



**Faculty Senate**  
UNIVERSITY of ALASKA ANCHORAGE

**UAA Faculty Senate Agenda**  
**November 4, 2011**  
**2:30 - 4:30 p.m. Library 307**

**I. Call to Order**

**II. Roll- (P=Present; A=Absent; E=Excused)**

2011-2012 Officers:

	Bhattacharyya, Nalinaksha – President		Davies, Hilary- Chair, UAB
	Boeckmann, Robert - 1 <sup>st</sup> Vice President		Modlin, Susan - Chair, GAB
	Fitzgerald, Dave - 2nd Vice President		Petratis, John - Past President

2011-2012 Senators:

	Abaza, Osama		Garton, Susan		Orley, Soren
	Alsua, Carlos		Green, Amy		Pence, Sandra
	Boege-Tobin, Deborah		Harder, Alberta		Pfeiffer, Karl
	Burke, Tracey		Ippolito, Mari		Predeger, Betty
	Campbell, Elizabeth		James, Elizabeth		Rawlins, Katherine
	Carter, Trina		Johnston, Gail		Russ, Debra
	Cates, Keith		Kappes, Bruno		Schreiter, Mark
	Dennison, Elizabeth		Kawasaki, Jodee		Selkregg, Sheila
	Din, Herminia		Kim, Sun-il		Siemers, Cheryl
	Dirks, Angela		Landed, Paul		Skore, Tom
	Embler, Pam		LaRue, Sharon		Smith, Tara
	Fallon, Sue		Magen, Randy		Stone, Jennifer
	Foster, Larry		Miranda, Francisco		Theno, Christine
	Fox, Deborah		Mock, Kenrick		Thiru, Sam
	Garcia, Gabe		Mole, Deborah		Vandever, Jan
			Nagy, Lou		Vugmeyster, Liliya

**III. Agenda Approval (pg. 1-4)**

**IV. Meeting Summary Approval (pg. 5-9)**

**V. Reports**

- A. Chancellor Tom Case
  - i. CaseNotes (pg. 10-15)
  - ii. President Highlights (pg. 16-19)
- B. Provost and Executive Vice Chancellor Michael Driscoll
- C. Vice Chancellor Bill Spindle
- D. Vice Chancellor Megan Olson’s Report

E. CIO/Associate Vice Provost Rich Whitney (pg. 20-21)

F. Senior Vice Provost Renee Carter Chapman

i. Update on FTC with John Dede

G. Union Representatives

i. UAFT

ii. United Academics

H. CAFE Update

<http://www.uaa.alaska.edu/cafe/>

## VI. Officer's Reports

A. President's Report (pg. 22-33)

B. First Vice President's Report (pg. 34)

C. Second Vice President's Report

i. Elections

D. Past President's Report (pg. 35)

## VII. Boards and Committees

A. Graduate Academic Board

i. Curriculum (pg. 36)

ii. Motions (pg. 37-71)

**Motion:** Accept modifications to Chapter 12 of the Graduate School Catalogue. These changes include policies for future doctoral programs. Catalogue approval is pending change in status approval by the NWCCU.

B. Undergraduate Academic Board

i. Curriculum (pg. 72)

ii. Motions (pg. 73-74)

**Motion:** Curriculum Handbook changes to clarify the approval process for a Minor program. (pg. 73)

**Motion:** Program Outcomes (pg. 75-80)

UAB agrees with the principle that Program Outcomes be published in the UAA catalog. However, data on the current status of publication of Program Outcomes is needed before a plan can be implemented.

**Motion:** Workforce Credential (approved by BOR 12/08/05) (pg. 74)

UAB recommends that a Workforce Credential approval follow a similar approval process to the current Continuing Education process, and be reflected on the same transcript as CEU courses.

**Informational Items:** (pg. 74)

In the current UAA catalog, there is no policy limiting the number of Independent Study credits that can be counted towards a degree. It should be noted that program faculty can place limits on Independent Study credits in their program by following the regular curriculum process for this information to be included in the catalog.

**Proposed Policy for Course Grade Deadlines**

For regular semester classes, the deadline for faculty to submit course grades in UAOnline is 11:59 pm on the third business day after the last day of the semester as published in the class listing calendar.

For courses which do not follow the regular semester dates, the deadline for submitting grades in UAOnline is 11:59 pm on the third business day from the course end date in the UAA online schedule.

- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment (pg. 81)

**Motion: To revise the Academic Assessment Committee's charge as stated in the Faculty Senate by-laws to read:**

The committee shall:

1. Develop and maintain UAA Academic Assessment Handbook;
2. Implement the current UAA Academic Assessment Handbook with the primary focus of program improvement;
3. Recommend academic assessment-related actions to the appropriate bodies;
4. Direct the collection and analysis of academic assessment documents;
5. Field and respond to requests for information on UAA academic assessment results and achievement of student learning outcomes;
6. Review requests to modify assessment policies and procedures;
7. Refer all curricular and academic issues to the appropriate Faculty Senate Boards; and
8. Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.

- F. Academic Computing, Distance Learning and Instructional Technology (pg. 82)
- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 83)
  - i. 2011-2012 Goals (pg. 83)
- H. Nominations and Elections Committee
- I. Diversity Committee (pg. 84-86)
- J. Faculty Grants and Leaves Committee  
*Have not met since the October Faculty Senate meeting*
- K. Institutional and Unit Leadership Review Committee (pg. 87)
- L. Library Advisory Committee
- M. Professional Development Committee (pg. 88-89)
- N. Student Academic Success Committee
- O. Ad Hoc Committee for Academic Integrity (pg. 90-91)

P. Ad Hoc Committee for Community Campus (pg. 92)

Q. Ad Hoc Committee on IDEA Course Evaluations (pg. 93-94)  
i. Motion

**MOTION:** The ad hoc Faculty Senate Committee on IDEA Course Evaluations requests to change its name to **the ad hoc Faculty Senate Committee to Investigate Methods of Evaluating Teaching Effectiveness**

**VIII. Old Business**

**IX. New Business**

- A. Report on Branding Effort by University Advancement – Kristen DeSmith
- B. First Reading of Proposed Constitutions for the Faculty Forums of the Extended Sites of the University of Alaska Anchorage (pg. 95-98)

**X. Informational Items & Adjournment**

- A. Stay on Track campaign – Angela Dirks (pg. 99)



**Faculty Senate**  
UNIVERSITY of ALASKA ANCHORAGE

**UAA Faculty Senate Summary**

**October 7, 2011**

**2:30 - 4:30 p.m. Library 307**

**I. Call to Order**

**II. Roll- (P=Present; A=Absent; E=Excused)**

2011-2012 Officers:

x	Bhattacharyya, Nalinaksha – President	x	Davies, Hilary- Chair, UAB
e	Boeckmann, Robert - 1 <sup>st</sup> Vice President	x	Modlin, Susan - Chair, GAB
x	Fitzgerald, Dave - 2nd Vice President	x	Petratis, John - Past President

2011-2012 Senators:

x	Abaza, Osama	x	Garton, Susan	x	Orley, Soren
e	Alsua, Carlos	x	Green, Amy	x	Pence, Sandra
x	Boege-Tobin, Deborah	X	Harder, Alberta	x	Pfeiffer, Karl
x	Burke, Tracey	x	Ippolito, Mari	x	Predeger, Betty
x	Campbell, Elizabeth	x	James, Elizabeth	x	Rawlins, Katherine
e	Carter, Trina	x	Johnston, Gail	x	Russ, Debra
x	Cates, Keith	x	Kappes, Bruno	x	Schreiter, Mark
x	Dennison, Elizabeth	e	Kawasaki, Jodee	x	Selkregg, Sheila
x	Din, Herminia	x	Kim, Sun-il	e	Siemers, Cheryl
e	Dirks, Angela	x	Landen, Paul	x	Skore, Tom
x	Embler, Pam	x	LaRue, Sharon	x	Smith, Tara
x	Fallon, Sue	x	Magen, Randy	x	Stone, Jennifer
x	Foster, Larry	x	Miranda, Francisco	x	Theno, Christine
x	Fox, Deborah	x	Mock, Kenrick	x	Thiru, Sam
x	Garcia, Gabe	x	Mole, Deborah	x	Vandever, Jan
		x	Nagy, Lou	x	Vugmeyster, Liliya

**III. Agenda Approval (pg. 1-3)**

*1<sup>st</sup> Sam Thiru*

*Approved*

**IV. Meeting Summary Approval (pg. 4-9)**

*1<sup>st</sup> Sheila Selkregg*

*2<sup>nd</sup> Randy Magen*

*Approved*

**V. Reports**

A. Chancellor Tom Case

i. Shaping Alaska’s Future: Setting Strategic Directions for the University of Alaska (pg. 10-13)

*Gave thanks to Governance and Senators for their support*

*Season of Anniversary's for organizations around the state*

*Health Science Building Grand Opening today*

*Statewide Academic Plan has assigned UAA the role of Alaska's healthcare university*

*Homecoming this week – students and alumni came together (over 40,000 UAA alumni now)*

*Strategic Direction update – Paula Donson in statewide is the leader of this project and she has assembled a team to help. She has also sent out a call of volunteers (faculty and staff) to get involved in this effort. Sessions will be held between now and Christmas break in order to have time to consolidate the data.*

*Arena planning is coming along and construction is in process*

*Engineering buildings/program at UAA and UAF is a high priority and gaining momentum. There has been no stepping back from this priority.*

*Q. What support will be in place for the advising component?*

*A. There will be a big emphasis on improving and probably asking legislature for support to help us improve our advising and counseling capacity. MapWorks will also be available to provide a more comprehensive picture of what is going on in student's life. Chancellor encourages faculty to continue advising students who come to them. The draft Fiscal 13 budget that the regents saw at the end of September, showed a request from student affairs at UAA and somewhere from UAF, for additional student support. Vice Chancellor Schultz and Provost and Executive Vice Chancellor Driscoll have been discussing how to employ advising right now. This technology (MapWorks) and program will be emphasized to students.*

**B. Provost and Executive Vice Chancellor Michael Driscoll**

*CAS Dean search committee has been meeting and will continue to meet with members of their external advising groups for internal support.*

*Still in discussion with individuals on the interim Dean to the College of Health; once interim appointments have been made a search committee will be formed.*

*Marian Bruce has been hired as the Assistant Vice Provost of Faculty Services*

*Currently in discussion about appointing the interim Director for International Affairs; an interim will probably serve in the position for the rest of the academic year*

**C. Vice Chancellor Bill Spindle**

**D. Vice Chancellor Megan Olson's Report (pg. 14-16)**

**E. CIO/Associate Vice Provost Rich Whitney**

**F. Union Representatives**

**i. UAFT**

**ii. United Academics (pg. 17)**

**G. CAFE Update**

<http://www.uaa.alaska.edu/cafe/>

**VI. Officer's Reports**

**A. President's Report (pg. 18-21)**

**i. Goals (pg. 18)**

*Suggested Motion for 2011-2012 Faculty Senate Goals*

*1<sup>st</sup> Hilary Davies*  
*Approved*

B. First Vice President's Report

C. Second Vice President's Report

D. Past President's Report (pg. 22)

*President Gamble wants faculty to review BOR policies and take it seriously as certain BOR policies are not in compliance with national policy*

## **VII. Boards and Committees**

A. Graduate Academic Board

i. Curriculum (pg. 23)

*1<sup>st</sup> Dave Fitzgerald*  
*2<sup>nd</sup> Larry Foster*  
*Approved*

ii. Goals (pg. 24)

B. Undergraduate Academic Board (pg. 25)

*Policy issues that are being discussed at UAB are present on page 25*  
*Contact Hilary with any questions*

i. Curriculum (pg. 26)

*1<sup>st</sup> Hilary*  
*2<sup>nd</sup> Deborah Mole*  
*Approved*

ii. Goals (pg. 27)

*1<sup>st</sup> Hilary Davies*  
*2<sup>nd</sup> Christine Theno*  
*Approved*

C. General Education Review Committee (pg. 28-29)

i. Goals (pg. 28)

*2<sup>nd</sup> Sandra Pence*  
*Approved*

### **Motion:**

**The General Education Review Committee recommends coordination with the UAF and UAS Faculty Senates to form an ad hoc statewide committee to discuss general education requirements including the adoption of the AAC&U LEAP initiative, transferability of general education courses between the three MAUs, and the BOR general education policy.**

*Amend the motion to say to propose the formation of instead of form an.*

*2<sup>nd</sup> Deborah Mole and Tara Smith*  
*Approved as amended*

D. University-wide Faculty Evaluation Committee

*Does not meet until December*

*Faculty Senate President requests the committee to meet earlier*

E. Academic Assessment

- i. Goals (pg. 30)  
*2<sup>nd</sup> Hilary Davies*  
*Approved*

F. Academic Computing, Distance Learning and Instructional Technology

- i. Goals (pg. 31)  
*2<sup>nd</sup> Christine Theno*  
*Approved*

G. Budget, Planning, and Facilities Advisory Committee- BPFA

- Has not met*  
*More members are needed*

H. Nominations and Elections Committee

- i. Goals (pg. 32)  
*2<sup>nd</sup> Paul Landen*  
*Approved*

I. Diversity Committee (pg. 33-36)

- i. Goals (pg. 37)  
*2<sup>nd</sup> Gabe Garcia*  
*Approved*

J. Faculty Grants and Leaves Committee (pg. 38-39)

K. Institutional and Unit Leadership Review Committee

- Committee needs more members*  
*Meets the fourth Friday at 11:00*

- i. Goals (pg. 40)  
*2<sup>nd</sup> Susan Modlin*  
*Approved*

L. Library Advisory Committee (pg. 41)

- i. Goals (pg. 41)  
*2<sup>nd</sup> Sheila Selkregg*  
*Approved*

M. Professional Development Committee (pg. 42)

- i. Goals (pg. 42)  
*2<sup>nd</sup> Debra Russ*  
*Approved*

N. Student Academic Support and Success Committee (pg. 43)

- i. Goals (pg. 43)  
*2<sup>nd</sup> Dave Fitzgerald*  
*Approved*



- O. Ad Hoc Committee for Academic Integrity (pg. 44-45)
  - i. Goals (pg. 44)  
*2<sup>nd</sup> Sheila Selkregg*  
*Approved*
  
- P. Ad Hoc Committee for Community Campus
  - i. Goals (pg. 46)  
*2<sup>nd</sup> Beborah Boege-Tobin*  
*Approved*
  
- Q. Ad Hoc Committee on Idea Course Evaluations (pg. 47-48)  
*Goals were not voted on by the entire committee*  
*Meeting again in two weeks*

**VIII. Old Business**

**IX. New Business**

**X. Informational Items & Adjournment**

- A. Process for Governance Review of Regents Policies and University Regulations  
(pg. 49-50)

*Route the appropriate policies to the appropriate committees instead of developing an ad hoc committee*

*Faculty Alliance will be heavily involved in the strategic direction*

***Proposed Motion: Have the Faculty Senate Executive Board review BOR policy per President Gamble's request and delegate the detailed and expedited review of appropriate sections to standing Faculty Senate boards, committees, or ad hoc committees if deemed necessary.***

*1<sup>st</sup> Deborah Mole*

*2<sup>nd</sup> Susan Modlin*

*Approved*

*Discussion on Rich Whitney*

*Bhatta will invite Rich Whitney and Renee Carter-Chapman to be present at the next Faculty Senate meeting to answer any questions*

*Adjourned*

# CaseNotes

CHANCELLOR TOM CASE  
UNIVERSITY OF ALASKA ANCHORAGE



The undefeated UAA men's and women's cross country teams swept the 2011 Great Northwest Athletic Conference for the second year in a row. Micah Chelimo was named Male Athlete of the Year and Ruth Keino was named Female Athlete of the Year.

## Oct. 2011

Dear UAA community and friends,

I hope you've had a chance to join us this past month for some terrific events including celebrating the opening of the new Health Sciences Building, our UAA Alumni Association's 2nd Annual Green and Gold Gala, the Kendall Hockey Classic – a great win for our Seawolf hockey players, UAA's amazing women's volleyball team, "The Language of Trees" on UAA's Mainstage and much more.



UAA Health Sciences Building Grand Opening

We invite you to join us in November as we celebrate 50 years of engineering programs at UAA and [School of Nursing anniversaries](#) including the A.A.S (40 years), the B.S. (35 years) and the M.S. in nursing (30 years).



As we celebrate milestones of strong and important programs at UAA like engineering and nursing, we are mindful of the need to continue to work to meet Alaska's workforce and education needs. To this end, President Gamble and the University of Alaska system have begun strategic direction listening sessions with community members to provide guidance for "Shaping Alaska's Future 2017." External stakeholder meetings are scheduled at UAA Dec. 12 – 7:30-9 a.m. and Jan. 12 – 11:30-1p.m. and 5:30-7:00p.m. Meetings for members of our UAA community will be scheduled later in the year. [We encourage you to participate in listening sessions.](#)

Join me in welcoming Bill Hogan, the new interim dean of the College of Health (COH). Bill comes to UAA with strong leadership experience in the field of health care administration both in the public and private sector, including service as commissioner with the Alaska Department of Health and Social Services. Thank

will take on a new role as administrative dean within the COH, and will work closely with Bill in moving the new college forward.

## Student Notes

Anchorage campus student body president Ryan Buchholdt was recently selected to travel to Russia in November as part of the Open World Leadership Center's Kremlin Fellows program. Ryan is one of 15 student leaders nationwide selected to participate in this prestigious opportunity.

UAA student Marcella Dent has won a White House internship, beginning this fall, according to the *Anchorage Daily News*. She will be working in the Office of Public Engagement and Intergovernmental Affairs.

## Faculty Notes

Orson Smith has accepted the position of interim dean of the School of Engineering.

Welcome new Atwood Chair Richard Murphy. Former *Anchorage Daily News* photo editor and a part of the team of photojournalists that won a Pulitzer Prize for public service, Richard will teach within the UAA Department of Journalism and Public Communications for the spring 2012 semester.

Prince William Sound Community College Adult Basic Education Director, Michael Holcombe received the Alaska Adult Education Association's President's Award for exemplary work.

Lolita Brache, Kenai Peninsula College's Kachemak Bay Campus Adult Basic Education/GED instructor, was awarded the 2011 Educator of the Year award by the Alaska Adult Education Association.

## Staff notes

Mike McCormick, UAA's assistant director of Student Activities, received the Governor's Award for Arts and Humanities (Arts: Business Leadership) for Whistling Swan Productions.

## Program Notes

*Alaska Quarterly Review* (AQR) author Edith Perlman's collection "Binocular Vision: New & Selected Stories," containing four stories originally published in AQR, is a finalist for the 2011 National Book Award in fiction. [Read a review of Pearlman's work in The New York Times.](#)

Center grant application from UAA. The five-year award, \$1.8M, supports counseling and information to prospective adult students.

The Center for Behavioral Health Research and Services (CBHRS) Arctic FASD Regional Training Center has been refunded through September 2014. This is one of only four regional training centers funded by the Centers for Disease Control. Congratulations to co-directors Mark Johnson and Chris Brems.

The Low-Residency MFA Program in Creative Writing, which just graduated its first class in the newly-redesigned delivery model, was recently ranked 13th out of the top 50 low-residency programs in the country by *Poets & Writers* magazine.

## Research Notes

UAA Justice Center's 2011 Alaska Victimization Survey results for cities including Anchorage, Fairbanks and Juneau were released this month. The Council on Domestic Violence and Sexual Assault contracted with UAA to provide these results.

UAA's Environment and Natural Resources Institute (ENRI) has 14 National Science Foundation-funded research projects employing more than 15 Ph.D. and master's students. ENRI also expanded formal collaborations with major federal and state ecological research agencies, regional research center, and land stewardship agencies.

## Safety Notes

Statewide Environmental Health and Safety conducted an audit of UAA. Minor areas of improvement and correction were noted, but no compliance deficiencies were cited. The team also participated in UAA's Annual Nighttime Safety Walk along with staff, students and faculty to identify safety concerns.

## Safety Tip

We've had our first snow which means icy walkways and roads. Wear your Spikies! If you need Spikies you can get them at the UC Wolf Card Office, the library, Parking Services and Human Resources.

## Note of Thanks



Acceptance of the Atwood Foundation donation

The Atwood Foundation donated \$1.4M to endow the Robert B. Atwood Chair of Journalism, bringing the total the Foundation has contributed to \$2.4M. The Foundation and UAA are challenging alumni and friends to contribute the \$100,000 additional funds needed to ensure the Chair is appropriately funded.

The Tina DeLapp room in the new Health Sciences Building was named in honor of a \$1.5M contribution from Providence Alaska and recognizes School of Nursing professor emeritus Tina DeLapp's extraordinary contributions.



The 2011 Green and Gold Gala

The 2nd Annual Green and Gold Gala raised more than \$50,000 for student scholarships. Thank you to our all-volunteer UAA Alumni Association for a spectacular evening. If you missed this, make sure to put it on your calendar for next year.

Be safe and enjoy all that UAA has to offer!

