I. Roll Call
   () Arlene Schmuland  () Peter Olsson  () Zhaohui (Joey) Yang
   () Tim Hinterberger  () Susan Garton  () FSAL vacancy (CAS)
   () Patricia Sandberg  () Mary Dallas Allen  () FSAL Vacancy
   () Greg Protasel  () Deb Russ  () FSAL Vacancy
   () Yoshito Kanamori  () Hsing-Wen Hu  () Jaime Spatrisano

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2-3)

IV. Administrative Reports
   A. Associate Dean of the Graduate School David Yesner
   B. Graduate Student Jaime Spatrisano
   C. University Registrar Lora Volden

V. Chair’s Report
   A. GAB Chair- Arlene Schmuland
   B. Faculty Alliance
   C. Graduate Council

VI. Program/Course Action Request – Second Reading

VII. Program/Course Action Request - First Readings
   Chg   Graduate Certificate in Language Education (pg. 4-8)
   Add   EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners
       (3 cr)(3+0)(pg. 9-18)
   Add   EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and
       Mathematics (STEAM) for English Language Learners in Classrooms (3 cr)(3+0)(pg. 19-25)
   Add   EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Learning
       Learners in P-6 Classrooms (1-6 cr)(0+3-18)(pg. 26-32)
   Add   BA A613 Applied Leadership (3 cr)(3+0)(pg. 33-36)
   Del   PM A685 Project Management Case Study and Research (6 cr)(6+0)(pg. 37)

VIII. Old Business

IX. New Business
   A. Curriculum Handbook Edits (pg. 38-44)

X. Informational Items and Adjournment
   A. 
I. Roll Call
(e) Arlene Schmuland  (x) Peter Olsson  (x) Zhaohui (Joey) Yang
(x) Tim Hinterberger  (e) Susan Garton  () FSAL vacancy (CAS)
(x) Patricia Sandberg  (e) Mary Dallas Allen  () FSAL Vacancy
(x) Greg Protasel  (x) Deb Russ  () FSAL Vacancy
(x) Yoshito Kanamori  (e) Hsing-Wen Hu  (x) Jaime Spatrisano
Ex-Officio Members:
(x) Patricia Sandberg  (e) Mary Dallas Allen  () FSAL Vacancy
(x) David Yesner  (x) Lora Volden

II. Approval of Agenda (pg. 1-2)
All EDFN courses are postponed until the next meeting since ten working days have not passed for their
faculty listserv coordination date.
Approved as amended

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

IV. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
   New graduate programs continue to be proposed
   Working on Chapter 12 Catalog copy edits
B. Graduate Student Jaime Spatrisano
   Planning the symposium for April 18th
C. University Registrar Lora Volden
   Registration for Graduate Students opened today

V. Chair’s Report
A. GAB Chair- Arlene Schmuland
B. Faculty Alliance
C. Graduate Council

VI. Program/Course Action Request – Second Reading
Add CE A626 Traffic Modeling and Simulation (Stacked with CE A426)(3 cr)(3+0)(pg. 5-12)
Unanimously Approved

VII. Program/Course Action Request - First Readings
Add BIOL A661L Advanced Molecular Biology Laboratory
   (Stacked with BIOL A461L)(3)(0+6)(pg. 13-22)
Waive first reading, approve for second

Add Master of Science, Mechanical Engineering (pg. 23-27)
Waive first reading, approve for second

Add ME A630 Advanced Mechanics of Materials (3 cr)(3+0)(pg. 28-30)
Waive first reading, approve for second

Add ME A686 Project (3 cr)(0+9)(pg. 31-36)
Waive first reading, approve for second

Add ME A699 Thesis (1-6 cr)(1-6+0)(pg. 37-39)
Waive first reading, approve for second

Chg Graduate Certificate in English as a Second Language and Culturally Sustaining Pedagogy (pg. 40-44)
Add EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners (3 cr)(3+0)(pg. 45-54)

Add EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language Learners in Classrooms (3 cr)(3+0)(pg. 55-61)

Add EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Learning Learners in P-6 Classrooms (1-6 cr)(0+3-18)(pg. 62-68)

All EDFN Courses are postponed

Chg BA A695 Graduate Internship (3 cr)(3+0)(pg. 69-72)
Waive first reading, approve for second

Chg BA A698 MBA Individual Research (3 cr)(1+0)(pg. 73-75)
Waive first reading, approve for second

Chg BA A699 Thesis (6 cr)(1+0)(pg. 76-78)
Waive first reading, approve for second

Chg CIS A692 Management Information Systems Seminar (3 cr)(3+0)(pg. 79-82)
Waive first reading, approve for second

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment
A.
**Program/PREFIX Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<tbody>
<tr>
<td>EA COE</td>
<td>EDTL</td>
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<table>
<thead>
<tr>
<th>2. Complete Program Title/PREFIX</th>
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<tbody>
<tr>
<td>Graduate Certificate in Language Education</td>
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<table>
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<th>3. Type of Program</th>
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<tr>
<td>Undergraduate: or</td>
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<td>Graduate:</td>
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<td>CHOOSE ONE</td>
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<td>Graduate Certificate</td>
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<th>This program is a Gainful Employment Program:</th>
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<td>☐ Yes or ☑ No</td>
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<th>5. Implementation Date (semester/year)</th>
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<td>From: Fall/2013 To: 9999/9999</td>
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<th>6a. Coordination with Affected Units</th>
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<tr>
<td>Department, School, or College: EDTL</td>
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<table>
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<th>Initiator Name (typed): Cathy Coulter</th>
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<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
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<td>☐ Cover Memo</td>
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<td>☑ Catalog Copy in Word using the track changes function</td>
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<th>8. Justification for Action</th>
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<td>There is a national, statewide and local need for qualified P-6 professionals in the area of ESL and Culturally Sustaining Classrooms. In addition, there is a need for highly qualified teachers who can foster the academic and English language proficiency of ELL students in P-6 learning environments. Candidates completing this graduate certificate may add a P-6 ESL endorsement to an existing teaching certificate or become prepared to assist culturally and linguistically diverse community members. This graduate certificate enables candidates to work with people who speak languages other than English in classrooms that sustain cultural identity.</td>
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<td>Dean/Director of School/College</td>
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<td>Undergraduate/Graduate Academic Board Chair</td>
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<th>Disapproved</th>
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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
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</tbody>
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D. Graduate Certificate, Language Education

