

March 11, 2016

9:30-11:30am

Physical location: ADM 204

Audio Conference: 786-6755, Passcode: 284572

I. Roll Call

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

Ex-Officio Members

- Susan Kalina (OAA)
- Lora Volden (Registrar)
- Gianna Niva (Scheduling and Publications)
- Elisa Mattison (Graduate School)

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

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

IV. Administrative Reports

- A. Vice Provost, Susan Kalina
- B. University Registrar, Lora Volden
- C. Graduate School, Elisa Mattison
- D. GAB Chair, Arlene Schmuland

V. Program/Course Action Request - Second Readings

VI. Program/Course Action Request - First Readings

- Chg [EDLD-MED](#) [Master of Education in Educational Leadership](#)
- Add [CE A653](#) [Advanced Reinforced Concrete Design](#)
- Chg [CE A698](#) [Individual Research](#)
- Chg [CE A699](#) [Thesis](#)
- Chg [PADM-MPA](#) [Master of Public Administration](#)
- Chg [PADM A610](#) [Public and Non-Profit Organizational Behavior](#)
- Chg [PM A686A](#) [Capstone Project: Initiating and Planning](#)
- Chg [PM A686B](#) [Capstone Project: Executing, Controlling and Closing](#)
- Chg International Graduate Student Admissions Policy (pg. 5)

VII. Old Business

VIII. New Business

- A. Both undergraduate and graduate levels of stacked courses will be reviewed by GAB.
- B. Motion: The Graduate Academic Board proposes that the Curriculum Handbook be amended as follows:

- 1. Remove the last statement from 2.1.1 C “Effect on resources within the program Note: resources are not evaluated by the academic boards.”

- 2. Remove the note from 2.4.1E that indicates that the Boards do not evaluate the Program Student Learning Outcomes. “E. A complete and valid Academic Assessment Plan must be emailed to the Academic Assessment Committee at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plan; however the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate

IX. Informational Items and Adjournment

February 26, 2016

9:30-11:30am

Physical location: ADM 204

Audio Conference: 786-6755, Passcode: 284572

I. Roll Call

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

Ex-Officio Members

(P) Susan Kalina (OAA)
(A) Lora Volden (Registrar)
(P) Gianna Niva (Scheduling and Publications)
(P) Elisa Mattison (Graduate School)

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

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

IV. Administrative Reports

- A. Vice Provost, Susan Kalina
- B. University Registrar, Lora Volden
- C. Graduate School, Elisa Mattison
- D. GAB Chair, Arlene Schmuland

V. Program/Course Action Request - Second Readings

A. Correction to the 1/22/16 meeting minutes: EDL A605 was mistakenly reported as having passed second read at the 1/22/16 meeting. It passed first read and will need to return to us for a second read.

Chg [TLRN-MED](#) [Master of Education in Teaching and Learning](#)

Chg [SPED-MED](#) [Master of Education in Special Education](#)

Chg [EDRS A660](#) [Fundamentals of Research in Education](#)

Chg [EDRS A661](#) [Data-Informed Instruction](#)

Chg [EDRS A662](#) [Action Research in Education](#)

Chg [EDRS A663](#) [Research Design](#)

Unanimously Approved

VI. Program/Course Action Request – First Readings

Chg [EDRS A664](#) [Developing and Writing Literature Reviews](#)

Rolled back to initiator for reconsideration

- Chg [EDRS A667](#) [Program Evaluation Fundamentals](#)
- Chg [EDRS A668](#) [Fundamentals of Qualitative Research in Education](#)
- Chg [EDUC-MAT](#) [Master of Arts in Teaching](#)
- Chg [EDSY A644](#) [Learning Environments in Secondary Classrooms](#)
- Chg [EDSY A661](#) [Assessment in Secondary Classrooms](#)
- Chg [EDFN A601](#) [Educational Philosophy, History and Sociology](#)
Waive first, approve for second reading

- Chg [EDLD-MED](#) [Master of Education in Educational Leadership](#)
- Chg [CE A653](#) [Advanced Reinforced Concrete Design](#)
- Chg [PADM-MPA](#) [Master of Public Administration](#)
- Chg [PADM A608](#) [Organizational Theory, Design, and Development](#)
- Chg [PADM A610](#) [Public and Non-Profit Organizational Behavior](#)
Postponed to March 11, 2016 meeting

VII. Old Business

VIII. New Business

- A. Both undergraduate and graduate levels of stacked courses will be reviewed by GAB.
- B. Motion: The Graduate Academic Board proposes that the Curriculum Handbook be amended as follows:
 - 1. Remove the last statement from 2.1.1 C “Effect on resources within the program Note: resources are not evaluated by the academic boards.”
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IX. Informational Items and Adjournment

International Graduate Students

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 Non-immigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

- Official TOEFL (minimum score of 79-80 IBT) or IELTS (minimum score of 6-6.5) scores, completed within the last two years and sealed by the issuing agency. International students may request an exemption from the language exam requirements if they:
 - are a native speaker of English or if English is their first language, or
 - have earned a bachelor's or master's degree from a regionally accredited U.S. institution.

Alternate documentation of English proficiency may be considered on a case-by-case basis and approved by the program faculty and dean of the college.

The University reserves the right to require additional English proficiency evidence, even from those who are eligible for an examination exemption.

- 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.
- A completed Admissions Agreement for Prospective F-1 Students.

Students who earned their baccalaureate degree outside the U.S. or English-speaking Canada must submit an international credential evaluation from the WES ICAP Course-by-Course Evaluation Service, stating that they have earned the equivalent of a U.S. baccalaureate degree. Evaluations should be sent directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629.

- Students who have earned multiple bachelor degrees or already hold an advanced degree should contact the program to which they are applying to determine if a WES ICAP is needed for all institutions attended. In some cases, an evaluation only for the previous study most relevant to their UAA program will be needed. These decisions are made by the program faculty and approved by the dean of the college.

Students transferring from other institutions in the U.S. 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](#) website for details and forms.

- See more at:

<https://catalog.uaa.alaska.edu/policies/admissions/graduate/#sthash.aWGPcv6m.dpuf>