UAA Faculty Senate
February 4, 2005 Agenda
2:30 – 4:30 p.m.
BEB 220

I.   Call to order

II.   Roll

III.   Approval of Agenda (pg. 1)

IV.   Approval of January 7 Meeting Summary (pg. 2-5)

V.   Officer's Reports
        A. President
        B. Vice President
        C. Second Vice President
            • Senate Service Awards Committee Nominations

VI.   Boards and Committee Reports -
        A. Academic Computing, Distance Learning and Instructional Technology (pg. 24-25)
        B. Advising, Placement, and Assessment Committee (pg. 6-7)
        C. Budget, Planning, and Facilities Advisory Committee (pg. 8)
        D. Committee on Committees
        E. Diversity Committee
        F. Faculty Grants and Leaves Committee
        G. Graduate Academic Board (pg. 9)
        H. Library Advisory Committee
        I. Professional Development Committee
        J. Undergraduate Academic Board (pg. 10)
        K. Ad Hoc Committee on Active & Engaged Learning (pg. 11)
        L. Ad Hoc Committee to Improve UAA's Research Culture

VII.   Old Business
        A. Student Evaluation Update
        B. GER Update (pg. 12-13)
        C. Proposed Policy on the Identification and Use of Invalid Academic Degrees

VIII.   New Business
        A. Post Baccalaureate Catalog Copy (pg. 14-20)
        B. Residency Requirement (pg. 21-22) – Tom Miller and Mary Howard
        C. Electronic Workload & Annual Activity Report
        D. Transcripted Certificates of Completion (for programs under 30 credits)
        E. UAF Resolution re: Regents Policy P04.04.040 (pg. 23)

IX.   Forums
        A. Provost Kassier

X.   Informational Items and Adjournment
        A. Distance Education
        B. Financial Aid Awareness

I.   Call to order

II.   Roll
Senators Present:
Anne Bridges, Robert Boeckmann, Gerry Busch, Sandra Carroll-Cobb, P.T. Chang, Carol
Coose, Robert Crosman, Hilary Davies, Kate Gordon, Paul Herrick, Janice High, Bogdan
Hoanca, Patti Hong, Mari Ippolito, David Meyers, Debbie Narang, Terri Olson, Rosanne
Pagano, Jack Pauli, John Petraitis, Greg Protasel, Suresh Srivastava, Shelley Theno, Sam
Thiru, Kathleen Voge, Amy Swango-Wilson, Jeff White, and Rosanne Wilson-Marsh

III.   Approval of Agenda (pg. 1)
Approved

IV.   Approval of December 3 Meeting Summary (pg. 2-5)
Would like the summary to reflect that the President and the Eboard are uncertain if the
chancellor's approval on the 2 items is based on the Provost recommendations or on what
the Senate originally approved.

V.   Officer's Reports
A. President
December 15 – the Faculty Alliance met with President Hamilton in Anchorage. Discussed
distance education and trying to make it more student friendly through standardization.
Faculty will need to get together to align the curriculum. Assumes degrees will more than
likely integrate in-class and distance education courses.
Also discussed with the President research and university funding and academic freedom.
The remaining alliance meeting involved discussions with Dave Veasy regarding electronic
faculty workloads (ensuring that the process won't be come more cumbersome than faculty
saving their workloads on their computer and revising every semester and printing it off).
Question came up in the meeting on how many Alliance members had students over 60-65
years of age? Impact on the university giving free education to this age group.

Questions -
    •   Breakdown between the university distribution of the research funding between the
        MAUs. The Eboard will look into and come forward to the Senate next month with
        some information.
    •   Cost benefit analysis for the electronic workloads
    •   Input from faculty regarding distance education –send comments to Tim or to Kate
        Gordon.

The Ad Hoc Committee that was asked to come up with a procedures and review of the
proposals for the Chancellors 200,000 the review committee met yesterday and
recommendations will go to the Interim Vice Provost Jim Liszka next week.

B. Vice President – No report

C. Second Vice President – No report

VI.   [Boards and Committee Reports](#) -
   A. Academic Computing, Distance Learning and Instructional Technology
       No report – guest speaker Jeff White discussed the student evaluation forms.

   B. Advising, Placement, and Assessment Committee
       No report – will be brining forward an amendment to the bylaws

   C. Budget, Planning, and Facilities Advisory Committee (pg. 9)
       No additions to the written report

   D. Committee on Committees
       No report

   E. Diversity Committee
       Email was distributed to the faculty listserv regarding MLK/Alaska Civil Rights Day
       observation. If the faculty are planning on observing, please submit information to the
       committee.

   F. Faculty Grants and Leaves Committee
       No report

   G. Graduate Academic Board
       No report

   H. Library Advisory Committee (pg. 6)
       No addition to the written report

   I. Professional Development Committee
       No report

   J. Undergraduate Academic Board (pg. 7-8)
       Motion: *Approve the Course Curriculum Actions*. **Approved unanimously**

   K. Ad Hoc Committee on Active & Engaged Learning
       No report

   L. Ad Hoc Committee to Improve UAA's Research Culture
       Written report passed out and will be posted to the web.

VII.   Old Business
   A. Student Evaluation Update
       The form that was presented to the Senate a few months has enough lead time that the
       company needs in order to supply the forms to the university for a pilot test this semester.