Best regards,

*Tom*

Tom Case

### STATEWIDE

#### Academic Affairs

Alaska's Area Health Education Center (AHEC) Program was awarded a \$20,000 grant from the State of Alaska, Department of Labor and the Alaska Workforce Investment Board (AWIB) to develop a health-focused Career and Technical Education curriculum for rural high schools in Alaska. The Interior AHEC, hosted by Fairbanks Memorial Hospital, will lead this effort in partnership with Fairbanks North Star Borough and Galena school districts. The project will result in an implementation plan appropriate and ready for adoption by other rural school districts across our state.

The UA Health Information Technology Workforce pilot project trained 72 participants in a one-day training intensive in Anchorage on September 28. Eight hours of continuing education credit was made available through the University of Alaska Southeast, Sitka campus. Participants represented a variety of the top state health organizations.

### UAA

UAA Facilities will be advertising for a Construction Manager at Risk (CMAR) contractor to participate in the final phases of design of the UAA Sports Arena, provide constructability advice, and propose a Guaranteed Maximum Price (GMP) contract.

The design contract for the \$20M Mat-Su Valley Center Arts and Learning (VCAL) was awarded to Kumin. The project will go to the BOR at the November Budget meeting for Formal Project Approval.

The U.S. Department of Education has approved the Educational Opportunity Center grant application from UAA. The five-year award, \$1.8M, supports counseling and information to prospective adult students.

Statewide Environmental Health and Safety conducted an Audit of UAA. Minor areas of improvement and correction were noted, but NO compliance deficiencies were cited. The team also participated in UAA's Annual Nighttime Safety Walk along with staff, students and faculty to identify safety concerns.

UAA Justice Center's 2011 Alaska Victimization Survey results for cities including Anchorage, Fairbanks, and Juneau are being released this month. The Council on Domestic Violence and Sexual Assault (CDVSA) contracted with UAA to provide these results.

UAA's Environment and Natural Resources Institute (ENRI) has 14 National Science Foundation (NSF)-funded research projects employing more than 15 PhD and Master's students. ENRI also expanded formal collaborations with major federal and state ecological research agencies, regional research centers, and land stewardship agencies.



UAA celebrated the opening of the Health Sciences Building (HSB) on October 7 with tours and press coverage highlighting the importance of HSB to providing education in Alaska's fastest growing sector, health care.

Prince William Sound Community College Adult Basic Education (ABE) Director, Michael Holcombe received the Alaska Adult Education Association's President's award for exemplary work.

Kodiak College signed an MOU with Western Alaska Seafoods to deliver English as a Second or Other Language (ESOL) classes through the ABE program at the college.

Lolita Brache, Kenai Peninsula College's Kachemak Bay Campus Adult Basic Education/GED instructor, was awarded the 2011 Educator of the Year award by the Alaska Adult Education Association.

Alaska Quarterly Review (AQR) author Melinda Moustakis will be recognized by the National Book Foundation as one of the 5 Under 35 award winners for 2011. AQR author Edith Perlman's collection *Binocular Vision: New & Selected Stories* containing 4 stories originally published in *Alaska Quarterly Review* is a finalist for the 2011 NATIONAL BOOK AWARD in fiction.

Al Okeson passed away October 13. He served as Mat-Su College director for 27 years, longer than all other directors combined, and continued to actively support the college after he left. He and his wife Gloria recently endowed a scholarship at Mat-Su.

## **UAF**

Several departments at UAF are participating in the Stay on TRACK initiative during spring 2012 registration, which encourages students to take 30 credits a year, choose a major, meet with their advisor, consider year-round enrollment and use DegreeWorks online tool to monitor their progress. Residence Life is organizing an ice cream party to kick off the event and Assistant Provost Dana Thomas is coordinating the distribution of information kits for advisors.

The U.S. ambassador to Mongolia, Jonathan Addleton, visited UAF this week to discuss mining and exchange opportunities with students and faculty in the College of Engineering and Mines. UAF signed an MOU with the Mongolian University of Science and Technology in Ulaanbaatar last June.

The Alaska Center for Climate Assessment and Policy was named as a collaborator on NOAA's Regional Integrated Sciences and Assessments awards, totaling \$11 million over five years, for collaborations in Alaska, California/Nevada, and the Carolinas. Years two through five are subject to annual appropriation.

Residence Life occupancy is currently at 95.5 percent for single-student housing and 98 percent for family and employee housing. Single-student housing is up almost 9 percent from last year. With Skarland Hall coming back on line, capacity increased by 11.9 percent, but filled up with new residents.

A report from the USDA's routine inspection of UAF animal care facilities prompted a critical press release from an animal rights group and broad media coverage. The issue was resurrected from last fall/winter: a mineral deficiency in the LARS muskox herd that ended in multiple animal deaths. UAF brought in two consultants at the time and corrected the issues cited in the USDA report. Today the herd is healthy, and UAF has restructured its animal care enterprise to reflect best practices.

KUAC-FM wraps up its nine-day public radio listener supported fundraising campaign Oct. 23. The station has been broadcasting for over 40 years and is heard in communities across the state including Nome, Tok, Eagle, Healy, Nenana, Denali National Park, Fort Greely, Delta and Bettles and online, worldwide.

UAF students and staff presented their efforts in sustainability at the Association for the Advancement of Sustainability in Higher Education in Pittsburgh. UAF was recognized as a gold STARS-rated institution.

Springer recently published a textbook by Geophysical Institute Professor Nicole Mölders titled *Land-Use and Land-Cover Changes: Impact on Climate and Air Quality*.

An anthology penned by writers from rural Alaska recently won three national book awards, while its co-editors, professors John Creed and Susan Andrews, were honored for their cultural journalism project. *Purely Alaska: Authentic Voices from the Far North*, features stories from 23 rural Alaska writers.

Additional highlights are available at [www.uaf.edu/chancellor/highlights/](http://www.uaf.edu/chancellor/highlights/).

Katie Villano Spellman received the 2011 Education Scholar Award from the Ecological Society of America and was appointed to an education review board member for ESA's EcoEd Digital Library.

Chancellor Rogers was invited to present to the Fairbanks Rotary this week on UAF's accomplishments and planning.

Insulation is expected to be complete on the \$88.275 M Life Sciences Facility in the next two weeks. Crews have started roofing the penthouse and third floor. Concrete slabs on deck are complete with the basement and auditorium slabs remaining, but expected by the end of October. The sewer line is complete except for the tie-in to the BiRD and virology buildings. The ventilation equipment has been placed in the upper-level mechanical room and the remaining portions of the design are complete.

## UAS

**Environmental Science Professor Cathy Connor** and senior students Jenn Shinn, Dave Sauer and Nat Kugler recently attended the Geological Society of America's annual national meeting in Minneapolis, MN where they presented their undergraduate research on glacier monitoring of the Mendenhall and Lemon Creek Glaciers.

**Assistant Professor of Anthropology Erica Hill** went to the Yukon-Kuskokwim delta in September to assist in the assessment of archaeological sites for the Bureau of Indian Affairs.

## PRESIDENT'S COMMENTS

- Met with System Governance Council, discussing governance's participation in the policy and regulation review underway.
- Attended the annual meeting of the UA Foundation in which there was discussion of the Simic report.

- Spoke to the UA community campus directors' fall meeting in Anchorage.
- Attended the Faculty Alliance retreat with lively discussions of the MacTaggart report and the policy and regulation review.
- Met with the Staff Alliance chair Juella Sparks and addressed topics of staff health care benefits and compensation.
- At yesterday's President's Cabinet we continued discussions on the FY13 budget, the strategic plan direction process as well as the newly released and well written Allied Fisheries report.
- Enjoyed a meeting with UAF School of Fisheries and Ocean Sciences Dean Mike Castellini discussing the new Allied Fisheries report and the Dec. 16 Seafood Summit which will be hosted by Governor Parnell, Ed Rasmuson and myself.
- Met with North Pole Mayor Doug Isaacson to discuss changes across the UA System.
- The President's Initiatives Group and I met to brainstorm a lower 48 work published recently by Complete College America regarding students' timely graduation efforts and what needs to change.
- Charlie Dexter reported that in the Applied Business and Applied Accounting certificate program at UAF's Community and Technical College, of the 433 enrollments (2,583 student credit hours generated), nearly ½ of the student credit hours generated were e-learning.

## Memorandum

**To:** Faculty Senate Leadership  
**From:** Dr. Richard A. Whitney, CIO/VP Information Technology  
**Date:** 28 October 2011

**Subject:** IT Services Update

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Noteworthy items and updates from the past month:

Blackboard v9.1 upgrade. Project is on-time and on-schedule. Spring 2012 course shells have been created. FTC is communicating regularly with faculty and conducting a lot of information/training sessions. Training and familiarization is available on UAA's Blackboard v9.1 development system. The actual v9.1 cutover will take place between the end of fall semester finals/grade reporting and January 8.

ShareStream pilot. UAA has arrived at an agreement with ShareStream to conduct a pilot test of its rich media content management system. ShareStream integrates with Blackboard and provides a complete toolset for managing audio/video content for instructors. UAA will provide ShareStream product development team with important consulting on how to improve accessibility for students and improve Section 508 compliance. Pilot work will begin in mid-spring semester and continue through summer and fall semesters. The Faculty Technology Center will serve as the coordination point for this project. Look for more information on this project in weeks to come.

Blackboard Mobile Learn/Central. UAA's campuses have agreed to licensing of Blackboard's Mobile Learning and Mobile Central products. An agreement has been reached with Blackboard and all community campus Directors. These products will integrate with UAA's Blackboard Learning System to extend many capabilities to mobile devices such as iPhones and Android™ phones. Blackboard's Mobile Central product will create mobile access to campus features such as directories, campus maps, news, videos, events, library services, and maps. Blackboard Mobile Learning will become available in early November while Mobile Central modules will be introduced beginning in January and continuing through spring semester.

Statewide Review of Academic Technology. Statewide Office of Information Technology has commissioned an external review of UA IT resources leading to establishing a vision and direction for academic computing throughout the system. They have hired Alex Hills to do this work. Dr. Hills has conducted preliminary interviews with MAU CIOs and others. I will provide you with updates as they become available to me.

Unified Directory migration. User migration efforts continue on this project. Migration teams are scheduling visits with departments and moving users and computers to the system Unified Directory infrastructure. Progress is limited by availability of employees and coordination with departmental activities. Users who have been migrated to Unified Directory and UAA's new Exchange 2010 messaging platform have reported few problems experienced during the migration process. Migration teams are using the migration process to clean-up a variety of long-standing service configuration issues which will improve overall services significantly moving forward. This project will continue well into spring semester given current rate of progress.

Technology Council AY-12 charges. UAA's University Technology Council annually establishes charges for itself and affiliated working groups. At the September meeting, the Council agreed to focus attention this year on improving student experience with technology services and technology-enhanced delivery. How can UAA improve student experience from admission/enrollment throughout the teaching-learning process? Additionally,

the Council has asked the eLearning working group to do a market study of competing synchronous teaching systems resulting in either a ratification of eLive! or recommendation of an alternative system.

Blackboard/Creative Commons. Earlier this month, Blackboard announced an agreement with Creative Commons that will embrace sharing of course materials beyond current Blackboard course shells. When implemented in a future Blackboard software release, instructors will have the ability to share their course materials outside of their Blackboard course shells. This capability, seen as a victory for the Open-Education Movement, will give instructors who wish to share their materials important new flexibility. Look for details about how this functionality will work and when it will be introduced in coming months.



# Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

October 28, 2011

## **Report from Faculty Senate President Senate Meeting Held on November 4, 2011**

1. Attended Faculty Alliance retreat at Fairbanks on October 11, 2011. Major discussion items were:
  - Strategic Directions.
  - Review of Regents' Policies and Regulations.
  - IDEAS and the system of student evaluation.
2. Conducted regular weekly meetings of the Senate E-Board.
3. Regularly met with the Provost and the Chancellor.
4. Gave an invited talk at the meeting of UAA Academic and Research Managers. The slides used for this talk is placed in Appendix 1.
5. Talked at the United Academics Representative Assembly at their invitation on October 14, 2011.
6. Attended University Assembly and Governance Leaders' meeting with Chancellor.
7. Attended Full Council of Deans and Directors meeting.

The Policy Advisory Committee does not usually make policy - it refers questions to the appropriate UAA committee or area.

A handwritten signature in black ink that reads 'Nalinaksha Bhattacharyya'.

Nalinaksha Bhattacharyya  
Faculty Senate President.

# Talk to A & R Managers of UAA

Nalinaksha Bhattacharyya

October 6, 2011

## Plan of the Talk

- What are the Goals and Objectives of the Senate for this year.
- Role of Universities
- Education as Development Tool.
- Careers-Looking Through the Crystal Ball.
- The False Dichotomy of Teaching and Research.
- Can you predict outcome of research efforts?
- Issues Likely to Dominate UAA In the Near Future.
- The Optimism of Uncertainty.



# Goals and Objectives of the Faculty Senate

- Sustain communication between Senate and other governance groups, administration, various campus entities (such as the Bookstore).
- Support the work of all FS committees and boards including the ad hoc committees.
- Re-evaluate IDEA and ways to increase response rates.
- Examine and clarify the relationship between CAFE and the Faculty Senate.
- Update the Constitution and By-laws.

# Goals and Objectives of the Faculty Senate

- Foster strong relationships with President Gamble and the Board of Regents.
- Be involved and engaged in the selection for the current vacancies in various positions for Deans.
- Ensuring Faculty involvement in distilling Focus Group outcomes.
- Ensuring Faculty involvement in moving in Strategic Directions.
- Working towards resolution of various issues on curriculum and assessment that arises from time to time.

## Role of Universities

“Writing 150 years ago, the great liberal reformer and humanist Wilhelm von Humboldt defined the university as “nothing other than the spiritual life of those human beings who are moved by external leisure or internal pressures toward learning and research.” At every stage of his life, a free man will be driven, to a greater or lesser extent, by these internal pressures. The society in which he lives may or may not provide him with the external leisure and the institutional forms in which to realize this human need to discover and create, to explore and evaluate and come to understand, to refine and exercise his talents, to contemplate, to make his own individual contribution to contemporary culture, to analyze and criticize and transform this culture and the social structure in which it is rooted. ... The extent to which existing institutional forms permit these human needs to be satisfied provides one measure of the level of civilization that a society has achieved.”

*“The Function of the University in a Time of Crisis.”*  
Noam Chomsky

# Education as Development Tool

- Source: “*OECD (2011), Education at a Glance 2011: OECD Indicators*”, OECD Publishing  
<http://dx.doi.org/10.1787/eag-2011-en>
  - “In Brazil, the Czech Republic, Greece, Hungary, Poland, the Slovak Republic and the United States, men holding a degree from a university or an advanced research programme earn at least 80% more than men who have an upper secondary or post-secondary non-tertiary education.”
  - “Adults with higher levels of educational attainment are generally more likely than those with lower levels of attainment to exhibit greater satisfaction with life, stronger civic engagement (i.e. vote, volunteer, express political interest and show interpersonal trust) and better perceived health.”

# Careers-Looking Through the Crystal Ball

- Source: *“Wise Up to the Modern World”* Times Higher Education, 28 April 2011 edition.
  - “Professor Schwartz lamented that universities “were once about character building but now...are about money”. In this “age of money”, he continued, courses are increasingly vocational, designed to train graduates for their first job: in law, accounting and pharmacy, “but also golf-course management, contemporary circus performance, hairdressing salon management...  
“Politicians and universities often refer to skills shortages. Apparently we need more circus performers and salon managers. But no one seems to worry about a shortage of philosophers, historians and ethicists.”
  - “It is more important than ever that institutions and academics understand the working environment that their graduates will enter so that they can prepare them properly. Today’s graduate will change career - not job, note - four to six times in a lifetime, according to the US Bureau of Labor Statistics. And that is not the only uncertainty they face: some predict that 65 per cent of the jobs that will be available eight years from now - when those currently entering secondary school look to start a career - do not even exist yet.”

# The False Dichotomy of Teaching and Research

- “It may sound pretentious to say that universities are places where knowledge is created, but that really is the essence of the university: to create and disseminate better understandings of the world around us. Professors don't get paid huge bags of money for the books they write, and get paid not at all for journal articles. We write to share the stuff we've learned through our research, with the idea that a better understanding is better than ignorance.

...

Where does this knowledge come from? Magic? Do only dead professors, such as Einstein, count? Yes, there are private researchers in some corners of the knowledge-creating enterprise, but their focus is on what's necessary for their employer, such as drug companies, and will often not share what they learn. Professors are bound by incentives and by ethics to share what they've learned as broadly as possible, which ultimately is for the public good.”

*Source: “Universities aren't about teaching v. research, they're about teaching and research”*

Stephen Saideman

Canada Research Chair in International Security and Ethnic Conflict at McGill University.

Globe and Mail Update

Published Friday, Sep. 30, 2011

## Can you predict outcome of research efforts?

- “Governments hamper scientific progress when they try to manage university science, rather than facilitate the exploitation of discoveries once made. Its odd that governments which, for good reason, hesitate to manage the traffic in goods try to plan the traffic in ideas. The fault lies with scientists whove failed to explain what they do. ... But how good are we, scientists or non-scientists, at extrapolating from unmade scientific discoveries to desired technologies? Not good at all. The reason we fail is that its in the nature of discovery to surprise, and in the nature of bureaucracy to oppose surprise. Whats a plan if its not to diminish the element of surprise? Nonetheless, we prescribe the dubious medicine of relevance in increasing doses.

If we should come to the conclusion that this management of university science is not making our industries more innovative, what should we do? Increase the required dose of relevance? Thats whats being done in many countries. As a result, their fundamental science suffers from shrinking horizons.”

*Source: “Why our scientific discoveries need to surprise us”*

John Polanyi

Professor and Nobel laureate in the Department of Chemistry at the University of Toronto.

From Monday’s Globe and Mail Published Saturday, Oct. 01, 2011

# Issues Likely to Dominate UAA In the Near Future

- Deferred Maintenance.
- Strategic Directions and increasing throughput of students.
- Should UAA be a “Research” University? This is also linked to the issue of “Unnecessary” duplication.
- Research resources
  - Library Resources.
  - Databases.
  - Better software.
  - More money for conferences.



# The Optimism of Uncertainty

“ I am totally confident not that the world will get better, but that we should not give up the game before all the cards have been played. The metaphor is deliberate; life is a gamble. Not to play is to foreclose any chance of winning.

To play, to act, is to create at least a possibility of changing the world. ... Pessimism becomes a self-fulfilling prophecy; it reproduces itself by crippling our willingness to act. ...We need hope. An optimist isn't necessarily a blithe, slightly sappy whistler in the dark of our time. To be hopeful in bad times is not just foolishly romantic. It is based on the fact that human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness. What we choose to emphasize in this complex history will determine our lives. If we see only the worst, it destroys our capacity to do something. If we remember those times and places-and there are so many-where people have behaved magnificently, this gives us the energy to act, and at least the possibility of sending this spinning top of a world in a different direction. And if we do act, in however small a way, we don't have to wait for some grand utopian future. The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.”

Howard Zinn in *“The Optimism of Uncertainty”*



Faculty Senate First Vice President's Report  
November, 2011

In my duties as Faculty Senate First Vice President I have done the following since the last meeting of UAA's Faculty Senate:

- Attended the President's retreat of Faculty Alliance in Fairbanks.
  - **Strategic Directions:** Much of the discussion focused on drafting questions to be used during the listening sessions of the Strategic Directions initiative. I also contributed to a dialogue about the importance of selecting a sample participants / constituencies for the listening sessions. A good representation of the general public, business interests (including Alaska Native organizations), and faculty and students is desirable to ensure quality information for planning the directions the university system takes.
  - **Review of BOR Policies:** The Faculty Alliance discussed UA President Gamble's request to involve the Faculty Alliance in the process of review and revise Board of Regents policies. The Faculty Alliance suggested that the processes proceed at a slower pace than first suggested by President Gamble (who hoped to complete the process by January 2012). President Gamble honored this request and charged the Faculty Alliance with making strategic use of the Faculty Senate boards and committees to review the policies.
- Attend UAA E-Board meetings every Monday.
  - **Faculty Observers for Listening Sessions:** Discuss the importance of including faculty observers at all Listening Sessions to ensure that a relatively objective summary of the sessions be communicated to the E-Board in a timely fashion and to compare to official reports that are later provided by Dr. Paula Donson's office.
  - **UAA Faculty Senate Boards / Committee's Review of BOR Policies:** Discuss the need to approach the UAA Faculty Senate about identifying chapters of the BOR Policies that might be relevant to their committee's charge. Once this review has been completed and boards or committees have been assigned to a chapter or chapters of the BOR policies then the committee's will provide a brief review that designates that policy as: "fine as written" or "probably needs some revision in the near future," or "definitely needs revision ASAP." This initial review needs to be done by January 2012. I ask that committee chairs review the BOR policies online and or consider the recommendations suggested by the E-Board to begin this process immediately.

