectual discipline.

4. Natural Sciences

Courses that fulfill this requirement introduce students to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.

5. Arts

Courses that fulfill this requirement introduce students to the methods and context of the arts as academic disciplines.

6. Humanities

Courses that fulfill this requirement introduce students to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

7. Social Sciences

Courses that fulfill this requirement introduce students to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B. Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits
Oral Communication Skills	3 credits
Humanities	3 credits
Arts	3 credits
Social Sciences	3 credits
Mathematics	3 credits
Natural Sciences, including a laboratory	4 credits

In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences

At least 3 more credits from among natural sciences and mathematics

Total general education credits: -----
34 credits

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.
2. Requirements should be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
3. A student shall not use a single course to meet more than one general education category. However, general education courses may also satisfy degree or major requirements.
4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this regulation.

(10-08-18)

R10.04.060. Transfer of Credit.

In accepting credits from regionally accredited colleges and universities in the United States, maximum recognition of courses satisfactorily completed will be granted to transfer students toward satisfying requirements at the receiving institution. Coursework must be at the 100 level or above to transfer and, from institutions outside the University of Alaska, must be completed with a grade of C- or better. A student's entire transcript from any university within the University of Alaska system will be transferred to another university within the system, subject to applicability toward degree requirements and measures of academic performance as established elsewhere in Regents' Policy, University Regulation, and the rules and procedures of the university from which the student is to receive a degree or certificate.

In accordance with Policy 2.5, Transfer and Award of Academic Credit, of the Northwest Commission on Colleges and Universities (NWCCU), the accrediting commission for University of Alaska, MAUs will institute special steps for review of transfer credits from non-regionally accredited higher education institutions in the United States. While procedures differ somewhat among MAUs, the special steps will be designed to ensure that the accepted courses are equivalent in content, delivery and outcomes to the courses offered at that MAU. These procedures will be applied on a case-by-case basis on the request of a student who has applied and been admitted to the MAU. If the student transfers within the UA system these credits would be subject to review by each MAU based on existing transfer credit standards. As such, the course may or may not apply to discipline specific degree requirements in the same manner across the UA system.

(10-10-14)

R10.04.090. Evaluation of Student Performance and Course Level Definitions.

A. Grading System

This regulation establishes the common grading system applicable across the University of Alaska. All course grades will be letter grades. While an MAU need not adopt for its use all the elements of the common grading system, only the elements included in the common grading system may be used for the evaluation of students.

The method of grading will be considered an integral part of the course structure and will be applied uniformly to all students in a course according to student status as credit or audit. Instructors will inform students of the grading mode(s) used in each course in a written course syllabus provided at the beginning of the course.

B. Grading Modes

1. Academic letter grades: A, B, C, D, F, including + and –

These letter grades will carry grade points and will be used to calculate grade point averages (GPAs).

2. Non-academic grades CR, NB, NC, DF, I, P, NP

These grades will not carry grade points and will not be used to calculate GPAs. These grades may be used to indicate academic progress.

- a. Credit/No-Credit (Student Option)

A student-initiated grading option that encourages students to explore areas of interest not related to their academic major (i.e., undesignated electives). The instructor is not aware that this option has been selected by the student and grades the student using the grade mode approved for that course (A-F, P/NP, or P/F).

b. Pass/No-Pass and Pass/Fail Grade Modes.

These grade modes are established at the time the course is approved and must apply to the class as a whole; it is not a student option. When a course is graded Pass/No-Pass or Pass/Fail, the faculty member must clearly explain this fact to the students at the beginning of the class. For performance comparison only, a grade of "P" (Pass) is considered equivalent to a grade of "C" or higher in undergraduate courses and a grade of "B" or higher in graduate courses. Pass/No-Pass and Pass/Fail grades are used to determine satisfactory academic progress and may be used to meet degree requirements. In the Pass/Fail grade mode, a "P" or "F" is recorded on the student's transcript. A recorded "F" is used in computing the GPA.

3. Registration status: AU, W

These grades do not carry grade points, are not used to calculate GPAs, and do not indicate academic progress.

