Appendices

Photo 4: James Willacker collecting threespine sticklebacks on Benka Lake

James Willacker earned his M.S. in Biological Sciences at UAA in 2009. He is currently working toward a Ph.D. in Biological Sciences through UAF with UAA Professor Frank von Hippel as his Anchorage advisor and UAA Professor Todd O’Hara as his Fairbanks advisor.

http://greenandgold.uaa.alaska.edu/blog/10814/mercury_in_the_ecosystem_what_a_threespine_stickleback_can_teach_us/
Appendix A: Institutional Criteria for Review and Approval of Doctoral Programs

This document is the result of a report developed by a task force appointed by UAA Provost Michael Driscoll in the spring of 2009. The recommendations of the task force were accepted by the Graduate Council (4/09), Graduate Academic Board (4/09) and the Faculty Senate (5/09) before final approval of the Provost (5/09).

This document outlines the process and required documentation for review and approval of doctoral programs at UAA. The process involves two major steps: the review and approval of a Justification Proposal and the review and approval of a Final Proposal. Once approved on the UAA campus, the Final proposal is advanced to the UA Board of Regents and the Northwest Commission on Colleges and Universities (NWCCU).

Justification Proposal
The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Attachment #1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

Full Proposal
The Full Proposal is an expansion on the Justification Proposal and includes the curriculum pieces. The Full Proposal's main purpose is to show that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Attachment #2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

Attachment #1 (of Appendix A)

Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of your proposed program so that decisions can be made relative to the viability of the proposed program. Your proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is be to reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the
Appendix A: Institutional Criteria for Review and Approval of Doctoral Programs

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)
   (Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. Identify Several Peer Programs (Maximum of one page)
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. Brief Description of the Entry Requirements (Maximum of one page)
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. Student Services (Maximum of one page)
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. Facilities and Resources (Maximum of two pages; to be signed by the Dean)
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. Budget and Cost Analysis (Maximum of one page)
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external

Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

83

Appendix A: Institutional Criteria for Review and Approval of Doctoral Programs
Accreditation Ad Hoc Self Evaluation Evaluation Report: Candidacy at the Doctoral Level, Fall 2013
funding; UA funding)

10. Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)
(NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. Program Catalog Copy
(Proposed catalog copy; new course titles, numbers, and descriptions)

Attachment #2 (of Appendix A)
Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:

1. Introduction and Program Overview
(Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. Program Accrediting Standards (if any)
(Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. NWCCU Accrediting Standards
(an item by item list of criteria and how the program plans to meet the criteria)

4. Institutional Checklist
(As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
5. Curriculum Documents
(PAR, Catalog Copy, CARs, and CCGs)

6. Program Assessment Plan

7. Board of Regents Program Summary "Hex" form
Appendix B: Curriculum Handbook Excerpt

The University of Alaska Anchorage
Curriculum Handbook for Faculty

Revised June 2013

Section 2 – Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. Note: Deans/Directors may require this information for new courses.

E. Impact on other affected UAA programs and courses

F. Implementation dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review

The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course

v. Justification for stacking or cross listing
vi. Duplication with any other existing courses is explained
vii. Documented coordination with the impacted/affected departments
viii. Identifiable accreditation or nationally accepted practice standards
ix. Rationale for requiring this course in a program
x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. Resource implication considerations for new course proposals:
   i. Commitment from resource manager to support course offerings
   ii. Effects on other offerings within a program or school
   iii. Effect on offering other required courses
   iv. Effect on electives and selectives
   v. If the course was offered as a trial course, the number of times it was offered and the number of enrollments

2.1.3 Review of Program Proposals
A. Program description adequately expresses the program characteristics, requirements and student learning outcomes.
B. The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.
C. Needs analysis for the new program is attached.
D. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
E. Possible duplication of an existing program is addressed.
F. All courses used in the creation or modification of a degree or certificate program have current Course Content Guides on file in the Office of the Registrar. These must contain all of the required elements described in Section 9 of this handbook. If courses are ill-defined or outdated they must be revised at the same time or before the program addition or modification is proposed.
G. When proposing multiple certificates in a given discipline their requirements must differ by at least 6 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

2.1.4 Program Outcomes
A. Program student learning outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
B. Program student learning outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
C. Program student learning outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
D. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
E. A complete and valid assessment plan must be presented to the Office of Academic Affairs (OAA) in accordance with the requirements of the Academic Assessment Handbook. Note: Academic boards do not evaluate the assessment plan or resource implications; however the plan must be complete when a new program is submitted to the academic boards.
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. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process
1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

   Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

   New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.
8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal. *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

   - The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.
   - The Governance Office forwards Workforce Credential proposals to OAA for review and approval.
   - Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. *See below for more information on implementation dates and deadlines for inclusion in the catalog.*

   *Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.*

   New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance) for current dates.

   Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

   New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. *Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.*

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies
reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying NWCCU of the curriculum actions. Note: Workforce Credentials do not require Faculty Senate approval.

20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU. After the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.8 Approval of Doctoral Programs
The program approval process in section 3.1 is not applicable to doctoral programs.

It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.72

Section 7 – Programs

7.4 New Doctoral Programs
The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

72 Further details on these proposal forms are available in Appendix A.
1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
   a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.
   b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac) and the Board of Regents.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm). Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
   e. CARs and CCGs for all new and revised courses.
Figure 3.3: Program Approval Process

A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayooa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details. Also see section 5 for required documents and instructions.
Appendix C: Graduate Programs Catalog Copy Excerpt

Chapter 12: 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. For expected student outcomes in graduate programs, please see individual program listings.

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 listed in this catalog and in graduate student handbooks developed by those graduate programs.

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 or from the UAA 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 chapter). 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 (GPA) of 3.00 (B average on a 4.00 scale) or meet the grade point average 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. (Exception: Students do not need to request transcripts from any University of Alaska campus.) All U.S. and English Canadian transcripts should be submitted by the providing institution directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629. 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 for details.

Applicants with transcripts from non-U.S. or from French Canadian institutions must submit official transcripts for translation and evaluation by the World Evaluation Service (WES) International Credential Evaluation Package (ICAP) Course-by-Course Evaluation Service. These WES ICAP evaluations should be sent directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629. 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 U.S. or of another English-speaking country and demonstrates fluency in reading, writing, listening and speaking 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 or 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. At the time of admission, students will be assigned an advisor (see Graduate Advisor in this chapter). All admitted graduate students are expected to attend a formal orientation before the beginning of their first semester of study.

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

No more than 9 credits may be completed in the student’s graduate program before formal program admission.

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

1. Official TOEFL (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 U.S. or English-speaking Canada must submit an international credential evaluation from the World Education Service (WES) International Credential Advantage Package (ICAP) Course-by-Course Evaluation Service, stating that they have earned the equivalent of a U.S. baccalaureate degree. These WES ICAP evaluations should be sent directly to the UAA Office of Admissions, P.O. Box 141629, Anchorage, AK 99514-1629.

5. 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 web site at www.uaa.alaska.edu/iss for details and forms.

**Western Regional Graduate Program**

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/graduateschool.
Application and Admission Status Definitions for Graduate Degree-Seeking Students

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 by the university. 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 and deadlines for meeting those provisions are established at the time of admission and are monitored by the department chair or designee and the Graduate School. Normally such provisions are to be satisfied within one academic year. If the provisions are not met within the specified deadlines, the student may be removed from graduate degree-seeking status.
- **Postponed Admission:** Upon approval by their graduate program and the Graduate School, students may postpone their admission to a future semester once, for up to one year prior to the end of the semester for which they originally applied. Students who have failed to matriculate after one year postponement must re-apply to the graduate program.
- **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 or a master’s degree may be used to satisfy requirements for a graduate degree at UAA if accepted as part of the official Graduate Studies Plan.

Up to 9 semester credits not used toward an undergraduate degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. Up to 9 graduate credits may also be transferred in the case of a second master’s degree, although doctoral degree credits may not be used toward an additional master’s degree unless that degree is in a distinctly different field. Up to 21 previously attained graduate credits may be transferred in the case of a doctoral degree. 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 UAA program requirements, as long as at least 9 credits applicable to the student’s program are earned at UAA after acceptance into that program. Acceptance of transfer credit toward graduate program requirements must be approved by the individual program faculty, college dean and Graduate School.