The Graduate Certificate in Language Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with language learners in the P-6 setting. Those who teach languages in public or private settings, both in the United States and abroad, may enhance their knowledge and practice by completing this standards-based program.

**English as a Second Language (ESL) and Culturally Sustaining Pedagogy Concentration**

The ESL concentration is for candidates who are seeking one of the following:

1. Institutional Recommendation for an English as a Second Language (ESL) endorsement on a current teacher certificate, OR
2. Advanced preparation in ESL for increasing professional performance in community programs.

**Student Learning Outcomes**

The student outcomes for this concentration are based on the Teachers of English to Speakers of Other Languages (TESOL), and World-Class Instructional Design and Assessment (WIDA) Standards. More information about these standards may be found at www.tesol.org and www.wida.us. Students who complete the Graduate Certificate in Language Education with a concentration in Teaching English as a Second Language and Culturally Sustaining Pedagogy will:

1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student’s learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity; cultural and linguistic bias; and political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community.

**Admission Requirements**

1. Satisfy the Admission Requirements for Graduate Certificates found at beginning of this chapter.
2. Document professional background
   (must hold or be eligible to hold a teacher certificate from the State of Alaska.)
3. Provide a minimum of three letters of recommendation addressing the candidate’s potential for program success.
4. Submit a current resume.
5. Submit a writing sample including an educational goal statement directly related to the certification program.

**Graduation Requirements**

1. Satisfy the University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

**Background Check Requirements**

See Field Placements located at the beginning of the College of Education section of this chapter.

**Program Requirements**

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete a minimum of 18 credits beyond the baccalaureate degree including:
   - EDFN A621 Culture, Language, and Literacy 3
   - EDFN A645 Culturally Sustaining Literacy for P-6
2. Meet the TESOL Standards for ESL teachers. This may require students to take additional credits beyond the minimum of 12 required for a graduate certificate.

3. Maintain an overall GPA of 3.00 in the program with no more than one C in a required course.

Note: As with all graduate certificates in the College of Education, coursework applied to the certificate may apply to the MEd with faculty advisor approval.

**Institutional Recommendation**

Following are the requirements for an institutional recommendation for an ESL endorsement:

1. Professional Teacher Certificate or equivalent.
2. Baccalaureate degree from a regionally accredited institution or foreign equivalent.
3. Completion of all program requirements as indicated above.

Alaska certification note: The State of Alaska Department of Education and Early Development (EED) in Juneau awards endorsements. Graduates must meet all requirements specified by EED at the time of application for the endorsement.
D. Graduate Certificate, Language Education

The Graduate Certificate in Language Education is designed for individuals seeking advanced professional preparation to increase knowledge and skills in working with language learners in the Pre-K setting. Those who teach languages in public or private settings, both in the United States and abroad, may enhance their knowledge and practice by completing this standards-based program.

English as a Second Language (ESOL) and Culturally Sustaining Pedagogy Concentration

The ESOL 7-12 concentration is for candidates who are seeking one of the following:

1. Institutional Recommendation for an English as a Second Language (ESL) 7-12 endorsement on a current secondary teacher certificate, OR
2. Advanced preparation in ESOL for increasing professional performance in community programs.

Student Learning Outcomes

The student outcomes for this concentration are based on the Teachers of English to Speakers of Other Languages (TESOL) National Council for Accreditation of Teacher Education (NCATE) Standards for P-12 Teacher Education Programs, and World-Class Instructional Design and Assessment (WIDA) Standards. More information about these standards may be found at www.tesol.org and www.wida.us. Students who complete the Graduate Certificate in Language Education with a concentration in Teaching English as a Second Language and Culturally Sustaining Pedagogy will:

1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student’s learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research and best practices to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity, cultural and linguistic bias, and political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community.

Admission Requirements

1. Satisfy the Admission Requirements for Graduate Certificates found at beginning of this chapter.
2. Document professional background (must meet one of the two criteria):
   a. Hold or be eligible to hold a secondary teacher certificate from the State of Alaska.
   b. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent and document appropriate professional experience or personal background in the field of English Language Learners (ELL). (See department for specific requirements.)
3. Provide a minimum of three letters of recommendation addressing the candidate’s potential for program success.
4. Submit a current resume.
5. Submit a writing sample including an educational goal statement directly related to the certification program.
6. Provide evidence of preparation in Language Analysis and Awareness, for example, coursework such as ENGL A475 or equivalents.

Graduation Requirements

1. Satisfy the Graduate Certificate University Requirements for Graduate Certificates found at the beginning of this chapter.
2. Complete program requirements below.