       Short form (promotion) or the long form (promotion and faculty development) – pilot both
       forms might be a good idea. Is the pilot testing going to be an addition to the required
       evaluations?

       Perhaps IDEA could be contacted to help establish how other universities have
       transitioned into using the instrument.

       Comparing forms – faculty who teach multiple sections could perhaps
       have the different sections fill out the separate forms. However, even then the
       comparison between the sections will be very different.

Intent – Module has been provided for Blackboard courses and the Idea Center has recommended that evaluations for the pilot test not be performed on distance courses.

Did the committee discuss the administration of the instrument?
- How much of the information is required for the promotion and tenure process.
- Irregularities between the administration of the student evaluations between the faculty.
- Having a training session for the faculty explaining the IDEA.

Instrument selection – does the senate vote or does the senate vote and then distribute to the full faculty for vote.

Motion: *The Senate supports the committee pursuing the IDEA and request that they come forward with the pilot testing of the IDEA Student Evaluation Instrument for the upcoming semester.* **Approved unanimously.**

A message will go out to the full faculty informing them of the pilot testing.

VIII. New Business
A. Dial-up connection Discontinuation
The university wants to stop being a internet service provider. The university has worked with ACS for a discount rate. Further discussion should contact Rich Whitney.

B. Delay implementation of the GER Capstone – CAS Resolution
In a letter to CAS Representatives to the UAA Faculty Senate, dated December 14, 2004, 18 CAS department chairs unanimously adopted the following resolution:

The CAS Chairs are unanimous in requesting that CAS Faculty Senate representatives seek a delay for at least a year in the implementation of the GER Capstone requirement in order to reexamine it in terms of impact on students, consequences for programs, financial implications, academic integrity, and process.

There are other Colleges who are making plans based on the acceptance of the capstone.

The Senate deserves an explanation as to why the delay is being requested.

Implementation is scheduled for 2008-2009 academic year, it will appear in the 2005-2006 catalog with a statement indicating implementation is for students graduating under the 2008-2009 catalog .

The CAS curriculum committee has put on additional constraints for the capstone courses. There is total opposition from the CAS Course and Curriculum Committee and several administrators in CAS.

Implementation and funding is the purview of the administration not the Senate.

It might be appropriate for the CAS Curriculum committee come to a GER meeting to discuss their concerns,

IX. Forums
A. Provost Kassier
Vice Provost search for the Graduate and Research – candidates have all come up for their interviews.

Dean of the College of Arts and Sciences – please think about candidates and send nominate to Steve Rollins.

Academic Master Plan – draft will be available next week.

On the Chancellors behalf – draw attention to her seasonal message posted on the UAA Homepage.

B. Megan Sumner
Next 50 Years – Plan of events
Invitation to the faculty went out seeking participants for the installations procession.
Please call 786.1979, if you are planning on marching by the end of next week, and please call with any questions.
Seminar topics include aging, the economy and the environment, Alaska's diversity, and aquaculture for wild fisheries.

C. Vice Chancellor Ejegu
The December 15 Governors budget proposal is very good for UAA. On the operation side, generally UAA gets 38% from that appropriation. It received 5% increase from last year's general appropriation in addition to an increase to staff benefits.
Capital side of the budget – 47 million dollars for the system of which 2/3 will go to UAA (21 million for the science building and other repair and maintenance projects including those on the community campuses).
The budget proposal is now in the hands of the legislatures.

Performance Based Budget Awards – the awards have been made and the notification has gone out to all faculty members. 87 applications were received and 34-35 were awarded, those who were awarded were notified, those who were not awarded were notified as well. There will be a 2 hour event where the proposals will be reviewed and feedback will be provided on **all** of the proposals.

Budget Planning Committee of the Senate will join the Deans & Directors on January 27th for a PBAC workshop in ADM 204 from 10-2pm.

X. Informational Items
My UA portal –
Looking for volunteers to participate in a pilot study. February through the 1st of May.
Senate members will be volunteered.

XI. Adjournment

Advising, Placement, and Assessment Committee Minutes
January 28, 2005

In attendance: Trish Jenkins, Sarah Kirk, Debbie Narang (FS), Joan O'Leary, Alice Sears ,Tom Skore, Kathleen Voge, Rozanne Wilson-Marsh (FS), and Vara Allen-Jones.

Our guest for the meeting was Vara Allen-Jones, the Assistant Vice Provost for Student Success. She first gave us a brief overview of the many programs she administers through her office:

- TRIO: The Educational Talent Search and Upward Bound work with low-income, at-risk high school students to facilitate future college goals. The Educational Opportunity Center assists adults through workforce development.
- AHAINA Student Programs
- Native Student Services, which has focused its efforts on the transition from village to college.
- Advising and Testing Center (formerly the Advising and Counseling Center), which offers assistance for over 70 exams, from ACCUPLACER to the LSAT
- UA Scholars—currently there are 874 UA scholars at UAA.