Resident Credit

Resident credit at UAA is defined as 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 toward 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 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). However, this policy does not apply to changes between certificate and degree programs within a given field (such as from an Educational Leadership graduate certificate to an M.Ed.). 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 or doctoral degree from a regionally accredited college or university may earn a UAA master’s degree by completing a minimum of 30 credits, of which 21 must be resident credits not used for any other previous degree. The student must meet all the University Requirements for Graduate Degrees, school or college requirements, and program requirements. Students may apply up to 9 credits required for a particular master’s degree program from a previously earned master’s program. These courses should be listed as transfer courses on the student’s GSP, even if taken at UAA. Transferred credit may not include research, project or thesis credit. All other UAA policies governing master’s degrees are applicable to second master’s degrees. If the appropriate credits and other requirements have been earned, 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, subject to review by the Graduate School. The Graduate School then informs the Office of Admissions of the decision. The Office of Admissions sends a letter of acceptance directly to the applicant, accompanied by the official Certificate of Admission from the Graduate School. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy in this chapter).

**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. 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 for further information.)

**Full-Time/Half-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. A graduate student enrolled at UAA for 5 to 8 credits is classified as half-time. Courses at the 400-level will also count toward full-time or half-time status if they are listed on the approved Graduate Studies Plan. A graduate student enrolled at UAA for fewer than 5 credits is classified as part-time. Audited courses, continuing education units (CEUs) and continuous registration are not included in the computation of a student’s full-time, half-time or part-time status.
Graduate Assistantships
Graduate assistantships give students financial aid as well as opportunities to acquire valuable experience. They fall under three categories: teaching assistantships, research assistantships and service assistantships. Teaching assistantships involve academic instruction or instructional support activities under the supervision of a faculty member. Research assistantships involve research or research support activities under the supervision of a faculty member. Service assistantships involve service activities such as office duties, library services, residence hall duties, athletic services or other academic or professional assignments. A student may hold two graduate assistantships for which the terms of appointment overlap, only if each of the assistantships is half-time (no more than 10 hours) during the period of overlap. Teaching and service assistants should have Family Educational Rights and Privacy Act (FERPA) training, and research assistants should have training in responsible conduct of research. Performance reviews may be required by individual programs for any graduate assistants.

Graduate assistantships are available through the programs offering graduate degrees. These programs may set policies governing required duties for these assistantships, and may require organizational meetings prior to the beginning of the semester. Fellowships or scholarships may also be granted by graduate programs; these may be governed by specific program rules or policies, including tuition awards. Graduate student assistantship contracts offered by programs are subject to review by the Graduate School. Contract letters must be brought to the Graduate School before the deadline for payment of student tuition and fees.

To be awarded graduate assistantships, students must be in good academic standing, as reflected by an Annual Report of Student Progress on file with the Graduate School (if beyond their second semester of study). Incomplete (I) grades may affect the ability of students to receive tuition awards associated with graduate assistantships. A graduate student with a GPA less than 3.00 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, school or college dean, and the Graduate School.

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). This requirement does not apply to graduate students undertaking fieldwork during the summer semester. Graduate students spending significant time in the field during the fall or spring semester on a research assistantship (see below) are only required to enroll in 6 credits. Graduate students in their final semester of study are only required to register for 6 credits for graduate assistantships. For UAA graduate students in collaborative/cooperative graduate programs with other units of the University of Alaska system, payment of tuition scholarships may be governed by specific memoranda of agreement. Tuition scholarships 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. 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 health insurance enrollment process.

Students who expect to have teaching, service or research assistantships during an upcoming academic year may have health insurance paid by the relevant department, school or college for the preceding summer period.

Teaching or service assistantships include a tuition scholarship from 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. Graduate programs should provide prospective teaching and/or service assistants with notification of positions no later than April 30 for fall positions or December 1 for spring positions. Students are under no obligation to respond to such offers prior to April 30, but any acceptance of a position after this time commits the student not to accept another offer without first obtaining a written release from the Graduate School.

Research assistantships include a tuition scholarship from UAA grants/contracts for no more than 10 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.

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-year 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-year catalog are not met within 10 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 10-year period prior to graduation.

Students must meet the enrollment requirements in effect for courses at the time they enroll in each course. These requirements would include all catalog pre- or co-requisites for the course, as well as other registration restrictions at the time the course is taken.

**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 a graduate program, students have the following options:

- Registering for at least 1 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.

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. The continuous registration deadline is the same as the deadline for registration for thesis research, independent research and independent study courses, i.e., the end of the ninth week of the semester. Failure to undertake continuous registration may result in previously deferred (DF) grades taken for thesis research becoming permanent grades. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence in this chapter) may be placed on academic probation (see Academic Probation in this chapter) 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 10-year period prior to graduation. Official leaves of absence are granted by the Graduate School and are normally limited to personal reasons that require suspension of studies. Students on a leave of absence do not have access to the use of university facilities. Students who fail to make continuous progress (see Continuous Registration in this chapter) or to obtain an approved leave of absence may be removed from graduate 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 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. Graduate students in their second year of study and beyond must also have an Annual Report of Student Progress on file with the Graduate School to be considered in good standing. Students in good standing are academically eligible to re-enroll at UAA.

**Academic Action**

Admitted graduate certificate- and 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 not in good academic standing, i.e., 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 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. 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 to Graduate Degree-Seeking Status in this chapter).

**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.

**Reinstatement to Graduate Degree-Seeking Status**

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 Student Progress must re-apply for graduate study and pay the appropriate fee 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. Readmission may be conditional on maintaining minimum academic standards within the first semester of study.

**Academic Appeals**

Students have the right to appeal academic actions. See Academic Dispute Resolution Procedure in Chapter 5 or the UAA Fact Finder/Student Handbook for more information.

**Graduate Advisor**

The chair or designee of the department offering the graduate program, with the approval of the Graduate School, appoints a graduate advisor for each student accepted to the 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. Assigned advisors must have FERPA training and must be registered with the Office of the Registrar. Students are expected to meet with advisors by the end of the first semester, or the equivalent of 9 credits of study, in order to produce an initial Graduate Studies Plan (see below).

**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 graduate advisor, the college dean and the dean of the Graduate School. The committee members must agree to serve and the committee must be approved by the college dean and dean of the Graduate School by submitting the Appointment of Graduate Committee form. For doctoral degrees, an additional outside examiner is required to attend and evaluate the dissertation defense. For thesis-option students (see below), graduate committees should be selected by the end of the second semester, or the equivalent of 18 credits of study, and should be listed on the initial Graduate Studies Plan (see below). Graduate committees should plan to meet at least twice during the academic year.
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 Reports of 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. The graduate advisor and/or committee are responsible for ensuring that thesis content, language and formatting follow the requirements in the UAA Thesis Formatting Handbook (see www.uaa.alaska.edu/graduateschool) as well as the style manual appropriate to the particular discipline.

6. Administer and assess the qualifying examination, independent scholarship evaluation or thesis/project defense.

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. All graduate courses and leveling courses taken must be listed on the GSP. An initial GSP, including information on the student’s advisor and graduate committee, should be submitted by the end of the first semester 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 GSP, as well as all University Requirements for Graduate Degrees. Revised GSPs need to be submitted to the Graduate School through the graduate advisor/committee. A final GSP must be submitted at the time of application for graduation (for doctoral students, the Advancement to Candidacy form serves as the final GSP). Courses listed on the final GSP reflect catalog requirements in effect at the time a student is accepted into the program, or at the time of graduation. All GSPs are submitted electronically through Degree Works, except for Interdisciplinary Studies programs (see below).

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. 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, unless a student wishes to apply credits from a previous graduate certificate in the same or closely related subject area.

