I. Roll
( ) Hilary Davies  ( ) Joan O’Leary  ( ) Helena Jermalovic  ( ) Adjunct vacancy
( ) Paola Banchero  ( ) Hilary Seitz  ( ) Francisco Miranda  ( ) USUAA vacancy
( ) Leanne Davis  ( ) Cheryl Smith  ( ) FS at large vacancy  Ex-Officio Members:
( ) Mari Ippolito  ( ) Utpal Dutta  ( ) Bettina Kipp  ( ) Bart Quimby
( ) Susan Fallon  ( ) Kevin Keating  ( ) David Edgecombe  ( ) Shirlee Willis-Haslip
( ) Dave Fitzgerald  ( ) Marion Yapuncich  ( ) Kathryn Hollis Buchanan  ( ) Gianna Ridgeway

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

III. Approval of Meeting Summary (pg. 3-5)

IV. Administrative Report
A. Interim Vice Provost for Curriculum and Assessment Bart Quimby
B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Hilary Davies
B. GERC- Sue Fallon

VI. Program/Course Action Request- Second Readings
Chg  CED A172  Woodworking (3 cr)(1+4)(pg. 6-9)

VII. Program/Course Action Request- First Readings
Add  ENVI A395  Environmental Studies Internship (3-9 cr)(0+9-27)(pg. 10-12)

VIII. Old Business
A. Secondary Student Registration (pg. 13)
   - The discussion centers on the fact that Secondary Students can register for up to 19 credits at UAA each semester on or after the first day of class, and 7 credits prior to the first day of class. Is 19 credits an appropriate number?
B. Publication of program outcomes in the catalog (pg. 14-18)
   (Accreditation issue brought to UAB by OAA)
   - Selected pages from Standards for Accreditation (revised 2010) from NWCCU
     (Northwest Commission on Colleges and Universities).
C. Independent Study Policy (Brought to UAB by OAA). (pg. 19-21)
   - After searching UAA catalogs, the 1987-1988 was the last catalog that contained restrictions on Independent Study across UAA. This was one of the last catalogs prior to the restructuring of UAA. According to the current catalog, there are no limits on Independent Study credits. Reinstating limits on Independent Study would impact Study Abroad and Exchange programs. It might be helpful to see how UAF and UAS handle
these issues. It should be noted that program faculty can place limits on Independent Study on their program so long as this information is included in the catalog.

- Question: Should there be a maximum capacity for independent study and directed study courses?

D. Workforce Credentials – Interim Registrar Shirlee Willis-Haslip
   - Workforce Credentials memo prepared by Hilary Davies (pg. 22-23)
   - Workforce Credentials brief from University of Virginia (pg. 24-29)

IX. New Business
   A. Academic Calendar

   B. Curriculum Handbook issues and edits
      - Incorporate College of Health impacts into the curriculum handbook.

X. Informational Items and Adjournment
I. Roll
(x) Hilary Davies  (x) Joan O'Leary  (x) Helena Jermalovic  ( ) Adjunct vacancy
(x) Paola Banchero  (x) Hilary Seitz  (x) Francisco Miranda  ( ) USUAA vacancy
( ) Leanne Davis   (x) Cheryl Smith  ( ) FS at large vacancy  Ex-Officio Members:
(x) Mari Ippolito  (x) Utpal Dutta  (x) Bettina Kipp  (e) Bart Quimby
(x) Susan Fallon  (x) Kevin Keating  ( ) David Edgecombe  (x) Shirlee Willis-Haslip
(e) Dave Fitzgerald  (x) Marion Yapuncich  (x) Kathrynn Hollis Buchanan  (x) Gianna Ridgeway

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

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

IV. Administrative Report
A. Interim Vice Provost for Curriculum and Assessment Bart Quimby
B. Interim University Registrar Shirlee Willis-Haslip and Associate Registrar Lora Volden
   Priority registration is online on the dates and deadlines page
   November 11th for Graduate students, seniors and juniors will follow
   Welcome Lindsey Heisermann in Scheduling and Publications

V. Chair’s Report
A. UAB Chair- Hilary Davies
   Will mention things as we move through the agenda
B. GERC- Sue Fallon
   Faculty Senate approved GERC motion to coordinate with UAF and UAS
   Scenarios for incorporating the LEAP initiative were discussed this week
   Methods of reaching faculty were also discussed this week

VI. Program/Course Action Request- Second Readings

VII. Program/Course Action Request- First Readings
Chg  ES A103  Engineering Graphics (3 cr)(1+6)(pg. 5-8)
   Waive first and approve for second
Del  PSY A245L  Child Development Lab (1 cr)(0+3)(pg. 9-10)
   Waive first and approve for second
Chg  CED A172  Woodworking (3 cr)(1+4)(pg. 11-14)
   Accepted for first reading

VIII. Old Business
A. Clarification of addition/changes to a Minor in a discipline (pg. 15-19)
   • Recommended changes to the Curriculum Handbook.
   Mari circulated a memo to the board regarding catalog changes that included:
   Page 1: Change A.iv. “Baccalaureate degrees” to “baccalaureate degrees and Minors.”
Page 5 after the first sentence add: Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies.