Currently Vara also serves as the dean of the counseling faculty at UAA.

A lively discussion followed. Among some of the items discussed:

When the ACCUPLACER test was piloted, students waited for scores and placement advising after taking the exam. The test is offered on a walk-in, no appointment basis, so sometimes the number of advisors available was insufficient for the number of students waiting. Students complained that they would wait for up to 90 minutes to see a counselor and that the counseling was insufficient when many students were waiting. As a result, the policy was changed so that students taking the placement test were required to make an appointment with the college advisor to get the results. Some faculty members have commented that this process has been inconvenient for students and perhaps tempts them not to look at the results.

The group was supportive of prerequisite enforcement, especially for English 111, and asked why UA could not program BANNER for selective enforcement by campus or even by course. Vara will investigate further.

The reduction in paperwork sent to departments for new majors was discussed. Enrollment Services has made a handbook for administrative assistants to pull information from BANNER in a timelier manner than the paperwork previously sent. Vara volunteered to send a copy of the handbook to the committee for further examination.

The meeting with Vara ended with some announcements:

- The new Advising and Testing Center Director, Linda Morgan, will be welcomed with a Meet and Greet on February 14th at 10:00 a.m. in the University Center, Room 112.

- The Advising and Testing Center website is in progress. A new advising website has been posted to the UAA main page at http://www.uaa.alaska.edu/advising/ .

- Faculty Advisor training is coming soon, coordinated by Bobbi Weber. The committee will assist as it can.

The committee ran out of time for further business.

Faculty Senate Budget, Planning, and Facilities Advisory Committee
3211 Providence Drive, Anchorage AK 99508
Maureen O'Malley, Chair

BPFA Report to Faculty Senate – January, 2005

1. Members Present: Maureen O'Malley, Brian Wick, Hermann Gruenwald, Joy Mapaye, Rich Cohen

2. Classroom Standards Technology Report. Joy Mapaye reported on the progress of the Classroom Standards Technology project. Symposium modules have been installed in a number of target classrooms. To that end, phase 1 of the project is completed and they are now in phase 2, testing and obtaining feedback. A core group of faculty members are using the Symposium modules. Faculty members are encouraged to familiarize themselves with the modules and offer feedback. Training schedule is below:

Location	Day	Date	Time
PSB 166	Friday	January 14	10:00 AM - Noon
PSB 166	Friday	January 21	10:00 AM - Noon
PSB 166	Friday	January 28	10:00 AM - Noon
ADM 142	Friday	January 14	2:30 PM – 4:30 PM
ADM 142	Friday	January 21	2:30 PM – 4:30 PM
ADM 142	Friday	January 28	2:30 PM – 4:30 PM
BMH 108	Friday	February 4	2:00 PM – 4:00 PM
BMH 108	Friday	February 11	2:00 PM – 4:00 PM
BMH 108	Friday	February 18	2:00 PM – 4:00 PM
BMH 108	Friday	February 25	2:00 PM – 4:00 PM

A.   Open Forum on the Budget.   The members discussed the budget forum. The Committee agreed that UAA does appear to be working to best use funds to meet the needs of students and faculty. One area of interest was discussed: performance metrics. The Committee felt the majority of faculty members do not understand the structure or the ramifications of the metrics. This issue will be further explored at the next meeting.

3. Committee Schedule. The tentative meeting schedule is shown below.

Friday, 2/11   9AM in BEB207A (this meeting may be postponed)
Friday, 3/11   2PM in BEB207A
Friday, 4/8   9 AM
Friday, 5/13   2PM

Respectfully submitted,
Maureen O'Malley

1. Curriculum Action Requests –
   A. COE
      Add   ED   A680   Geometry and Measurement: Content and Pedagogy for K-8 Teachers (3cr)(3+0)

      Add   ED   A684   Algebra and Functions: Content and Pedagogy for K-8 Teachers (3cr)(3+0)

      Add   ED   A685   Data Analysis and Probability: Content and Pedagogy for K-8 Teachers (3cr)(3+0)

      Add   ED   A686   Calculus and Trigonometry: Content and Pedagogy for K-8 Teachers (3cr)(3+0)

      Add   ED   A689   Capstone: Advanced Topics in Mathematics for the K-8 Teacher (3cr)(3+0)

1. Curriculum Action Requests
   A. CAS

Chg	MATH	A420	History of Mathematics (3cr)(3+0)

   B. CHSW

Del	LPN Challenge Examination Track
Chg	AAS, Nursing License Practical Nurse Option (deletion of LPN Challenge Examination Track)

   C. CTC

Chg	MEDT	A302	Clinical Laboratory Education and Management (4cr)(4+0)
Chg			AAS, Dental Hygiene