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, individual programs may place limits on the number of credits derived from thesis, individual research and/or independent study courses. No more than 45 credits may be required by any master’s degree program, unless specifically approved by the University of Alaska Board of Regents. The actual number of credits required for each graduate degree program, including prerequisites for required courses, is 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 400 level) may be transferred to UAA from an accredited institution and counted toward a graduate degree. In the case of a second master’s degree, up to 9 credits may be transferred from a previous master’s degree. In the case of a doctoral degree, up to 21 credits may be transferred from previous
graduate study. Acceptance of transfer credit toward program requirements is approved by individual programs, college
deans, and the Graduate School.
5. Only 400- and 600-level courses approved by the graduate student’s advisor, graduate studies committee and dean or designee
may be counted toward graduate program requirements. Courses at the 500 level are for professional development and are not
applicable toward any degree.
6. A cumulative GPA of at least 3.00 must be earned in courses identified in the official Graduate Study Plan.
7. 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 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.
8. 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 establish competency in a subject, allowing the advisor or
committee to waive certain courses in an established program as long as the total credits in the program remain the same.
9. 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 10-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 meet the admission and graduation requirements in effect
at the time of readmission or graduation.
10. Students must be continuously registered throughout their graduate program (see Continuous Registration in this chapter).
11. Students 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. For programs with a thesis option, selection of that option will be indicated on the GSP and on the annual progress
report. The evaluation, examination or defense must be approved by all graduate committee members as passing the
requirement. For programs with projects that result in a written record, those records will be maintained by the programs for
one year and are subject to review by the Graduate School. After the completion of a written or oral comprehensive exam, a
thesis or a project, the student’s graduate committee chair must submit a Graduate Requirement Report (GRR), indicating the
date of completion; this form is then approved by the program chair, school/college dean and the Graduate School.
12. 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 examiner 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.
13. All theses and dissertations must have final approval by the dean of the Graduate School.

**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**

Some graduate programs require that students pass a comprehensive 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 normally must be present for the defense of thesis, either physically present or through electronic media.

Examination Committee

In most cases, the student’s graduate advisory committee prepares and gives the examinations under guidelines formulated by the program 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, but may also make substantive contributions to the evaluation process.

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 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. For doctoral program students, an Advancement to Candidacy form serves as the final Graduate Studies Plan.

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 comprehensive examination.
3. Receive approval of the independent scholarship, thesis or research project proposal from the student’s graduate committee.
4. Satisfy all prerequisites, remove all academic deficiencies and satisfy all terms of provisional admission.
5. Submit an approved, final official Graduate Studies Plan.

Thesis Review

Before final acceptance, all members of a student’s graduate committee, department/program chair, school/college dean, and the Graduate School dean must approve a thesis as required by the student’s graduate program. Changes or corrections to the thesis may be required at any of these levels. The graduate committee is primarily responsible for thesis evaluation, but the department chair and school/college dean may also conduct reviews to monitor the quality of theses and check for any overlooked errors. The Graduate School checks that format and style conform to UAA standards. Ideally, these checks should be made before the defense of a thesis or dissertation. Thesis signature pages must be approved by the Graduate School prior to the thesis defense. In addition the Graduate School dean may review selected theses in detail and does not given final approval until all required corrections are made.

Application for Graduation

Graduate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar. The current deadline for submitting an Application for Graduation is the last day of the semester, although students wishing to appear in the commencement program need to apply by April 1.

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, their application 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 for current information regarding graduation
Diplomas and Commencement

UAA issues diplomas to graduates throughout the year. All students who complete degree requirements during the academic year are invited to participate in the annual hooding and commencement ceremonies in May.

In order to participate in the graduate hooding ceremony, a student must have essentially completed all degree requirements by doing the following:

1. Successfully completed all required coursework, examinations and thesis/project defense prior to commencement; and
2. Submitted to the Graduate School, by April 15, a memorandum signed by the student and the graduate advisor certifying that any required revisions to the thesis can be completed and final copies submitted to the Graduate School by July 10 of the same year. For a project, the student must make a commitment to complete the project by July 31 of the same year.

Graduate Student Research

Graduate students planning to conduct research that involves the use of human participant subjects and/or human participant data, vertebrate animals, hazardous chemicals, biohazards, and/or radioactive materials are required to complete a Research Compliance and Intellectual Property (RCIP) form. Also, if graduate students are planning research that will lead to intellectual property with commercial potential, they should complete the RCIP form. At the same time, all graduate students are expected to respect the copyright, license and intellectual property rights that may attach to files of any media type, including software, texts, databases, images, video, music and other audio files, especially when using university computing and/or networking resources. For further information, contact the UAA Research Compliance Office or the associate vice provost for Research Administration and Commercialization.

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, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (as an Interdisciplinary Studies Major) with the appropriate fee to the Office of Admissions. This application will be reviewed by the Graduate School for determination of acceptance to graduate study, contingent on items 2-5 below.
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 Graduate School dean or designee.
3. The student proposes a graduate studies committee of at least three 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 by submitting an Appointment of Committee form.
4. The student develops an interdisciplinary proposal, including a paper 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. No more than 6 thesis credits should be included. Additional coursework, including remedial courses that are not on the GSP, may be required by the committee. The graduate committee may also require a master’s thesis or research project.
5. The student presents the proposed Graduate Studies Plan and (if applicable) master’s thesis or research project proposal to the committee and chair for preliminary review and approval. If the committee and chair support the GSP, it will be forwarded to the Graduate School dean or designee for approval in consultation with the 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 in this chapter).

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 or designee of the Graduate School.

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 or designee of the Graduate School 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 another 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 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 PhD 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 GSP 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 PhD dissertation defense is conducted on the student’s home campus and can be done via distance technologies.

Creighton University/UA 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 traditional and distance formats 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 www.uaa.alaska.edu/collegeofhealth/departments/ot.

**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. Interactions with faculty and mentors occur via conferencing software, discussion boards, e-mail, telephone and other methods. Students 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 prerequisites.

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 visit the Creighton program website at http://spahp.creighton.edu/admission/pharmacy/pharmd-distance-alaska-online or contact the UAA Pharmacy Technology department at afdas@uaa.alaska.edu.

**University of Washington School of Medicine WWAMI School of Medical Education**

*Health Sciences Building (HSB), Room 301, (907) 786-4789*

www.uaa.alaska.edu/wwami

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 UAA. 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**

Alaska residents are eligible to apply for admission. Detailed eligibility information is available at www.uaa.alaska.edu/wwami/apply/akwwamieligibility.cfm. 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 or by contacting the WWAMI office.

**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 Alaska 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 or by contacting the WWAMI office.
Appendix D: Placement of Research and Graduate Studies in the Organization
### Appendix E: IPEDS Report FY12

#### Financial Overview

**Purpose:** The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

**Resources:**
- To download the survey materials for this component: Survey Materials
- To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the IPEDS Help Desk at 1-877-225-2568.

**Institution:** University of Alaska Anchorage (102553)
**User ID:** 02C0012

#### Finance - Public Institutions

<table>
<thead>
<tr>
<th>Reporting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate which reporting standards are used to prepare your financial statements:</td>
</tr>
<tr>
<td>GASB (Governmental Accounting Standards Board), using standards of GASB 34 &amp; 35</td>
</tr>
<tr>
<td>FASB (Financial Accounting Standards Board)</td>
</tr>
</tbody>
</table>

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.
### General Information

**GASB-Reporting Institutions (aligned form)**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. **Fiscal Year Calendar**
   - This report covers financial activities for the **12 month fiscal year**; (The fiscal year reported should be the most recent fiscal year ending before October 1, 2012.)
   - Beginning: **month/year**
     - Month: [ ]
     - Year: [ ]
   - And ending: **month/year**
     - Month: [ ]
     - Year: [ ]

2. **Audit Opinion**

   Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

   - Unqualified
   - Qualified (Explain in box below)
   - Don't know (Explain in box below)

3. **Reporting Model**

   GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

   - Business Type Activities
   - Governmental Activities
   - Governmental Activities with Business-Type Activities

4. **Intercollegiate Athletics**

   If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

   - Auxiliary enterprises
   - Student services
   - Does not participate in intercollegiate athletics
   - Other (specify in box below)

5. **Endowment Assets**

   Does this institution or any of its foundations or other affiliated organizations own endowment assets?

   - Yes - (report endowment assets)
   - No

You may use the space below to provide context for the data you've reported above.
### Part A - Statement of Net Assets

**Fiscal Year: July 1, 2011 - June 30, 2012**

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions.