C. Grades Definitions

2801 0 0 1 144.0 /P Q(2.)JTETQ.00000EnBT/F1 12 Tf1 0322W*n61 0 0 1 .W*nBT/F4 349.97 Tm0 1 rg1.13Q

1. A, including + and -

A grade of "A" indicates a thorough mastery of course content and outstanding performance in completion of all course requirements.

2. B, including + and -

A grade of "B" indicates a high level of acquired knowledge and performance in completion of course requirements. 2.

6. CR, or Credit

A grade of “CR” indicates that course credit was awarded under the credit/no-credit option and the student’s knowledge and performance was equivalent to a grade of “C” or higher.

7. P, or Pass

A grade of “P” indicates the satisfactory completion of course requirements under either the pass/fail or the pass/no-pass grade mode. For performance comparison only, a grade of “P” (pass) is considered equivalent to a grade of “C” or higher in undergraduate courses and a grade of “B” or higher in graduate courses.

8. NP, or No Pass

A grade of “NP” indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements.

9. DF, or De/F1 12 Tf1 0 0 1 144.02 460. 792 reW*BT Tf1 0 0 1 144.02 4 RG(D)-7(e)8/0reW*De

13. W, or Withdrawal

Withdrawal is a registration status that indicates withdrawal from a course after the official course drop date.

D. Computation of Grade Point Average (GPA)

1. Definition and application

The grade point average (GPA) is a weighted numerical average of the grades earned in courses at the undergraduate or graduate level at an MAU within the University of Alaska.

Once a student completes a bachelor's degree, the student's GPA in future work is calculated only on the credits and grades earned since the baccalaureate was awarded. An exception is made if the student is officially admitted to a second bachelor's degree program. Undergraduate courses taken while in a graduate degree program, however, are calculated in the student's graduate GPA only if they directly apply to the graduate degree.

2. GPA Computation

- a. Grade points for each course are computed by multiplying the numerical value of the academic grade awarded, according to the chart below, by the number of credits attempted for the course.

Numerical Equivalencies for Grades

A+ = 4.0	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3		

200-299: Courses with these numbers provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experience, or develop advanced skills. They are applicable to certificates, and associate and baccalaureate degrees, in accordance with certificate/degree requirements.

b. Upper division courses usually taken by juniors and seniors

300-399: Courses with these numbers build upon previous course work and require familiarity with the concepts, methods, and vocabulary of a discipline. They are applicable to baccalaureate degrees and may be applicable to associate degrees, in accordance with degree requirements. These courses are not applicable to graduate degree requirements.

400-499: Courses with these numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses. These courses are applicable to baccalaureate degrees, in accordance with degree requirements. These courses may be applied to graduate requirements for some master's degrees with prior approval of the student's graduate study committee. However, except as approved for an accelerated master's degree, a student may not apply a course to both a baccalaureate and a master's degree. Accelerated master's degrees may use up to twelve credits of 400-level and/or 600-level coursework to double count toward the baccalaureate and master's degrees.

c. Graduate level courses

600-699: Courses with these numbers demand rigorous analysis, synthesis, and research skills. These courses are applicable to masters and doctoral degrees and to graduate and professional certificates, in accordance with degree requirements. With prior approval of the major department they may be used to meet degree or graduation requirements for some baccalaureate degrees, but, except as approved for an accelerated master's degree, a student may not apply a course to both a baccalaureate and a graduate degree. Accelerated master's degrees may use up to twelve credits of 400-level and/or 600-level coursework to double count toward the baccalaureate and master's degrees.

700-799: Courses with these numbers are primarily intended for students in doctoral-level programs and demand a level of analysis, synthesis, research or professional knowledge and skills beyond the

3. Professional Development Courses

500-599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit courses of similar content.

Courses may be graded Pass/No pass or, if the course includes an evaluation component, by letter grading. The measurement of student effort is indicated by professional development credits. Each professional development credit awarded requires at least 12.5 hours of student engagement in a directed learning environment under the supervision of a qualified instructor. These courses are provided on a self-support basis.

(02-23-21)