Page 43: Change 1.A. “a minor program” to a capitalized Minor

Motion to approve amended changes brought forward by Hilary (see agenda attachment) and Mari (see above)

Approved

B. Publication of program outcomes in the catalog (pg. 20-24)
   (Accreditation issue brought to UAB by OAA)
   - Selected pages from Standards for Accreditation (revised 2010) from NWCCU
     (Northwest Commission on Colleges and Universities).
   Postpone discussion until Bart is able to present

C. Independent Study Policy (Brought to UAB by OAA). (pg. 25-27)
   - After searching UAA catalogs, the 1987-1988 was the last catalog that contained restrictions on Independent Study across UAA. This was one of the last catalogs prior to the restructuring of UAA. According to the current catalog, there are no limits on Independent Study credits. Reinstating limits on Independent Study would impact Study Abroad and Exchange programs. It might be helpful to see how UAF and UAS handle these issues. It should be noted that program faculty can place limits on Independent Study on their program so long as this information is included in the catalog.
   - Question: Should there be a maximum capacity for independent study and directed study courses?
     CAS put a policy through the board in 2000 and the board did not approve it
     A program has the ability to set their own limits

D. Secondary Student Registration (pg. 28-31)
   - The discussion centers on the fact that Secondary Students can register for up to 19 credits at UAA each semester on or after the first day of class, and 7 credits prior to the first day of class. Is 19 credits an appropriate number?
   Discussion tabled until data can be presented

E. Workforce Credentials – Interim Registrar Shirlee Willis-Haslip
   - Workforce Credentials memo prepared by Hilary Davies (pg. 32-33)
   - Workforce Credentials brief from University of Virginia (pg. 34-39)
   BOR policy has limited information
   Statewide information led to corporate programs
   Shirlee has information from Oregon and Hilary will check with similar programs

F. Dates on which final course grades are due – Interim Registrar Shirlee Willis-Haslip (pg. 40)
   Shirlee went to the other MAUs and got it changed back to 11:59 on the official last day of the semester
   Change on the Proposed Policy for Course Grade Deadlines ’The third business day after the last day of the semester as published in the class listing.’ Add ‘course’ in front of end date in the UAA online schedule. Remove the rationale.
   Motion to approve policy as amended
   1st Sue Fallon
   2nd Mari Ippolito
   Approved

IX. New Business

A. Academic Calendar
   Will be discussed again

B. Curriculum Handbook issues and edits
X. Informational Items and Adjournment

- Incorporate College of Health impacts into the curriculum handbook.

  *Box 13a. with the courtesy coordination*
### 1. School or College
KP KPC

### 2. Course Prefix
CED

### 3. Course Number
A172

### 4. Previous Course Prefix & Number
VS A125

### 5. Credits/CEUs
3

### 6. Complete Course Title
Woodworking

### 7. Type of Course
- [X] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action:
- [ ] Add
- [X] Change
- [ ] Delete

**If a change, mark appropriate boxes:**
- [X] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [X] Other Update curriculum, change department and division (please specify)

### 9. Repeat Status No

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<th># of Repeats</th>
<th>Max Credits</th>
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</tbody>
</table>

### 10. Grading Basis
- [X] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date
- From: Spring/2012
- To: 9/999

### 12. Cross Listed with
- [ ] Stacked with
- [ ] Cross-Listed Coordination Signature

### 13a. Impacted Courses or Programs:
List any programs or college requirements that require this course.
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. VS A126</td>
<td>p. 492</td>
<td>10/17/2011</td>
<td>Carol Swartz</td>
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</table>

**Initiator Name (typed):** Joshua Brege

**Initiator Signed Initials:** __________ Date: __________

### 13b. Coordination Email
**Date: 8/30/2011**

**Submitted to Faculty Listserv:** (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
**Date: 8/30/2011**

### 14. General Education Requirement
**Mark appropriate box:**
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Quantitative Skills
- [ ] Natural Sciences
- [ ] Humanities
- [ ] Integrative Capstone