<table>
<thead>
<tr>
<th>Line no.</th>
<th>Current Assets</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total current assets</td>
<td>51,991,753</td>
<td>46,105,156</td>
</tr>
<tr>
<td>31</td>
<td>Depreciable capital assets, net of depreciation</td>
<td>304,160,968</td>
<td>274,860,541</td>
</tr>
<tr>
<td>04</td>
<td>Other noncurrent assets</td>
<td>82,288,586</td>
<td>93,048,745</td>
</tr>
<tr>
<td>05</td>
<td>Total noncurrent assets</td>
<td>386,449,554</td>
<td>357,900,286</td>
</tr>
<tr>
<td>06</td>
<td>Total assets</td>
<td>438,441,307</td>
<td>414,014,442</td>
</tr>
<tr>
<td>07</td>
<td>Long-term debt, current portion</td>
<td>2,747,122</td>
<td>2,476,699</td>
</tr>
<tr>
<td>08</td>
<td>Other current liabilities</td>
<td>18,006,910</td>
<td>13,890,916</td>
</tr>
<tr>
<td>09</td>
<td>Total current liabilities</td>
<td>20,754,032</td>
<td>16,367,615</td>
</tr>
<tr>
<td>10</td>
<td>Long-term debt</td>
<td>44,531,903</td>
<td>44,633,842</td>
</tr>
<tr>
<td>11</td>
<td>Other noncurrent liabilities</td>
<td>2,543,354</td>
<td>1,253,119</td>
</tr>
<tr>
<td>12</td>
<td>Total noncurrent liabilities</td>
<td>47,075,257</td>
<td>45,886,961</td>
</tr>
<tr>
<td>13</td>
<td>Total liabilities</td>
<td>67,829,289</td>
<td>52,254,576</td>
</tr>
<tr>
<td>14</td>
<td>Invested in capital assets, net of related debt</td>
<td>333,882,857</td>
<td>330,581,512</td>
</tr>
<tr>
<td>15</td>
<td>Restricted-expendable</td>
<td>7,686,639</td>
<td>361,903</td>
</tr>
<tr>
<td>16</td>
<td>Restricted-nonexpendable</td>
<td>979,834</td>
<td>725,572</td>
</tr>
<tr>
<td>17</td>
<td>Unrestricted</td>
<td>28,062,688</td>
<td>20,090,879</td>
</tr>
<tr>
<td>18</td>
<td>Total net assets</td>
<td>370,612,018</td>
<td>351,759,866</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.
### Part A - Statement of Net Assets (Page 2)

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Ending balance</th>
<th>Prior year Ending balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Land &amp; land improvements</td>
<td>30,477,304</td>
<td>30,477,304</td>
</tr>
<tr>
<td>22</td>
<td>Infrastructure</td>
<td>15,880,062</td>
<td>15,367,906</td>
</tr>
<tr>
<td>23</td>
<td>Buildings</td>
<td>476,271,996</td>
<td>521,669,832</td>
</tr>
<tr>
<td>32</td>
<td>Equipment, including art and library collections</td>
<td>57,565,872</td>
<td>60,187,022</td>
</tr>
<tr>
<td>27</td>
<td>Construction in progress</td>
<td>44,551,517</td>
<td>29,798,884</td>
</tr>
<tr>
<td>28</td>
<td>Accomulated depreciation</td>
<td>262,964,989</td>
<td>281,710,818</td>
</tr>
<tr>
<td>33</td>
<td>Intangible assets, net of accumulated amortization</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>34</td>
<td>Other capital assets</td>
<td>6,571,516</td>
<td>6,571,516</td>
</tr>
</tbody>
</table>

**Total for Plant, Property and Equipment**  
$CV = (\text{A21} + \ldots + \text{A27})$  
658,013,104  
624,234,595

---

You may use the space below to provide context for the data you've reported above.
### Part E - Scholarships and Fellowships

**Fiscal Year: July 1, 2011 - June 30, 2012**

**DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Pell grants (federal)</td>
<td>$16,531,550</td>
<td>$15,076,794</td>
</tr>
<tr>
<td>02</td>
<td>Other federal grants <strong>(Do NOT include FDSL amounts)</strong></td>
<td>$1,029,664</td>
<td>$1,658,910</td>
</tr>
<tr>
<td>03</td>
<td>Grants by state government</td>
<td>$500,744</td>
<td>$353,720</td>
</tr>
<tr>
<td>04</td>
<td>Grants by local government</td>
<td>$117,620</td>
<td>$120,842</td>
</tr>
<tr>
<td>05</td>
<td>Institutional grants from restricted resources</td>
<td>$214,690</td>
<td>$104,228</td>
</tr>
<tr>
<td>06</td>
<td>Institutional grants from unrestricted resources</td>
<td>$7,407,574</td>
<td>$6,798,233</td>
</tr>
<tr>
<td></td>
<td>CV=[E07+(E01+...+E05)]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Total gross scholarships and fellowships</td>
<td>$25,801,842</td>
<td>$24,112,697</td>
</tr>
<tr>
<td>08</td>
<td>Discounts and Allowances applied to tuition &amp; fees</td>
<td>$8,261,339</td>
<td>$8,111,957</td>
</tr>
<tr>
<td>09</td>
<td>Discounts &amp; allowances applied to sales &amp; services of auxiliary enterprises</td>
<td>$776,014</td>
<td>$743,860</td>
</tr>
<tr>
<td>10</td>
<td>Total discounts &amp; allowances</td>
<td>$9,037,353</td>
<td>$8,855,817</td>
</tr>
<tr>
<td></td>
<td>CV=(E08+E09)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Net scholarships and fellowships expenses after deducting discounts &amp; allowances <strong>(E07-E10)</strong> This amount will be carried forward to C10 of the expenses section.</td>
<td>$16,764,489</td>
<td>$15,256,880</td>
</tr>
</tbody>
</table>

**You may use the space below to provide context for the data you've reported above.**
## Part B - Revenues and Other Additions

### Fiscal Year: July 1, 2011 - June 30, 2012

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of Funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Tuition &amp; fees, after deducting discounts &amp; allowances</td>
<td>69,664,419</td>
<td>64,791,836</td>
</tr>
<tr>
<td></td>
<td>Grants and contracts - operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Federal operating grants and contracts</td>
<td>17,008,281</td>
<td>20,656,332</td>
</tr>
<tr>
<td>03</td>
<td>State operating grants and contracts</td>
<td>8,040,516</td>
<td>5,192,882</td>
</tr>
<tr>
<td>04</td>
<td>Local government/private operating grants and contracts</td>
<td>10,049,800</td>
<td>8,284,475</td>
</tr>
<tr>
<td>04a</td>
<td>Local government operating grants and contracts</td>
<td>1,187,755</td>
<td>1,202,326</td>
</tr>
<tr>
<td>04b</td>
<td>Private operating grants and contracts</td>
<td>8,862,045</td>
<td>7,082,149</td>
</tr>
<tr>
<td>05</td>
<td>Sales &amp; services of auxiliary enterprises, after deducting discounts &amp; allowances</td>
<td>21,898,640</td>
<td>21,843,859</td>
</tr>
<tr>
<td>06</td>
<td>Sales &amp; services of hospitals, after deducting patient contractual allowances</td>
<td>21,898,640</td>
<td>21,843,859</td>
</tr>
<tr>
<td>26</td>
<td>Sales &amp; services of educational activities</td>
<td>1,585,538</td>
<td>1,678,011</td>
</tr>
<tr>
<td>07</td>
<td>Independent operations</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>08</td>
<td>Other sources - operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CV=[B06-(B01+ ...+B07)]</td>
<td>2,985,122</td>
<td>5,845,542</td>
</tr>
<tr>
<td>09</td>
<td>Total operating revenues</td>
<td>131,232,316</td>
<td>128,292,937</td>
</tr>
</tbody>
</table>
### Part B - Revenues and Other Additions

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Federal appropriations</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>State appropriations</td>
<td>127,136,719</td>
<td>124,649,570</td>
</tr>
<tr>
<td>12</td>
<td>Local appropriations, education district taxes, &amp; similar support</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Federal nonoperating grants Do NOT include Federal Direct Student Loans</td>
<td>16,851,998</td>
<td>15,387,947</td>
</tr>
<tr>
<td>14</td>
<td>State nonoperating grants</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Local government nonoperating grants</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Gifts, including contributions from affiliated organizations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>Investment income</td>
<td>271,085</td>
<td>23,110</td>
</tr>
<tr>
<td>18</td>
<td>Other nonoperating revenues CV=[B19-(B10+…+B17)]</td>
<td>4,579,461</td>
<td>7,865,375</td>
</tr>
<tr>
<td>19</td>
<td>Total nonoperating revenues</td>
<td>148,839,263</td>
<td>147,936,002</td>
</tr>
<tr>
<td>27</td>
<td>Total operating and nonoperating revenues CV=[B19+B09]</td>
<td>280,071,579</td>
<td>276,228,939</td>
</tr>
<tr>
<td>28</td>
<td><strong>12-month Student FTE from E12</strong></td>
<td>12,783</td>
<td>12,514</td>
</tr>
<tr>
<td>29</td>
<td>Total operating and nonoperating revenues per student FTE CV=[B27/B28]</td>
<td>21,910</td>
<td>22,074</td>
</tr>
</tbody>
</table>
### Part B - Revenues and Other Additions