Faculty Senate Past President's Report  
November, 2011

In my duties as Faculty Senate Past President I have done the following since the last meeting of UAA's Faculty Senate:

- Attended the President's retreat of Faculty Alliance in Fairbanks.
  - **Strategic Directions:** Much of the discussion focused on drafting questions to be used during the listening sessions of the Strategic Directions initiative.
  - **Review of BOR Policies:** Additional discussion focused on how to make best use of Faculty Senate boards and committees to review BOR policies. Faculty Alliance decided that UAA and UAF senates would forward to their boards and committees the policies, designating by January 2012 whether a policy is "fine as written" or "probably needs some revision in the near future," or "definitely needs revision ASAP." So, members of Senate boards and committees, your "to do" list might grow as you scrutinize BOR policies.
- Attended the first listening session of the Strategic Directions. That session was held at UAA's Eagle River/Chugiak Campus, and mixed approximately
  - 2-3 members of the Eagle River community,
  - 5 legislators or their aides, and
  - 15 people from UA or UAA (namely, adjunct faculty, staff and administrators from ERCC; a Regent; UA Statewide officials),The mix of the internal audience, community members, and legislators was problematic.
- Gave a presentation to UAA's Full Council of Deans and Directors about the how to interpret IDEA reports.

**Program/Course Action Request**

**A. COE**

Add EDCN A641 Counseling Military Personnel/Families (3 cr)(3+0)

Add EDCN A683 Principles of Counseling Supervision (1 cr)(1+0)

**B. COH**

Add NS A659 Integrative Health: Complementary/Alternative Methods of Healing (3 cr)(3+0)

**C. SOE**

Chg Master of Science, Engineering Management/MSEM

Chg Master of Science, Science Management/MSSM

# Graduate Programs

## Graduate Study

Graduate education is an integral part of the University of Alaska Anchorage and is coordinated through the Graduate School. The dean of the Graduate School has responsibility for leadership and oversight of graduate programs.

The university offers graduate certificates, master's degrees, and doctoral degrees. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered by other institutions. Some or all coursework and research may be completed at UAA while the doctoral degree is granted by another university. Students who have completed UAA graduate programs possess the knowledge and skill necessary to succeed in furthering their education, and to excel in their chosen professions. Whether the degree is required for advancement, personal and professional growth, or for other goals, students may expect the challenges and rewards of high quality graduate education.

Upon successful completion of their graduate programs, students will have demonstrated mastery of their disciplines and will have participated in independent scholarship. Appropriate exit requirements allow students to express the knowledge they have acquired in formats designed for their respective programs.

To ensure the most beneficial educational experience, students' academic preparation and likelihood of success in their programs are carefully assessed and validated. Admission requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. If an entrance examination is required, the nature of that examination is determined by the appropriate discipline. As they progress in their studies, students can expect discipline-specific advising from mentors in their programs.

Graduate students are subject to relevant policies contained in the complete UAA catalog, as well as individual program requirements.

## Admissions

(907) 786-1480

[www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions)

All students intending to pursue a graduate certificate or degree must apply for admission. Applications for admission are available online via [www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions) or from the Enrollment Management One-Stop.

## Admission Requirements for Graduate Degrees

To qualify for admission to graduate 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 graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate an ability to pursue graduate work. Applicants must either have a cumulative grade point average of 3.00 (B average on a 4.00 scale) or meet the grade point average (GPA) requirements of the specific graduate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate-level courses. 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 examinations such as the Graduate Record Examination (GRE) or the Miller Analogies 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 the Office of the Registrar. 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, listening and speaking in English.

Applications accompanied by appropriate fees, official transcripts and required test scores (if any) must be submitted to the Office of Admissions. 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, the Office of Admissions will forward each student's admission packet to the dean, department chair or designee for consideration.

Admissions are undertaken by individual graduate programs, subject to review by the Graduate School. Each graduate program has individual admission standards and document requirements. Additional information such as goal statements, letters of recommendation, research proposals, writing samples, and/or personal interviews may be required by specific programs. These materials must be submitted directly to the department chair or designee.

Deadlines for submission of materials vary by program. For programs with rolling (ongoing) admissions, in order to ensure consideration for all financial aid opportunities, it is strongly recommended that eligible students submit:

- For fall admission: all required application forms no later than June 15, and all required application materials by August 1;
- For spring admission: all required application forms no later than November 1, and all required application materials by December 1.

No more than 9 credits may be completed in the student's graduate program before program admission. See individual program listings for further details.

## **International Graduate Students**

### **Office of Admissions**

*www.uaa.alaska.edu/iss*  
*(907) 786-1573*

International students who intend to reside in the US for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (Test of English as a Foreign Language) (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a US institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.
2. A notarized affidavit of financial support from the student or the student's financial sponsor and documentation of financial resources to cover one full academic year of study.
3. A completed Admissions Agreement for Prospective F-1 Students.
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an international credential evaluation from a recommended agency stating that they have earned the equivalent of a US baccalaureate degree. A list of approved international credential evaluation services can be found on the International Student Services web site at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss). Additional fees will apply to be paid to the evaluating agency, which will require a second official, sealed transcript from the issuing institution.
5. Students transferring from other institutions in the United States must also complete and submit the F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services web site at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss) for details and forms.

## **Students in Western Regional Graduate Programs**

Students from Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming may be eligible for resident tuition through the Western Regional Graduate Program (WRGP). This program is for students doing graduate work in Clinical-Community Psychology, Early Childhood Special Education, Global Supply Chain Management, Nursing Science, and Social Work. For more information, visit the Graduate School website at [www.uaa.alaska.edu/gradschool](http://www.uaa.alaska.edu/gradschool).

# Application and Admission Status for Graduate Degree-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 the Office of Admissions 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 may 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 graduate admission. Formal acceptance becomes final only after the baccalaureate degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

### **Provisional Admission**

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate degree-seeking status.

### **Postponed Admission**

Students may postpone their admission to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

### **Withdrawn After Admission**

Admission may be withdrawn when students do not attend classes during, or have not postponed their admission by, the end of their admission semester. Students whose admissions have been withdrawn must apply for re-admission if they later choose to attend UAA.

## **Related Graduate Degree Policies**

### **Transfer Credits**

Coursework used to obtain a graduate certificate at another institution may be used to satisfy requirements for a graduate degree at UAA if accepted as part of the official Graduate Studies Plan. Transfer credits are permitted as long as they have not been used as part of a prior degree.

### **Transfer Credit from Other Institutions**

Up to 9 semester credits not used toward any other degree (graduate or undergraduate) may be transferred to UAA from an accredited institution and counted toward a graduate degree. Acceptance of transfer credit toward graduate program requirements is at the discretion of the individual program faculty or college dean or their designee.

### **Transfer Credits within the UA System**

The Graduate School dean or designee may allow credit earned at other universities within the UA system (excluding thesis credits and credits used towards another degree) to satisfy graduate program requirements and to be transferred to UAA, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into a master's program, and at least 18 credits applicable to the student's program are earned at UAA after acceptance into a doctoral program.

### **Resident Credit**

Resident credit at UAA is credit earned in formal classroom instruction, correspondence study, distance-delivered courses, directed study, independent study or research through any unit of UAA. Credit from a regionally-accredited domestic institution or equivalent institution for which there is an approved affiliation or exchange agreement is also considered resident credit.

If a program is delivered collaboratively with UAF or UAS, collaborative program credit from each participating institution is counted towards fulfillment of residency requirements.

### **Change of Major or Emphasis Area**

Students who wish to change majors or emphasis areas within the same degree and school or college should submit a Graduate Change of Major or Emphasis Area Form to the Graduate School for approval. Students will be expected to meet all admission and program requirements of their new major or emphasis area, and must submit a revised official Graduate Studies Plan to the Graduate School through their advisor/committee within one semester.

### **Change of Degree**

Graduate students who wish to change degree programs must formally apply for admission to the new program through the Office of Admissions and pay the appropriate fee. This applies both to changes between schools/colleges and to different degrees within the same school or college (such as a change from the MFA in Creative Writing to the MA in English). Students will be expected to meet all admission and program requirements of the new major or emphasis area.

### **Concurrent Degrees**

Students may pursue concurrent degrees as long as they have formally applied and been accepted to each program through the Office of Admissions.

Students may be admitted to or complete graduate certificate requirements as they pursue a master's degree. Coursework used to obtain a graduate certificate, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a master's or doctoral degree.

### **Additional Master's Degrees**

Students who have received a master's degree or doctoral degree from a regionally accredited college or university may earn a UAA master's degree by completing a minimum of 21 resident credits not used for any other previous degree. The student must meet all the University Requirements for master's Degrees, school or college requirements, and program requirements. Fulfilling all university, college and program requirements may require more than the minimum 21 credits beyond the previous graduate degree. If the 21 additional credits and other requirements have been earned for each additional degree, two or more degrees may be awarded simultaneously.

### **Formal Acceptance to Graduate Degree Programs**

Once all required admission documents have been received by the Office of Admissions, the student's admission packet is forwarded to the chair or designee of the specific program. The acceptance decision is made by the chair or designee, who informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy).

### **Non-Degree-Seeking Students**

Non-degree-seeking students who wish to register for graduate courses must have the department chair's or faculty member's approval. Registration as a non-degree-seeking student implies no commitment by the university to the student's later admission to a degree program. Up to 9 semester credits of graduate-level coursework may be completed in the student's graduate 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 Graduate Degree Programs**

A student who has been admitted to a UAA graduate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are listed on the approved Graduate Studies Plan. A graduate student enrolled at UAA for fewer than 9 credits is classified as part-time.



Audited courses, continuing education units (CEUs), and continuous registration are not included in the computation of the student's full-time or part-time status.

### **Graduate Assistantships**

Graduate assistants receive stipends for either a semester or for the academic year. Graduate assistants can be paid for a maximum of 20 hours per week while school is in session. Students with assistantships must be registered for at least 9 credits during the fall and spring semesters or as attendance is appropriate to their program (audited credits are not eligible).

Graduate assistants receive a health insurance benefit paid on their behalf. Graduate students must come to the Office of the Graduate School each semester and show a copy of their contract letter to complete the enrollment process.

Teaching assistantships include a tuition payment by the university for no more than 9 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week. Research assistantships include a tuition payment by grants/contracts for no more than 9 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week.

Tuition payments may be used for tuition only. All fees are the responsibility of the student unless the department or grant makes other arrangements with the UAA Business Office prior to registration.

A graduate student with a GPA less than 3.0 for one semester will be allowed to petition to continue as a graduate assistant for the next semester. A maximum one semester exception will be allowed per student. The petition by the student must be approved by the student's graduate committee chair, department head and dean.

### **Catalog Year for Graduate Degree Programs**

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate degree program, or the catalog in effect at the time of graduation. If the requirements for a master's degree as specified in the entry-level catalog are not met within seven years after formal acceptance into the program, or if the requirements for a doctoral degree as specified in the entry-level catalog are not met within ten years after 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 a master's degree, including transfer credit, must be earned within the consecutive seven-year period prior to graduation. All credits counted toward a doctoral degree, including transfer credit, must be earned within the consecutive ten-year period prior to graduation.

### **Continuous Registration**

Continuous registration is expected every semester as appropriate for the program, from admission through graduation, until all requirements for the degree are completed.

To make continuous progress in their graduate program, students have the following options:

- Registering for at least one graduate-level credit applicable to their graduate degree, or
- Paying the continuous registration fee to remain active in the graduate program although not registered in any courses.
- Adhere to the continuous registration policy established by the specific college, school or department. See your program advisor for details.

Students are also expected to register or pay the continuous registration fee for the summer if they use university facilities or consult with faculty during the summer. Please contact the individual graduate program for departmental policy/requirements concerning continuous registration. The continuous registration fee may be paid during each semester's late registration period. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence policy) may be placed on academic probation (see Probation policy) or, in some cases, removed from graduate degree-seeking status.

### **Leave of Absence**

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status by the

Graduate School. Inactive status does not negate the policy which requires that all credits counted toward a master's degree, including transfer credits, be earned within a consecutive seven-year period prior to graduation, and for all credits counted toward a doctoral degree, including transfer credits, be earned within a consecutive ten-year period prior to graduation. Students who fail to make continuous progress (see Continuous Registration) or to obtain an approved leave of absence may be removed from master's degree-seeking status.

## **Academic Standing for Students**

### **Good Standing**

Graduate students are in good standing when they have a UAA cumulative GPA of 3.00 or higher and a semester GPA of 3.00 or higher for the most recently completed semester. For those programs with a Pass/No Pass grading option, a grade of P (pass) is considered equivalent to a grade of B (3.00) or higher in graduate courses. Individual departments may establish additional criteria for good standing. Students are presumed to be in good standing during their first semester at UAA. Students in good standing are academically eligible to re-enroll at UAA.

### **Academic Action**

Admitted graduate certificate and master's degree-seeking students who fail to earn a UAA semester and/or cumulative GPA of 3.00 will be subject to academic action. Academic action may result in probation, continuing probation, or loss of graduate certificate or degree-seeking status. Individual departments may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.

### **Academic Probation**

Academic probation is the status assigned to those students whose semester and cumulative GPA falls below 3.00. It also applies to students who fail to undertake continuous registration or fail to make progress toward a graduate degree as indicated by the Annual Report of Graduate Student Progress.

### **Continuing Probation**

Continuing Probation is the status assigned to those students who begin a semester on probation and during that semester earn a semester GPA of 3.00 or higher without raising their cumulative GPA to 3.00. This status may be continued until the student raises their cumulative GPA to 3.00 or loses their graduate certificate or degree-seeking status.

### **Academic Disqualification**

Academic Disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 3.00, fail to undertake continuous registration, or fail to make progress toward a graduate certificate or degree as indicated by the Annual Report of Graduate Student Progress. Those students' admission status will be changed to non-degree-seeking. Students who have lost graduate certificate or degree-seeking status may continue to attend UAA as non-degree-seeking students. However, those students do not qualify for financial aid and international students will lose their immigration status. Students must apply for reinstatement to UAA (see Reinstatement Policy below).

## **Removal from Graduate Degree-Seeking Status**

A graduate student's academic status may be changed to non-degree-seeking if the requirements to remove provisional admission or probation are not satisfied, or if minimum academic standards are not met. In some cases, students may be removed from graduate degree-seeking status without having first been placed on probation (see Non-Degree-Seeking Students).

## **Academic Appeals**

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

## **Reinstatement to Graduate Degree-Seeking Status**

Graduate students who have been removed from graduate degree-seeking status for failing to meet academic standards may apply for reinstatement to a graduate program after one calendar year from the semester in which they were removed. When re-applying for graduate studies, it is the student's responsibility to demonstrate ability to succeed in the graduate program.

Graduate students who have been removed from graduate degree-seeking status for failure to undertake continuous registration or failure to make continuous progress toward a graduate degree as indicated by the Annual Report of Graduate Student Progress must re-apply for graduate study and pay the appropriate fee.

## **Graduate Advisor**

The department Chair or designee of the school or college offering the graduate program, with the approval of the Graduate School, appoints a graduate advisor for each student accepted in a graduate program. The graduate advisor and the departmental chair will normally be from the same program unless prior approval has been made by the Graduate School.

## **Graduate Studies Committee**

For graduate programs with a thesis, independent scholarship or research project, the advisor and the student select a graduate studies committee as part of the process to complete the requirements of the graduate degree. Depending on the graduate degree, the committee minimally consists of three or four UAA faculty members, including the committee chair, who shall normally be a full-time faculty member. Committee members and chairs whose status has changed to emeritus faculty may continue to serve on the committee. One faculty committee member may be from a discipline outside the student's school or college or UAA. Committee members who are not UAA faculty, but have appropriate professional credentials, may be included with the approval of the dean of the Graduate School, the college dean, the graduate advisor, and the student. The committee members must agree to serve and the committee must be approved by the dean of the Graduate School and the college dean. For doctoral degrees, an outside examiner is required to attend and evaluate the dissertation defense.

## **Responsibilities of Graduate Advisor/Committee**

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

1. Review and approve the graduate student's program, ensuring that it includes: University Requirements for Graduate Degrees; all courses required for the degree; research culminating in a thesis, independent scholarship or project, if required; a written or oral comprehensive examination; independent scholarship evaluation; thesis/project defense; any special program requirements; and arrangements to remove any deficiencies in the student's academic background.
2. Monitor the student's progress, including grades, continuous registration, and timely submission of Annual Report of Graduate Student Progress to the Graduate School.
3. Review and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.
4. Review and approve any changes to the student's program of study.
5. Review and approve the thesis, independent scholarship, or research project, including initial proposals, according to procedures established by the individual graduate program. Thesis format must meet the requirements as established by the Graduate School.
6. Administer and assess the qualifying examination, comprehensive examination, independent scholarship evaluation, or thesis/project defense.

## **Official Graduate Studies Plan**

The official Graduate Studies Plan (GSP) formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive a graduate degree. The plan is based upon the catalog requirements for the graduate degree program to which the student has been accepted. The plan should be submitted by the end of the first year of study. The plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on their official Graduate Studies Plan, as well as all University Requirements for Graduate Degrees. Any revision to the plan will need to be submitted to the Graduate School through the graduate advisor/committee.

## **Examinations (Requirement Determined by Program)**

### **Qualifying Examinations**

Some graduate degree programs require the student to complete a written and/or qualifying examination before advancement to candidacy. This examination is an interim evaluation of academic progress; the student may pass unconditionally or conditionally. A conditional pass indicates specific weaknesses that the student must remedy before degree requirements are completed. The Annual Report of Graduate Student Progress and Advancement to Candidacy forms should indicate mechanisms for addressing these weaknesses.

### **Comprehensive Examinations**

The comprehensive examination is an examination given to determine whether a graduate student has integrated knowledge and understanding of the principles and concepts underlying major and related fields in order to achieve advancement to candidacy. For master's degrees, the graduate student's advisory committee may choose to give a written and/or comprehensive examination prior to advancement to candidacy. For doctoral degrees, written comprehensive examinations are normally required, although the student's committee may additionally choose to give an oral examination.

### **Defense of Project**

Graduate students who are required to complete a project in fulfillment of degree requirements may be required to pass an oral defense of the project. The defense will consist of a presentation followed by questions on the research, analysis, and written project presentation. All committee members must be present at the project defense.

#### **Defense of Thesis**

Graduate students who are required to complete a thesis in partial fulfillment of degree requirements must pass an oral defense of the thesis. The defense will consist of a presentation followed by questions on the research, analysis, and written thesis presentation. The Graduate School will not accept a thesis for final submission until the student has successfully defended it. All committee members must be present for the defense of thesis.

#### **Examination Committee**

In most cases, the student's graduate advisory committee prepares and gives the examinations under guidelines formulated by the faculty of the department in which the degree is being taken.

#### **Outside Examiner (for Doctoral Defense)**

An outside examiner representing and appointed by the dean of the Graduate School is required at all doctoral defenses. The examiner must be from a different department than the student and the chair of the advisory committee. The outside examiner is present to determine that a stringent, unbiased examination is fairly administered and evaluated.

#### **Advancement to Candidacy (Requirement Determined by Program)**

Some master's programs and all doctoral programs require students to apply for Advancement to Candidacy. Advancement to candidacy status is a prerequisite to graduation and is determined by the program chair or designee. Candidacy represents the point in a graduate study program at which the student has demonstrated an ability to master the subject matter.

To be approved for candidacy a student must:

1. Be in good academic standing.
2. Demonstrate competence in the methods and techniques of the discipline, which may include passing a qualifying or comprehensive examination.
3. Receive approval of an independent scholarship, thesis, or project proposal from the student's graduate committee.
4. Satisfy all prerequisites and remove all academic deficiencies; satisfy all terms of provisional admission.
5. Submit an approved, final official Graduate Studies Plan.

#### **University Requirements for Graduate Degrees**

To complete a graduate degree, a student must complete the university requirements for graduate degrees, school or college requirements, and program requirements. A graduate student's program is based upon the catalog requirements for the relevant graduate degree which are in effect at the time the student is accepted. University requirements for all graduate degrees are as follows:

1. A student must be admitted to the degree program and establish an approved Graduate Studies Plan.
2. No more than 9 credits may be completed in the student's graduate program before program admission. See individual program listings for further details.
3. The student must complete at least 30 approved semester credits beyond the baccalaureate degree for a master's degree, and must complete at least three years of post-baccalaureate study for a doctoral degree. For a master's degree, at least 24 credits must consist of courses other than thesis, independent scholarship (independent study) and/or a research project. No more than 45 credits may be required by any master's degree program. The actual number of credits required for each graduate degree program, including prerequisites for required courses, are specified in the current course catalog. While no minimum or maximum credits are specified for doctoral programs, a student is expected to be affiliated with the university for at least two years. On approval by the dean of the Graduate School and college dean, an official Graduate Study Plan may stipulate other course credit requirements, including leveling courses.
4. Up to 9 semester credits not used toward any other degree (graduate or undergraduate) may be transferred to UAA from an accredited institution and counted toward a master's degree. Acceptance of transfer credit toward program requirements is at the discretion of the individual program faculty.
5. The Graduate School Dean or designee may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy graduate program requirements, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into a master's program, and as long as at least 18 credits applicable to the student's program are earned at UAA after acceptance into a doctoral program.
6. Only 400- and 600-level courses approved by the graduate student's graduate advisor, dean or designee, and graduate studies committee, may be counted toward graduate program requirements.

Courses at the 500-level are for professional development and are not applicable toward any degree.