### 15. Course Description
(suggested length 20 to 50 words)

**Develops skills and techniques in woodworking. Includes construction of items of personal choice.**

### 16. Course Prerequisite(s)

- **List prefix and number:** na

### 16a. Course Prerequisite(s)

- **Test Score(s):** na

### 16b. Test Score(s)

- **Score(s):** na

### 16c. Co-requisite(s)

- **Score(s):** (concurrent enrollment required) na

### 16d. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16e. Registration Restriction(s)

- **Non-codable:** na

### 17. Mark if course has fees

- [X] Mark if course is a selected topic course

### 19. Justification for Action

**Update curriculum.**

---

**Initiator (faculty only):** Joshua Brege

**Initiator Signed Initials:** __________ Date: __________

**Approved**

- Dean/Director of School/College
  
  **Disapproved**

- Undergraduate/Graduate Academic

**Approved**

- Board Chairperson

**Disapproved**

- Provost or Designee

---

**Approved**

- Department Chairperson

**Disapproved**

- Curriculum Committee Chairperson

---

- [ ] Approved
- [ ] Disapproved
- [ ] Approved
- [ ] Disapproved
- [ ] Approved
- [ ] Disapproved
University of Alaska Anchorage
Kenai Peninsula College
Course Content Guide

I. Initiation Date: August 30, 2011

II. Course Information
   a. College: KPC
   b. Course Title: Woodworking
   c. Course Subject/Number: CED A172
   d. Credit Hours: 3 Credits
   e. Contact Time: 1 + 4
   f. Grading Information: A – F
   g. Course Description: Develops skills and techniques in woodworking. Includes construction of items of personal choice.
   h. Status of course relative to degree or certificate program: None
   i. Lab Fee: Yes
   j. Course Prerequisite: None
   k. Registration Restrictions: None

III. Course Level Justification
   Course introduces skills in woodworking.

IV. Instructional Goals
   The instructor will:
   a. Describe and demonstrate safe use of hand and power woodworking tools.
   b. Demonstrate and identify construction techniques used in woodworking.

V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>A student will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate safe use of hand woodworking tools.</td>
<td>Participation, projects, final exam</td>
</tr>
<tr>
<td>b. Demonstrate safe use of power woodworking tools.</td>
<td>Participation, projects, final exam</td>
</tr>
<tr>
<td>c. Demonstrate construction techniques and methods of joinery used in woodworking.</td>
<td>Participation, projects, final exam</td>
</tr>
</tbody>
</table>
VI. Content Outline for Lectures
   A. Orientation
      1. Shop rules
      2. Safety requirements
      3. Tools demonstration
         Hand Tools:
            a. Chisels
            b. Planes
            c. Mallets
            d. Measuring Devices
      4. Materials
   B. Quantity
      1. Dimensions
      2. Material quantity
      3. Material structural issues
      4. Costs
      5. Measuring tools demonstrated
   C. Joinery
      1. Joints
      2. Joinery tools demonstrated
   D. Estimates
      1. Make an estimate
      2. Layout for economy
   E. Projects
      1. Starting a project
      2. Supervised tool use
         Power Tools:
            a. Jointer
            b. Planer
            c. Table Saw
            d. Miter Saw
            e. Radial Arm Saw
            f. Band Saw
            g. Drill Press
            h. Lathe
            i. Biscuit Jointer
            j. Router
            k. Disc Sander
            l. Oscillating Sander
            m. Finishing Sanders
            n. Pneumatic Nailers
      3. Individualized instruction on individual projects
         i. Construction methods
         ii. Tool safety
         iii. Tool use
      4. Critiquing a project
VII. Suggested Text

VIII. Bibliography
1a. School or College  
AS CAS  
1b. Division  
ASSC Division of Social Science  
1c. Department  
GES

2. Course Prefix  
ENVI  
3. Course Number  
A395  
4. Previous Course Prefix & Number  
N/A  
5a. Credits/CEUs  
3-9  
5b. Contact Hours  
(Lecture + Lab)  
(0+9-27)

6. Complete Course Title  
Environmental Studies Internship  
ENVI Internship  
Abbreviated Title for Transcript (30 character)  
ENVI Internship

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action:  
☒ Add  ☑ Change  ☐ Delete

If a change, mark appropriate boxes:
☐ Prefix  ☐ Course Number  ☐ Credits  ☐ Contact Hours  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Title  ☐ Course Prerequisites  ☐ Co-requisites  ☐ Course Description  ☐ Course Prerequisites  ☐ Registration Restrictions
☐ Test Score Prerequisites  ☐ Other Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Other  (please specify)

9. Repeat Status  
Yes  ☑ # of Repeats  2  ☐ Max Credits  9

10. Grading Basis  
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
From: Spring/2012  
To: Spring/9999

12. ☐ Cross Listed with  
☐ Stacked with  
Cross-Listed Coordination Signature

13a. Impacted Courses or Programs:  
List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

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Initiator Name (typed): Shannon Donovan  
Initiator Signed Initials: _________  
Date: ______________

13b. Coordination Email  
Date: 10/03/2011  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 10/04/2011

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)  
Students in this course will gain intensive experience applying environmental studies disciplinary knowledge & skills in a professional setting. Students will complete their internships with a community partner (such as an agency or private organization) that engages in environmentally-based work.