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Capital appropriations</td>
<td>29,552,481</td>
<td>33,976,232</td>
</tr>
<tr>
<td>21</td>
<td>Capital grants &amp; gifts</td>
<td>612,616</td>
<td>769,264</td>
</tr>
<tr>
<td>22</td>
<td>Additions to permanent endowments</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>Other revenues &amp; additions</td>
<td>267,500</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>Total other revenues and additions</td>
<td>30,432,597</td>
<td>34,739,406</td>
</tr>
<tr>
<td>25</td>
<td>Total all revenues and other additions</td>
<td>310,504,176</td>
<td>310,968,435</td>
</tr>
</tbody>
</table>

CV=[B24-(B20+...+B22)]

You may use the space below to provide context for the data you've reported above.
### Part C - Expenses and Other Deductions

**Report Total Operating AND Transferring Expenses in this section**

<table>
<thead>
<tr>
<th>Line Description No.</th>
<th>Total amount</th>
<th>Salaries &amp; wages</th>
<th>Employee fringe benefits</th>
<th>Operation and maintenance of plant</th>
<th>Depreciation</th>
<th>Interest</th>
<th>All other</th>
<th>PY Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Expenses and Deductions</td>
<td>120,916,115</td>
<td>66,199,300</td>
<td>19,907,149</td>
<td>9,451,432</td>
<td>9,484,212</td>
<td>437,739</td>
<td>18,558,167</td>
<td></td>
</tr>
<tr>
<td>02 Research</td>
<td>19,276,523</td>
<td>9,124,838</td>
<td>2,922,668</td>
<td>1,506,675</td>
<td>1,511,901</td>
<td>69,781</td>
<td>4,139,650</td>
<td></td>
</tr>
<tr>
<td>03 Public service</td>
<td>14,932,133</td>
<td>5,348,659</td>
<td>2,246,518</td>
<td>1,167,173</td>
<td>1,171,221</td>
<td>54,057</td>
<td>4,044,495</td>
<td></td>
</tr>
<tr>
<td>05 Academic support</td>
<td>30,049,576</td>
<td>13,625,200</td>
<td>5,387,034</td>
<td>2,348,831</td>
<td>2,366,977</td>
<td>100,785</td>
<td>6,221,949</td>
<td></td>
</tr>
<tr>
<td>06 Student services</td>
<td>33,483,673</td>
<td>13,970,840</td>
<td>6,000,773</td>
<td>2,617,258</td>
<td>2,626,336</td>
<td>121,217</td>
<td>8,147,250</td>
<td></td>
</tr>
<tr>
<td>08 Operation &amp; maintenance of plant (two instructions)</td>
<td>0</td>
<td>5,560,579</td>
<td>3,008,339</td>
<td>-21,102,180</td>
<td>0</td>
<td>0</td>
<td>12,533,262</td>
<td></td>
</tr>
<tr>
<td>10 Scholarships and fellowships, expenses, excluding discounts &amp; allowances (from E11)</td>
<td>16,764,489</td>
<td>16,764,489</td>
<td>15,258,888</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Auxiliary enterprises</td>
<td>24,065,881</td>
<td>3,795,126</td>
<td>1,481,275</td>
<td>1,813,724</td>
<td>1,820,015</td>
<td>966,152</td>
<td>23,408,409</td>
<td></td>
</tr>
<tr>
<td>12 Hospital services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>13 Independent operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14 Other expenses &amp; deductions CV=[C19-(C01 + C13)]</td>
<td>4,036,379</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4,036,379</td>
<td></td>
</tr>
<tr>
<td>19 Total expenses &amp; deductions</td>
<td>291,652,024</td>
<td>130,922,199</td>
<td>46,750,420</td>
<td>0</td>
<td>21,175,368</td>
<td>1,859,488</td>
<td>90,944,549</td>
<td></td>
</tr>
<tr>
<td>20 Prior year amount from E12</td>
<td>274,705,817</td>
<td>124,578,451</td>
<td>46,776,038</td>
<td>0</td>
<td>19,311,307</td>
<td>1,608,643</td>
<td>86,036,578</td>
<td></td>
</tr>
<tr>
<td>21 Total expenses and deductions per student FTE CV=[C19/C20]</td>
<td>22,816</td>
<td>12,783</td>
<td>4,718,725</td>
<td>0</td>
<td>21,175,368</td>
<td>1,859,488</td>
<td>12,514</td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.
### Part D - Summary of Changes In Net Assets

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total revenues &amp; other additions (from B25)</td>
<td>310,504,176</td>
<td>310,968,435</td>
</tr>
<tr>
<td>02</td>
<td>Total expenses &amp; deductions (from C19)</td>
<td>291,652,024</td>
<td>274,705,017</td>
</tr>
<tr>
<td>03</td>
<td>Change in net assets during year</td>
<td>18,852,152</td>
<td>36,263,418</td>
</tr>
<tr>
<td></td>
<td>CV=(D01-D02)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Net assets beginning of year</td>
<td>351,759,866</td>
<td>315,496,448</td>
</tr>
<tr>
<td>05</td>
<td>Adjustments to beginning net assets and other gains or losses</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>CV=[D06-(D03+D04)]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Net assets end of year (from A18)</td>
<td>370,612,018</td>
<td>351,759,866</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

### Part E - Details of Endowment Assets

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Value of Endowment Assets</th>
<th>Market Value</th>
<th>Prior Year Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Value of endowment assets at the beginning of the fiscal year</td>
<td>43,084,132</td>
<td>35,385,642</td>
</tr>
<tr>
<td>03</td>
<td>Value of endowment assets at the end of the fiscal year</td>
<td>44,614,356</td>
<td>43,084,132</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.
## Part J - Revenue Data for Bureau of Census

<table>
<thead>
<tr>
<th>Source and type</th>
<th>Fiscal Year: July 1, 2011 - June 30, 2012</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total for all funds and operations (includes endowment funds, but excludes component units)</td>
<td></td>
</tr>
<tr>
<td>01 Tuition and fees</td>
<td>77,925,758</td>
<td></td>
</tr>
<tr>
<td>02 Sales and services</td>
<td>27,245,314</td>
<td></td>
</tr>
<tr>
<td>03 Federal grants/contracts (excludes Pell Grants)</td>
<td>2,595,494</td>
<td></td>
</tr>
<tr>
<td>Revenue from the state government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 State appropriations, current &amp; capital</td>
<td>156,689,200</td>
<td></td>
</tr>
<tr>
<td>05 State grants and contracts</td>
<td>8,622,772</td>
<td></td>
</tr>
<tr>
<td>Revenue from local governments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 Local appropriation, current &amp; capital</td>
<td>72,000</td>
<td></td>
</tr>
<tr>
<td>07 Local government grants/contracts</td>
<td>1,115,765</td>
<td></td>
</tr>
<tr>
<td>08 Receipts from property and non-property taxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 Gifts and private grants, including capital grants</td>
<td>9,275,990</td>
<td></td>
</tr>
<tr>
<td>10 Interest earnings</td>
<td>250,028</td>
<td></td>
</tr>
<tr>
<td>11 Dividend earnings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Realized capital gains</td>
<td>-19,130</td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.
### Part K - Expenditure Data for Bureau of Census