7. A cumulative GPA of at least 3.00 must be earned in courses identified in the official Graduate Studies Plan.
8. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate program. At least 21 credits must be taken at the graduate-level (600) for any master's degree, including thesis, independent scholarship or research credits. For performance comparison only, in 600-level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Courses taken as credit by examination, or graded credit/no credit (CR/NC) do not count toward graduate program requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor/committee to waive certain courses in an established program, as long as the total credits in the program remain the same.
10. All credits counted toward the degree, including transfer credits, must be earned within the consecutive seven-year period for a master's degree or the consecutive ten-year period for a doctoral degree prior to graduation. If these requirements are not met, admission expires and the student must reapply for admission and must meet the admission and graduation requirements in effect at the time of readmission or graduation.
11. Students must be continuously registered throughout their graduate program (see Continuous Registration).
12. The student must complete all requirements established by the program and must pass a written or oral comprehensive examination, an evaluation of independent scholarship, project or thesis defense, or similar evaluation as established by the program. The evaluation, examination or defense must be approved by all graduate committee members as passing the requirement.
13. When an oral comprehensive examination, project or thesis defense, or evaluation of independent scholarship is required, the student may select an outside reviewer approved by the dean of the Graduate School and college dean to participate in the evaluation. An outside examiner is required for a doctoral defense. Typically, the outside reviewer is a faculty member from another department in the university, or other qualified individual in the area in which the student is seeking a degree.
14. All theses must have final approval by the Dean of the Graduate School and must meet formatting requirements as established by the Graduate School.

### ***Application for Graduation***

Graduate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar. Current Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation.

Students who apply for graduation but do not complete degree requirements by the end of the semester must re-apply for graduation. However, if a student is within 6 credits of graduating, they will be automatically rolled to the next semester, including summers. (This is a one-time courtesy.) The application fee must be paid with each new Application for Graduation.

Please see the UAA Office of the Registrar website at [www.uaa.alaska.edu/records](http://www.uaa.alaska.edu/records) for current information regarding graduation and the posting of degrees.

### ***Interdisciplinary Studies Degree***

A student who has received a baccalaureate degree from a regionally accredited institution and whose credentials indicate the ability to pursue graduate work may develop an Interdisciplinary Studies major. The proposed program must differ significantly from and may not substitute for an existing UAA graduate degree program. The student may select no more than one half of the program credits from one existing graduate degree program, and courses must come from two or more disciplines (i.e., subjects). In addition to the University Requirements for Graduate Degrees listed above, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (Interdisciplinary Studies Major) with the appropriate fee to the Office of Admissions. These applications will be reviewed by the Graduate School for determination of acceptance to graduate study.
2. The student invites a faculty member to chair their graduate studies committee and to serve as the student's graduate advisor. The chair shall normally be a full-time faculty member. The chair must agree to serve and must be approved by the appropriate dean(s) or designee(s).
3. The student proposes a graduate studies committee of at least three (four for a doctoral committee) faculty members (including the chair) from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of 9 credits or more. The committee members must agree to serve and be approved by the Graduate School dean or designee.

4. The student develops a proposed interdisciplinary Graduate Studies Plan specifying the degree (MA/MS) and title or concentration. In developing this proposal, the student should review all graduate degree policies and procedures. To receive an interdisciplinary studies master's degree from UAA, the student must incorporate into his or her proposal all University Requirements for Graduate Degrees and any school or college requirements applicable. Of the minimum 30 credits required for the master's degree, a minimum of 21 credits must be drawn from existing 600-level courses. Additional coursework may be required by the committee, including remedial courses that are not on the Graduate Studies Plan. The graduate committee may also require a master's thesis or research project, reflecting no more than 9 academic credits.
5. The student presents the proposed Graduate Studies Plan to the committee and chair for preliminary review and approval. The committee and chair support the Graduate Studies Plan, it will be forwarded to the Graduate School dean or designee for approval in consultation with affected graduate programs.
6. Students work with their advisors and graduate committees to ensure that satisfactory progress is made toward completing degree requirements. Students are expected to be continuously registered throughout their graduate program (see Continuous Registration).
7. The student must complete all requirements established in the official Interdisciplinary Graduate Studies Plan, and must pass a written and/or oral comprehensive examination, an evaluation of independent scholarship, and/or a project or thesis defense or similar final evaluation as established by the program. The examination, evaluation, or defense must be approved by all graduate committee members as passing the requirement and by the dean of the Graduate School or designee. All theses and projects must have final approval by the Dean of the Graduate School or their designee.
8. When an oral comprehensive examination, evaluation of independent scholarship, or project or thesis defense is required, the student may select an outside reviewer approved by the dean of the Graduate School or designee to participate and ensure that the evaluation, examination, or defense is fair and appropriate. Typically, the outside reviewer is a faculty member from another department in the university, or other qualified individual in the area in which the student is seeking a degree.
9. During the semester of the project or thesis defense or similar final evaluation, the student must apply for graduation in a timely fashion. The diploma will indicate that it is an interdisciplinary degree, as well as the applicable subjects/concentration.
10. All theses and projects must meet formatting requirements as established by the Graduate School.

## Cooperative Doctoral Programs

### **University of Alaska Fairbanks (UAF)**

Students may use specific courses from other University of Alaska campuses to satisfy requirements of cooperative graduate programs offered by UAF. The cooperative program must include an approved UAF Graduate Studies Plan (GSP). The student must complete a minimum of 12 semester resident credits at UAF.

**The following guidelines are for collaborative Ph.D. programs offered by UAF, where students are enrolled at other UA campuses.** Some individual degree programs have different requirements which are included in specific program descriptions in the graduate degree program section of the UAF catalog. The guidelines described here apply only to programs that have not established different requirements.

1. At least four faculty members shall serve on the graduate advisory committee for each Ph.D. student. At least two committee members shall be UAF faculty. When the student is enrolled at UAA the committee shall be chaired or co-chaired by a UAA faculty member.
2. The graduate advisory committee and its chair and/or co-chairs must be approved by the UAF program director and the dean of the UAF Graduate School.
3. UAF rules and regulations on graduate studies shall apply to all UAF graduate students, including those concurrently enrolled at UAA
4. The graduate advisory committee must meet at least once a year to update the Graduate Studies Plan and to review the student's progress toward the degree. The annual progress report must be signed by all committee members and submitted to the dean of the UAF Graduate School.
5. The student's advisory committee will administer the Ph.D. comprehensive exam for each student.

6. The Ph.D. thesis defense is conducted on the student's home campus and can be done via distance technologies.

### **Creighton University / UAA Occupational Therapy Program**

The Creighton University (CU)-UAA Occupational Therapy program is a hybrid format professional program that leads to the Occupational Therapy Doctorate (OTD). Students take classes in both a traditional and distance format with labs being held on the UAA campus.

Up to 10 students per year are accepted to this three and a half year, full-time program. To be eligible for the program, applicants must have a bachelor's degree and meet the required prerequisites. After successful completion of the program students are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination, and to apply for licensure.

Creighton University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), Inc.

For information on prerequisites, curriculum, and application procedures, please visit <http://chsw.uaa.alaska.edu/otd>.

### **Creighton University / UAA Pharmacy Program**

The Creighton University (CU)-UAA Pharmacy program is an online professional program leading to the Doctorate in Pharmacy (PharmD) degree. The Creighton distance pathway allows students to take didactic coursework using the latest in distance education technology, from wherever they live. Interactions with faculty and mentors occur via conferencing software, discussion boards, Internet chat rooms, e-mail, telephone, and other methods. Students will complete two weeks of intensive labs in Omaha for each of three summers during the program. Clinical rotations may be arranged within Alaska.

The Creighton PharmD program is an established distance program that admits 75 students per year. An Alaska admission cohort is being added with up to five slots. To be eligible for the program, applicants must complete 90 credits of pre-requisites.

Creighton University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is located. The Pharmacy program, accredited by the Accreditation Council on Pharmacy Education (ACPE), is a member of the American Association of Colleges of Pharmacy.

For information on prerequisites, curriculum, and application procedures, please consult with Creighton University: website [http://spahp2.creighton.edu/admission/Pharmacy/Pharmacy\\_UAA.htm](http://spahp2.creighton.edu/admission/Pharmacy/Pharmacy_UAA.htm), phone number 402-280-2662; or contact the UAA Pharmacy Technology department at 786-4495, email [afdas@uaa.alaska.edu](mailto:afdas@uaa.alaska.edu).

### **University of Washington School of Medicine WWAMI Biomedical Program**

*Engineering Building (ENGR), Room 331, (907) 786-4789  
<http://biomed.uaa.alaska.edu>*

Each year, 20 certified Alaska residents begin their medical education in a collaborative medical school that operates among the campuses of five northwestern states: Washington, Wyoming, Alaska, Montana and Idaho (WWAMI). First-year classes for Alaskans are held at the University of Alaska Anchorage. Second-year students from all five states attend classes at the University of Washington in Seattle. The six-week blocks of clinical experiences, called clerkships, that occupy the third and fourth years can be taken in any of the five states, and an Alaska Track allows nearly all of these to be completed in Alaska.

#### **Eligibility**

Alaskan residents are eligible to apply for admission. Detailed eligibility information is available at [http://biomed.uaa.alaska.edu/ak\\_wwami\\_eligibility.html](http://biomed.uaa.alaska.edu/ak_wwami_eligibility.html). Applicants must meet common requirements established by the institutions in the five WWAMI states. These requirements include prerequisites in biology, chemistry and physics and submission of scores from the Medical College Admission Test (MCAT). Program details can be found at [www.uwmedicine.org](http://www.uwmedicine.org) or by contacting the WWAMI office using the contact information provided below.

#### **Admissions**

Applications are accepted through the American Medical College Application Service (AMCAS). WWAMI applications are submitted to the University of Washington School of Medicine (UWSOM). All applications received by UWSOM from Alaskan residents will be considered for the WWAMI Program in Alaska. Complete application information, including details about the selection procedure can be found at [www.uwmedicine.org](http://www.uwmedicine.org) or by contacting the WWAMI office using the contact information

provided below.

For more information concerning WWAMI or the biomedical curriculum at UAA, contact the WWAMI Biomedical Office at 786-4789, visit <http://biomed.uaa.alaska.edu> or visit Engineering Building (ENGR) 331.

## **FACULTY**

*Robert Furilla, Program Chair and Professor, AFRAF1@uaa.alaska.edu*

*Raymond Bailey, Professor, rbailey@uaa.alaska.edu*

*Lorna "Jamie" Elswick, Adjunct Instructor, AFLAE1@uaa.alaska.edu*

*Timothy Hinterberger, Associate Professor, AFTJH@uaa.alaska.edu*

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*John Tappel, Adjunct Instructor, jtappel@latouchepediatrics.net*

## **Graduate Certificates**

A graduate-level certificate program is a coherent sequence of related graduate courses. These programs are designed to provide graduate education past the baccalaureate level and/or to enhance the education of students who have already completed a master's degree. Students will complete a linked series of courses, which may include a capstone experience or project that focuses their intellectual experience. Upon completion of a certificate, students will have acquired an area of specialization or an interdisciplinary perspective. Further, success in a graduate-level certificate program should prepare students to better accomplish the goals of their discipline.

## **Admissions**

*(907) 786-1480*

*[www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions)*

All students intending to register for one or more courses must apply for admission. Applications for admission are available from the Enrollment Management One-Stop or online via [www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions).

## **Admission Requirements for Graduate Certificates**

To qualify for admission to graduate certificate programs, a student must have earned a baccalaureate or master's degree from a regionally accredited institution in the US or a foreign equivalent. Students who expect to receive their baccalaureate or master's degree within two semesters may also apply for graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate or master's degree and whose credentials indicate their ability to pursue graduate work. In general, applicants must either have a cumulative GPA of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate certificate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate and/or graduate degrees and any transcripts reflecting graduate-level courses. 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 programs may also require additional transcripts and/or specific entrance examinations such as the GRE or the Miller Analogies Test. See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the US 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 the Office of Admissions. 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 the Office of Admissions. 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, the Office of Admissions will forward each student's admission packet to the department chair or designee for consideration.

Each graduate certificate program has individual admission standards and document requirements. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Additional information such as goal statements, letters of recommendation, research proposals, writing samples, and/or personal 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 one-third of the credits may be completed in the student's certificate program before application for admission. See individual program listings for additional information.

## **International Graduate Certificate Students**

### **Office of Admissions**

<http://www.uaa.alaska.edu/iss>  
(907) 786-1573

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (Test of English as a Foreign Language) (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a US institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.
2. A notarized affidavit of financial support from the student or the student's financial sponsor and documentation of financial resources to cover one full academic year of study.
3. A completed Admissions Agreement for Prospective F-1 Students.
4. (For students who earned their baccalaureate degree outside the US or Canada) An international credential evaluation from a recommended agency stating that they have earned the equivalent of a U.S. baccalaureate degree. A list of approved international credential evaluation services can be found on the International Student Services web site at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss). Additional fees will apply to be paid to the evaluating agency, which will require a second official, sealed transcript from the issuing institution.
5. (For students transferring from other institutions in the US) An F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services website at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss) for details and forms.

## **Application and Admission Status for Graduate 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 the Office of Admissions 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 re-apply 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 or master's degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate or master's degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to Advancement to Candidacy.

### **Provisional Admission**

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the chair or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate certificate-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

### **Postponed Admission**

Students may postpone their admission to a future semester by notifying the Office of Admissions 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 before the end of their admission semester. Students whose admissions have been withdrawn must re-apply for subsequent admission to UAA.

## **Related Graduate Certificate Policies**

### **Graduate Certificate Transfer Credits**

Up to one-third of the credits (semester) or the equivalent earned at a regionally accredited institution and not previously used to obtain any undergraduate degree or certificate may be transferred to UAA and accepted toward a graduate certificate. Acceptance of transfer credits toward program requirements is at the discretion of individual programs.

### **Change of Graduate Certificates**

Graduate students who wish to change certificate programs within a college or program must complete a Change of Graduate Degree or Emphasis Area form 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 their new major or emphasis area.

### **Concurrent Graduate Certificates**

Students may pursue concurrent graduate certificates as long as they have formally applied and been accepted to each program through the Office of Admissions.

### **Additional Graduate Certificates**

Students who have received a graduate certificate or master's degree from UAA or another regionally accredited college or university may earn a UAA graduate certificate by completing at least one-third of the certificate credit requirements in residence at UAA and after admission to the certificate program. Credits previously used for any undergraduate certificate or degree may not be used to satisfy graduate certificate program requirements. Multiple graduate certificates may be awarded only if they differ by at least one-third of their credit requirements.

### **Formal Acceptance to Graduate Certificate Programs**

Once all required admission documents have been received by the Office of Admissions, the student's admission packet is forwarded to the chair or designee of the specific program. The acceptance decision is made by the chair or designee, who informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant. Acceptance to a graduate certificate program does not guarantee later admission to other graduate certificates or degrees.

### **Non-Degree-Seeking Students**

Non-degree-seeking students who wish to register for graduate courses must have the department chair's or faculty member's signature for each course taken. Registration as a non-degree-seeking student implies no commitment by the university to the

student's later admission to a graduate certificate program. Up to one third of the credits of graduate certificate coursework may be completed in the student's graduate certificate 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.

### ***Full-Time/Part-Time Status for Graduate Certificate-Seeking Students***

A student who has been admitted to a UAA graduate certificate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are applicable to the graduate certificate program (i.e., listed on the Graduate Certificate Studies Plan). A graduate certificate student enrolled at UAA for fewer than 9 credits is classified as part-time.

Audited courses, continuing education units (CEUs) and professional development courses (500 level) are not included in the computation of the student's full-time or part-time status.

### ***Catalog Year for Graduate Certificate Programs***

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

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

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

### ***Good Standing for Graduate Certificate-Seeking Students***

A graduate certificate-seeking student who maintains a 3.00 (B) cumulative GPA in courses on their official Graduate Certificate Studies Plan is considered in good standing.

### ***Removal from Graduate Certificate-Seeking Status***

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

A graduate certificate student whose cumulative GPA falls below 3.00 (B) in courses applicable to his/her graduate certificate program, or a graduate certificate student who, for reasons specified in writing, is not making satisfactory progress toward completing the program requirements, may be removed from graduate certificate-seeking status. Each school or college has developed procedures to deal with appeals arising from removal from graduate certificate-seeking status.

### ***Academic Appeals***

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

### ***Reinstatement to Graduate Certificate-Seeking Status***

Graduate students who have been removed from graduate certificate-seeking status for failure to make satisfactory progress must re-apply for a graduate certificate program and pay the appropriate fee.

### ***Graduate Certificate Advisor***

The chair or designee of the appropriate school or college offering the graduate certificate program appoints an advisor for each student accepted to the program.

### ***Responsibilities of the Graduate Certificate Advisor/Committee***

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

1. Review and approve the student's Graduate Certificate Studies Plan, ensuring that it includes the Graduate Certificate University Requirements; all courses required for the certificate; any special program requirements; and a capstone experience or project, if required.
2. Arrange to remove any deficiencies in the student's admission or academic background.
3. Monitor the student's progress and timely completion of all requirements.
4. Monitor the timely submission of the official Graduate Certificate Studies Plan and other documents to the Graduate School.
5. Review and approve any changes to the official Graduate Certificate Studies Plan. The Graduate School will forward the original and final documents to the Office of the Registrar.
6. Review and approve the capstone experience or project according to procedures established by the individual program.
7. Administer and assess a comprehensive examination, if required.

### **Official Graduate Certificate Studies Plan**

The official Graduate Certificate Studies Plan formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive the graduate certificate. The program plan is based upon the catalog requirements for the graduate certificate program to which the student has been accepted. The plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on the official Graduate Certificate Studies Plan, as well as all Graduate Certificate University Requirements and college requirements for the program. Any revision to the plan will need to be submitted to the Graduate School through the graduate certificate advisor/committee.

## **Determining Program Requirements**

A graduate certificate student's program is based upon the catalog requirements for the relevant graduate certificate program which are in effect at the time the student was accepted into the program.

## **Graduate Certificate University Requirements**

University requirements for all graduate certificates are as follows:

1. A student must be admitted to the certificate program and establish an approved Graduate Certificate Studies Plan. Students must fulfill all General University Requirements, college requirements and certificate program requirements.
2. The student must complete at least 12 approved semester credits not counted toward the baccalaureate degree. No more than 29 credits may be required for any graduate certificate.
3. The student must complete all requirements established by individual programs, as specified in the current catalog.
4. A cumulative GPA of at least 3.00 (B) must be earned in courses identified on the official Graduate Certificate Studies Plan.
5. Only 400- and 600-level courses approved by the student's graduate certificate advisor/committee and the dean or designee, may be counted toward graduate certificate requirements.
6. In 400-level courses, a minimum grade of B is required for the course to count toward the certificate program requirements.
7. Courses at the 500-level are for professional development and are not applicable toward any certificate, even by petition.
8. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate certificate program. At least two thirds of the credits required for the certificate must be taken at the graduate level (600). For performance comparison only, in 600-level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Up to one-third of the semester credits used to complete the requirements of a graduate certificate may be transferred to UAA from a regionally accredited institution. Acceptance of transfer credit toward program requirements is at the discretion of the individual program.
10. Individual program deans or designees may allow credit earned at other universities in the UA system to be transferred to UAA, as long as at least 6 credits applicable to the student's certificate program are earned at UAA after acceptance into the program.
11. Courses taken by correspondence, credit by examination, or graded credit/no credit (CR/NC) do not count toward graduate 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 graduate certificate program remain the same.
12. If the requirements for a graduate certificate as specified in the entry-level catalog are not met within seven 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.

13. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
14. Coursework used to obtain a graduate certificate or graduate degree, if accepted for inclusion in the Graduate Certificate Studies Plan and approved by the dean of the Graduate School and college dean, may be used to satisfy requirements for a graduate certificate.
15. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed after acceptance into the program. See the exception for UA system credits in (10) above.

## **Application for Graduation**

Graduate certificate students must submit an Application for Graduation, signed by the academic advisor and accompanied by the required fee, to the Office of the Registrar. Current application for Graduation deadlines are June 15 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation. Applications received after the deadline will be processed for the following semester. Students who apply for graduation but do not complete the graduate certificate requirements by the end of the semester must re-apply for graduation. A new application fee must be paid with each Application for Graduation.

Please see the UAA Office of the Registrar website at [www.uaa.alaska.edu/records/](http://www.uaa.alaska.edu/records/) for current information regarding graduation and the posting of certificates.

# Graduate Programs

## Graduate Study

Graduate education is an integral part of the University of Alaska Anchorage and is coordinated through the Graduate School. The dean of the Graduate School has responsibility for leadership and oversight of graduate programs.

The university offers graduate certificates, ~~and~~ master's [degrees, and doctoral](#) degrees. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered by other institutions. Some or all coursework and research may be completed at UAA while the doctoral degree is granted by another university. Students who have completed UAA graduate programs possess the knowledge and skill necessary to succeed in furthering their education, and to excel in their chosen professions. Whether the degree is required for advancement, personal and professional growth, or for other goals, students may expect the challenges and rewards of high quality graduate education.

Upon successful completion of their graduate programs, students will have demonstrated mastery of their disciplines and will have participated in independent scholarship. Appropriate exit requirements allow students to express the knowledge they have acquired in formats designed for their respective programs.