   D. COE

Add	EDSE	A219	Early Childhood Special Needs: Applied Communication Strategies (3cr)(3+0)
Add	ED	A223	Paraeducators and Developing Readers (2cr)(2+0)
Add	ED	A222	Bilingual Educational and Paraeducators (1cr)(1+0)
Chg	EDSE	A495A	Beginning Internship in Special Education (3cr)(1+6)
Add	EDSE	A495B	Advanced Internship in Special Education (3cr)(1+6)
Chg			BA, Elementary Education and the Special Education Emphasis

2. Post Baccalaureate Certificates (pg. 14-20)
   UAB unanimously approved Chapter 11 Post Baccalaureate Certificates

   As a consequence of the new Chapter 11 the following chapters will be renumbered - Chapter 12 Graduate Programs, Chapter 13 Course Descriptions, Chapter 14 Directory

Report of the Faculty Senate Ad Hoc Committee on Active and Engaged Learning

The committee met on January 14 from 2:30-3:30 to discuss further how to get the word out about the National Survey of Student Engagement (NSSE) findings in such a way that both students and faculty benefit from its multi-year findings. It decided that two essential elements were needed:

1. A narrative framing the NSSE findings in such a way that those participating in the subsequent focus groups would understand fully the meaning and significance of those findings. Nancy Andes will write this narrative.
2. A series of meetings with inclusive and representational focus groups of both faculty and students in order to get feedback on the five major criteria used by NSSE: level of academic challenge; active and collaborative learning; student-faculty interaction; enriching educational experiences; and supportive campus environment.

The committee will hold these meetings in March and April (with the first faculty focus group to be held on March 11 from 2:00-3:30, room TBA). It will subsequently distill the information gathered into a set of findings and recommendations.

Given the proposed timetable for the committee's work, its co-chairs formally request the Faculty Senate to allow the Ad Hoc committee to continue its work into the Fall Semester 2005.

The next meeting of the FS AHC on A&EL will be on February 11 from 2:30-3:30 in AHS 108.

Submitted by the committee's co-chairs: Nancy Andes and Toby Widdicombe
January 30, 2005

EMAIL distributed January 27, 2005

To: UAA Faculty

From: General Education Subcommittee

Through: Undergraduate Academic Board

Dear Colleagues,

As a final stage of coordination, the GER Subcommittee of the Undergraduate Academic Board is requesting comments on revisions to the AA and GER sections of the current UAA catalog (Chapter 10 pages 105-113 and pages 118-119) proposed to be included in the 2005-2006 catalog, prior to first reading by UAB on February 11, 2005. The proposed revisions are available at the GER Subcommittee web page http://www.uaa.alaska.edu/governance/uab/ger.cfm. The history of coordination, discussion, and documentation of the proposed changes described below is also available at the GER web page.

For the last five years, the GER Subcommittee of UAB has been charged to undertake a systematic review of the UAA GER to address the UAA Accreditation Self-Study and the 2000 NASC Accreditation Report, and demonstrate significant progress prior to the Fall 2005 NWCCU site visit. The GER revision has been developed in light of all pertinent UAA orienting documents, including BOR policy, UA and UAA mission statements, and UAA curriculum guidelines. In December 2002 the Faculty Senate passed 5 Motions towards accomplishing GER revisions, that were approved by Chancellor Gorsuch on February 26, 2003. The approved Motion 4 specifying a 37 credit GER including an integrative component was developed into the Integrative Capstone and Assessment proposal approved by the Faculty Senate on April 2, 2004 and by Provost Kassier and Chancellor Maimon on November 29, 2004.   Attachments 1-4

The November 1, 2004 Provost's primary recommendation regarding the Integrative Capstone emphasizes knowledge integration. The catalog copy Integrative Capstone course description has been revised to include knowledge integration as the most essential Integrative Capstone course goal and outcome. While not comprehensive, a summary of the revisions to the AA & GER is outlined below along with reference, where relevant, to the 5 Motions passed by the Faculty Senate. Catalog revision attachment

AA Degree Revisions:
- A Quantitative Skills requirement is added. [Motion 5]
- AA General Education Requirements are courses from the GER Classification List to provide coherence and maintain quality of GERs across the AA and baccalaureates, and streamline the process by which AA students can pursue a baccalaureate degree. Complies with NWCCU Standard 2.C/2.1 "requires of all undergraduate programs a substantial and coherent program of general education …A substantial core of general education instruction is regarded as an essential component of all baccalaureate degree programs and of all academic or transfer associate degree programs."

- The Applied Studies requirement is removed and replaced by additional electives to increase degree completion efficiency for AA students, including those pursuing a baccalaureate degree, who do not need courses in this category.