16a. Course Prerequisite(s) (list prefix and number)  
ENVI A211

16b. Test Score(s)  
N/A

16c. Co-requisite(s) (concurent enrollment required)  
N/A

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16e. Registration Restriction(s) (non-codable)  
Instructor permission required

17. ☐ Mark if course has fees  
18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This internship provides students an opportunity to apply knowledge and skills developed through their major studies. Environment & Society majors are required to complete an internship through the CCEL. In the last year, 15 of our students have completed the CCEL internship course; however GES faculty provide extensive oversight to ensure internships are appropriate for our major. Offering ENVI A395 will provide GES faculty with more opportunities to develop, supervise, and manage our student internships.

Initiator (TYPE NAME)  
Shannon Donovan  
Date: ______________  
Initiator (faculty only)

☐ Approved  ☑ Disapproved  
Dean/Director of School/College  
Date: ______________

☑ Approved  ☐ Disapproved  
Department Chairperson  
Date: ______________

☑ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic  
Board Chairperson  
Date: ______________

☑ Approved  ☐ Disapproved  
Curriculum Committee Chairperson  
Date: ______________

☑ Approved  ☐ Disapproved  
Provost or Designee  
Date: ______________
I. Date of Initiation
Fall 2011

II. Course Information

School/College: College of Arts and Sciences
Course Subject: Environmental Studies
Course Number: ENVI A395
Number of Credits: 3-9
Contact Hours: 0+9-27
Title: Environmental Studies Internship
Grading Basis: A - F
Course Description: Students in this course will gain intensive experience applying environmental studies disciplinary knowledge & skills in a professional setting. Students will complete their internships with a community partner (such as an agency or private organization) that engages in environmentally-based work.
Course pre-requisites: ENVI A211
Registration requirements: Instructor permission required
Co-requisites: none
Course fee: N/A

III. Course Level Justification
This internship provides students an opportunity to apply knowledge and skills developed through their major studies. The internship itself will serve as the primary resource for this course. Although supervisors may require students to complete readings and assignments as described in their learning contracts, the course will not require students to read a particular text. Time spent in the field will vary based on credit hours taken, however three credits will equal approximately 135 hours (9 hours a week x 15 weeks).

IV. Instructional Goals and Student Outcomes
A. Instructional Goals
The instructor will:
- Work with community partners to establish an appropriate project and workload for the intern.
- Work with students to devise an appropriate accompaniment to the fieldwork.
- Maintain regular contact with the student.
- Evaluate the project completed by the student.
B. Student Outcomes
The student will:

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Assessment Methods:</th>
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<tbody>
<tr>
<td><em>Work with their instructor and internship supervisor to develop project goals and expectations</em></td>
<td>-Learning contract</td>
</tr>
</tbody>
</table>
| *Produce specific products desired by community partner*                 | -Fieldwork evaluations  
- Final synthesis product (final products will vary but examples include power point presentations, final reports, etc) |
| *Demonstrate their mastery of professional skills relevant to environmental studies* | -Fieldwork evaluations  
- Final synthesis product                                                          |

V. Topical Course Outline
All students will go through a process of becoming oriented to the organization and community, identifying their learning goals, creating a useful niche for themselves and contributing to the community. The expectations regarding individual internships will be developed in collaboration between the intern, the internship supervisor, and the course instructor. These expectations will be outlined in a learning contract. Students will demonstrate the skills they have developed in a customized final product. The type of final products students produce will vary but examples include power point presentations or final reports. Supervisors will assess intern performance by completing a mid-term and a final term evaluation.

VI. Suggested Texts
Specific readings may be assigned by the course instructor and internship supervisors on an individual basis.

VII. Bibliography
Materials appropriate to the needs of the specific community partner will be used in this course.
# Secondary Student Enrollment by Attempted Credits, Fall 2010 - Fall 2011 (open)

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<th>Kenai College</th>
<th>Mat-Su College</th>
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<tr>
<td>Total</td>
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<td>189</td>
<td>465</td>
<td>447</td>
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<td>2348</td>
</tr>
</tbody>
</table>

Source: Banner SI, except for fall 2011, extracts of closing freeze

Included are students whose age are between 15-18 with a NDS in degree, and their high school graduation date is later than freeze date or no date shown.

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 healthy 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.
University of Alaska, Anchorage

1987-88 Catalog

Catalogs and bulletins may be purchased for $3.00 from the Campus Bookstore, University of Alaska, Anchorage, 2905 Providence Drive, Anchorage, Alaska 99508. Telephone: (907) 786-4759.

The University of Alaska, Anchorage is fully accredited by the Commission of Colleges of the Northwest Association of Schools and Colleges.

The School of Nursing's baccalaureate and master's programs are accredited by the National League for Nursing.

The Bachelor of Social Work Program is accredited by the Council on Social Work Education (CSWE).

The Bachelor of Science Degree in Civil Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

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It is the responsibility of the individual student to become familiar with the announcements and regulation of UAA printed in this catalog.