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total for all funds and operations (includes endowment funds, but excludes component units)</td>
<td>130,022,190</td>
</tr>
<tr>
<td>01 Salaries and wages</td>
<td>127,127,073</td>
</tr>
<tr>
<td>02 Employee benefits, total</td>
<td>46,750,420</td>
</tr>
<tr>
<td>03 Payment to state retirement funds (maybe included in line 02 above)</td>
<td>45,269,145</td>
</tr>
<tr>
<td>04 Current expenditures other than salaries</td>
<td>70,143,681</td>
</tr>
<tr>
<td>Capital outlay:</td>
<td></td>
</tr>
<tr>
<td>05 Construction</td>
<td>28,240,345</td>
</tr>
<tr>
<td>06 Equipment purchases</td>
<td>4,222,572</td>
</tr>
<tr>
<td>07 Land purchases</td>
<td>4,110,532</td>
</tr>
<tr>
<td>Interest on debt outstanding, all funds &amp; activities</td>
<td>1,324,498</td>
</tr>
<tr>
<td>09 Scholarships/fellowships</td>
<td>25,801,842</td>
</tr>
</tbody>
</table>

**You may use the space below to provide context for the data you've reported above.**
### Part L - Debt and Assets, page 1

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Debt Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Long-term debt outstanding at beginning of fiscal year</td>
<td>29,821,000</td>
</tr>
<tr>
<td>02 Long-term debt issued during fiscal year</td>
<td>2,645,184</td>
</tr>
<tr>
<td>03 Long-term debt retired during fiscal year</td>
<td>1,287,000</td>
</tr>
<tr>
<td>04 Long-term debt outstanding at end of fiscal year</td>
<td>31,179,184</td>
</tr>
<tr>
<td>05 Short-term debt outstanding at beginning of fiscal year</td>
<td></td>
</tr>
<tr>
<td>06 Short-term debt outstanding at end of fiscal year</td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

### Part L - Debt and Assets, page 2

**Fiscal Year: July 1, 2011 - June 30, 2012**

<table>
<thead>
<tr>
<th>Assets Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>07 Total cash and security assets held at end of fiscal year in sinking or debt service funds</td>
<td>2,697,410</td>
</tr>
<tr>
<td>08 Total cash and security assets held at end of fiscal year in bond funds</td>
<td>3,289,356</td>
</tr>
<tr>
<td>09 Total cash and security assets held at end of fiscal year in all other funds</td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.
### Prepared by

This survey component was prepared by:

<table>
<thead>
<tr>
<th>Keyholder</th>
<th>SFA Contact</th>
<th>HR Contact</th>
<th>Finance Contact</th>
<th>Other</th>
</tr>
</thead>
</table>

**Name:** Michelle Wood  
**Email:** mkwood@alaska.edu

How long did it take to prepare this survey component?  
[ ] [ ] hours [ ] minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers. The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.
Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the ExPT and sent to your institution's CEO in November 2013.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipeds_help@ari.org.

### Core Revenues

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Reported values</th>
<th>Percent of total core revenues</th>
<th>Core revenues per FTE enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$69,664,419</td>
<td>24%</td>
<td>$5,450</td>
</tr>
<tr>
<td>Government appropriations</td>
<td>$127,136,719</td>
<td>44%</td>
<td>$9,946</td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>$43,088,550</td>
<td>15%</td>
<td>$3,371</td>
</tr>
<tr>
<td>Private gifts, grants, and contracts</td>
<td>$8,862,945</td>
<td>3%</td>
<td>$693</td>
</tr>
<tr>
<td>Investment income</td>
<td>$271,085</td>
<td>0%</td>
<td>$21</td>
</tr>
<tr>
<td>Other core revenues</td>
<td>$89,282,718</td>
<td>14%</td>
<td>$3,097</td>
</tr>
<tr>
<td>Total core revenues</td>
<td>$288,605,536</td>
<td>100%</td>
<td>$22,577</td>
</tr>
<tr>
<td>Total revenues</td>
<td>$310,504,176</td>
<td></td>
<td>$24,290</td>
</tr>
</tbody>
</table>

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and non-operating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories, hospitals, and independent operations).

### Core Expenses

<table>
<thead>
<tr>
<th>Expense function</th>
<th>Reported values</th>
<th>Percent of total core expenses</th>
<th>Core expenses per FTE enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$120,916,115</td>
<td>45%</td>
<td>$9,459</td>
</tr>
<tr>
<td>Research</td>
<td>$19,327,523</td>
<td>7%</td>
<td>$1,508</td>
</tr>
<tr>
<td>Public service</td>
<td>$14,932,133</td>
<td>6%</td>
<td>$1,168</td>
</tr>
<tr>
<td>Academic support</td>
<td>$10,049,576</td>
<td>11%</td>
<td>$2,351</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$28,108,255</td>
<td>11%</td>
<td>$2,190</td>
</tr>
<tr>
<td>Student services</td>
<td>$33,483,672</td>
<td>13%</td>
<td>$2,619</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$20,800,868</td>
<td>8%</td>
<td>$1,627</td>
</tr>
<tr>
<td>Total core expenses</td>
<td>$267,566,143</td>
<td>100%</td>
<td>$20,931</td>
</tr>
</tbody>
</table>
Core Expenses

| Total expenses | $291,652.024 | $22,816 |

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and nonoperating expenses.

<table>
<thead>
<tr>
<th>Calculated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE enrollment</td>
</tr>
</tbody>
</table>

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor’s degree students are reported as graduate students.

Institution: University of Alaska Anchorage (102553)

Finance

University of Alaska Anchorage (102553)

There are no errors for the selected survey and institution.
Appendix F: Joint Ph.D. Program in Clinical-Community Psychology Catalog Copy Excerpt

PSYCHOLOGY

Social Sciences Building (SSB), Room 264, (907) 786-1795
www.uaa.alaska.edu/psych

PhD, Clinical-Community Psychology
ayphd@uaa.alaska.edu
http://psyphd.alaska.edu

The PhD program in Clinical-Community Psychology is accredited by the American Psychological Association as a clinical psychology program.

The PhD program in Clinical-Community Psychology with Rural, Indigenous Emphasis is a program jointly delivered and administered by the Departments of Psychology at the University of Alaska Anchorage and the University of Alaska Fairbanks. The degree is awarded jointly by UAA and UAF. Students can complete the entire degree program in residence at UAA. All program courses are co-taught across campuses via video conference and all program components are delivered by faculty at both campuses. The student experience is equivalent regardless of students’ city of residence (Fairbanks or Anchorage). The program focus includes clinical, community and cultural psychology with a focus on rural, indigenous issues and an applied emphasis on the integration of research and practice. As a UAA-UAF partnership, the program integrates the strengths and resources of both campuses to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology.

The program ensures that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and will be adequately prepared for licensure as psychologists.

Program Student Learning Outcomes

Students graduating with a Ph.D. in Clinical-Community Psychology will be able to:

- Demonstrate culturally grounded knowledge and skills in scientific inquiry.
- Demonstrate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.
- Demonstrate culturally grounded knowledge and skills in rural clinical-community practice.
- Demonstrate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.
- Demonstrate culturally grounded knowledge and skills relevant to social and healthcare solutions.
- Possess the competency to facilitate policy and social change.

Application

Students apply to the joint PhD program in Clinical-Community Psychology at both UAA and UAF. All applicants submit identical application materials to both institutions; materials are collected and evaluated by the joint UAA-UAF PhD admissions committee, which makes admissions recommendations to the dean of the UAA or UAF Graduate School, depending on a selected applicant’s campus of residence. Applicants may specify a preference for either campus as a location for their studies. For more information about the application process, visit the program website.

Admission Requirements

1. Application deadline: Received by February 1 for fall admission. This is the only opportunity for program admission each year.
2. Compliance with the requirements for admission to graduate studies as detailed in the UAA and UAF catalogs.
3. Minimum of a bachelor’s degree (BS or BA or BEd); major in psychology or related field preferred. All requirements for bachelor’s degree must be completed by June 30 prior to matriculation.
4. Minimum undergraduate grade point average of 3.00.
5. Minimum 3.00 grade point average in major and in all psychology courses.
6. Coursework in the areas of abnormal psychology, statistics, research methods and one of the following: personality, clinical psychology, social psychology or community psychology. All prerequisite coursework must be completed by June 30 prior to matriculation.
7. Letter of intent describing the applicant’s interest and purpose in studying clinical-community psychology, the reasons why a PhD in Clinical-Community Psychology through the joint UAA-UAF program is sought at this point in the applicant’s professional development, and demonstrating an understanding of relevant professional ethics.
8. Professional vita, including documentation regarding academic, research, and professional experiences; special projects and activities; and recognitions or honors.
9. Three professional letters of reference (preferably curriculum or research advisors, major course instructors with whom the student had contact in more than one course, and/or supervisors).
10. Disclosure statement, located at http://psyphd.alaska.edu/forms/annualdisclosure.pdf, must accompany the application to the program. Lifetime criminal background check must be submitted by students invited to a personal interview at least two weeks prior to the interview. Additional information on the FBI criminal background check is located at http://psyphd.alaska.edu/admissions.htm.