GER Revisions:
- The GER preamble provides a connected programmatic emphasis to address the NASC 2000 report's conclusion that "At present, general education seems to be vested in 'islands' with little interconnectedness." In the revised GER students progress through Tier 1: Basic Skills to Tier 2: Distribution Areas, and conclude with Tier 3: Integrative Capstone.
- Baccalaureate students are required to complete 12 credits of Basic Skills (Tier 1) before completing 60 total degree applicable credits. [Motion 2]
- Beginning with baccalaureate students graduating in the 2008-2009 academic year, the GER requirement is 37 credits, including a 3 credit Integrative Capstone course which requires that students demonstrate knowledge integration, using GER Skills (Tier 1), across GER disciplines (Tier 2). [Motion 4]

Please send any questions or comments to the Governance Office at aygov@uaa.alaska.edu or Gail Holtzman, UAB Chair at afgmh@uaa.alaska.edu.

Cc: Provost Kassier
        Deans and Directors
        Department Chairs

CHAPTER 11   POST-BACCALAUREATE CERTIFICATE PROGRAMS

POST-BACCALAUREATE CERTIFICATE PROGRAMS

POST-BACCALAUREATE CERTIFICATES

Post-Baccalaureate certificate programs present a cohesive sequence of related courses designed to provide continuing education past the baccalaureate level. Upon completion of a certificate, students will have acquired an area of specialization, interdisciplinary perspective or will have completed requirements for professional certifications awarded by agencies outside the university. Post-Baccalaureate certificates are designed with a majority of undergraduate course work.

ADMISSIONS
(907) 786-1480
http://www.uaa.alaska.edu/admissions/index.cfm

All students intending to register for one or more courses must apply for admission. Applications for admission are available online via http://www.uaa.alaska.edu/admissions/index.cfm or from Enrollment Services.

ADMISSION REQUIREMENTS FOR POST-BACCALAUREATE CERTIFICATES

To qualify for admission to post-baccalaureate certificate programs, a student must have earned a baccalaureate degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate degrees within two semesters may also apply for admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate their ability to pursue graduate work. Applicants must meet the GPA requirements of the specific certificate program to which they are applying.

All certificate students must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting any courses relevant to the certificate sought. Transcripts are to be requested by the student and must be submitted in an officially sealed envelope. (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual graduate programs may also require additional transcripts and/or specific entrance exams such as the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT). See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the United States or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

Applicants whose native language is not English or whose baccalaureate degree was conferred by an institution where English was not the language of instruction must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the United States or of another English-speaking country and demonstrates fluency in reading, writing, and speaking in English.

Applications, official transcripts, and required test scores (if any) must be submitted to Enrollment Services. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, Enrollment Services will forward each student's admission packet to the Dean, Department Chair, or designee for consideration.

Each certificate program has individual admission standards and document requirements. Additional information such as writing samples, goal statements, letters of recommendation, research proposals, and/or interviews may be required by specific programs. When required, these materials must be submitted directly to the Department Chair or designee.

Deadlines for submission of materials vary by program. No more than nine (9) credits may be completed in the student's certificate program before program admission. See individual program listings for information.

INTERNATIONAL POST-BACCALAUREATE CERTIFICATE STUDENTS
International Services
(907) 786-1558
International students who will attend UAA as F-1 visa students and who need a Form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student status must meet University and degree program admission requirements. In addition to being admitted to a post-baccalaureate certificate program, international students must submit the following:

1. An official TOEFL (Test of English as a Foreign Language) score of at least 550 for the paper-based test or 213 for the computer-based test
2. A statement of financial support for the anticipated period of study and evidence of availability of funds such as a bank statement
3. An English translation of all required documents
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an official statement from a recommended international credentials evaluation service stating that their degree is the equivalent of a U.S. bachelor degree. A list of evaluation services may be obtained from Enrollment Services. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is also mandatory. Contact the International Student Advisor in Enrollment Services for details.

APPLICATION AND ADMISSION STATUS FOR POST-BACCALAUREATE CERTIFICATE-SEEKING STUDENTS: TERMS AND DEFINITIONS

APPLICATION STATUS

Incomplete Application
An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

Pending Application
A pending application has met University requirements and is awaiting departmental recommendation for admission.

Postponed Application
Students may postpone their applications to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied.

Withdrawn Before Admission
Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed will be withdrawn. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

ADMISSION STATUS

Complete Admission
All required documents have been received and all admission standards met.

Incomplete Admission
Students who expect to receive their baccalaureate degree from a regionally accredited institution within two semesters (three if including summer) may apply for admission. Formal acceptance becomes final only after the baccalaureate degree is completed and conferred, and all other admission requirements are met.

Provisional Admission
University admission requirements have been met, but the students still needs to complete one or more department-specified provisions. .

Postponed Admission
Students may postpone their admission to a future semester by notifying Enrollment Services prior to the end of the semester for which they originally applied**.**

Withdrawn After Admission
Admission will be withdrawn when students do not attend classes during or postpone their admission by the end of their admission semester. Students whose admissions have been withdrawn must apply for admission if they later choose to attend UAA.