While every effort is made to ensure the accuracy of the information contained in this catalog; the University of Alaska, Anchorage Catalog is not a contract but rather a guide for the convenience of students. The University reserves the right to change or withdraw courses, to change the fees, rules and calendar for admission registration, instruction, and graduation and to change other regulations affecting the student body, at any time.
average. Performance in such a course is included in determining the student's satisfactory progress.

Cheating

Cheating is not tolerated at the University of Alaska, Anchorage and constitutes grounds for dismissal. Cheating as applied to all academic work consists of all those means by which unauthorized assistance is used by a student in the preparation of materials he/she submits as his/her own. Detailed policies and procedures for adjudicating cases of cheating are available from the Office of Records.

Independent/Directed Study

Three options for individual study are available:

A. Independent Study
B. Specified Directed Study
C. Unspecified Directed Study

DEFINITIONS:

A. Independent Study courses are those courses in which the course content, learning activities and evaluative criteria are developed primarily by the student with input from the instructor and final approval by the instructor and the dean of the college or school. Independent research is included as independent study. Independent study courses shall bear a course number ending in "97" and shall be offered at the 300, 400, and 600 levels only.

B. Specified Directed Study courses are courses identical with regard to title, course objectives, course content and evaluative criteria to courses regularly offered by the school, college, or department, but that are not offered during the current semester/session. Such courses shall bear the regular title and number of the course for which they are intended to substitute in the student's program of study followed by the designation of "Directed Study." Specified Directed Study courses shall bear the number and title entered in the catalog. They shall be identified by the phrase "Directed Study" to be entered after the regular title.

C. Unspecified Directed Study courses are those courses in which the objectives, content, learning activities and evaluative criteria are developed jointly by the student and the instructor with final approval by the instructor and the dean. Unspecified Directed Study courses shall bear a course number ending in "96" and shall be offered at a level that reflects the prerequisite knowledge and courses.

LIMITS:

A. No more than 12 credits earned in independent study, specified directed study, and unspecified directed study courses may be applied to an undergraduate or graduate degree.
B. No more than 4 credits of independent study, specified directed study, or unspecified directed study may be taken during Fall and Spring semesters. No more than 6 credits may be taken during the Summer session.

C. No specified directed study course can be taken by on-campus students during the semester/session in which the course, for which the specified directed study is intended to substitute, is offered. Students are encouraged to take required courses when they are scheduled to be offered via traditional methods of instruction.

D. Course credit for independent study and unspecified directed study courses is based on the amount of work required for achievement of course objectives. This should be similar to the work required by the instructor in traditional courses.

E. Registration for independent study and specified/unspecified directed study shall conform to the rules and calendar governing enrollment in regularly scheduled courses. THAT IS, STUDENTS AND INSTRUCTORS WILL BE REQUIRED TO ADHERE TO THE ADMISSIONS RULES, LATE REGISTRATION RULES, THE ADD/DROP DEADLINE, AND THE WITHDRAWAL DEADLINE IN FORCE FOR EACH SEMESTER/SESSION.

Class Attendance

If a student fails to attend by the first class meeting of the second full week of classes, the instructor has the authority to require that the student be dropped from the course. Space may be given to another student.

1. The instructor will complete a four-part form for each student whose space is given to another student. The original is forwarded to the Office of Records, a copy to the instructor’s dean, and the instructor retains a copy. Upon receipt of the form, the student will be officially dropped from the class by the Office of Records.

2. The student who appears in class after his/her space has been given to another student is given a copy of the form. If a student wishes to appeal the instructor’s action, he/she would appeal to the instructor’s dean immediately.

Regular attendance is expected in all classes. Unexcused absences may result in a student receiving a failing grade. It is the responsibility of the student to establish to the instructor’s satisfaction the validity of an excuse for absence and to work out with the instructor acceptable arrangements for making up missed work. The student who never attends the class, and does not officially drop, receives the final grade of “F” which is consistent with current policy.

Veteran’s Training

UAA is approved for veteran’s training. Veterans interested in information about educational benefits should contact the Office of Admissions and Financial Aid. In compliance with VA requirements, veterans receiving educational benefits must verify their enrollment in writing each month. Failure to verify enrollment by the 15th of each month will result in the termination of VA benefits.
Workforce Credentials
Prepared by: Hilary Davies

BOR Policy and Regulation:


All program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements and workforce credentials to the president. Approved 12-08-05.

P10.04.030. Credit Hour Requirements for Degree and Certificate Programs.

E. Non-credit only workforce credentials have no minimum or maximum number of continuing education units or contact hours.

R10.04.020. Degree and Certificate Program Approval

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

B. Proposals for occupational endorsements and workforce credentials will be forwarded to SAC on a SAC approved summary form for review. All approved endorsements and credentials will be reported to the VPAA.

Thursday, Dec. 8, 2005 (UA)

The University of Alaska Board of Regents on Thursday unanimously approved two new workforce training tracks that enhance the UA system’s community college mission.