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.
Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1. Complete a minimum of 182 credits beyond the baccalaureate degree including:
   Most students will be expected to complete the following:
   - ENGL A450 Linguistics and Language Teaching 4
   - ENGL A452 English Grammar and Language Teaching
   - EDFN A621 Culture, Language, and Literacy 3
   - EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners 3
   - EDFN A646 Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language Learners in P-6 Classrooms 3
   - EDSY A668 Teaching English as a Second Language in Secondary Schools 3
   - EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms 1-6
   - EDSY A630 Language, Culture, and Teaching in Secondary Schools 2
   - EDSY A667A Middle/High School Second Language Teaching I 3
   - EDSY A667C Middle/High School Methods for Teaching English as a Second Language 2
   - EDFN A621 Culture, Language, and Literacy 3
   - EDFN A691 Current Topics in Second Language Education (1-3) 3
   - EDFN A695E Internship: English for Speakers of Other Languages (ESOL) 2-4*1-6

   *The number of internship credits required varies based on faculty advisor evaluation and approval of prior relevant experience.

2. Meet the TESOL Standards for ESL teachers. This may require students to take additional credits beyond the minimum of 12 required for a graduate certificate.

3. Maintain an overall GPA of 3.00 in the program with no more than one C in a required course.

4. Complete a minimum of 12 credits for the certificate as well as all coursework listed on the Graduate Studies Plan. The Graduate Studies Plan is developed with a faculty advisor, who will analyze previous experience and prior coursework.

Note: As with all graduate certificates in the College of Education, coursework applied to the certificate may apply to the MEd with faculty advisor approval.

Institutional Recommendation

Following are the requirements for an institutional recommendation for an ESL endorsement:

1. Professional Teacher Certificate or equivalent with a secondary content endorsement.
2. Baccalaureate degree from a regionally accredited institution or foreign equivalent.
3. Completion of all program requirements as indicated above.

Alaska certification note: The State of Alaska Department of Education and Early Development (EED) in Juneau awards endorsements. Graduates must meet all requirements specified by EED at the time of application for the endorsement.
1a. School or College  
EA COE  
1b. Division  
choose one  
1c. Department  
EDTL  

2. Course Prefix  
EDFN  
3. Course Number  
A645  
4. Previous Course Prefix & Number  
EDFN A694  
5a. Credits/CEUs  
3  
5b. Contact Hours  
(Lecture + Lab)  
(3+0)  

6. Complete Course Title  
Culturally Sustaining Literacy for P-6 English Language Learners  
Cult_Sustain_Lit_P-6_ELL  
Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
 Add  
 Change  
 Delete  

If a change, mark appropriate boxes:  
 Prefix  
 Credits  
 Title  
 Grading Basis  
 Course Description  
 Test Score Prerequisites  
 Other Restrictions  
 Class  
 College  
 Major  
 Level  
 (please specify)  

9. Repeat Status Yes  
 # of Repeats  
 Max Credits  

10. Grading Basis  
 A-F  
 P/NP  
 NG  

11. Implementation Date  
 semester/year  
 From: Fall/2013  
 To: 9999/9999  

12. Cross Listed with  
 Stacked with  

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

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<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td></td>
<td></td>
<td>Claudia Dybdahl</td>
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Initiator Name (typed): Cathy Coulter  
Initiator Signed Initials: _________  
Date:_________

Initiator (faculty only)  
Date:  

13b. Coordination Email  
Date: 11/1/2012  
submitted to Faculty Listserv: (uafaculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: October 10, 2012  

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

15. Course Description (suggested length 20 to 50 words)  
Examines how children learn language and become literate in their first and subsequent languages. Integrates structure of language and its application to the development and assessment of language and literacy for English language learners including Alaska Native population. Explores implications of culturally sustaining pedagogy on academic literacy practices  

16a. Course Prerequisite(s) (list prefix and number)  
N/A  
16b. Test Score(s)  
N/A  
16c. Co-requisite(s) (concurrent enrollment required)  
N/A  
16d. Other Restriction(s)  
College  
Major  
Class  
Level  
Department Approval  

16e. Registration Restriction(s) (non-codable)  
Department Approval  

17.  
Mark if course has fees  
N/A  
18.  
Mark if course is a selected topic course  

19. Justification for Action  
This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate in ESL and Culturally Sustaining Pedagogy.  

Initiator (faculty only)  
Date:  

Cathy Coulter  
Initiator (TYPE NAME)  

Approved  
Date:  

Disapproved  
Dean/Director of School/College  
Date:  

Approved  
Undergraduate/Graduate Academic  
Date:  

Disapproved  
Board Chairperson  
Date:  

Approved  
Provost or Designee  
Date:  

Disapproved  
Department Chairperson  
Date:  

Disapproved  
Curriculum Committee Chairperson  
Date:  

Approved  

Disapproved  

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Approved  

Disapproved  

Approved
I. Date Initiated: October 10, 2012

II. Information for the Course Action Request

College/School: EA College of Education
Department: Department of Teaching and Learning
Subject: EDFN
Course Number: A645
Title: Culturally Sustaining Literacy for P-6 English Language Learners
Credits: 3
Grading Basis: A-F
Implementation Date: Fall 2013
Course Description: Examines how children learn language and become literate in their first and subsequent languages. Integrates structure of language and its application to the development and assessment of language and literacy for English language learners including Alaska Native population. Explores implications of culturally sustaining pedagogy on academic literacy practices.