Graduation Requirements
1. Complete the university requirements for graduate degrees as outlined in the UAA or UAF catalog, depending on the student’s campus of residence.
2. Complete the program and additional requirements listed below.

Program Requirements
Students must complete 26 required courses (for a total of 70 credits), 18 credits of dissertation, 18 credits of predoctoral internship, and 9 credits of electives. Students must accumulate a minimum 115 credits to graduate and must have completed all required coursework. Students entering the program with a master’s degree in psychology or related field must complete at least two years of full-time coursework, 18 credits of dissertation, and one year of predoctoral internship, all as approved by the student’s advisory committee.

1. Cultural experience: During their time in the PhD program, students must participate in a cultural experience as defined by program faculty. The actual experience will vary from year to year, but includes direct exposure to Alaska Native and other cultural worldviews, values and life experiences through contact with cultural elders and advisors. The goal of the cultural experience is to provide an opportunity to interact directly with cultures in a non-classroom setting.
2. Complete the following required courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A602</td>
<td>Native Ways of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>PSY A603</td>
<td>Alaskan and Rural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A604</td>
<td>Biological and Pharmacological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY A605</td>
<td>History and Systems</td>
<td>1</td>
</tr>
<tr>
<td>PSY A607</td>
<td>Cognition, Affect, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>PSY A611</td>
<td>Ethics and Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY A612</td>
<td>Human Development in a Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>PSY A616</td>
<td>Program Evaluation and Community Consultation I</td>
<td>3</td>
</tr>
<tr>
<td>PSY A617</td>
<td>Program Evaluation and Community Consultation II</td>
<td>3</td>
</tr>
<tr>
<td>PSY A622</td>
<td>Multicultural Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A623</td>
<td>Intervention I</td>
<td>3</td>
</tr>
<tr>
<td>PSY A629</td>
<td>Intervention II</td>
<td>3</td>
</tr>
</tbody>
</table>
PSY A632 Community Psychology Across Cultures 3
PSY A633 Tests and Measurement in Multicultural Context 3
PSY A639 Research Methods 3
PSY A652 Practicum Placement - Clinical I (1-3) 6
PSY A653 Practicum Placement - Clinical II (1-3) 6
PSY A657 Quantitative Analysis 3
PSY A658 Qualitative Analysis 3
PSY A672 Practicum Placement - Community I (1-3) 3
PSY A679 Multicultural Psychological Assessment I 3
PSY A681 Substances of Abuse in Alaska 1
PSY A682 Clinical Interventions for Substance Abuse 1
PSY A683 Substance Abuse Assessment and Treatment Planning 1
PSY A686 Predoctoral Internship (6) 18
PSY A699D Dissertation (1-9) 18
3. Electives 9

4. A total of 115 credits is required for the degree.

**Additional Requirements**

**Clinical Competency**
Clinical competency is demonstrated through preparation of a clinical portfolio that will be evaluated by an ad hoc committee. Criteria for the clinical portfolio are clearly defined and samples will be provided for students. Students must demonstrate clinical competency before applying to Advance to Predoctoral Internship and must pass the clinical competency and community competency before starting PSY A686 Predoctoral Internship.

**Community Competency**
Community competency is demonstrated through preparation of a Community portfolio that will be evaluated by an ad hoc committee. Criteria for the portfolio will be clearly defined and samples will be provided for students. Students must pass both the clinical competency and community competency before starting PSY A686 Predoctoral Internship.

**Research Competency**
Research competency is demonstrated through preparation of a research portfolio that will be evaluated by an ad hoc committee. Criteria for the research portfolio will be clearly defined and samples will be provided for students.

**Advancement to Candidacy**
Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA-UAF PhD committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with the student to date, submitted paperwork and the student’s progress through the program. Feedback from the review will be provided to the student by her or his advisor. To advance to candidacy, students must also have received at least a conditional pass on their comprehensive exam. The program defines the comprehensive exam as being met through passing the required competency portfolios. Passing one portfolio qualifies the student for a conditional pass on the comprehensive exam, which is sufficient for advancement to candidacy. All portfolios must be passed for the comprehensive exam to be fully passed.

**Doctoral Dissertation Proposal Defense**
Before commencing data collection for a dissertation project, students must defend their proposal to their dissertation committee. The defense must be based on a written dissertation proposal to be distributed to the dissertation committee after approval by the dissertation chair. The defense will be an oral presentation to the committee by the student and will not be a public meeting. For data-collection based dissertations, the proposal must also be approved by the UAA or UAF Institutional Review Board before data collection can commence.
**Doctoral Dissertation**

A doctoral dissertation must be carried out successfully and approved by a doctoral dissertation committee. The dissertation committee will consist of at least four members. It is recommended that the dissertation chair be on the same campus as the student. There must be at least one committee member from each psychology department at UAF and UAA. Content areas can vary widely, but must be related to clinical, community, or cross-cultural issues and applicable in Alaska settings.

**Advancement to Internship**

Students must pass the clinical portfolio before applying to advance to PSY A686 Predoctoral Internship. In addition to passing the clinical portfolio, students must apply to the local program director (PD), by September 30 (the fall semester prior to the year during which the student seeks to complete the internship) stating their intent to advance to internship. For most students this will mean that the application needs to be made in the fall of the fourth year in the program. The PD will notify the core faculty committee, who will review each student’s coursework, ensure that adequate progress has been made toward all prior milestones [i.e., clinical competency, community competency, research competency, doctoral dissertation outline (the outline must be completed, submitted, and approved by the chair), and advancement to candidacy] before approving the student for internship and before writing a letter of support for the student. Students must fully pass both the clinical portfolio and the community portfolio before starting internship. Failure to pass the Clinical Portfolio or the Community Portfolio results in the student not being eligible to enroll in internship credits.

**Predoctoral Internship (PSY A686)**

A full-time, one-year predoctoral internship is required. This internship should meet the criteria laid out by the American Psychological Association; selection of an Association of Psychology Postdoctoral and Internship Centers (APPIC)-approved internship is encouraged. Placements in Alaska are preferred, but not required.

**APA Ethical Guidelines**

Strict compliance with APA ethical guidelines is required throughout participation in the degree program. Violations can result in immediate dismissal from the program and failure to graduate. Completion of an annual disclosure statement is also required. Affirmative answers may result in dismissal from the program and failure to graduate. The disclosure statement may be viewed at http://psyphd.alaska.edu.

**FACULTY**

Robert Boeckmann, Associate Professor, rjboeckmann@uaa.alaska.edu

Christiane Brems, Professor, cbrems@uaa.alaska.edu

Eric John David, Assistant Professor, edavid8@uaa.alaska.edu

Patrick Dulin, Assistant Professor, afpld@uaa.alaska.edu

Gloria Eldridge, Associate Professor, gdeldridge@uaa.alaska.edu

Jim Fitterling, PhD Program Director/Assistant Professor, jfitterling@uaa.alaska.edu

Vivian Gonzalez, Assistant Professor, vmgonzalez@uaa.alaska.edu

Mark Johnson, Professor, mejohnson@uaa.alaska.edu

Claudia Lampman, Chair/Professor, cblampman@uaa.alaska.edu

John Petraitis, Professor, jmpetraitis@uaa.alaska.edu

Rosellen Rosich, Professor, mmrosich@uaa.alaska.edu

Patricia Sandberg, Associate Professor/PSC Director, prsandberg@uaa.alaska.edu

Joshua Swift, Assistant Professor/Intern Coordinator, jkswift@uaa.alaska.edu
Consortium Library Psychology Journals

- **Consortium Library Journals Collection**: The Consortium Library provides access to approximately 800 journal titles relevant to the discipline of psychology, including the most important discipline journals and journals published by the American Psychological Association, Canadian Psychological Association, National Institute of Mental Health, and relevant English-language journals from the Hogrefe Publishing Group.