RELATED POST-BACCALAUREATE CERTIFICATE POLICIES

TRANSFER CREDITS
Up to one-third of the credits required for a Post-Baccalaureate certificate may be transferred into UAA and applied to that certificate from a regionally accredited institution if those credits were not previously used to obtain any other degree or certificate. Acceptance of transfer credits toward program requirements is at the discretion of the individual program.

CHANGE OF CERTIFICATE
Students who wish to change certificate programs must formally apply for admission to the new certificate program through Enrollment Services and pay the appropriate fee. This applies both to changes between schools or colleges and to different certificates within the same school or college. Students will be expected to meet all admission and program requirements of the new major or emphasis area.

CONCURRENT CERTIFICATES
Students may pursue concurrent post-baccalaureate certificates as long as they have formally applied and been accepted to each program through Enrollment Services.

ADDITIONAL CERTIFICATES
Students who have received a post-baccalaureate certificate from a regionally accredited college or university may earn another post-baccalaureate certificate by completing at least 16 resident credits not used for any other degree or certificate. The student must meet all Post-Baccalaureate Certificate University Requirements, School or College Requirements, and Program Requirements; fulfilling all University, College, and Program Requirements may require more than the minimum 16 additional resident credits. If the 16 additional credits and other requirements have been earned for each additional post-baccalaureate certificate, two or more post-baccalaureate certificates may be awarded simultaneously.

FORMAL ACCEPTANCE TO POST-BACCALAUREATE CERTIFICATE PROGRAMS
Once all required admission documents have been received by Enrollment Services, the student's admission packet is forwarded to the Dean or designee of the specific program. The acceptance decision is made by the Dean or designee, who informs Enrollment Services of the decision. Enrollment Services sends the official Certificate of Admission directly to the applicant. Acceptance to a certificate program does not guarantee later admission to other certificate or degree programs.

NON-DEGREE-SEEKING STUDENTS
Non-degree-seeking students who wish to register for courses may be required to obtain the signature of the Department Chair or faculty member. Registration as a non-degree-seeking student implies no commitment by the University to the student's later admission to a post-baccalaureate certificate program. Up to one-third of the credits of post-baccalaureate certificate course work may be completed in the student's program before program admission. **Non-degree-seeking students do not qualify for federal or state financial aid benefits nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.** (See Chapter 7, "Academic Standards and Regulations," for further information.)

FULL-TIME/PART-TIME STATUS FOR POST-BACCALAUREATE CERTIFICATE-SEEKING STUDENTS

A student who has been admitted to a UAA post-baccalaureate certificate program and is enrolled at UAA for 12 or more credits is classified as full-time. Courses count toward full-time status only if they are applicable to the certificate program. A post-baccalaureate certificate student enrolled at UAA for fewer than 12 credits is classified as part-time.

Audited courses, Continuing Education Units (CEU's), and Continuous Registration are not included in the computation of the student's full-time or part-time status.

CATALOG YEAR FOR POST-BACCALAUREATE CERTIFICATE PROGRAMS

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a post-baccalaureate certificate program, or the catalog in effect at the time of graduation.

If the requirements for a post-baccalaureate certificate program as specified in the entry-level catalog are not met within 7 years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward the degree, including transfer credit, must be earned within the consecutive seven-year period prior to graduation.

GOOD STANDING FOR POST-BACCALAUREATE CERTIFICATE-SEEKING STUDENTS

Post-Baccalaureate certificate-seeking students who maintain a 2.5 (C) cumulative GPA in courses on their official Certificate Studies Plan are considered in good standing.

REMOVAL FROM POST-BACCALAUREATE CERTIFICATE-SEEKING STATUS

A student's academic status may be changed to non-degree-seeking if the requirements to remove provisional admission or if minimum academic standards are not met.

A student who fails to maintain Good Standing in courses applicable to his/her certificate program, for reasons specified in writing, is not making satisfactory progress toward completing the program requirements may be removed from certificate-seeking status. Each school or college has procedures to deal with appeals arising from removal from certificate-seeking status.

ACADEMIC APPEALS

Students have the right to appeal academic actions (See Academic Dispute Resolution Procedures in the *UAA Fact Finder/Student Handbook* for information).

REINSTATEMENT TO POST-BACCALAUREATE CERTIFICATE-SEEKING STATUS

Students who have been removed from post-baccalaureate certificate-seeking status for not making satisfactory progress must re-apply for a post-baccalaureate certificate program and pay the appropriate fee.

POST-BACCALAUREATE CERTIFICATE ADVISOR

The Dean or designee of the appropriate school or college offering the post-baccalaureate certificate program appoints an advisor for each student accepted to the program.

RESPONSIBILITIES OF THE POST-BACCALAUREATE CERTIFICATE ADVISOR/COMMITTEE

The division of responsibility between the advisor and/or committee is determined at the program level. The graduate advisor and/or committee will do the following:

1. Review the student's Certificate Studies Plan, ensuring that it includes: the Post-Baccalaureate Certificate University Requirements; all courses required for the certificate; and any special program requirements.
2. Identify deficiencies in the student's admission or academic background.
3. Approve the official Certificate Studies Plan.
4. Monitor the student's progress and timely completion of all requirements.