Course Prerequisites(s): N/A
Test Scores(s): N/A
Corequisite(s) N/A
Registration Restrictions: Department Approval
Course Fee: ☐ Yes ☒ No
Justification This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate in ESL and
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals
The instructor will:

1. Present and evaluate major concepts, theories, and research related to oral language and literacy development in the first and subsequent languages.

2. Analyze and compare language and literacy development as related to cultural identity in primary and subsequent languages.

3. Explain and demonstrate the structures of languages and relate it to the development of literacy.

4. Describe and analyze reading and writing processes and discuss teaching strategies that support them.

5. Present research on the development of children’s knowledge of writing and how to support English language learners’ ability to produce effective writing bilingually.

6. Employ the lens of culturally sustaining pedagogy (with recognition of indigenous Alaska Native populations) to analyze and critique assessments of language and literacy proficiency, including oral language, reading, and writing.

7. Demonstrate and analyze the use of multicultural children’s literature in supporting cultural identity, as well as knowledge of text structure, story elements and writing craft.

8. Illustrate how to examine teaching practice in order to generate research questions and a research design proposal related to action research project.

B. Student Learning Outcomes/Assessment Procedures

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<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
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<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
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<tr>
<td>1. Integrate major concepts, theories, and research related to first and subsequent language oral language and literacy development into classroom</td>
<td>Research Paper Case Study</td>
<td>WIDA 1, 2 ATS 2, 3, 4, 6, 7 AKCSE A, B, D, E</td>
<td>Intellectual Vitality</td>
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</table>
| 2. | Develop a repertoire of practices that apply knowledge of language and literacy development in teaching. | Research Paper  
Case Study | ATS 1, 2, 3, 4, 6, 7  
WIDA ELD 1, 2  
AKCSE A, B, D, E | Intellectual Vitality  
Inclusiveness and Equity |
| 3. | Identify the structure of language and relate it to the development of literacy. | Research Paper  
Case Study | ATS 4  
WIDA ELD 1, 2  
AKCSE E | Intellectual Vitality  
Inclusiveness and Equity |
| 4. | Utilize knowledge of reading and writing as processes and develop teaching strategies to support reading and writing for English language learners. | Case Study  
Lesson Plans | ATS 2, 3, 4  
WIDA ELD 1, 2  
AKCSE A, E | Intellectual Vitality  
Collaborative Spirit |
| 5. | Prepare culturally sustaining lesson plans, based on writing assessments and research on writing development, that respond to the writing needs of English language learners. | Case Study  
Lesson Plans | ATS 2, 3, 4, 5  
WIDA ELD 1, 2  
AKCSE A, B, D, E | Intellectual Vitality  
Collaborative Spirit |
| 6. | Employ the lens of culturally sustaining pedagogy to design assessments of language and literacy proficiency, including oral language, reading, | Case Study  
Lesson Plans | ATS 2, 3, 4, 5  
WIDA ELD 1, 2  
AKCSE A, B, D, E | Intellectual Vitality  
Inclusiveness and Equity |
and writing, and prescribe instructional response. 

| 7. Demonstrate the ability to use multicultural children’s literature to support cultural identity as well as knowledge of text structure, story elements and writing craft. | Case Study | ATS 2, 3, 4, 6, 7 
WIDA ELD 1, 2 
AKCSE A, B, C, D, E | Intellectual Vitality 
Inclusiveness and Equity |

| 8. Generate preliminary research question and research design for action research project. | Research Design Plan | ATS 8 | Intellectual Vitality 
Leadership |

IV. Course Level Justification

This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate in ESL and Culturally Sustaining Pedagogy.

V. Course Outline

1. Major concepts, theories, and research related to oral language and literacy development in the first and subsequent languages.
   1.1 Psycholinguistics, sociopsycholinguistics, and sociolinguistics
   1.2 Language, power, social standing, and identity
   1.3 Academic language and social discourses
   1.4 Environments that nurture bilingual development
   1.5 Strategies that foster language and literacy development and proficiency

2. Analyze and compare language and literacy development as related to cultural identity in first and subsequent languages.
   2.1 Primary (L1) language development
   2.2 Academic English development in relation to primary language
   2.3 The interplay of literacy development in the primary and the subsequent languages
   2.4 Cultural identity, age, and the influence of sociocultural and psychological factors

3. Explain and demonstrate the structure of language and relate it to the development of literacy.
3.1 Rule-governed nature of language
3.2 Nature vs. nurture in language development
3.3 Developmental sequences in English language acquisition
3.4 Overgeneralizations in language and literacy

4. Describe and analyze reading and writing processes and discuss teaching strategies that support them.
   4.1 Models of the reading process
   4.2 Reading as a transaction
   4.3 The language cueing systems
   4.4 The writing process
   4.5 Supporting culturally sustaining reading and writing processes with English learners

5. Present research on the development of children’s knowledge of writing and how to support English language learner’s ability to produce effective writing bilingually.
   5.1 Identity in bilingual writers
   5.2 Phonics and literacy learning in English learners
   5.3 Emerging writing in first and subsequent languages
   5.4 Supporting multilingual writing in the classroom
   5.5 Writing in the content areas
   5.6 Teaching skills in writing
   5.7 Teaching craft in writing

6. Explain, demonstrate and critique issues of assessment of language and literacy proficiency, including running record, print awareness, miscue analysis in both first and subsequent languages, and various writing assessments.
   6.1 Assessing early literacy in English learners
   6.2 Running record and miscue analysis
   6.3 Authentic writing assessments
   6.4 The reciprocal process of assessment and curricular design

7. Demonstrate and analyze the use of multicultural children’s literature in supporting cultural identity as well as knowledge of text structure, story elements and writing craft.
   7.1 Insider and outsider perspectives in published literature
   7.2 Quality multicultural children’s literature
   7.3 Matching children and books
   7.4 Postmodern picture books
   7.5 Author studies

8. Illustrate how to examine practice in order to generate research questions and a tentative research design for action research project.
   8.1 Finding research questions in practice
   8.2 The evolving research question
8.3 Developing data collection procedures: field observations, interviews, research journals, school artifacts, and data triangulation
8.4 Developing a research plan
8.5 Preliminary literature review

VI. Suggested Text(s)


VII. Bibliography


Carini, P. F. (2002). Starting strong: A different look at children, schools, and
standards. NY: Teachers College Press.