To ensure the most beneficial educational experience, students' academic preparation and likelihood of success in their programs are carefully assessed and validated. Admission requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. If an entrance examination is required, the nature of that examination is determined by the appropriate discipline. As they progress in their studies, students can expect discipline-specific advising from mentors in their programs.

Graduate students are subject to relevant policies contained in the complete UAA catalog, as well as individual program requirements.

## Admissions

(907) 786-1480

[www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions)

All students intending to pursue a graduate certificate or degree must apply for admission. Applications for admission are available online via [www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions) or from the Enrollment Management One-Stop.

## Admission Requirements for Graduate Degrees

To qualify for admission to graduate 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 graduate admission; see Incomplete Admission later in this section. Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate an ability to pursue graduate work. Applicants must either have a cumulative grade point average of 3.00 (B average on a 4.00 scale) or meet the grade point average (GPA) requirements of the specific graduate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate-level courses. 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 examinations such as the Graduate Record Examination (GRE) or the Miller Analogies 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 the Office of [of](#) the Registrar. 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, listening and speaking in English.

Applications [accompanied by appropriate fees](#), official transcripts and required test scores (if any) must be submitted to the Office of Admissions. 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, the Office of Admissions will forward each student's admission packet to the dean, department chair or designee for consideration.

[Admissions are undertaken by individual graduate programs, subject to review by the Graduate School.](#) Each graduate program has individual admission standards and document requirements. Additional information such as [writing samples](#), goal statements, letters of recommendation, research proposals, [writing samples](#), and/or [personal](#) 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. [Please note that](#), for programs with rolling (ongoing) admissions, in order to ensure consideration for all financial aid opportunities, it is strongly recommended that eligible students submit:

- For fall admission: all required application forms no later than June 15, and all required application materials by August 1;
- For spring admission: all required application forms no later than November 1, and all required application materials by December 1.

No more than 9 credits may be completed in the student's graduate program before program admission. See individual program listings for further details.

## International Graduate Students

### Office of Admissions

[www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss)  
(907) 786-1573

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (Test of English as a Foreign Language) (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.
2. A notarized affidavit of financial support from the student or the student's financial sponsor and documentation of financial resources to cover one full academic year of study.
3. A completed Admissions Agreement for Prospective F-1 Students.
4. Students who earned their baccalaureate degree outside the United States or Canada must submit an international credential evaluation from a recommended agency stating that they have earned the equivalent of a U.S. baccalaureate degree. A list of approved international credential evaluation services can be found on the International Student Services web site at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss). Additional fees will apply to be paid to the evaluating agency, which will require a second official, sealed transcript from the issuing institution.
5. Students transferring from other institutions in the United States must also complete and submit the F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services web site at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss) for details and forms.

## Students in Western Regional Graduate Programs

[Students from Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming may be eligible for resident tuition through the Western Regional Graduate Program \(WRGP\). This program is for students doing graduate work in Clinical-Community Psychology, Early Childhood Special Education, Global Supply Chain Management, Nursing Science, and Social Work. For more information, visit the Graduate School website at \[www.uaa.alaska.edu/gradschool\]\(http://www.uaa.alaska.edu/gradschool\).](#)

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## Application and Admission Status for Graduate Degree-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 the Office of Admissions 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 may 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 graduate admission. Formal acceptance becomes final only after the baccalaureate degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

#### Provisional Admission

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the dean or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate degree-seeking status.

#### Postponed Admission

Students may postpone their admission to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

#### Withdrawn After Admission

Admission may be withdrawn when students do not attend classes during, or have not postponed their admission by, the end of their admission semester. Students whose admissions have been withdrawn must apply for re-admission if they later choose to attend UAA.

## Related Graduate Degree Policies

### Transfer Credits

[Coursework used to obtain a graduate certificate at another institution may be used to satisfy requirements for a graduate degree at UAA if accepted as part of the official Graduate Studies Plan. Transfer credits are permitted as long as they have not been used as part of a prior degree.](#)

#### [Transfer Credit from Other Institutions](#)

Up to 9 semester credits not used toward any other degree (graduate or undergraduate) may be transferred to UAA from an accredited institution and counted toward a [graduate master's degree](#). [Acceptance of transfer credit toward graduate program requirements is at the discretion of the individual program faculty or college dean or their designee.](#)

#### [Transfer Credits within the UA System](#)

[The Graduate School dean or designee may allow credit earned at other universities within the UA system \(excluding thesis credits and credits used towards another degree\) to satisfy graduate program requirements and to be transferred to UAA, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into a master's program, and at least 18 credits applicable to the student's program are earned at UAA after acceptance into a doctoral program.](#)

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Acceptance of transfer credit toward program requirements is at the discretion of the individual program faculty. The Graduate School Dean or designee may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy graduate program requirements, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into the program. **Resident Credit.** Resident credit at UAA is credit earned in formal classroom instruction, correspondence study, distance-delivered courses, directed study, independent study or research through any unit of UAA. Credit from a regionally-accredited domestic institution or equivalent institution for which there is an approved affiliation or exchange agreement is also considered resident credit.

If a program is delivered collaboratively with UAF or UAS, collaborative program credit from each participating institution is counted towards fulfillment of residency requirements.

### **Change of Major or Emphasis Area**

Students who wish to change majors or emphasis areas within the same degree and school or college should submit a Graduate Change of Major or Emphasis Area Form to the Graduate School for approval. Students will be expected to meet all admission and program requirements of their new major or emphasis area, and must submit a revised official Graduate Studies Plan to the Graduate School through their advisor/committee within one semester.

### **Change of Degree**

Graduate students who wish to change degree programs must formally apply for admission to the new program through the Office of Admissions and pay the appropriate fee. This applies both to changes between schools/colleges and to different degrees within the same school or college (such as a change from the MFA in Creative Writing to the MA in English). Students will be expected to meet all admission and program requirements of the new major or emphasis area.

### **Concurrent Degrees**

Students may pursue concurrent degrees as long as they have formally applied and been accepted to each program through the Office of Admissions.

Students may be admitted to or complete graduate certificate requirements as they pursue a master's degree. Coursework used to obtain a graduate certificate, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a master's or doctoral degree.

### **Additional Master's Degrees**

Students who have received a master's degree or doctoral degree from a regionally accredited college or university may earn a UAA master's degree by completing a minimum of 21 resident credits not used for any other previous degree. The student must meet all the University Requirements for [Master's Degrees](#), school or college requirements, and program requirements. Fulfilling all university, college and program requirements may require more than the minimum 21 credits beyond the previous graduate degree. If the 21 additional credits and other requirements have been earned for each additional degree, two or more degrees may be awarded simultaneously.

### **Formal Acceptance to Graduate Degree Programs**

Once all required admission documents have been received by the Office of Admissions, the student's admission packet is forwarded to the [chair or designee of the specific program](#) ~~college dean or designee~~. The acceptance decision is made by the [chair](#) ~~dean~~ or designee, who informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy).

### **Non-Degree-Seeking Students**

Non-degree-seeking students who wish to register for graduate courses must have the department chair's or faculty member's approval. Registration as a non-degree-seeking student implies no commitment by the university to the student's later admission to a degree program. Up to 9 semester credits of graduate-level coursework may be completed in the student's graduate 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 Graduate Degree Programs**

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A student who has been admitted to a UAA graduate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are listed on the approved Graduate Studies Plan. A graduate student enrolled at UAA for fewer than 9 credits is classified as part-time.

Audited courses, continuing education units (CEUs), and continuous registration are not included in the computation of the student's full-time or part-time status.

### **Graduate Assistantships**

Graduate assistants receive stipends for either a semester or for the academic year. Graduate assistants can be paid for a maximum of 20 hours per week while school is in session. Students with assistantships must be registered for at least 9 credits during the fall and spring semesters or as attendance is appropriate to their program (audited credits are not eligible).

Graduate assistants receive a health insurance benefit paid on their behalf. Graduate students must come to the Office of the Graduate School each semester and show a copy of their contract letter to complete the enrollment process.

Teaching assistantships include a tuition payment by the university for no more than 9 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week.

Research assistantships include a tuition payment by grants/contracts for no more than 9 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week.

Tuition payments may be used for tuition only. All fees are the responsibility of the student unless the department or grant makes other arrangements with the UAA Business Office prior to registration.

A graduate student with a GPA less than 3.0 for one semester will be allowed to petition to continue as a graduate assistant for the next semester. A maximum one semester exception will be allowed per student. The petition by the student must be approved by the student's graduate committee chair, department head and dean.

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### **Catalog Year for Graduate Degree Programs**

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate degree program, or the catalog in effect at the time of graduation. If the requirements for a [Master's degree](#) as specified in the entry-level catalog are not met within seven years after formal acceptance into the program, [or if the requirements for a doctoral degree as specified in the entry-level catalog are not met within ten years after 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 [a the m-Master's degree](#), including transfer credit, must be earned within the consecutive seven-year period prior to graduation. [All credits counted toward a doctoral degree, including transfer credit, must be earned within the consecutive ten-year period prior to graduation.](#)

### **Continuous Registration**

Continuous registration is expected every semester as appropriate for the program, from admission through graduation, until all requirements for the degree are completed.

To make continuous progress in their graduate program, students have the following options:

- Registering for at least one graduate-level credit applicable to their graduate degree, or
- Paying the continuous registration fee to remain active in the graduate program although not registered in any courses.
- Adhere to the continuous registration policy established by the specific college, school or department. See your program advisor for details.

Students are also expected to register or pay the continuous registration fee for the summer if they use university facilities or consult with faculty during the summer. Please contact the individual graduate program for departmental policy/requirements concerning continuous registration. The continuous registration fee may be paid during each semester's late registration period. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence policy) may be ~~removed from master's degree-seeking status~~ or placed on academic probation (see Probation policy-) or, in some cases, removed from graduate degree-seeking status.

### Leave of Absence

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status by the Graduate School. Inactive status does not negate the policy which requires that all credits counted toward ~~a the m~~Master's degree, including transfer credits, be earned within a consecutive ~~seven~~7-year period prior to graduation, and for all credits counted toward a doctoral degree, including transfer credits, be earned within a consecutive ten-year period prior to graduation. Students who fail to make continuous progress (see Continuous Registration) or to obtain an approved leave of absence may be removed from ~~m~~Master's degree-seeking status.

### Academic Standing for Students

#### Good Standing

Graduate students are in good standing when they have a UAA cumulative GPA of 3.00 or higher and a semester GPA of 3.00 or higher for the most recently completed semester. For those programs with a Pass/No Pass grading option, a grade of P (pass) is considered equivalent to a grade of B (3.00) or higher in graduate courses. Individual departments may establish additional criteria for good standing. Students are presumed to be in good standing during their first semester at UAA. Students in good standing are academically eligible to re-enroll at UAA.

#### Academic Action

Admitted graduate certificate and master's degree-seeking students who fail to earn a UAA semester and/or cumulative GPA of 3.00\_ will be subject to academic action. Academic action may result in probation, continuing probation, or loss of graduate certificate or degree-seeking status. Individual departments may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.

#### Academic Probation

Academic probation is the status assigned to those students whose semester and cumulative GPA falls below 3.00. It also applies to students who fail to undertake continuous registration or fail to make progress toward a graduate degree as indicated by the Annual Report of Graduate Student Progress.

#### Continuing -Probation

Continuing -Probation is the status assigned to those students who begin a semester on probation and during that semester earn a semester GPA of 3.00 or higher without raising their cumulative GPA to 3.00. This status may be continued until the student raises their cumulative GPA to 3.00 or loses their graduate certificate or degree-seeking status.

#### Academic Disqualification

Academic Disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 3.00, fail to undertake continuous registration, or fail to make progress toward a graduate certificate or degree as indicated by the Annual Report of Graduate Student Progress. Those students' admission status will be changed to non-degree-seeking. Students who have lost graduate certificate or degree-seeking status may continue to attend UAA as non-degree-seeking students. However, those students do not qualify for financial aid and international students will lose their immigration status. Students must apply for reinstatement to UAA (see Reinstatement Policy below).

### Removal from Graduate Degree-Seeking Status

A graduate student's academic status may be changed to non-degree-seeking if the requirements to remove provisional admission or probation are not satisfied, or if minimum academic standards are not met. In some cases, students may be removed from graduate degree-seeking status without having first been placed on probation (see Non-Degree-Seeking Students).

### Academic Appeals

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

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### Reinstatement to Graduate Degree-Seeking Status

Graduate students who have been removed from graduate degree-seeking status for failing to meet academic standards may apply for reinstatement to a graduate program after one calendar year from the semester in which they were removed ~~from master's degree-seeking status~~. When re-applying ~~for~~ graduate studies, it is the student's responsibility to demonstrate ability to succeed in the graduate program.

Graduate students who have been removed from graduate degree-seeking status for [failure to undertake continuous registration or failure to not making continuous progress toward a graduate degree as indicated by the Annual Report of Graduate Student Progress \(see Continuous Registration\)](#) must re-apply for graduate study and pay the appropriate fee.

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### Graduate Advisor

The department Chair or designee of the school or college offering the graduate program, [with the approval of the Graduate School](#), appoints a graduate advisor for each student accepted [into](#) a graduate program. The graduate advisor and the departmental chair will [normally](#) be from the same program [unless prior approval has been made by the Graduate School](#).

### Graduate Studies Committee

For graduate programs with a thesis, independent scholarship or research project, the advisor and the student select a graduate studies committee as part of the process to complete the requirements of the graduate degree. [Depending on the graduate degree](#), the committee [minimally](#) typically consists of three [or four](#) UAA faculty members, including the [committee chair](#), who shall normally be a full-time faculty member. [Committee members and chairs whose status has changed to emeritus faculty](#) may continue to serve on the committee. One faculty committee member may be from a discipline outside the student's school or college or UAA. Committee members who are not UAA faculty, but have [the](#) appropriate professional credentials, may be included with the approval of the dean of the Graduate School, [the](#) college dean, [the](#) graduate advisor, and the student. The committee members must agree to serve and the committee must be approved by the dean of the Graduate School and the college dean. [For doctoral degrees, an outside examiner is required to attend and evaluate the dissertation defense.](#)

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### Responsibilities of Graduate Advisor/Committee

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

1. Review and approve the graduate student's program, ensuring that it includes: University Requirements for Graduate Degrees; all courses required for the degree; research culminating in a thesis, independent scholarship or project, if required; a written or oral comprehensive examination; independent scholarship evaluation; thesis/project defense; any special program requirements; and arrangements to remove any deficiencies in the student's academic background.

2. Monitor the student's progress, [including grades, and timely completion of all requirements \(see Continuous Registration, and\) including](#) timely submission of Annual Reports of Graduate Student Progress to the Graduate School.

~~35. — Review and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.~~

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~~34. — Review and approve any changes to the student's program of study.~~

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54. Review and approve the thesis, independent scholarship, or research project, including initial proposals, according to procedures established by the individual graduate program. Thesis format must meet the requirements as established by the Graduate School.

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~~5. — Review and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.~~

6. Administer and assess the [qualifying examination](#), comprehensive examination, independent scholarship evaluation, or thesis/project defense.

### Of Official Graduate Studies Plan

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The official Graduate Studies Plan (GSP) formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive [the](#) graduate degree. The plan is based upon the catalog requirements for the graduate degree program to which the student has been accepted. The plan should be submitted by the end of the first year of study. The

plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on their official Graduate Studies Plan, as well as all University Requirements for Graduate Degrees. Any revision to the plan will need to be submitted to the Graduate School through the graduate advisor/committee.

**Examinations (Requirement Determined by Program)**

**Qualifying Examinations**

Some graduate degree programs require the student to complete a written and/or qualifying examination before advancement to candidacy. This examination is an interim evaluation of academic progress; the student may pass unconditionally or conditionally. A conditional pass indicates specific weaknesses that the student must remedy before degree requirements are completed. The Annual Report of Graduate Student Progress and Advancement to Candidacy forms should indicate mechanisms for addressing these weaknesses.

**Comprehensive Examinations**

The comprehensive examination is an examination given to determine whether a graduate student has integrated knowledge and understanding of the principles and concepts underlying major and related fields in order to achieve advancement to candidacy. For master's degrees, the graduate student's advisory committee may choose to give a written and/or comprehensive examination prior to advancement to candidacy. For doctoral degrees, written comprehensive examinations are normally required, although the student's committee may additionally choose to give an oral examination.

**Defense of Project**

Graduate students who are required to complete a project in fulfillment of degree requirements may be required to pass an oral defense of the project. The defense will consist of a presentation followed by questions on the research, analysis, and written project presentation. All committee members must be present at the project defense.

**Defense of Thesis**

Graduate students who are required to complete a thesis in partial fulfillment of degree requirements must pass an oral defense of the thesis. The defense will consist of a presentation followed by questions on the research, analysis, and written thesis presentation. The Graduate School will not accept a thesis for final submission until the student has successfully defended it. All committee members must be present for the defense of thesis.

**Examination Committee**

In most cases, the student's graduate advisory committee prepares and gives the examinations under guidelines formulated by the faculty of the department in which the degree is being taken.

**Outside Examiner (for Doctoral Defense)**

An outside examiner representing and appointed by the dean of the Graduate School is required at all doctoral defenses. The examiner must be from a different department than the student and the chair of the advisory committee. The outside examiner is present to determine that a stringent, unbiased examination is fairly administered and evaluated.

**Advancement to Candidacy (Requirement Determined by Program)**

Some master's programs and all doctoral programs require students to apply for Advancement to Candidacy. Advancement to candidacy status is a prerequisite to graduation and is determined by the program chair or designee. Candidacy represents the point in a graduate study program at which the student has demonstrated an ability to master the subject matter.

To be approved for candidacy a student must:

1. Be in good academic standing.
2. Demonstrate competence in the methods and techniques of the discipline, which may include passing a qualifying or comprehensive examination.
3. Receive approval of an independent scholarship, thesis, or project proposal from the student's graduate committee.
4. Satisfy all prerequisites and remove all academic deficiencies; satisfy all terms of provisional admission.
5. Submit an approved, final official Graduate Studies Plan.

**University Requirements for Graduate Degrees**

To complete a graduate degree, a student must complete the university requirements for graduate degrees, school or college requirements, and program requirements. A graduate student's program is based upon the catalog requirements for the

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relevant graduate degree which are in effect at the time the student is accepted. University requirements for all graduate degrees are as follows:

1. A student must be admitted to the degree program and establish an approved Graduate Studies Plan.
2. No more than 9 credits may be completed in the student's graduate program before program admission. See individual program listings for further details.
3. ~~For a Master's degree, the student must complete at least 30 approved semester credits beyond the baccalaureate degree for a master's degree, and must complete at least three years of post-baccalaureate study for a doctoral degree. For a master's degree, at least 24 credits in each graduate degree must consist of courses other than thesis, independent scholarship (independent study) and/or a research project. No more than 45 credits may be required by any master's degree program. The actual number of credits required for each graduate degree program, including prerequisites for required courses, are specified in the current course catalog. While no minimum or maximum credits are specified for doctoral programs, a student is expected to be affiliated with the university for at least two years.~~ On approval by the dean of the Graduate School and college dean, an official Graduate Study Plan may stipulate other course credit requirements, including leveling courses.
4. Up to 9 semester credits not used toward any other degree (graduate or undergraduate) may be transferred to UAA from an accredited institution and counted toward a ~~master's~~ degree. Acceptance of transfer credit toward program requirements is at the discretion of the individual program faculty.
5. The Graduate School Dean or designee may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy graduate program requirements, as long as at least 9 credits applicable to the student's program are earned at UAA after acceptance into ~~a master's~~ program, and as long as at least 18 credits applicable to the student's program are earned at UAA after acceptance into a doctoral program.
6. Only 400- and 600-level courses approved by the graduate student's graduate advisor, dean or designee, and graduate studies committee, may be counted toward graduate program requirements.  
Courses at the 500-level are for professional development and are not applicable toward any degree.
7. A cumulative GPA of at least 3.00 must be earned in courses identified in the official Graduate Study ~~Plan~~.
8. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate program. At least 21 credits must be taken at the graduate-level (600) for any master's degree, including thesis, independent scholarship or research credits. For performance comparison only, in 600-level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Courses taken as credit by examination, or graded credit/no credit (CR/NC) do not count toward graduate program requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor/committee to waive certain courses in an established program, as long as the total credits in the program remain the same.
10. All credits counted toward the degree, including transfer credits, must be earned within the consecutive seven-year period for a master's degree or the consecutive ten-year period for a doctoral degree prior to graduation. ~~If these requirements are not met for a Master's degree as specified in the entry year catalog are not met within seven years of formal acceptance into the program,~~ admission expires and the student must reapply for admission and must meet the admission and graduation requirements in effect at the time of readmission or graduation.
11. ~~All credits counted toward the degree, including transfer credits, must be earned within the consecutive seven-year period for a Master's degree prior to graduation.~~
12. ~~Students must be continuously registered throughout their graduate program (see Continuous Registration).~~
13. The student must complete all requirements established by the program and must pass a written or oral comprehensive examination, an evaluation of independent scholarship, project or thesis defense, or similar evaluation as established by the program. The evaluation, examination or defense must be approved by all graduate committee members as passing the requirement.
14. When an oral comprehensive examination, project or thesis defense, or evaluation of independent scholarship is required, the student may select an outside reviewer approved by the dean of the Graduate School and college dean to participate in the evaluation. An outside examiner is required for a doctoral defense. Typically, the outside reviewer is a faculty member from another department in the university, or other qualified individual in the area in which the student is seeking a degree.
15. ~~All theses must have final approval by the Dean of the Graduate School and must meet formatting requirements as established~~  
~~by the Graduate School.~~

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### **Advancement to Candidacy (Requirement Determined by Program)**

Some graduate programs require students to apply for advancement to candidacy. Advancement to candidacy status is a prerequisite to graduation and is determined by the program chair or designee. Candidacy is the point in a graduate study program at which the student has demonstrated an ability to master the subject matter and has progressed to the level at which a graduate studies plan can be approved.