The workplace training tracks—called an Occupational Endorsement and Workforce Credential—were hailed as a strong signal of support for community college offerings, typically aimed at older, part-time students taking classes aimed at specific career goals, like a promotion.

At some campuses and departments, a “Certificate of Completion” for certain programs has been available, but not at others. The new degree and credential program tracks are:

- Occupational Endorsement: Ranging from 9-29 credits applicable in some cases toward a higher degree, such as an associate’s or bachelor’s, and officially counted on a student’s transcripts. It would require formal admission and be eligible for financial aid. Courses could include classes in numerous fields, from professional and technical courses to emergency response and early childhood training, among others.
• Workforce Credential: non-credit programs that could include, for example, sexual harassment training or a special training on mine safety and health.

Statewide Corporate Programs News Release, Summer 2006.

Workforce credential students would receive continuing education units (CEU), but not college credit.

Workforce credential would include classes that directly respond to specific workplace requirements.

__________________________________________________________


http://www.alaska.edu/UACP/uaatwork/UA@WorkFall08forweb.pdf

The university is pursuing a corporate college concept to provide a single point of contact within the statewide university system for business and industry workforce training.

The corporate college will function as a center, coordinating access to workforce development programs, and will facilitate the mobilization of system resources to address those needs in the most effective and efficient way.

__________________________________________________________
Workforce Credentials: The Currency of a Modern Economy
Issue Brief, March 2009

Background

Workforce credentials are vital to Virginia’s economic prosperity and competitiveness. Whether measured through the receipt of a diploma, certificate, degree, certification or licensure, credentials are the currency of our modern economy. Stakeholders in education including government, employers, and students have a growing interest in the topic of workforce credentials. The main interest is in the number and types of credentials that education institutions offer and the number of individuals who receive credentials as a result of the coursework provided.

Currently, there are limited data available statewide for certain types of workforce credentials, such as certifications, licensures and noncredit certificate programs. Developing a process for collecting this information statewide would assist with the following:

- **The Wizard:** A goal of the Wizard project is to identify those colleges that offer preparation coursework and programs to allow an individual to receive a credential. Inclusion of workforce credentials, such as certifications and licensures, could improve the system, which currently only provides information on credit degree, diplomas, and certificates offered by colleges.

- **Federal Reporting (Perkins):** Perkins IV legislation includes a technical skills attainment measure that Congress and US Department of Education (USDOE) would like to base on external third party assessments—primarily business and industry licensure and certifications.

- **VCCS Strategic Plan:** With the development of the VCCS strategic plan, input from stakeholders indicated the interest to measure workforce credentials as part of student success.

This paper identifies potential definitions for a workforce credential, an initial list of the types of credentials offered by colleges, and ways in which colleges currently and potentially could track workforce credentials. Suggested next steps are provided to assist in developing a framework for collecting and tracking this information statewide.

What is a credential?

There are a variety of interpretations of what a credential is or represents. A general definition from Webster’s dictionary defines a credential as “an attestation of qualification, competence, or authority issued to an individual by a third party with a relevant authority or assumed competence to do so.”

From an educational perspective, credentials are typically viewed to include the following:

- **Occupational Licensures:** Licensures often are regulated by a government authority based on the occupation and are a requirement for job placement. For example, occupations such as nursing, teaching, and construction contractors require a license before employment.

- **Industry Certifications:** Certifications are typically voluntary (not a requirement for an individual to obtain a job) and are often regulated by industry. Some examples include Microsoft Office
Specialists, American Welding Society (AWS) certifications, and Automotive Service Excellence (ASE) certifications.

- **Apprenticeship programs:** Apprenticeship programs registered through the US Department of Labor combine on-the-job training with classroom instruction. There are over 380 apprentice related trades offered in Virginia. The program length varies from one to six years. VCCS is authorized to manage the classroom (related) instruction for Virginia’s registered apprentices. Upon completion of some apprenticeship programs, individuals can sit for a licensure exam, such as a journeyman electrician exam.

- **Career Readiness Certificate (CRC):** The CRC is a statewide program in Virginia that assesses an individual’s work place readiness skills.

- **Non-credit certificate programs:** Colleges also offer non-credit programs that assist an individual in preparing for a certification or licensure exam or are locally developed by employers and educations to meet community needs. An example of a noncredit certificate program aligned with a licensure exam is the commercial driver’s license (CDL) program. Examples of programs that are locally developed to meet employer needs include noncredit certificates in viticulture, nonprofit management, and customer service.

- **Credit diploma, certificate, or degree programs:** Credit programs are similar to non-credit certificate programs as some credit programs prepare an individual to take an industry certification or state licensure and others do not. For example, some colleges offer IT programs that prepare a student to take IT related certifications. Currently completion of credit programs are tracked separately from the credentials listed above. Therefore for the context of this paper, the definition will focus on the consideration of only credit programs that lead to obtaining a certification or licensure.