1a. School or College
EA COE

1b. Division
choose one

1c. Department
EDTL

2. Course Prefix
EDFN

3. Course Number
A646

4. Previous Course Prefix & Number

5a. Credits/CEUs
3

5b. Contact Hours
(Lecture + Lab)
(3+0)

6. Complete Course Title
Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language
Learners in P-6 Classrooms.

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

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

9. Repeat Status
Yes ☐ # of Repeats 2 ☐ Max Credits 6

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2013 To: 9999/9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. COE</td>
<td>Courtesy Coordination</td>
<td>September 2012</td>
<td>Claudia Dybdahl</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

Initiator Name (typed): Irasema Ortega Initiator Signed Initials: ________ Date: ____________

13b. Coordination Email
Date: November 1, 2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: October 10, 2012

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

15. Course Description (suggested length 20 to 50 words)
Focus on assessment and science inquiry methods to promote science literacy and academic English proficiency for linguistically diverse students (including Alaska Native populations). Discusses the cognitive academic language demands of school science. Integrates research-based science teaching strategies for supporting academic language development; including reading, writing, oral language and auditory comprehension skills.

16a. Course Prerequisite(s) (list prefix and number)
EDFN691, EDSY668

16b. Test Score(s)
N/A

16c. Co-requisite(s) (concurrent enrollment required)
EDFN A695D

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

16e. Registration Restriction(s) (non-codable)
Department approval

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This is a course designed for classroom teachers who want to obtain an ESL endorsement for grades P-6.

Initiator (faculty only)
Irasema Ortega Initiator (TYPE NAME)

Initiator (faculty only)
Irasema Ortega Initiator (TYPE NAME)

Approved ☐ Disapproved ☐
Dean/Director of School/College Date

Approved ☐ Disapproved ☐
Undergraduate/Graduate Academic Date

Approved ☐ Disapproved ☐
Board Chairperson Date

Approved ☐ Disapproved ☐
Provost or Designee Date
Course Content Guide  
University of Alaska Anchorage  
College of Education

I. Date Initiated: October 10, 2012

II. Information for the Course Action Request

College/School: EA COE  
Department: DTL  
Subject: EDFN  
Course Number: A646  
Title: Culturally Sustaining Instruction in Science, Technology, Engineering, Arts and Mathematics (STEAM) for English Language Learners in P-6 Classrooms  
Credits: 3  
Grading Basis: A – F  
Implementation Date: Fall 2013  
Course Description: Focus on assessment and science inquiry methods to promote science literacy and academic English proficiency for linguistically diverse students (including Alaska Native populations). Discusses the cognitive academic language demands of school science. Integrates research-based science teaching strategies for supporting academic language development; including reading, writing, oral language and auditory comprehension skills.

Course Prerequisites(s): EDFN691, EDSY668  
Test Scores(s): None  
Corequisite(s): EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms.

Registration Restrictions: Department Approval
III. Instructional Goals, Student Outcomes, and Assessment Procedures

Instructional Goals
The instructor will prepare inservice teachers through theoretical and applied research-based principles of assessment and curriculum implementation in culturally and linguistically diverse elementary classrooms.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assist inservice teachers in developing a culturally and linguistically responsive philosophy of science teaching in elementary settings.</td>
</tr>
<tr>
<td>2.</td>
<td>Model and scaffold the implementation of differentiated science instruction that integrates the STEAM approach.</td>
</tr>
<tr>
<td>3.</td>
<td>Provide feedback for science lesson design and implementation.</td>
</tr>
<tr>
<td>4.</td>
<td>Assist inservice teachers in developing a classroom practice that values students' cultural and linguistic heritage.</td>
</tr>
<tr>
<td>5.</td>
<td>Model and scaffold assessment methods that are culturally responsive, valid, and reliable.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Articulate a philosophy of science teaching that is culturally sustaining.</td>
<td>Philosophy essay</td>
<td>ATS 1</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td>Science literacy portfolio</td>
<td>WIDA 1, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom observations</td>
<td>AKCSE A</td>
<td></td>
</tr>
<tr>
<td>2. Design and implement science instruction that promotes science achievement and language development of culturally and linguistically diverse students based on students' prior knowledge</td>
<td>Inquiry science lesson observation</td>
<td>ATS 4</td>
<td>Inclusiveness and Equity</td>
</tr>
<tr>
<td></td>
<td>Outstanding Trade book inquiry lesson observation</td>
<td>WIDA 1, 2, 4</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>AKCSE A, B, C, E</td>
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</tbody>
</table>
and difficulties with science concepts.

3. Evaluate the effectiveness of instruction and adjust strategies of instruction to meet the needs of the students.

- Teaching reflection
- Post-observation conference

- ATS 2
- WIDA 1, 2, 4
- AKCSE A, D, E

Intellectual Vitality
Inclusiveness and Equity

4. Plans curriculum and strategies and locates instructional resources that foster students' academic achievement and language proficiency development.