5. Monitor the timely submission of the official Certificate Studies Plan and other documents to Enrollment Services.
6. Review and approve any changes to the official Certificate Studies Plan, directing timely submission of the revised plan to Enrollment Services.
7. Review and approve any required capstone experience or project according to procedures established by the individual program.
8. Administer and assess a comprehensive exam, if required.

OFFICIAL STUDIES PLAN FOR POST-BACCALAUREATE CERTIFICATES

The official Certificate Studies Plan formally establishes the specific program requirements which, upon satisfactory completion, entitle the student to receive the post-baccalaureate certificate. The program plan is based upon the catalog requirements for the certificate program to which the student is accepted. The plan becomes official once it is approved by the Dean or designee and is filed with Enrollment Services. Students are expected to complete all requirements listed on their official Certificate Studies Plan, as well as all Post-Baccalaureate Certificate University Requirements. Any revision to the plan must be submitted to Enrollment Services through the certificate advisor/committee.

DETERMINING PROGRAM REQUIREMENTS

A post-baccalaureate certificate student's program is based upon the catalog requirements for the relevant certificate program which are in effect at the time the student was accepted to the program.

POST-BACCALAUREATE CERTIFICATE UNIVERSITY REQUIREMENTS

University requirements for all post-baccalaureate certificates are as follows:

1. The student must complete at least 24 approved semester credits not counted toward any awarded degree.
2. The student must complete all requirements established by the program.
3. A GPA of at least 2.5 (C) must be earned in courses identified in the official Certificate Studies Plan.
4. Courses at the 500-level are for professional development and are not applicable toward any certificate, even by petition.
5. At all course levels, a grade of C is minimally acceptable.
6. At least two-thirds of the credits required for the certificate must be taken at the upper-division (300-400) or graduate (600) level.
7. Up to one-third of the semester credits not used toward any other degree or certificate may be transferred to UAA from a regionally accredited institution and counted toward a post-baccalaureate certificate. Quarter credits are converted to semester credits by multiplying quarter credits by two-thirds. Acceptance of transfer credit toward program requirements is at the discretion of the individual program.
8. Individual Program Deans or designees may allow credit earned at other universities in the UA system, excluding credit used toward another degree or certificate, to be transferred to UAA, as long as at least 9 credits applicable to the student's certificate program are earned at UAA after acceptance into the program.
9. Courses taken through credit by examination, or graded Credit/No Credit (CR/NC) do not count toward certificate requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor or committee to waive certain courses in an established program, as long as the total credits in the certificate program remain the same.
10. If the requirements for a post-baccalaureate certificate as specified in the entry-level catalog are not met within 7 years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.
11. All credits counted toward the post-baccalaureate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.

APPLICATION FOR GRADUATION

Post-Baccalaureate certificate students must submit an Application for Graduation, signed by the academic advisor and accompanied by the required fee, to Enrollment Services.. Application for Graduation deadlines are March 1 for summer graduation, May 1 for fall graduation, and September 15 for spring graduation. Applications received after the deadline will be processed for the following semester. Students who apply for graduation but do not

complete degree requirements by the end of the semester must re-apply for graduation. The application fee must be paid with each Application for Graduation.

INDIVIDUAL CERTIFICATE PROGRAM LISTINGS

Motion: =====

The UAF Faculty Senate moves to recommend the Board of Regents eliminating specific Residency Requirements from BOR Policy 10.05.03 and move them to University Regulations with changes proposed as follows:

[[ ]] - Deletion CAPS - Additions

Residency Requirements P10.05.03

In order to satisfy the residency requirements for the degree or certificate program from which a student wishes to graduate, students will be required to earn specified numbers of credits from the university or community college offering the program. [[These requirements for undergraduate degrees will be:

Associate degree 15 credits

Bachelor's degree
        30 credits overall
        24 upper division credits
        12 credits in the major]]

SPECIFIC [[More]] residency credit requirements to meet program accreditation standards SHALL [[may]] be established BY THE PRESIDENT IN REGULATION following THE recommendation OF [[by the]] program faculty and the Chancellor. [[and approval by the President.]]

If a program is delivered collaboratively, credit from each participating institution will be counted toward fulfillment of residency requirements. Residency requirements will be specified in catalogs.

(05-07-81, revised 02-16-96)

Proposed Regulation R10.05.03

Certificate and Associate degrees 15 credits
        taken at UA

Bachelor's degree
        at least 30 credits taken at UA
        21 upper division credits must be taken at UA;, of which
at least 15 of these must be taken at the degree granting MAU 12 credits in the major
        taken at UA

        EFFECTIVE: Immediately

RATIONALE: The purpose of the proposed change is to allow transfer students more flexibility in their schedule and especially allow more flexibility for students transferring between MAUs of the University of Alaska.

Excerpt from UAF Senate web site. At their November meeting….