To be approved for candidacy a student must:

1. Be in good standing as defined in the good standing policy.
  2. Demonstrate competence in the methods and techniques of the discipline.
  3. Receive approval of the independent scholarship, thesis or research project proposal from the student's Graduate Committee.
  4. Satisfy all prerequisites and remove all academic deficiencies.
- Satisfy all terms of a provisional admission.
- Submit an approved, final official Graduate Studies Plan.

### **Application for Graduation**

Graduate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar.

Current AA Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation.

Students who apply for graduation but do not complete degree requirements by the end of the semester must re-apply for graduation. However, if a student is within 6 credits of graduating, they will be automatically rolled to the next semester, including summers. (This is a one-time courtesy.) The application fee must be paid with each new Application for Graduation.

Please see the UAA Office of the Registrar website at [www.uaa.alaska.edu/records/](http://www.uaa.alaska.edu/records/) for current information regarding graduation and the posting of degrees.

### **Interdisciplinary Studies Degree**

A student who has received a baccalaureate degree from a regionally accredited institution and whose credentials indicate the ability to pursue graduate work may develop an Interdisciplinary Studies major. The proposed program must differ significantly from and may not substitute for an existing UAA graduate degree program. The student may select no more than one half of the program credits from one existing graduate degree program, and courses must come from two or more disciplines (i.e., subjects). In addition to the University Requirements for Graduate Degrees listed above, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (Interdisciplinary Studies Major) with the appropriate fee to the Office of Admissions. These applications will be reviewed by the Graduate School for determination of acceptance to graduate study.
2. The student invites a faculty member to chair their graduate studies committee and to serve as the student's graduate advisor. The chair shall normally be a full-time faculty member. The chair must agree to serve and must be approved by the appropriate dean(s) or designee(s).
3. The student proposes a graduate studies committee of at least three (four for a doctoral committee) faculty members (including the chair) from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of 9 credits or more. The committee members must agree to serve and be approved by the Graduate School dean or designee.
4. The student develops a proposed interdisciplinary Graduate Studies Plan specifying the degree (MA/MS) and title or concentration. In developing this proposal, the student should review all graduate degree policies and procedures. To receive an interdisciplinary studies master's degree from UAA, the student must incorporate into his or her proposal all University Requirements for Graduate Degrees and any school or college requirements applicable. Of the minimum 30 credits required for the mMaster's degree, a minimum of 21 credits must be drawn from existing 600-level courses. Additional coursework may be required by the committee, including remedial courses that are not on the Graduate Studies Plan. The graduate committee may also require a mMaster's thesis or research project, reflecting no more than 9 academic credits.

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5. The student presents the proposed Graduate Studies Plan to the committee and chair for preliminary review and approval. The committee and chair support the Graduate Studies Plan, it will be forwarded to the Graduate School dean or designee for approval in consultation with affected graduate programs.
6. Students work with their advisors and graduate committees to ensure that satisfactory progress is made toward completing degree requirements. Students are expected to be continuously registered throughout their graduate program (see Continuous Registration).
7. The student must complete all requirements established in the official Interdisciplinary Graduate Studies Plan, and must pass a written and/or oral comprehensive examination, an evaluation of independent scholarship, and/or a project or thesis defense or similar final evaluation as established by the program. The examination, evaluation, or defense must be approved by all graduate committee members as passing the requirement and by the dean of the Graduate School or designee. All theses and projects must have final approval by the Dean of the Graduate School or their designee.
8. When an oral comprehensive examination, evaluation of independent scholarship, or project or thesis defense is required, the student may select an outside reviewer approved by the dean of the Graduate School or designee to participate and ensure that the evaluation, examination, or defense is fair and appropriate. Typically, the outside reviewer is a faculty member from another department in the university, or other qualified individual in the area in which the student is seeking a degree.
9. During the semester of the project or thesis defense or similar final evaluation, the student must apply for graduation in a timely fashion. The diploma will indicate that it is an interdisciplinary degree, as well as the applicable subjects/concentration.
10. All theses and projects must meet formatting requirements as established by the Graduate School.

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## Cooperative Doctoral Programs

### **University of Alaska Fairbanks (UAF)**

Students may use specific courses from other University of Alaska campuses to satisfy requirements of cooperative graduate programs offered by UAF. The cooperative program must include an approved UAF Graduate Studies Plan (GSP). The student must complete a minimum of 12 semester resident credits at UAF.

**The following guidelines are for collaborative Ph.D. programs offered by UAF, where students are enrolled at other UA campuses.** Some individual degree programs have different requirements which are included in specific program descriptions in the graduate degree program section of the UAF catalog. The guidelines described here apply only to programs that have not established different requirements.

1. At least four faculty members shall serve on the graduate advisory committee for each Ph.D. student. At least two committee members shall be UAF faculty. When the student is enrolled at UAA the committee shall be chaired or co-chaired by a UAA faculty member.
2. The graduate advisory committee and its chair and/or co-chairs must be approved by the UAF program director and the dean of the UAF Graduate School.
3. UAF rules and regulations on graduate studies shall apply to all UAF graduate students, including those concurrently enrolled at UAA
4. The graduate advisory committee must meet at least once a year to update the Graduate Studies Plan and to review the student's progress toward the degree. The annual progress report must be signed by all committee members and submitted to the dean of the UAF Graduate School.
5. The student's advisory committee will administer the Ph.D. comprehensive exam for each student.
6. The Ph.D. thesis defense is conducted on the student's home campus and can be done via distance technologies.

### **Creighton University / UAA Occupational Therapy Program**

The Creighton University (CU)-UAA Occupational Therapy program is a ~~hybrid format~~ professional program that leads to the Occupational Therapy Doctorate (OTD). Students take classes in both a traditional and distance format with labs being held on the UAA campus.

Up to 10 students per year are accepted to this three and a half year, full-time program. To be eligible for the program, applicants



must have a bachelor's degree and meet the required prerequisites. After successful completion of the program students are be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination, and to apply for licensure.

Creighton University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), Inc.

For information on prerequisites, curriculum, and application procedures, please visit <http://chsw.uaa.alaska.edu/otd>.

### **Creighton University / UAA Pharmacy Program**

The Creighton University (CU)-UAA Pharmacy program is an an mostly online professional program leading to the Doctorate in Pharmacy (PharmD) degree. The Creighton distance pathway allows students to take didactic coursework using the latest in distance education technology, from wherever they live. Interactions with faculty and mentors occur via conferencing software, discussion boards, Internet chat rooms, e-mail, telephone, and other methods. Students will complete two weeks of intensive labs in Omaha for each of three summers during the program. Clinical rotationsexperiences may be arranged within Alaska.

The Creighton PharmD program is an established distance program that admits - 75 students per year. An Alaska admission cohort is being added with up to five slots. To be eligible for the program, applicants must complete 90 credits of pre-requisites.

Creighton University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the University is located. The Pharmacy program, accredited by the Accreditation Council on Pharmacy Education (ACPE), is a member of the American Association of Colleges of Pharmacy.

For information on prerequisites, curriculum, and application procedures, please consult with Creighton University: website [http://spahp2.creighton.edu/admission/Pharmacy/Pharmacy\\_UAA.htm](http://spahp2.creighton.edu/admission/Pharmacy/Pharmacy_UAA.htm), phone number 402-280-2662; or contact the UAA Pharmacy Technology department at 786-4495, email [afd@uaa.alaska.edu](mailto:afd@uaa.alaska.edu).

### **University of Washington School of Medicine**

#### **WWAMI Biomedical Program**

*Engineering Building (ENGR), Room 331, (907) 786-4789*  
<http://biomed.uaa.alaska.edu>

Each year, 20 certified Alaska residents begin their medical education in a collaborative medical school that operates among the campuses of five northwestern states: Washington, Wyoming, Alaska, Montana and Idaho (WWAMI). First-year classes for Alaskans are held at the University of Alaska Anchorage. Second-year students from all five states attend classes at the University of Washington in Seattle. The six-week blocks of clinical experiences, called clerkships, that occupy the third and fourth years can be taken in any of the five states, and an Alaska Track allows nearly all of these to be completed in Alaska.

#### **Eligibility**

Alaskan residents are eligible to apply for admission. Detailed eligibility information is available at [http://biomed.uaa.alaska.edu/ak\\_wwami\\_eligibility.html](http://biomed.uaa.alaska.edu/ak_wwami_eligibility.html). Applicants must meet common requirements established by the institutions in the five WWAMI states. These requirements include prerequisites in biology, chemistry and physics and submission of scores from the Medical College Admission Test (MCAT). Program details can be found at [www.uwmedicine.org](http://www.uwmedicine.org) or by contacting the WWAMI office using the contact information provided below.

#### **Admissions**

Applications are accepted through the American Medical College Application Service (AMCAS). WWAMI applications are submitted to the University of Washington School of Medicine (UWSOM). All applications received by UWSOM from Alaskan residents will be considered for the WWAMI Program in Alaska. Complete application information, including details about the selection procedure can be found at [www.uwmedicine.org](http://www.uwmedicine.org) or by contacting the WWAMI office using the contact information provided below.

For more information concerning WWAMI or the biomedical curriculum at UAA, contact the WWAMI Biomedical Office at 786-4789, visit <http://biomed.uaa.alaska.edu> or visit Engineering Building (ENGR) 331.

### **FACULTY**

[Robert Furilla, Program Chair and Term Associate Professor. AFRAF1@uaa.alaska.edu](mailto:RFUR1@uaa.alaska.edu)

*Raymond Bailey, Professor, [rbailey@uaa.alaska.edu](mailto:rbailey@uaa.alaska.edu)*

Lorna "Jamie" Elswick, Adjunct Instructor, AFLAE1@uaa.alaska.edu  
~~Robert Furiillo, Term Associate Professor, AFRAF1@uaa.alaska.edu~~  
Timothy Hinterberger, Associate Professor, AFTJH@uaa.alaska.edu  
Cindy Knall, Assistant Professor, AFCMK@uaa.alaska.edu  
Tanya Leinicke, Adjunct Assistant Professor, tleinicke@salud.unm.edu  
Ryan McGhan, Adjunct Instructor, ryanmcghan11@hotmail.com  
Jesse Owens, Associate Professor, jesseleewens@yahoo.com  
Debra Pohlman, Adjunct Professor, AFDDP@uaa.alaska.edu  
Quentin Reuer, Professor, AFQBR@uaa.alaska.edu  
Ram Srinivasan, Professor, AFRS2@uaa.alaska.edu  
John Tappel, Adjunct Instructor, jtappel@latouchepediatrics.net

## Graduate Certificates

A graduate-level certificate program is a coherent sequence of related graduate courses. These programs are designed to provide graduate education past the baccalaureate level and/or to enhance the education of students who have already completed a master's degree. Students will complete a linked series of courses, which may include a capstone experience or project that focuses their intellectual experience. Upon completion of a certificate, students will have acquired an area of specialization or an interdisciplinary perspective. Further, success in a graduate-level certificate program should prepare students to better accomplish the goals of their discipline.

### Admissions

(907) 786-1480

[www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions)

All students intending to register for one or more courses must apply for admission. Applications for admission are available from the Enrollment Management One-Stop or online via [www.uaa.alaska.edu/admissions](http://www.uaa.alaska.edu/admissions).

### Admission Requirements for Graduate Certificates

To qualify for admission to graduate certificate programs, a student must have earned a baccalaureate or ~~m~~master's degree from a regionally accredited institution in the ~~United States~~ or a foreign equivalent. Students who expect to receive their baccalaureate or ~~m~~master's degree within two semesters may also apply for graduate admission; see Incomplete Admission later in this section.

Admission is granted to applicants who have received their baccalaureate or ~~m~~master's degree and whose credentials indicate their ability to pursue graduate work. In general, applicants must either have a cumulative GPA of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate certificate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate and/or graduate degrees and any transcripts reflecting graduate-level courses. 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 programs may also require additional transcripts and/or specific entrance examinations such as the GRE or the Miller Analogies Test. 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 the Office of Admissions. 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 the Office of Admissions. 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, the Office of Admissions will forward each student's admission packet to the ~~dean~~, department chair or designee for consideration.

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Each graduate certificate program has individual admission standards and document requirements. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Additional information such as [writing samples](#), goal statements, letters of recommendation, research proposals, [writing samples](#), and/or [personal](#) 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 one-third of the credits may be completed in the student's certificate program before application for admission. See individual program listings for [additional](#) information.

## International Graduate Certificate Students

### Office of Admissions

<http://www.uaa.alaska.edu/iss>  
(907) 786-1573

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (Test of English as a Foreign Language) (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.
2. A notarized affidavit of financial support from the student or the student's financial sponsor and documentation of financial resources to cover one full academic year of study.
3. A completed Admissions Agreement for Prospective F-1 Students.
4. [\(For s](#)Students who earned their baccalaureate degree outside the [United States](#) or Canada) [A must submit](#) an international credential evaluation from a recommended agency stating that they have earned the equivalent of a U.S. baccalaureate degree. A list of approved international credential evaluation services can be found on the International Student Services web site at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss). Additional fees will apply to be paid to the evaluating agency, which will require a second official, sealed transcript from the issuing institution.
5. [\(For s](#)Students transferring from other institutions in the [United S](#)) [Antates must also complete and submit the](#) F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services web-site at [www.uaa.alaska.edu/iss](http://www.uaa.alaska.edu/iss) for details and forms.

## Application and Admission Status for Graduate 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 the Office of Admissions 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 re-apply 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 or master's degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate or ~~ma~~master's degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to ~~A~~advancement to ~~C~~candidacy.

### **Provisional Admission**

Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the [chair/dean](#) or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate certificate-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

### **Postponed Admission**

Students may postpone their admission to a future semester by notifying the Office of Admissions 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 ~~before~~ the end of their admission semester. Students whose admissions have been withdrawn must ~~re-~~apply for [subsequent](#) admission ~~if they later chose to attend~~ UAA.

## **Related Graduate Certificate Policies**

### **Graduate Certificate Transfer Credits**

Up to one-third of the credits (semester) or the equivalent earned at a regionally accredited institution and not previously used to obtain any undergraduate degree or certificate may be transferred to UAA and accepted toward a graduate certificate. Acceptance of transfer credits toward program requirements is at the discretion of ~~the~~ individual programs.

### **Change of Graduate Certificates**

Graduate students who wish to change certificate programs within a college or program must complete a Change of Graduate Degree or Emphasis Area form 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 their new major or emphasis area.

### **Concurrent Graduate Certificates**

Students may pursue concurrent graduate certificates as long as they have formally applied and been accepted to each program through the Office of Admissions.

### **Additional Graduate Certificates**

Students who have received a graduate certificate or ~~ma~~master's degree from UAA or another regionally accredited college or university may earn a UAA graduate certificate by completing at least one-third of the certificate credit requirements in residence at UAA and after admission to the certificate program. Credits previously used for any undergraduate certificate or degree may not be used to satisfy graduate certificate program requirements. Multiple graduate certificates may be awarded only if they differ by at least one-third of their credit requirements.

### **Formal Acceptance to Graduate Certificate Programs**

Once all required admission documents have been received by the Office of Admissions, the student's admission packet is forwarded to the [chair/dean](#) or designee of the specific program. The acceptance decision is made by the [chair/dean](#) or designee, who informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant. Acceptance to a graduate certificate program does not guarantee later admission to other graduate certificates or degrees.

### **Non-Degree-Seeking Students**

Non-degree-seeking students who wish to register for graduate courses must have the department chair's or faculty member's signature [for each course taken](#). Registration as a non-degree-seeking student implies no commitment by the university to the student's later admission to a graduate certificate program. Up to one third of the credits of graduate certificate coursework may be completed in the student's graduate certificate 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.

### **Full-Time/Part-Time Status for Graduate Certificate-Seeking Students**

A student who has been admitted to a UAA graduate certificate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400-level will count toward full-time status only if they are applicable to the graduate certificate program (i.e., listed on the [Graduate Certificate Studies Plan](#)). A graduate certificate student enrolled at UAA for fewer than 9 credits is classified as part-time.

Audited courses, continuing education units (CEUs) and professional development courses (500 level) are not included in the computation of the student's full-time or part-time status.

### **Catalog Year for Graduate Certificate Programs**

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

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

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

### **Good Standing for Graduate Certificate-Seeking Students**

A graduate certificate-seeking student who maintains a 3.00 (B) cumulative GPA in courses on their official Graduate Certificate Studies Plan is considered in good standing.

### **Removal from Graduate Certificate-Seeking Status**

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

A graduate certificate student whose cumulative GPA falls below 3.00 (B) in courses applicable to his/her graduate certificate program, or a graduate certificate student who, for reasons specified in writing, is not making satisfactory progress toward completing the program requirements, may be removed from graduate certificate-seeking status. Each school or college has developed procedures to deal with appeals arising from removal from graduate certificate-seeking status.

### **Academic Appeals**

Students have the right to appeal academic actions [related to Graduate Certificates](#) (See Academic Dispute Resolution Procedure in the UAA Fact Finder/Student Handbook for information).

### **Reinstatement to Graduate Certificate-Seeking Status**

Graduate students who have been removed from graduate certificate-seeking status for ~~failure to~~ ~~not~~ making satisfactory progress must re-apply for a graduate certificate program and pay the appropriate fee.

### **Graduate Certificate Advisor**

The [chair/dean](#) or designee of the appropriate school or college offering the graduate certificate program appoints an advisor for each student accepted to the program.

### **Responsibilities of the Graduate Certificate Advisor/Committee**

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

1. Review [and approve](#) the student's Graduate Certificate Studies Plan, ensuring that it includes the Graduate Certificate University Requirements; all courses required for the certificate; any special program requirements; and a capstone experience

or project, if required.

2. Arrange to remove any deficiencies in the student's admission or academic background.
- ~~3. Approve the official Graduate Certificate Studies Plan.~~
34. Monitor the student's progress and timely completion of all requirements.
45. Monitor the timely submission of the official Graduate Certificate Studies Plan and other documents to the Graduate School.
56. Review and approve any changes to the official Graduate Certificate Studies Plan. The Graduate School will forward the original and final documents to the Office of the Registrar.
67. Review and approve the capstone experience or project according to procedures established by the individual program.
78. Administer and assess a comprehensive examination, if required.

### **Official Graduate Certificate Studies Plan**

The official Graduate Certificate Studies Plan formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive the graduate certificate. The program plan is based upon the catalog requirements for the graduate certificate program to which the student has been accepted. The plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on the official Graduate Certificate Studies Plan, as well as all Graduate Certificate University Requirements and college requirements for the program. Any revision to the plan will need to be submitted to the [Graduate School Office of the Registrar](#) through the graduate certificate advisor/committee.

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## **Determining Program Requirements**

A graduate certificate student's program is based upon the catalog requirements for the relevant graduate certificate program which are in effect at the time the student was accepted [in](#)to the program.

## **Graduate Certificate University Requirements**

University requirements for all graduate certificates are as follows:

1. A student must be admitted to the certificate program and establish an approved Graduate Certificate Studies Plan. Students must fulfill all General University Requirements, college requirements and certificate program requirements.
2. The student must complete at least 12 approved semester credits not counted toward the baccalaureate degree. No more than 29 credits may be required for any graduate certificate.
3. The student must complete all requirements established by [individual](#)~~the~~ programs, [as specified in the current catalog.](#)
4. A cumulative GPA of at least 3.00 (B) must be earned in courses identified on the official Graduate Certificate Studies Plan.
5. Only 400- and 600-level courses approved by the student's graduate certificate advisor/committee and the dean or designee, may be counted toward graduate certificate requirements.
6. In 400-level courses, a minimum grade of B is required for the course to count toward the certificate program requirements.
7. Courses at the 500-level are for professional development and are not applicable toward any certificate, even by petition.
8. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate certificate program. At least two thirds of the credits required for the certificate must be taken at the graduate level (600). For performance comparison only, in 600-level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Up to one-third of the semester credits used to complete the requirements of a graduate certificate may be transferred to UAA from a regionally accredited institution. Acceptance of transfer credit toward program requirements is at the discretion of the individual program.
10. Individual program deans or designees may allow credit earned at other universities in the UA system, to be transferred to UAA, as long as at least 6 credits applicable to the student's certificate program are earned at UAA after acceptance into the program.
11. Courses taken by correspondence, credit by examination, or graded credit/no credit (CR/NC) do not count toward graduate 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 graduate certificate program remain the same.
12. If the requirements for a graduate certificate as specified in the entry-level catalog are not met within seven 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.

13. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
14. Coursework used to obtain a graduate certificate or graduate degree, if accepted for inclusion in the Graduate Certificate Studies Plan and approved by the dean of the Graduate School and college dean, may be used to satisfy requirements for a graduate certificate.
15. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed after acceptance into the program. See the exception for UA system credits in (10) above.

## Application for Graduation

Graduate certificate students must submit an Application for Graduation, signed by the academic advisor and accompanied by the required fee, to the Office of the Registrar. ~~Current a~~Application for Graduation deadlines are ~~June~~ 15 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation. Applications received after the deadline will be processed for the following semester. Students who apply for graduation but do not complete the graduate certificate requirements by the end of the semester must re-apply for graduation. ~~A new~~The application fee must be paid with each Application for Graduation.

~~This policy is currently under review.~~ Please see the UAA Office of the Registrar website at [www.uaa.alaska.edu/records/](http://www.uaa.alaska.edu/records/) for current information regarding graduation and the posting of certificates.

**Program/Course Action Request**

**A. CAS**

Add ENVI A395 Environmental Studies Internship (3-9 cr)(0+9+27)

Del PSY A245L Child Development Laboratory (1 cr)(0+3)

**B. KPC**

Chg CED A172 Woodworking (3 cr)(1+4)

**C. SOE**

Chg ES A103 Engineering Graphics (3 cr)(1+6)



## UAB Motion

### Curriculum Handbook changes to clarify the approval process for a Minor program.

#### Page 1, Section 1.1.

#### Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student's transcript with academic credit.
2. New departmental programs such as:
  - A. Undergraduate programs
    - i. occupational endorsement certificates
    - ii. undergraduate certificates
    - iii. associate degrees
    - iv. baccalaureate degrees
    - iv-v. Minors
  - B. Post-baccalaureate certificates
  - C. Graduate programs
    - i. graduate certificates
    - ii. graduate degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

Occupational Endorsement	29 credits
Certificate	60 credits
Associate Degree	75 credits
Bachelor's Degree	132 credits
<u>Minors</u>	
Master's Degree	45 credits
Graduate Certificate	29 credits
Post-Baccalaureate Certificate	60 credits

#### Page 5.

#### Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies.

#### Page 43.

#### Box 7. Type of Course

Identifies type of course offered.

#### 1. Academic Courses (numbered 100-499 and 600-699)

- A. **Program Requirement** - A credit course specifically required by degree, certificate, or a Minor program.

For Faculty Senate, November 2011  
UAB Motions and Informational Items

**Motion: Program Outcomes**

UAB agrees with the principle that Program Outcomes be published in the UAA catalog. However, data on the current status of publication of Program Outcomes is needed before a plan can be implemented.

**Motion: Workforce Credential (approved by BOR 12/08/05)**

UAB recommends that a Workforce Credential approval follow a similar approval process to the current Continuing Education process, and be reflected on the same transcript as CEU courses.

**Informational Items:**

In the current UAA catalog, there is no policy limiting the number of Independent Study credits that can be counted towards a degree. It should be noted that program faculty can place limits on Independent Study credits in their program by following the regular curriculum process for this information to be included in the catalog.

**Proposed Policy for Course Grade Deadlines**

For regular semester classes, the deadline for faculty to submit course grades in UAOnline is 11:59 pm on the third business day after the last day of the semester as published in the class listing calendar.

For courses which do not follow the regular semester dates, the deadline for submitting grades in UAOnline is 11:59 pm on the third business day from the course end date in the UAA online schedule.

<http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm>

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) Institutional mission and core themes;
- b) Entrance requirements and procedures;
- c) Grading policy;
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- f) Rules, regulations for conduct, rights, and responsibilities;
- g) Tuition, fees, and other program costs;
- h) Refund policies and procedures for students who withdraw from enrollment;
- i) Opportunities and requirements for financial aid; and
- j) Academic calendar.

- 2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.
- 2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.
- 2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

### **2.C Education Resources**

- 2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.
- 2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.
- 2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.
- 2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.
- 2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.
- 2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

- 2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.
- 2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

### **Undergraduate Programs**

- 2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. \*
- 2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs. \*
- 2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas. \*

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

## 2.D Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

\* 2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) Institutional mission and core themes;
- b) Entrance requirements and procedures;
- c) Grading policy;
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- f) Rules, regulations for conduct, rights, and responsibilities;
- g) Tuition, fees, and other program costs;
- h) Refund policies and procedures for students who withdraw from enrollment;
- i) Opportunities and requirements for financial aid; and
- j) Academic calendar.

- 2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.
- 2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

## **2.G Physical and Technological Infrastructure**

### **Physical Infrastructure**

- 2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.
- 2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.
- 2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.
- 2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

### **Technological Infrastructure**

- 2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.
- 2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.
- 2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

- 2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

### **Standard Three – Planning and Implementation**

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

#### **3.A Institutional Planning**

- 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.
- 3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.
- 3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.
- 3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.
- 3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

#### **3.B Core Theme Planning**

- 3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.
- 3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.



### UAA Faculty Senate Academic Assessment Committee

Keith Cates (Chair), COE
Osama Abaza, Faculty Senate
Brian Bennett, CTC
Kim Bloomstrom, MSC
Sue Fallon, Faculty Senate
Jennifer McFerran Brock, SOE
Jesse Mickelson, KOD

Kenrick Mock, Faculty Senate
Deborah Mole, LIB
Bill Myers, CAS
Soren Orley, CBPP
Cheryl Siemers, KPC
Tara Smith, Faculty Senate
Kathi Trawver, COH

Bart Quimby, OAA
Melissa Huenefeld, OAA

Meeting dates Oct. 14, Oct. 21 and Oct. 28 from 12-2p in LIB 306.

**Informational Items:**

- Continued progress on development of the Academic Assessment webpage to better provide resources and guidelines. This includes development of reporting spreadsheets and instructional videos.
- Continued discussion and development of program assessment review approaches to start AY 2011 pilot process.

**MOTION -**

To revise the Academic Assessment Committee’s charge as stated in the Faculty Senate by-laws to read:

The committee shall:

1. Develop and maintain UAA Academic Assessment Handbook;
2. Implement the current UAA Academic Assessment Handbook with the primary focus of program improvement;
3. Recommend academic assessment-related actions to the appropriate bodies;
4. Direct the collection and analysis of academic assessment documents;
5. Field and respond to requests for information on UAA academic assessment results and achievement of student learning outcomes;
6. Review requests to modify assessment policies and procedures;
7. Refer all curricular and academic issues to the appropriate Faculty Senate Boards; and
8. Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.

**Justification:** To align the Academic Assessment Committee’s charge with that stated in the Academic Assessment Handbook and its evolving role as a guiding influence on academic assessment at UAA.

ACDLIT Committee  
Academic Computing, Distance Learning, and Instructional Technology  
2011-2012 Faculty Senate Report

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Friday, October 28, from 9:00 to 11:00 AM Rasmuson Hall 204

Committee members attending:

Gail Johnston, co-chair	Dave Fitzgerald	Amy Green
Matt Cullin, co-chair	Hilary Davies	Bruno Kappes
Ira Rosnel	Ann Jache	Dimitry Ostrovsky
Alpana Desai	Susan Mircovich	Debbie
Angela Dirks		

To monitor the technology pulse at UAA, ACDLITC members are strategically positioned on many other technology-related committees. Our liaisons submitted updates from the following committees: the University Technology Council (UTC), the eLearning Work Group, the e-Portfolio Pilot, and the e-Portfolio Work Group. In addition, a report was given by members who met with Renee Carter-Chapman, senior Vice Provost Academic Affairs, and John Dede, the acting director of the Faculty Technology Center (FTC). ACDLIT intends to strengthen its relationship with FTC in an advisory capacity. We have begun by volunteering to serve on the upcoming search for the FTC director. The FTC is considering reinstating some form of the tech-fellow program after the spring term. ACDLITC will explore the issue in November.

To address the concerns of the Faculty Senate declared in the October meeting, the co-chairs of ACDLITC respectfully requested the CIO of Information Technology, Rich Whitney, speak to the Faculty Senate in November regarding the Blackboard 9.1 transition. He agreed to address the senate. We hope to see a project plan.

To archive ACDLITC's profusion of documents, a new blackboard course shell was built and members enrolled. Files were uploaded and organized. This will ensure a historical record of the committee. The Distance Education Faculty Handbook is a living document created by the committee. As such, yearly maintenance is required. Links were checked, items added or deleted, and policy documents reviewed. Once completed, the latest version of the handbook will be uploaded to the web.

To inform faculty about technology, a Faculty Technology Fair will showcase the innovative technology-aided instruction techniques being used at UAA. ACDLIT will host the fair on February 17, 2012 from 11:30 until 1:00 PM in the Cuddy Center. A timeline was created, logistics were discussed, and technologies proposed.

ACDLITC next meeting will be November 18, 2011 in RH 204 from 9:00 - 11:00 AM



# Faculty Senate

## UNIVERSITY of ALASKA ANCHORAGE

### Budget, Planning, and Facilities Advisory Board (BPFA)

**Committee Members:** Timothy Hinterberger, Sheila Selkregg, Marcia Stratton, Kanapathi Thiru

The first meeting of the Committee was convened on Friday, October 28, between 1:00pm – 2:15pm, and Kanapathi Thiru was elected as the Chair of the Committee for 2011/2012.

#### **GOALS for AY 2011-2012**

- a) To represent the Faculty Senate on **PBAC** (Kanapathi Thiru)  
Provide reports monthly.
- b) To represent Faculty Senate on **Facilities PBAC** (Kanapathi Thiru)  
Provide reports monthly.
- c) To keep the Faculty Senate informed about the major decisions of PBAC.
- d) Facilitate communication between the faculty senate and PBAC.
- e) To establish protocols for consultation between Faculty and Administration in order address instructional goals in the selection and replacement of classroom seating, reconfigurations of classroom that effect seating options, and conversion of classrooms to other purposes.
- f) Research and define the current decision criterion used in the selection and replacement of classroom seating, reconfigurations of classroom that effect seating options, and conversion of classrooms to other purposes.

The BPFA will convene once a month. The next meeting is scheduled to be held on Friday, November 11, 2:00pm – 3:00pm in SSB 392.



# UNIVERSITY of ALASKA ANCHORAGE

## FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508

Drs. Natasa Masanovic, Patricia Fagan, and Gabe Garcia, Co-Chairs

### FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR OCTOBER 21, 2011

x	Michihiro Ama, Languages	x	Gabe Garcia, Health Sciences, 3 <sup>rd</sup> Co-Chair	x	Natasa Masanovic, Languages, 1 <sup>st</sup> Co-Chair
x	Gabrielle Barnett, Liberal Studies	x	Susan Garton, Education	x	Sudarsan Rangarajan, Languages
x	Yong Cao, Business	x	Beth Graber, English (Kachemak Bay)	E	Rena Spieker, Nursing
x	Ping-Tung Chang, Math (Matsu)	x	Hiroko Harada, Languages	E	Mary Weiss, Nursing (Bethel)
x	Herminia Din, Art Education	x	Sun-il Kim, Computer System Engineering	x	Yelena Yagodina, Mathematics
x	Kevin Dow, Accounting	x	Paul Landen, Psychology (Kenai)		
x	Patricia Fagan, Languages, 2 <sup>nd</sup> Co-Chair and Secretary	x	Sean Licka, Art History		

#### Consultants and Representatives

E: Marva Watson, Director, Campus Diversity & Compliance Office

\* x=Present \*E=Excused \*---=Not Present

- I. Review of Agenda for October 21, 2011. A change was noted: since invited guest speaker—Maria Williams, Ph.D., Director, UAA Alaska Native Studies—was unable to attend the FSDC October 21 meeting, the first agenda item was cancelled.
- II. Review of FSDC Meeting Minutes from September 16, 2011: Unanimously approved with no changes.
- III. Update from FSDC 3<sup>rd</sup> Co-Chair and UAA Faculty Senator, Dr. Gabe Garcia. It was reported that the Faculty Senate approved the submitted FSDC Goals for Academic Year 2011-12.
- IV. Update from FSDC Representative for UAA International and Intercultural Laboratory Task Force, Dr. Herminia Din. An overview of the mission of the International and Intercultural Laboratory within the larger national cohort (comprised of eight universities) was presented in conjunction

with the recently-developed six **Student Learning Outcomes** designed by the UAA Task Force. The SLOs are the following:

1. Understands one's own culture(s) within an Alaskan, national, and global context.
2. Applies knowledge and critical thinking to global and cultural issues, trends, and systems and uses diverse frames of reference to address problems.
3. Communicates and connects with people in other communities to extend one's own access to information, experiences, and understanding.
4. Fosters additional languages, including Alaska Native languages, as a component of the UAA experience.
5. Develops an informed critical awareness and understanding of cultural differences, similarities, and ambiguities.
6. Gains an Alaskan, national, and international perspective on careers.

Feedback from the FSDC members regarding the established SLOs was solicited. Discussion ensued, and a summary of comments in the order in which they were offered are the following:

- a) Given the nature of certain academic disciplines (e.g. accounting, mathematics), not all six SLOs (and in some cases, not one) can be addressed at current course or programmatic levels. Radical curricular changes would have to be put in place. Would release time be granted to faculty incorporating these SLOs into their curriculum? How would the component of cross-cultural communication be quantitatively and qualitatively measured?
- b) "Student Learning Outcome" is not a good term for use by the International and Intercultural Laboratory, since it is an established term at UAA with distinct connotations already applied to Course Content Guidelines, dictating—not suggesting—what *must* be accomplished within a given course. Is there another term which could be coined for the six guidelines proposed?
- c) GERs need to be revamped to fully address the proposed International and Intercultural Laboratory SLOs, as these guidelines reflect excellent goals worth pursuing at the institutional level.
- d) Student Learning Outcome #4 might be better worded as "Fosters/*Creates awareness of* additional languages, including Alaska Native languages, as a component of the UAA experience."
- e) It would behoove UAA to create courses based on the International and Intercultural Laboratory SLOs within an entirely separate rubric template, such as those courses which follow GER or Integrative Capstone templates. Individual programs, disciplines, or departments would then have the autonomy to determine curricular participation or not.
- f) The proposed International and Intercultural Laboratory SLOs should not be imposed, but rather programs should have the academic freedom to determine "opt-in" status and receive special recognition for it.

Herminia encouraged all committee members to respond via e-mail with additional comments, suggestions, or concerns. She noted that she would report back to the International and Intercultural Task Force the feedback received from the FSDC and that she would continue to keep the FSDC abreast of all new developments.

V. Junior-Senior Faculty Mentor/Mentee Update. Five FSDC members were able to report productive interactions with their junior faculty mentees. Sean Licka expressed his desire to support a junior faculty member, and was assigned a mentee accordingly.

VI. Revision of FSDC Mission Statement. The committee was divided into small groups of three to four individuals to allow for close collaboration. Each group elected a secretary who is expected to report via e-mail to the 1<sup>st</sup> and 2<sup>nd</sup> Co-Chairs, Natasa and Patricia, respectively, by Friday, 5:00 p.m., November 4, 2011. The Co-Chairs will collate all revisions received and

present findings to the entire committee for the November 18 meeting. From there, a new mission statement will begin to be created.

VII. Informational Items Noted:

- ✓ International Education Week, November 14-18, 2011
  - Russian-language Dawn of the Space Age, November 11, 2011, 7:00 p.m., UAA Planetarium
  - Families of the World: Thailand with Yuranan Ubabooth, November 14, 5:30-6:45 p.m., UAA Campus Bookstore
  - International Film Festival, November 16, 7:30-9:00 p.m., PSB 166: "Outside the Law"
  - International Food Festival, November 17, 11:00 a.m.-1:00 p.m., The Den, Student Union
  - Oxfam Hunger Banquet, November 17, 11:30 a.m.-1:00 p.m., South Cafeteria, Student Union
  - *La Tertulia*, UAA Student Spanish Club, November 17, 2011, 8:00-9:00 p.m.: "Diversification of GERS"
  - "*do Deutsch!*" Film Fest, "The Promise," (Director: Margarethe von Trotta), Thursday, November 17, 2011, 8:00-10:00 p.m., AHS 106
  - Kaffeeklatsch German Table: Thursday, November 18, 3:30-5:30 p.m., Café Europa
  - French Table: Friday, November 18, 4:00-6:00 p.m., Starbucks on Dimond (corner of Dimond and Old Seward)
  - Russian Club, Friday, November 18, 10:00-11:00 a.m., Student Union
- ✓ Tentative Diversity Action Council-Faculty Senate Diversity Committee Joint Meeting: November 11, 2011, 9:00-10:30 a.m.
- ✓ Alaska Native/Native American Heritage Month, November 2011
  - November 2, 2011, 5:00-7:00 p.m., UAA Campus Bookstore: "Alaska Native Writers Looking Back, Looking Forward"
  - November 3, 2011, 11:30 a.m.-1:30 p.m., N/S Cafeteria: Kick-Off Reception
  - November 4, 2011, 1:00-2:30 p.m., Health Sciences Building, Rm. 10: Community Health Aide Program Panel and Alaska Native Dance Group
  - November 7, 2011 (UAA Native Arts Studio) and November 10, Noon (Native Student Services): Donny Varnell, Haida artist, Lectures
  - November 9, 2011, 12:00-1:00 p.m., Lyla Richards Room, Dr. Herminia Din, "Sewing Art of Siberian Yupik from Savoonga, Alaska"
  - November 15, 2011, 4:00-6:00 p.m., Mat-Su Cafeteria: Documentary, *This Land is Ours*, with UAA Native Student Services Director, Willy Templeton
- ✓ National Coalition Building Institute "Welcoming Diversity and Prejudice Reduction" Staff and Faculty All-Day Workshop, Friday, October 28, 2011. Please have all those interested contact Marva Watson, Director, UAA Office of Campus Diversity and Compliance ([anmjs@uaa.alaska.edu](mailto:anmjs@uaa.alaska.edu)).
- ✓ Filipino American History Month, October 2011
  - October 5, 2011, Filipino American History and Health
  - October 14, 2011, Connie Mariano, M.D., Author of *White House Doctor: My Patients were Presidents*
  - October 21, 2011, 7:00 p.m., Dr. Joy Chavez Mapaye, "The Evolution of Television: How TV Shapes our Lives in a New Digital Ecosystem"
  - October 2-28, 2011, Consortium Library, 3<sup>rd</sup> Floor, Julius Cavira Art Exhibit

VIII. Meeting adjourned at 4:30 p.m. Next meeting is November 18, 3:00-4:30 p.m., GHH 103.

Minutes respectfully submitted by Patricia Fagan, Ph.D.

**Institutional and Unit Leadership Review Committee (IULRC)  
Monthly Report  
October 31, 2011**

The Committee met October 28<sup>th</sup> to review progress to date on its AY 2011 – 2012 goals, including:

1. A draft of Constitution & Bylaw language to reflect the inclusion of the community campuses in the Committee's survey activities is expected by the end of November. The Committee will thereafter confer with the Community Campus Directors on this draft language and expects to deliver the proposed language to the Senate's Executive Board by February.
2. The Committee has drafted a five phase plan with accompanying milestones for developing the community campus survey process. The Committee will confer this month with the Vice Chancellor for Administrative Services on the plan.
3. The Committee manages the annual survey of faculty and staff, as mandated by the Constitution and Bylaws. This year, CBPP and CTC faculty and staff will be surveyed about their dean's performance. The Committee will prepare the survey listservs for these colleges and confer with their deans during November,
4. The Committee has begun reviewing alternate survey instruments; the first step of this task is to examine commercially available survey tools. This task will likely be a two year effort.
5. The Committee has debated the need for delaying a unit survey in the event that either a dean resigns just prior to the survey process, or is in his/her first year. The Committee expects to review both the advantages and disadvantages of such a delay with the Senate's Executive Board and then draft, if so needed, appropriate Bylaw changes for the Senate's and faculty's consideration.

The Committee is chaired jointly by Larry Foster and Jan Vandever. Committee members include Katherine Rawlins, Trina Carter, Liliya Vugmeyster, and Christine Theno.

The Committee will next meet at 11 AM on November 18<sup>th</sup>. Foster, Rawlins, Carter, and Vandever attended the Committee's October meeting.

## UAA Professional Development Committee

Minutes for: 27 Oct. 2011 – (BMH 107)

- Members in attendance
  - Alsua
  - Bean
  - Bennett
  - Dunscomb
  - Flanders\_Crosby
  - Graber
  - Harville
  - Herrington
  - Kaulitz
  - Kawasaki
  - Ketner
  - LaRue
  - Ostrovsky
  - Owens-Manley
  - Parks
  - Petritis
  - Predeger
  - Schultz
  - Seimers
  - Stone
  - Straley

### General Business

Call to order

Quorum not met, continued for discussion only

Amendments to the Agenda

Approval of the Agenda

Approval of the Minutes

### Continuing Business

Refining goals, developing actions

Advocacy for increased professional development funding

The art of teaching

Advocacy for support of research and creative activity

Results of the Professional Development Funding survey.