- Unit plan
- Inquiry lesson plan
- Trade book lesson plan

- ATS 6
- WIDA 1, 2, 4
- AKCSE A, D

Intellectual Vitality
Inclusiveness and Equity

5. Demonstrate proficiency in the implementation of reform-based, culturally responsive assessment strategies.

- Classroom observation
- Assessment plan

- ATS 5
- WIDA 2, 4
- AKCSE A, B, D, E

Inclusiveness and Equity

IV. Course Level Justification
This is a graduate level course designed for classroom teachers who want to obtain an ESL endorsement for grades P-6.

V. Course Outline
1. Scientific Inquiry in the Diverse Classroom
   1.1 The Nature of Science
   1.2 Science literacy and its implications for ELL students
   1.3 Inquiry Science in the classroom
   1.4 Differentiating Inquiry
   1.5 Assessment in the inquiry-based classroom

2. Learning Language: Language-rich science curriculum
   2.1 The importance of contextualized vocabulary
   2.2 Using trade books to support science inquiry
   2.3 Outstanding science trade book lesson design
2.4 Building a language-rich science curriculum
2.5 Learning about nouns
2.6 Analyzing classroom science discourse

3. Reading and writing strategies in the context of science
3.1 Principles and practices of reading strategy instruction in science
3.2 Scaffolding reading comprehension in the science classroom
3.3 The importance of written communication in science
3.4 Using science journals as an instructional strategy
3.5 Writing and metacognition

4. Integrating science, technology, engineering and mathematics (STEAM) in the elementary science curriculum
4.1 STEAM as cross-curricular approach in classroom science
4.2 Strategies for designing STEAM lessons
4.3 Assessing student performance and achievement
4.4 Community and world connections in STEAM curriculum
4.5 Gender and cultural issues in STEAM curriculum
4.6 Literacy in the STEAM curriculum

VI. Suggested Text(s)


VII. Bibliography


Banks, J. A., Au, K. H., Ball, A. F., Bell, P., Gordon, E.W., Gutiérrez, K., Heath,


### Course Action Request

**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Course**

1. **School or College**: EA COE  
2. **Course Prefix**: EDFN  
3. **Course Number**: A689  
4. **Previous Course Prefix & Number**:  
5. **Credits/CEUs**: 1-6  
6. **Contact Hours**: (Lecture + Lab) (0+3-18)

#### 6. Complete Course Title

**Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms**  
**Initiator (faculty only)**: Irasema Ortega  
**Initiator Signed Initials**: _________

#### 7. Type of Course

- [ ] Academic  
- [ ] Preparatory/Development  
- [ ] Non-credit  
- [ ] CEU  
- [ ] Professional Development

#### 8. Type of Action

- [ ] Add  
- [ ] Change  
- [ ] Delete

**If a change, mark appropriate boxes:**

- [ ] Prefix  
- [ ] Credits  
- [ ] Contact Hours  
- [ ] Cross-Listed/Stacked  
- [ ] Repeat Status  
- [ ] Test Score Prerequisites  
- [ ] Registration Restrictions

#### 9. Repeat Status

- [ ] Yes  
- [ ] No

**# of Repeats**: 5  
**Max Credits**: 6

#### 10. Grading Basis

- [ ] A-F  
- [ ] P/NP  
- [ ] NG

#### 11. Implementation Date

- [ ] Semester/year

**From:** Fall /2013  
**To:** 9999/9999

#### 12. Cross Listed

- [ ] Stacked

**Cross-Listed/Stacked Coordination Signature**

#### 13a. Impacted Courses or Programs

List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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</table>

**Initiator Name (typed):** Irasema Ortega  
**Initiator Signed Initials:** 
**Date:**

#### 13b. Coordination Email

- [ ] Submitted to Faculty Listserv: ([uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu))

**Date:** November 1, 2012  
**To:**

#### 13c. Coordination with Library Liaison

**Date:** October 10, 2012

#### 14. General Education Requirement

**Mark appropriate box:**

- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Humanities  
- [ ] Integrative Capstone

#### 15. Course Description

(suggested length 20 to 50 words)

Action research project in P-6 classroom to support the development of academic language proficiency and culturally sustaining pedagogy with an emphasis on theory-based inquiry into teaching and learning with English Language Learners.

#### 16a. Course Prerequisite(s)

(list prefix and number)

**EDFN 691, EDSY668**

**EDFN A646**

#### 16b. Test Score(s)

- [ ] N/A

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

(Immediate enrollment required)

**EDFN A646**

#### 17. Other Restriction(s)

**Mark if course has fees N/A**

**Mark if course is a selected topic course**

#### 19. Justification for Action

There is a national, statewide and local need for highly qualified P-6 professionals in the area of English as a second language who can foster the academic and English language proficiency of ELL students in P-6 learning environments. Candidates completing this graduate certificate may add a P-6 ESL endorsement to an existing teaching certificate or become prepared to assist culturally and linguistically diverse community members. This graduate certificate enables candidates to work with students who speak languages other than English.

**Initiator (faculty only)**: Irasema Ortega  
**Initiator (TYPE NAME)**

**Date**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
</tr>
<tr>
<td>Board Chairperson</td>
<td>Date</td>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
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</tbody>
</table>

26
Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated: October 10, 2012

II. Information for the Course Action Request

College/School: EA College of Education
Department: Department of Teaching and Learning
Subject: EDFN
Course Number: A689
Title: Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms
Credits: 3
Grading Basis: A-F
Implementation Date: Spring 2013
Course Description: Action research project in P-6 classroom to support the development of academic language proficiency and culturally sustaining pedagogy with an emphasis on theory-based inquiry into teaching and learning with English Language Learners.