"Rainer Newberry spoke on the need to move residency requirements from Board of Regents policy to university regulations. The BOR policy is very strict and allows no exceptions. This make exceptions. The move also includes a change to the upper division requirements and allows more transferability between MAUs.
This motion is a recommendation to the Board of Regents. The motion passed unanimously...

"The purpose of the proposed change is to allow transfer students more flexibility in their schedule and especially allow more flexibility for students transferring between MAUs of the University of Alaska..."

The UAF Faculty Senate passed the following at its Meeting #126 on December 13, 2004:

MOTION:
=======

The UAF Faculty Senate moves to recommend the amendment of Regents'
Policy 04.04.040 A.1.e.(1) as follows:

[[   ]] - Deletions
CAPS - Additions

REGENTS POLICY P04.04.040.A.1.e.(1)

Appointment
         P04.04.040

e.   Appointments of distinction for faculty.

(1)   Distinguished [[and University]] Professors. Tenured
appointment as Distinguished [[Teaching]] Professor [[Distinguished Research Professor,
Distinguished Service Professor or University Professor]] may be made by the President,
SUBJECT TO A PROCESS OF REVIEW AND RECOMMENDATION ESTABLISHED BY THE
CHANCELLOR OF THE MAJOR ADMINISTRATIVE UNIT (I.E., UAA, UAF, UAS) IN WHICH
THE FACULTY MEMBER HOLDS TENURE.

EFFECTIVE: Immediately, Upon BOR Approval

RATIONALE: In line with common practice, the title is being changed to Distinguished
Professor. The addition of the process of review and recommendation is to bring it in accord with
usual university practice in the matter of faculty appointments.

<div align="center">

Senate Report
Academic Computing, Distance Learning, and Instructional Technology Committee
February 2005

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Submitted by David Meyers

Future Meetings: February 18, 2005; March 18, 2005;;April 15, 2005
Library Dean's Conference Room 302A; 2-4pm

ACDLIT to Review IDEA Assessment Tool
There was a lack of quorum at our December 17 meeting when a discussion of the assessment tool was scheduled. We discussed the IDEA assesment tool during our January 21 meeting and favor the new instrument as superior to the existing one for use in distance learning settings.

Dr. Rich Whitney to attend February Meeting
ACDLIT has invited UAA Chief Information Officer Dr. Rich Whitney to attend our February meeting.

Need for Faculty Input on Technology Implementation Decisions.
Senate president Tim Hinterberger contacted the committee regarding the issue of technology-related decisions that affect Faculty members. At our January meeting we discussed these issues and decided that some mechanism for timely Faculty feedback into the decision process is needed. As a result of our discussion, we include the following informational item in our report.

Informational Item

The Faculty Senate Committee: Academic Computing, Distance Learning and Information Technology (ACDLIT) is aware of numerous situations involving technology and/or technology-related decisions which have produced a deleterious effect on faculty teaching and student learning. Concern over these incidents, has led to ACDLIT's discussion of identifying a potentially viable process by which

1. Faculty can identify and report technology problems when and where they happen (in the classroom or on the web)
    Example: as malfunctions of equipment or failure of technology occur in a classroom, it is desired to develop a simple means of incident reporting which is structured into a feedback system and focused on continuous improvement.
2. IT will seek faculty advice on technology decisions and communicate technical decisions in a timely fashion to all faculty
    Example: a Blackboard Advisory Group to assist in decisions as changes are made to the Bb environment.

Please let the ACDLIT committee know of any specific concerns you or your colleagues would like considered during this brain-storming period. The members of the committee

will be meeting with Dr. Rich Whitney, UAA's Chief Information Officer, at the February ACDLIT meeting to further understand potential issues and solutions. We hope to then introduce a resolution that is an action-oriented solution to management of these domains in a timely and accurate feedback loop, where responses meet the faculty needs.

Academic Computing, Distance Learning and Information Technology 2004-2005 Membership

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Library Advisory Committee
Faculty Senate Report

Minutes from
January 14th, 2005

In attendance: Anne Bridges, Hiroko Harada, Kevin Keating, Robert McCoy, Cora Neal, Steve Rollins, Deborah Tharp, Rozanne Wilson-Marsh.

Dean Rollins discussed the Consortium Library's five-year plan with the committee. The library has been successful in obtaining grant funding through the Library of Congress and the Rasmuson Foundation, which required matching funds to be secured before the full amount was bestowed.

In FY95 the library was receiving 3.4% of the total instruction and general budget of UAA. In FY 05 the percentage has dropped to 2.9%. We need to increase the allocation to our library to stay current and competitive and to offset the inflationary increases in the cost of library resources.

The committee has invited Terri Hokanson from the Development Office to speak to us about fund raising ideas. We hope to continue our fund raising efforts for the library.

The Consortium Library will be the site of several events during the 51st anniversary of UAA and installation of Chancellor Maimon. Most notably, the UAA History Wall, housed on the third floor of the library, will be unveiled at a university fund raising event on Friday, February 4th.