Brian Bennett presented results for a survey of ASEE members

What is the annual allotment for professional development per person? AVE. \$1085

Can this be increased for cause? Yes 19, No 9

Can the allotments for many be pooled for an individual? Yes 21, No 9

Are there different categories or stipulations: travel, lodging, physical resources, conferences, I must be presenting, etc. Generally no distinctions

In response to inquiries, the questions included here in this report

One of the respondents added:

We started asking the same questions last year, and ended up posting a more extensive survey using survey monkey to this and other listservs. We ended up with enough data to present a paper at the IAJC conference last April, and they subsequently published it in the TIJ Summer issue ([http://tiji.org/issues/summer2011/spring\\_summer\\_2011.htm](http://tiji.org/issues/summer2011/spring_summer_2011.htm)). You may find some of the results to be useful.

ByLaws

General discussion on what the purpose and mission statements of the DRAFT Bylaws should say. Members have agreed to contribute language for review and comment by the committee.

### New Business

An invitation to Marian Bruce and Lynn Koshiyama was accepted and their participation was most appreciated. They have a standing invitation to the committee.



The use of eLive! sessions for the remote members was agreed to with the recommendation that if possible members should attend in-person. The next meeting will be arranged at a new location.

In regard to Nelta Edwards, UNAC union, it was recommended that suggestion for collaboration be approached through the Faculty Senate rather than the PDC.

In regard to the email from Maria Ippolito, concerning the name change of the F.S. Committee on IDEA Course Evaluations. The general agreement of those present was that the committee should first approach the Faculty Senate about the change in the purpose of the committee as different from the charge from the Faculty Senate. That the IDEA Course Evaluation Committee should also consider the newly minted but unapproved Faculty Promotion and Tenure document before taking any action.

### **Chairs report**

Faculty Senate results: approved goals for the committee without discussion or comment

**Sub-committee reports** none to submit

**Adjournment** at 9:35

Submitted by

Brian Bennett, Chair PDC

# Ad Hoc Committee on Academic Integrity

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October 10, 2011, 8:30 – 9:30 am.

**Present:** Paola Banchemo (Co-chair), Sally Bremner, Scott Gavorsky, Claudia Lampman, Steffen Peuker, Jennifer Stone (Co-chair). **Apologies:** Beth Barnett and Michael Votava.

**UAA Honor Code vs Honor Pledge:** Honor codes rely on students pressuring each other to maintain AI. Social psychology research shows that when people make a public statement, they show stronger inclination to follow through on it. Some universities have blue books used in exams that bear such a statement too, so a student's using this is assumed to signify endorsement. The University of Maryland requires students to write out an AI pledge on every assignment and test. We are not ready to recommend UAA adopts an honor code at this time.

**Additional analysis of student survey data:** Claudia checked the cheating index proposed by Scott for reliability. Minor cheating .83 (acceptable); serious cheating .79 (O.K.); Severe cheating .69 (useable). The score goes down with the incidence as behavior regarded as more serious. She did all the correlations except for GPA. Age is strongly correlated with all types, and ranked data came out very strongly. The older students are, the less likely they are to state they have cheated, but age does not predict views about penalties. Class standing is not related, yet comments suggest more instruction on AI should be given at lower levels. It appears faculty are letting more minor forms of cheating slip by. People who cheat more are correlated with viewing faculty support of AI policies as weak, student support of AI policies as weak, and the penalties as weak. Age is positively correlated with stated likelihood of reporting cheating. The older they are the more likely they think they would be to report others cheating. Males are more likely to report serious cheating; more of the males taking online tests are likely to engage in serious cheating. There were no gender differences in minor cheating. Disciplines differ only in severe cheating, with business students most likely to report engagement in cheating behaviors, followed by other/undecided. Athletes/non are still to be analyzed.

**Changing attitudes of students:** A substantial number of students are not turning assignments in, or doing only a portion of them. Is the median age of the student body is changing? (We will pursue institutional data on this question to help us predict trends.)

**Thematic Analysis of Web Survey Comments:** Jennifer has completed about 50% of the comments, and shared her findings thus far. When this is done, it may be possible to code it and add it back into the survey data to allow more analysis. Claudia will consult to Don to see what might be possible. A lot of the comments relate to AI policies. We will discuss these when we next meet.

**Analysis of Data from Dean of Students Office:** Scott and Michael Votava have been working getting this data and should have it in another week.

**Next Meeting:** October 24, in LIB204, 8:30 to 9:30 am.

# Ad Hoc Committee on Academic Integrity

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October 24, 2011, 8:30 – 9:30 am.

**Present:** Paola Banchemo (Co-chair), Sally Bremner, Dawn Dooley, Sam Fredrick, Scott Gavorsky, Steffen Peuker, Jennifer Stone (Co-chair). **Apologies:** Beth Barnett, Claudia Lampman, and Michael Votava.

**Members:** Sam Fredrick rejoined us as a student representative, but is no longer on USUAA. We need to recruit another teacher assistant member.

**Analysis of Data from Dean of Students Office:** Over the 3 years documented, the data show initially a majority of females with academically dishonest behavior (AD), but more recently males are in the majority. There have been more incidents reported to DoS since our committee has raised awareness of academic dishonesty. Incidents are more frequent in lower division classes where plagiarism cases are often unsophisticated. Some faculty may not expect AD in upper divisions, so are not as diligent in searching it out.

**AI Policy Work Needed:** Don Mohr's report identified serious inconsistencies in wording of policies in Board or Regent and UAA documents. Paola designated our next meeting, November 7<sup>th</sup>, to work on this issue. We'll try to set up a projector so we can work on this as a committee.

## **Potential Strategies to Improve Climate of AI at UAA:**

- Honor Code.
- Honor Pledge.
- Freshman Seminar.
- Involve faculty in Sanctioning Model.
- Freshman Convocation.
- Student Orientation.
- Syllabus AI statements.

Overall, we need to recommend strongly in our report that faculty consistently expect good writing, and good citing practice across the curriculum. This is everyone's responsibility.

**New Presidential Campaign:** President Gamble is launching his new "Take 15 and graduate in 4 years" initiative, without lowering standards. Academic integrity should be infused in this too.

**Expanding AI Tutorial quiz.** Scott is working with the FTC to change the AI Tutorial so that the quiz will offer randomized questions from a large database that draws examples from different disciplines. He will send out a call for examples. The goal is 5 variations for each of the initial 10 questions.

**Next Meeting:** November 7, in **LIB205**, 8:30 to 9:30 am.

**Ad Hoc Committee on Community Campuses**  
**Monthly Report**  
**November 4, 2011**

Committee Members: Senator Deborah Boege-Tobin, Kenai; Senator Larry Foster, CAS Math/Natural Sciences; Senator Deborah Fox, Matsu; Senator Mark Schreiter, Kodiak; Senator Jan Vandever, Matsu, Chair

The Committee met at 4:30 following the Faculty Senate Meeting. The Committee discussed the Constitution and By-Laws that was written last year. MSC asked to have the opportunity to review the document to suggest changes concerning voting. Any changes were to be sent to Committee members for review and approval. Once approved, the document will be sent to President Bhatta and the eBoard for a first reading at the November Senate Meeting.

The Committee began discussion about a faculty exchange of community campus faculty and UAA faculty. Larry explained the history of the idea.

Next Meeting: 4 November 2011 following the Senate meeting

Faculty Senate Ad Hoc Committee on Community Campuses  
Meeting notes from 7 October 2011

**Faculty Senate Report  
ad hoc Committee on IDEACourse Evaluations**

**Co-Chairs:** Mark Fitch  
Mari Ippolito

**Meeting Date:** Friday, October 21, 2011

Committee Members in Attendance:

✓	Mark Fitch	✓	Ran dy Magen
✓	Mari Ippolito	Excused	Filipinas Tibayan
✓	Stephanie Olson	✓	Jacque Woody
✓	Alan Peabody	✓	Marian Bruce
Excused	Galina Peck		

- Mark Fitch and Mari Ippolito were elected co-chairs.
- The Committee agreed to request the approval of the following motion from the Faculty Senate at the October meeting:

**MOTION:** The ad hoc Faculty Senate Committee on Idea Course Evaluations requests to change its name to **the ad hoc Faculty Senate Committee to Investigate Methods of Evaluating Teaching Effectiveness**

**RATIONALE:** Low IDEA response rates have caused concern because student course evaluations have long served as a primary index of teaching effectiveness at UAA. It is clear that – in addition to addressing low IDEA response rates – additional techniques for the overall evaluation of teaching effectiveness need to be identified. This Committee plans to build upon the work of the 2009 ad hoc Committee on the Evaluation of Teaching (chaired by Betty Predeger and Lauren Bruce) and benefit from the efforts of UAA’s thriving Scholarship of Teaching and Learning (SoTL) community as well the advances in this area made by other universities, for example, Utah Valley University’s Student Evaluation of Teaching (SCOT) program. The Professional Development Committee has been contacted for advice on the division of responsibilities and/or the possibility of collaboration.

- The 2011-2012 Committee **Goals** were Agreed to:
  1. Conduct faculty forums to solicit faculty input on techniques for evaluating teaching effectiveness.
  2. Provide information on the benefits and limitations of various methods of evaluating teaching effectiveness (in the forums and via a Blackboard shell that has been requested).
  3. Solicit student input and provide information to students on their role in shaping teaching effectiveness at UAA
  4. Recommend incentives for student participation in providing feedback on teaching effectiveness.
- There was a preliminary discussion of forum details (questions, length, duration, invitees, how scheduled?)

- Forum questions were written based on Committee members' consensus that the preponderance of faculty is dedicated to teaching effectively; for most faculty, 60-80% of their workloads involve teaching. Therefore, the issue at hand is not whether faculty are teaching effectively. We believe that, by and large, they are. The question we hope to answer is what techniques are available to confirm teaching effectiveness and/or identify areas where improvement is possible. The forum questions decided on by the Committee are:
  1. How do you think teaching effectiveness should be evaluated?
  2. How can peers aid in sustaining and/or improving teaching effectiveness?
  3. How can students aid in sustaining and/or improving teaching effectiveness?
  4. How can Chairs, Directors, Deans, and other university officials sustain and/or improve teaching effectiveness?
  5. What do you consider convincing evidence of teaching effectiveness?
- Various means of reaching out to faculty were discussed: small meetings of 8-10 invitees; contacting Chairs and Directors and asking programs to consider and respond to the above questions as a group; phone, in-person, or e-mail interviews of individual faculty; distance-delivered forums for faculty at sites other than Anchorage, a Qualtrics survey, and on-line discussions via the Blackboard shell. The intent of the Committee is not to select one of these methods but to utilize these methods in combination to glean useful information on methods of evaluating teaching effectiveness.
- More than one Committee member urged that efforts be made to track faculty respondents so that the faculty comments collected appropriately represent the various programs, UAA sites, and faculty in various roles (e.g., tenure-track, term, adjunct) and at various levels (Professor, Associate Professor, Assistant Professor, Instructor) .
- At the recommendation of Marian Bruce, Bart Quimby was contacted to inquire what individual programs are doing to assess student learning/best teaching practices via objective measures, including but not limited to asking continuing UAA students and graduates to comment on their learning experiences.
- Mari Ippolito will try to again reserve a conference room in the Health Sciences Building for the November 4, 2011, meeting. Jacque Woody will investigate how we can include a remote attendee in this meeting.

NEW COMMITTEE MEMBERS ARE WELCOMED. However, we recognize the substantial service burden many faculty are shouldering. If you can't commit to joining the committee but have comments you wish this Committee to consider, please contact Mari Ippolito at [afmfi@uaa.alaska.edu](mailto:afmfi@uaa.alaska.edu) or Mark Fitch at [afmaf@uaa.alaska.edu](mailto:afmaf@uaa.alaska.edu).

Prepared by Mari Ippolito

**CONSTITUTIONS FOR THE FACULTY FORUMS OF THE EXTENDED SITES  
OF THE UNIVERSITY OF ALASKA ANCHORAGE**

*The faculty of the extended sites of the University of Alaska Anchorage, in order to provide forums for and create voices to address university-life issues including curriculum, student success, institutional development, and professional development, establish this generic template for constitutions at their respective sites.*

**ARTICLE I. NAME**

**Section 1.** The names of these organizations shall be the Faculty Forums for two of the University of Alaska Anchorage's extended sites (Kenai Peninsula College and Matanuska-Susitna College) and the Instructional Council for the third (Kodiak College), collectively hereafter referred to as the Forums.

**ARTICLE II. PURPOSES, RESPONSIBILITY AND AUTHORITY**

**Section 1.** The Forums shall carry out their functions subject to the statewide authority of the Board of Regents within the laws of the State of Alaska.

**Section 2.** The purposes of the Forums are:

- a. to provide official representation to the college director for the faculty of Kenai Peninsula, Kodiak, and Matanuska-Susitna Colleges in matters which affect the general welfare and extended site specific matters of each college and its educational programs;
- b. to serve as a forum by which information of general concern and interest to the faculty of Kenai Peninsula, Kodiak, and Matanuska-Susitna Colleges may be freely collected, disseminated and discussed;
- c. to provide an effective opportunity for faculty to play a meaningful role in matters affecting their professional welfare and the academic affairs within each college;
- d. to communicate to faculty (and as appropriate, to staff) information which is of interest and concern to each college;
- e. to promote the exchange of ideas, active dialog, debate, and consensus building in areas that affect our institutions and communities;
- f. to advise the extended site Directors on matters affecting academics, student and faculty welfare, and matters in which the faculty are stakeholders.
- g. to focus on local, extended site-specific issues only and to provide a means by which each local faculty body interacts with their respective local campus Director.
- h. to submit information from each extended site's Faculty Forum to UAA's Faculty Senate in order to keep Senate informed of extended site activities; extended site Forums will not assume, nor interfere with, the authority and responsibilities of UAA's Faculty Senate, but may seek guidance and support from UAA Faculty Senate when needed. Should there be disagreement, the UAA Faculty Senate Constitution and Bylaws, and UAA and UA policy and regulations are the governing structure.

**ARTICLE III. MEMBERSHIP**

**Section 1.** Each of the Forums shall consist of all full-time faculty, both term and tenure track. Faculty holding administrative positions (such as the Assistant Director of Academic Affairs) as well as adjunct faculty may be eligible for membership as determined individually by each extended site. Forums may invite ex-officio members to join the group as appropriate and as determined by each extended site. Such invitations will be defined at time of submission by each independent extended site.

**ARTICLE IV. OFFICERS**

**Section 1.** The officers of each of the Forums shall be Chair and Secretary.

- Section 2.** Any faculty member, as defined in Article III, Section 1, shall be eligible to serve as an officer for their extended site's Forum.
- Section 3.** The officers for each of the Forums shall be elected by the full-time faculty from their respective extended site from a pool of those willing to serve.
- Section 4.** The term of office for the Chair and Secretary of each of the Forums shall be one year with renewal possible.
- Section 5.** A Chair shall preside at each of the Forums' meetings. The Chair shall serve as a representative of the Forum to the respective Directors of each extended site.
- Section 6.** If for any reason a Chair should relinquish or be recalled from office, the respective Secretary will automatically and immediately assume the position of that extended site's Forum Chair until a special election can be held to fill the office.
- Section 7.** The terms of newly elected Officers shall commence at the beginning of "New Business" of the last regularly scheduled Forum meetings of the academic year for each extended site.

#### **ARTICLE V. COUNCILS AND COMMITTEES**

- Section 1.** There shall be permanent councils and standing committees for each of the Forums determined independently by each extended site, as well as those committees established by the bylaws, or by appointment of each respective Director.
- Section 2.** Forum members of each of the extended sites' permanent councils and committees shall serve voluntarily or as requested by the respective Director.
- Section 3.** Each of the Forums may establish any special committee they deem necessary for the conduct of their respective Forum business.

#### **ARTICLE VI. MEETINGS**

- Section 1.** Each of the Forums shall meet not less than once a month from August through May. Additional meetings may be called with a week's notice by any member of the respective extended site Forum by a request to the respective Chair. Two days prior to any meeting, an agenda and report on items to be considered shall be provided to each of the Forums' members. In the absence of a prior report, a list of items to be considered will be provided at each of the meetings; however, respective Forum members will not be expected to act on the issues at that time. In order to give members time to consider the issues, no vote or action will be taken until a subsequent meeting of the respective Forum is called. An interim of at least one day is required before calling the meeting to consider the issue at hand.
- Section 2.** To pass a motion for each extended site, fifty percent plus one vote is required of those present. Voting by proxy for each of the Forums is allowed with written and signed permission provided to the respective Chair prior to the start of the meeting in which the voting is to take place.
- Section 3.** Each Forum's Chair shall conduct an orderly meeting calling for discussion and vote as needed.

#### **ARTICLE VII. AMENDMENTS**

- Section 1.** Amendments to a Constitution of a Faculty Forum or Instructional Council of the UAA Extended Sites may be proposed by any Forum member and will be independent of those from the other extended sites. Copies of proposed amendments shall be sent to all



members of each Forum. A first reading and discussion of the proposed amendment will be scheduled for the meeting of each Forum that follows the distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the next meeting following the distribution of copies.

**Section 2.** Following the second reading, the amendment shall be voted on. Amendments shall be approved by a two-thirds vote of those present or by proxy of each extended site's Forum. The vote shall be considered invalid if less than 25% of the voting membership responds. A Motion to reconsider may be made only at the following meeting.

#### **ARTICLE VIII. REFERENDUM**

**Section 1.** Any respective tenure-track or term faculty member with a teaching load of at least 50% may bring a motion before each extended site's Forum by submitting a petition signed (or confirmed by email response) by a minimum of 20% of the respective full-time faculty prior to the start of the meeting in which the petition will be considered.

- a. There must be a second to the motion for discussion to take place.
- b. Each of the Forums must consider this motion at the meeting following the submission of the petition.
- c. All respective Forum members must be notified of the meeting to discuss the petition. All interested Forum members from the respective extended site can be included in the discussions.
- d. This petition may include a requirement that the vote be put to members of the respective Forum. Voting may be conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by the Forum members of each extended site.

**Section 2.** If a petition is submitted to rescind or amend an action of a Forum,

- a. the respective Forum members shall, after discussion, vote on the motion. Voting may be conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by the Forum members of each extended site. If the Forum concurs with the motion, the original action shall be considered rescinded or amended as appropriate.
- b. If the Forum does not concur with the motion, the motion fails.

**Section 3.** If a question is put to all eligible Forum members of each extended site, voting conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by Forum members of each extended site, will be supervised by the officers of the Forum and will be passed by a simple majority of those responding. The vote will be considered invalid if less than 50% of the respective faculty responds.

#### **ARTICLE IX. EFFECTIVE DATE OF ENACTMENTS**

**Section 1.** Recommendations passed by each of the Forums shall be forwarded to the respective extended site Director.

**Section 2.** The Director shall act to approve or disapprove the recommendations of the respective Forum within 15 working days of the date it is submitted. The reason(s) for disapproval shall be conveyed by the Director in writing to the respective Forum within 15 working days of the date of the disapproval.

**Section 3.** Approval of a Forum action by the Director constitutes approval of the enactment. Actions of a Forum may not be partially approved nor may they be approved as modified or amended by the respective Director, but will be resubmitted to the respective Forum for further discussion and action.

**Section 4.** Any action approved by a Forum and disapproved by the respective Director's Office may be submitted to an ad hoc committee within the respective Forum upon a two-thirds vote of the Forum members. Up to three members may be appointed by the respective Forum

whose task shall be to formulate further recommendations to this Forum and subsequently the respective Director's Office.

**Section 5.** If a Forum and the respective Director's Office are not able to resolve the impasse, then the Forum, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure; all academic matters will be referred to the Provost and issues involving non-academic matters will be referred to the Chancellor.

**Section 6.** Amendments, referendums and enactments, whether approved or disapproved, will be submitted in monthly notes from each extended site's Faculty Forum to UAA's Faculty Senate in order to keep Senate informed of UAA extended site activities; extended site Forums will not assume, nor interfere with, the authority and responsibilities of UAA's Faculty Senate, but may seek guidance and support from UAA Faculty Senate when needed.



## "Stay on TRACK" UA Taskforce Highlights

November, 2011

Taskforce is developing and implementing strategies to help students persist and reduce the time to graduate. Focus of taskforce is on first-time, full-time baccalaureate students.

"Stay on TRACK" encourages students to take 30 credits a year, choose a major, meet with their advisor, consider summer enrollment and use DegreeWorks at UAOnline.

UA's four year graduate rate is 10%; the national average is 30% for first-time, full-time baccalaureate degree-seeking freshmen. UA's six year graduation rate is 28%; the national average is 55% for first-time, full-time baccalaureate degree-seeking freshmen.

Many students consider enrollment in 12 credits a semester to be acceptable full time enrollment, and federal financial aid only requires enrollment in 12 credits. This campaign's target is to shift the norm back to students taking 15 credits.

"Stay on TRACK" is not targeted to all students; many students are part-time students because of career and family responsibilities.

"Stay on TRACK" website offers resources, such as checklists, to students help graduate in four years.

[www.alaska.edu/stayontrack](http://www.alaska.edu/stayontrack)