Course Prerequisites(s): EDFN 691, EDSY 668

Test Scores(s):

Corequisite(s) EDFN A646

Registration Restrictions: Department Approval

Course Fee: [ ] Yes [X] No

Justification: There is a national, statewide and local need for highly qualified P-6 professionals in the area of English as a second language who can foster the academic and English
language proficiency of ELL students in P-6 learning environments. Candidates completing this graduate certificate may add a P-6 ESL endorsement to an existing teaching certificate or become prepared to assist culturally and linguistically diverse community members. This graduate certificate enables candidates to work with students who speak languages other than English.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals
The instructor will:

1. Supervise research protocol and facilitate discussion regarding research on human subjects directly related to Action Research Project.

2. Discuss major theoretical frameworks related to education and/or classroom teaching (e.g. sociocultural theory, feminist theory, critical theory, etc.) and guide student articulation of the theoretical framework within the Action Research Project.

3. Provide feedback on literature review for Action Research Project.

4. Lead discussions regarding research methodologies for data collection and analysis (i.e. qualitative, quantitative, and mixed methods methodologies.)

5. Support research conversations about the implications of Action Research Project results to teacher practice.


7. Discuss and model the importance of Professional Learning Communities (PLC).

8. Facilitate observations of student in the field.

B. Student Learning Outcomes/Assessment Procedures

<table>
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<th>Standards</th>
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<td>This outcome meets the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
</tbody>
</table>

1. Design and implement IRB compliant Action Research Project. | Action Research Project | AKTS 4, 8 | Intellectual Vitality |


3. Refine literature | Literature Review | AKTS 4 | Intellectual |
<p>| | | | |</p>
<table>
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<tbody>
<tr>
<td>4. Discern and select appropriate research methodologies to align with the research questions that guide their Action Research Project.</td>
<td>Action Research Project</td>
<td>AKTS 4,8</td>
<td>Intellectual Vitality, Collaborative Spirit, Equity and Inclusion</td>
</tr>
<tr>
<td></td>
<td>Research Journal</td>
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<tr>
<td>5. Engage in research conversations and reflect on the implications to their own personal classroom practice and student achievement.</td>
<td>Research Group discussions</td>
<td>AKS 2,4,8</td>
<td>Intellectual Vitality, Collaborative Spirit, Equity and Inclusion</td>
</tr>
<tr>
<td></td>
<td>Research Journal</td>
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<tr>
<td>6. Present results of Action Research Project.</td>
<td>Poster Session</td>
<td>AKS 4,8</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>7. Articulate the importance of Professional Learning Communities and take steps toward implementation at their individual school sites.</td>
<td>Discussion</td>
<td>AKS 2,4,8</td>
<td>Leadership</td>
</tr>
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<td>Research Journal</td>
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<tr>
<td>8. Reflect on teaching practice in dialogue with clinical faculty/instructor.</td>
<td>Discussion</td>
<td>AKS 2,4,8</td>
<td>Intellectual Vitality, Collaborative Spirit, Inclusiveness and Equity</td>
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<td>Research Journal</td>
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**IV. Course Level Justification**

This is a graduate level course designed for classroom teachers who want to obtain an ESL endorsement for grades K-6.

**V. Course Outline**

1. IRB Compliance in Action Research Projects
   1.1 History of human subject research.
1.2 Implications of IRB protocols to Action Research Project.
1.3 Parental, School, District, and University clearance.
1.4 IRB forms and letters for classroom research.
1.5 Cultural implications.

2. Educational Theories and Theoretical Frameworks
   2.1 Sociocultural Theory, Feminist Theory, Critical Theory, etc.
   2.2 Using the theoretical framework as an interpretive lens.
   2.3 Theoretical framework and data collection/analysis as reciprocal processes.

3. Literature Reviews
   3.1 Identifying areas of research pertinent to Action Research Project.
   3.2 Identifying major contributions to the field.
   3.3 Setting up parameters of a literature review (e.g., dates, key words, databases, journals, etc.)
   3.4 Using the literature review as a guide and interpretive lens.
   3.5 Evaluating Action Research Project implications based on literature review.

4. Research Methodologies, Data Collection and Analysis
   4.1 Overview of instruments, data, and procedures for conducting qualitative research.
   4.2 Overview of instruments, data, and procedures for conducting quantitative research.
   4.3 Overview of instruments, data, and procedures for conducting mixed-methods research.
   4.4 Identifying suitable research methodology for Action Research Project.
   4.5 Conducting data collection and analysis aligned with research questions.

5. Dialogue and Reflection on Teaching and Research
   5.1 Teacher self-reflection.
   5.2 Engaging in dialogues (with members of the PLC and instructor) about teacher practice.
   5.3 Engaging in critical and collaborative research conversations.
   5.4 Identifying and reflecting on implications of results to teaching practice.
   5.5 Identifying and reflecting on implications of results to student achievement.

6. Sharing and dissemination of Action Research Projects
   6.1 Identifying essential elements of research project and articulating them to peers.
   6.2 Preparing research posters.
   6.3 Presenting research.
7. Professional Learning Communities
   7.1 Rationale for professional learning communities.
   7.2 Structure and dynamics of professional learning communities.
   7.3 Discussing and reflecting on relevant research on education (e.g. performance assessment, practices, curriculum, context and community).
   7.3 Analyzing student work in professional learning communities.
   7.4 Formulating and implementing intervention based on work analysis.
   7.5 Reflecting on results of modified practices.