It is important to note that the credentials listed are not mutually exclusive and that colleges do not issue certifications or licensures to individuals. The credentials listed above can overlap. As described some non-credit and credit programs align with industry certifications and state licensures. Also, some apprenticeship programs can be incorporated into a career studies certificate program or lead to a certification or licensure.

In addition, colleges offer degrees, certificates, diplomas, and noncredit programs that prepare students to take certification or licensure exams. They do not offer a particular exam. For example, the Emergency Medical Technology degree program prepares students to take the EMT licensure exam. Completion of the preparation programs offered by the college does not ensure that a student will take and pass a related certification or licensure exam.

While the credentials listed above could be included in a general definition, how the VCCS defines credential may be contingent upon reporting needs and requirements. For example, the Wizard would probably include all credentials offered to allow individuals seeking career assistance the broadest range of services offered by colleges. However, for Perkins reporting, USDOE guidance on postsecondary credentials (for technical skills attainment) does not allow states to report exams that may be more
appropriately directed to secondary education providers. This excludes exams issued by the National Occupancy Testing Institute (NOCTI) and the Career Readiness Certificate (CRC).

In addition, in many workforce settings an individual may need only a short-term course or, in some cases, only an assessment of skills. For example, some courses can provide eight hours or less of coursework preparation and may be more of an exam preparation or ‘refresher’ course. Furthermore, the Career Readiness Certificate (CRC) can be administered with or without coursework. Consideration should be given to these factors and may exclude certain credentials for Perkins and the VCCS strategic plan reporting. The table on the following page provides a matrix for considering whether certain credentials would be used based on reporting needs.

<table>
<thead>
<tr>
<th>Potential Credentials to Consider</th>
<th>Wizard</th>
<th>Perkins</th>
<th>VCCS Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>State licensures or industry-recognized certificates</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Career Readiness Certificates</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Registered Apprenticeship programs</td>
<td>Yes</td>
<td>TBD*</td>
<td>TBD*</td>
</tr>
<tr>
<td>Noncredit certificate programs</td>
<td>Yes</td>
<td>TBD*</td>
<td>TBD*</td>
</tr>
<tr>
<td>Credit diplomas, certificates, degrees that prepare a student receive a licensure or certification</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*To be determined based on factors, such as program length and type of credential.

Types and Delivery of Programs Offered by Colleges to Help Individuals Earn a Credential

Colleges offer varying types and methods of providing credentials. Some credentials are offered at all colleges but most are more regionally specific based on need. For example, the Career Readiness Certificate is offered at all community colleges through Workforce Development offices. Registered apprenticeships primarily are driven by employer need but are provided throughout the state. Coursework preparation to receive a nursing license is offered at a majority of colleges while preparation to receive a welding certification is offered at only a few colleges. A recent survey conducted by the VCCS indicates that colleges offer coursework/programs (credit and noncredit) for students to take over 140 types of certification and licensures exams statewide in such areas as health care, information technology, transportation, and welding.

In addition to the varying types of credentials offered, credentials can be provided through different delivery methods:

- Credit or noncredit: Credentials can be offered as either credit or noncredit depending on the college. For example, the pharmacy technician program is offered at some colleges as a Career
Studies Certificate (CSC) and at others as a noncredit certificate program. Both prepare students to take the pharmacy technician certification exam.

- End-of-course, course series, or program: Some preparation coursework requires only one course to prepare an individual to receive a credential, such as a certification or licensure. Others are provided after a series of courses or completion of a program of study. Examples of end-of-course and end-of-course-series preparation coursework can include Microsoft Office Certification, CPR, CDL, specific exams within Automotive Service Excellence (ASE), and Internet and Computing Core Certification (IC3). End-of-program preparation coursework can include Registered Nurse, Emergency Medical Technician, and Veterinary Technician programs.

Current and Potential Method of Reporting of Credentials

As mentioned, the two key items that stakeholders are interested in is in the number and types of credentials that colleges offer and the number of individuals who receive a credential, either through completion of a program or passing of a certification/licensure exam, as a result of the coursework provided. Based on this assumption, tracking of credentials can be separated into four different reporting areas: (1) students completing coursework to receive a non-credit certificate that is not aligned with a certification or licensure exam, (2) students completing credit or non-credit programs/coursework that prepare an individual to take a certification or licensure exam, (3) students taking and passing certification and licensure exams, and (4) students receiving a Career Readiness Certificate or completing a registered apprenticeship program.

Reporting the completion of programs/coursework (1&2) currently is collected for certain program areas and methods could be put in place to create a more standardized process in the PeopleSoft Student Information System (SIS). For example, the number of students completing certification and licensure preparation coursework through a program of study, such as the nursing and Emergency Medical Technician programs is reported through SIS by the number of diplomas, certificates, and degrees issued. For students completing either credit or noncredit end-of-course or an end-of-course series, college workforce departments currently self-report (in aggregate) these data each year. However, this report may not include all credit offerings if they are not provided through the workforce department. Workforce development is working with colleges and IT staff to develop a standardized process to track end-of-course-series, non-credit certificate programs through SIS but this is not expected to occur until 2010 due to IT system changes that colleges will need to make before implementation.