APA Databases

- **PsycINFO via EBSCO**: An APA database that contains nearly 2.3 million records with abstracts of scholarly journal articles, book chapters, books, and dissertations in psychology and related disciplines. Coverage dates as far back as 1887 for journals (2.43 million citations) and the 1600’s for other materials; 99% of the journals are peer-reviewed.
- **PsycARTICLES**: An APA database that contains full-text, peer-reviewed scholarly and scientific articles in psychology dating as far back as 1895.
- **PsycCRITIQUES via EBSCO**: An APA database reviewing books and films with coverage beginning in 1956 that incorporated and replaced the print journal *Contemporary Psychology* in 2004.

Databases with Significant Psychology Content

- **Psychology Journals via ProQuest**: A database that contains the full text of nearly 300 academic journals in psychology and related fields.
- **Psychology and Behavioral Sciences Collection via EBSCO**: A journal collection that covers topics such as emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods.
- **AgeLine via EBSCO**: A database that contains aging-related content from the health sciences, psychology, sociology, social work, economics, and public policy.
- **PubMed**: A medical database that contains a significant amount of psychology-related information from the National Library of Medicine.
- **Animal Behavior Abstracts via ProQuest**: Indispensable resource for animal behavior and related studies, including Psychology and Psychobiology.
- **JSTOR**: A database that contains copious amounts of academic journal literature, including 16 Psychology journals.
- **Web of Science**: A set of databases that includes Science Citation Index, Social Sciences Citation Index, and Journal Citation Reports (JCR).
- **Counseling and Therapy in Video I and II via Alexander Street Press**: Over 500 streaming videos covering social work, psychotherapy, psychology, and psychiatric counseling.
- **ETS Test Link**: An online service that provides citations to more than 25,000 tests and other measurement devices from the early 1900's to the present.
- **HaPI via EBSCO**: A database that contains over 25,000 citations to Health and Psychosocial Instruments.
- **Mental Measurements Yearbooks**: MMY contains the complete full-text reviews of testing instruments from the Buros Mental Measurement Yearbooks.
- **Dissertations & Theses via ProQuest**: A database that contains over 2.7 million dissertation and thesis records, with over 1.2 million now provided in full text as downloadable PDFs.
• **Annual Reviews**: A database that contains both the Psychology and the Clinical Psychology Annual Reviews (among other disciplines) from 1996 to the present.

• **Sage Research Methods Online (SRMO)**: A methods database to help faculty and students design research projects. Many of Sage’s research titles are included in searchable full text, including a significant number relating to psychological research.

• **Springer Behavioral Science eBook Collection**: This focused collection is available through our Library Catalog. We have access to about 280 of the 591 titles, only 369 of which are in English.

**Supporting and Allied Databases**

• **Anthropology Plus via FirstSearch**: A database combining *Anthropological Literature* from Harvard and *Anthropological Index* from the Royal Anthropological Institute in the UK.

• **Sociological Abstracts**: Abstracts on all aspects of sociology and related disciplines.

• **Academic Search Premier via EBSCO**: The world’s largest academic multi-disciplinary database, it indexes over 8,500 journals (including almost 7,400 peer-reviewed journals) and provides full text for over 4,600 journals (over 3,900 of them peer-reviewed titles); coverage spans virtually every area of academic study, including psychology.

• **Anatomy and Physiology Online**: This online college-level textbook offers 3D images, interactive models, narrated animations and illustrations, and much more.

• **Anatomy TV**: A virtual human body that can be examined from all angles and deconstructed layer by layer from skin to skeleton (including the brain) by means of 3D modeling and actual MRI images.

**Discovery Service**

**QuickSearch**[^73] provides a single search box to find books and articles across most of the Library’s print and digital collections. While QuickSearch is not a replacement for discipline-specific research databases, it is an easy-to-use alternative to Google for library research. QuickSearch is a central index for much of the library’s content available from a single search engine. It includes over 170 million items including the entire Joint Library Catalog of over 1.5 million records, links to ejournals and ebooks, and other resources such as archival and research guides, music, newspaper, and videos. QuickSearch also has the option of searching for results beyond the Consortium Library’s collections in accessing another 600 million bibliographic records.

[^73]: [http://consortiumlibrary.org](http://consortiumlibrary.org)
Appendix H: Joint Ph.D. Program in Clinical-Community Psychology Alumni Survey

Alumni Survey

This questionnaire elicits information about your professional activities and accomplishments since your graduation from the UAF-UAA Joint PhD Program in Clinical-Community Psychology. Information gathered will be used to comply with the accreditation standards of the American Psychological Association and to continue to refine and strengthen the doctoral program.

As the questionnaire is designed to learn about our graduates individually and in very specific ways, it is most helpful for us if you identify yourself. However, you may choose to take the survey without doing so. We will keep all information provided confidential and only report aggregated findings.

OPTIONAL

Name: ________________________________________________________________

Address: ___________________________________________________________________

Phone and FAX Numbers: ____________________________________________________

Email Address: _____________________________________________________________

Year you entered the program: __________

Year you received your degree: __________

Primary campus location: ___ Anchorage   ___ Fairbanks

OPTIONAL: Please attach a current curriculum vita
SATISFACTION RATINGS
Please rate your satisfaction with each item using the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely dissatisfied</td>
<td>Very dissatisfied</td>
<td>Somewhat dissatisfied</td>
<td>Neither dissatisfied or satisfied</td>
<td>Somewhat satisfied</td>
<td>Very satisfied</td>
<td>Extremely satisfied</td>
</tr>
</tbody>
</table>

1. Overall quality of PROGRAM CONTENT

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

2. Overall quality of PROGRAM DELIVERY

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

3. Preparation for CLINICAL PRACTICE

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

4. Preparation for COMMUNITY PRACTICE

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

5. Preparation for conducting RESEARCH

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

6. Preparation for conducting PROGRAM EVALUATION

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

7. Preparation for RURAL PRACTICE

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

8. Preparation for addressing CULTURAL DIVERSITY

   Comments:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
ACCOMPLISHMENTS

Please tell us about your achievements since graduation
If you are willing, please attach a current curriculum vita

Employment

1. How soon after graduation did you find employment in the field of psychology?

   How many positions have you had since graduation?

2. How would you describe your current primary employment?

3. What is the setting for your current primary employment? (e.g., university, mental health clinic, hospital)

4. How many hours per week do you work in your current primary position?

   How many hours per week do you work in any additional current positions?

5. Please estimate the percentage of time you spend in each of the following activities through your current primary employment?

| __ research | __ education or training (nonacademic) | __ mental health services |
| _ program evaluation | _ university/college teaching | _ community services |
| _ rural populations | _ prevention activity |

6. Are you currently in or have you completed a Postdoctoral fellowship? _____ Yes _____ No

   If yes:

   Current Postdoc________; Postdoc completed__________

   Number of years

   Optional: Name of institution, focus of postdoc, name of PI or mentor

Licensure

1. Have you taken and passed the EPPP exam?

   If so, what was your score and percentile?

   How many times did you take the exam to pass at the required level?

2. How soon after graduation did you become licensed as a psychologist?

3. What licenses or credentials do you have?

   __ Psychologist
   __ Marriage and Family Therapist
   __ Licensed Professional Counselor
   __ ABPP
   __ Psychological Associate
   __ Certificate of Professional Qualification
   __ Specialty: Clinical
   __ National Register
   __ Other:
Ongoing Continuing Education

1. How many hours of continuing education did you receive during the past calendar year?

Is this number of hours typical of how many you receive each year?

2. In which professional organizations do you have membership?

Research and Evaluation Production (Grants and Publications)

How many of each of the following research or evaluation products have you produced since graduation? (Optional: please attach current vita)

<table>
<thead>
<tr>
<th>Product Type</th>
<th>Number since graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal articles</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>Book chapters</td>
<td></td>
</tr>
<tr>
<td>Conference presentations</td>
<td></td>
</tr>
<tr>
<td>Federal grants</td>
<td></td>
</tr>
<tr>
<td>Other grants</td>
<td></td>
</tr>
<tr>
<td>Technical reports</td>
<td></td>
</tr>
</tbody>
</table>

Honors and Awards

Please list all awards or honors you have received since graduation.

ADDITIONAL COMMENTS

What would you consider to be the primary strengths of the program?

What would you consider to be the primary limitations of the program?

Is there anything else you would like to tell us that may help us in refining and strengthening our doctoral program?

Thank you for participating in this Alumni Survey. We very much appreciate your taking the time to provide us feedback. A summary of survey results will be available on our website within three months.