Reporting of students taking and passing related exams is more difficult to collect since colleges do not issue the certification or licensure. These exams are provided through external testing centers (unless one is located on the college campus) and colleges do not have direct access to these data unless agreements are in place with the testing center, students or the governing authority of the licensure/certification. Currently, the only statewide effort to track students passing exams is in the nursing program.
Reporting of Career Readiness Certificates and registered apprenticeship programs is tracked statewide. Records are kept through external databases administered by VCCS. However, additional information may need to be collected for these programs if the VCCS wishes to link these data to student data from SIS. For example, SSNs and date of birth are not collected for the Career Readiness Certificate and the registered apprenticeship program. The table on the following page provides a description of current statewide tracking methods in place for the types of credentials offered.

<table>
<thead>
<tr>
<th>Reporting Needs</th>
<th>Completion of coursework that is not related to a certification or licensure</th>
<th>Completion of programs/coursework that are related to a certification or licensure</th>
<th>Students taking and passing related certification and licensure exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>State licensures or industry-recognized certificates</td>
<td>N/A</td>
<td>If end of program (eg. Nursing, EMT)</td>
<td>Limited</td>
</tr>
<tr>
<td>Career Readiness Certificates</td>
<td>N/A</td>
<td>Modification needed in external database to link to SIS</td>
<td>Yes (external database)</td>
</tr>
<tr>
<td>Registered Apprenticeship programs</td>
<td>Yes (external database)</td>
<td>Yes (external database)</td>
<td>If applicable (external database)</td>
</tr>
<tr>
<td>Non-credit Certificate Programs</td>
<td>Self-reported, aggregate</td>
<td>Self-reported, aggregate</td>
<td>No</td>
</tr>
</tbody>
</table>

For programs that are not tracked statewide, there are potential options that could be implemented in SIS to assist with statewide reporting through the use of course attributes/values, program plans, and the external testing component. To track completion of coursework for an end-of-course credential, an attribute and value (‘flag’) could be placed on the course with the type credential offered. Students who pass the course would be considered as completing the coursework preparation. For an end-of-course series, a similar flag could be placed on the last course in the series or a separate program plan would need to be created similar to program plans created for diplomas, certificates, and degrees.

For students passing exams, data could be entered into SIS through the external testing component. This is the same location that COMPASS and ASSET scores are recorded for students. Standardized testing names would need to be developed to ensure accurate reporting of credentials.

College staff time to setup the appropriate tracking systems would vary depending on the method used. Assigning course attributes and values requires minimal time to apply and if assigned at the course level, rather than the class level, should only require a one-time setup. Development of program plans for an end-of-course-series would require more staff time to setup the plan, place students into the plan, and then ‘graduate’ them to indicate that they completed the series. The table on the following page summarizes the potential tracking methods that could be implemented in SIS.
### Potential Method of Tracking in SIS of Credentials

<table>
<thead>
<tr>
<th>Type of Credential Delivery</th>
<th>Method of Tracking in SIS</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-program Preparation</td>
<td>Students receiving a diploma, certificate or degree in designated program</td>
<td>• Little change to current tracking system</td>
</tr>
</tbody>
</table>
| End-of-course Preparation   | Course Attributes         | • Need to develop standardized attributes and values for colleges  
|                             |                           | • Would involve minimal college staff time to setup |
| End-of-course-series        | Course Attribute or development of separate program plan | • For program plans, more staff time to setup the plans, place students into plans, and then 'graduate' them to indicate completion |
| Certification and licensure exams | External Testing Module | • Tracking students taking exams is more difficult if passing the exam is not contingent on completion of the preparation coursework. Agreements would need to be in place with students or testing centers to share these data |

### Potential Next Steps

Based on the issues described, the following is list of suggested next steps:

1. Adopt a standardized definition of credential for VCCS and identify which types of credentials will be used for the identified reporting needs (Wizard, Perkins, and VCCS Strategic Plan)
2. Based on the definition, assess the current information available and if additional information needs to be collected or verified by colleges (Note: Use VCCS certification and licensure survey as a baseline data)
3. Develop standardized names and codes for credentials that can be used statewide
4. Identify credentials that currently are not tracked and implement a standardized process in SIS to report these data
5. Due to the difficulty of tracking exams, consider prioritizing the top 10-15 certifications and licensures that the system would like to report and work with colleges to identify best practices in collecting this information in the first year. Explore options with testing centers, Department of Professional and Occupational Regulation (DPOR), and others to determine if regional or statewide reporting could be provided. Continue to add other certification and licensures each year.
6. Identify a methodology for colleges to report new credentials to the VCCS to ensure that the data stay current.