VI. Suggested Text(s)


VII. Bibliography


Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
CB CBPP  

1b. Division  
ADBP Division of Business Programs  

1c. Department  
BA  

2. Course Prefix  
BA  

3. Course Number  
A 613  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

5b. Contact Hours  
(Lecture + Lab)  
(3+0)  

6. Complete Course Title  
Applied Leadership  
Abbreviated Title for Transcript (30 character)  

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

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

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

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
semester/year  
From: Fall/2013  
To: /9999  

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Management, MBA</td>
<td>Courtesy Coordination</td>
<td>10/12/2012</td>
<td>Ed Forrest</td>
</tr>
</tbody>
</table>

13b. Coordination Email  
Date: 10/12/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 10/12/2012  

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

15. Course Description (suggested length 20 to 50 words)  
Students develop their leadership skills, exchange ideas, and evaluate their internal image, enabling them to make positive changes in their behavior from a leadership context. Students learn theories and practices that affect organizational direction through understanding internal and external influences.  

16a. Course Prerequisite(s) (list prefix and number)  
None  

16b. Test Score(s)  
N/A  

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

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

16e. Registration Restriction(s) (non-codable)  
Graduate standing  

17. ☒ Mark if course has fees  
Standard CBPP computer lab fee  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Will become part of the MBA core as a general introduction course for MBA students  

Initiator (faculty only)  
Bogdan Hoanca  
Initiator Signed Initials: __________  
Date: __________  

Initiator (TYPE NAME)  
Bogdan Hoanca  
Initiator (TYPE NAME)  

☒ Approved  ☐ Disapproved  
Dean/Director of School/College  Date: __________  

☒ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic  Date: __________  

☒ Approved  ☐ Disapproved  
Board Chairperson  Date: __________  

☒ Approved  ☐ Disapproved  
Provost or Designee  Date: __________  

33
I. Initiation Date: October 12, 2012

II. Course Information

College: College of Business and Public Policy
Department: Business Administration
Program: Master of Business Administration
Course Title: Applied Leadership
Course Subject/Number: BA A613
Credit Hours: 3.0
Contact Time: 9 per week x 5 weeks = 45 hours
18 hrs outside of class per week x 5 weeks = 90 hrs
Grading Information: A-F
Course Description: Students develop their leadership skills, exchange ideas, and evaluate their internal image, enabling them to make positive changes in their behavior from a leadership context. Students learn theories and practices that affect organizational direction through understanding internal and external influences.
Course Prerequisites: None
Registration Restrictions: Graduate standing
Fees: Standard CBPP lab fee

III. Seminar Activities

A. Lecture
B. Case studies
C. Workgroup exercises with feedback
D. Role-play exercises with group discussion
E. Pairing exercises with feedback
F. Individual exercises
G. Personal reflections
H. One-on-one coaching with the instructor

V. Course Level Justification

Substantial maturity and subject matter expertise commensurate with a graduate level are required.

VI. Outline

A. Leadership myths
B. Setting direction
C. Building a cadre of people
D. Creating key leadership processes
E. Stewarding organization structure
F. Nurturing behaviors  
G. Leadership conversations  
H. Creating organizational support  
I. Setting boundaries  
J. Solving problems  

VII. Suggested Text  

VIII. Bibliography and Resources  

IX. Instructional Goals and Student Learning Outcomes  

<table>
<thead>
<tr>
<th>A. Instructional Goals. The Instructor Will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present information and theory of leadership covering the principal concepts and application of effective leadership.</td>
</tr>
<tr>
<td>2. Facilitate case discussions and work group sessions demonstrating successful and unsuccessful application of leadership theory.</td>
</tr>
</tbody>
</table>
3. Develop students’ ability to incorporate effective leadership by observing their behavior and coaching others.

4. Create an environment for students’ self-reflection and awareness of their leadership potential.

5. Provide written feedback and coaching on all written work.

### B. Student Learning Outcomes.

**Student will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create and sustain a viable future for an organization</td>
<td>Team projects, reflection papers, and final project</td>
</tr>
<tr>
<td>2. Set priorities and pace for an organization</td>
<td>Midterm project</td>
</tr>
<tr>
<td>3. Proactively manage risk</td>
<td>Midterm project</td>
</tr>
<tr>
<td>4. Confront issues decisively</td>
<td>Team projects and reflection papers</td>
</tr>
<tr>
<td>5. Build high-performing teams</td>
<td>Team projects and reflection papers</td>
</tr>
<tr>
<td>6. Assure avoidance of critical mistakes</td>
<td>Team projects and reflection papers</td>
</tr>
<tr>
<td>7. Assure delivery through performance monitoring</td>
<td>Team projects and reflection papers</td>
</tr>
<tr>
<td>8. Use organization change wisely</td>
<td>Team projects and reflection papers</td>
</tr>
<tr>
<td>9. Manage their own behavior</td>
<td>Development plan and midterm project</td>
</tr>
<tr>
<td>10. Be credible</td>
<td>Team projects and reflection papers</td>
</tr>
<tr>
<td>11. Create a congruence of enabling messages</td>
<td>Team projects and reflection papers</td>
</tr>
<tr>
<td>12. Nurture constructive behaviors in others</td>
<td>Team projects and reflection papers</td>
</tr>
</tbody>
</table>
**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td></td>
<td>Project Management (PM)</td>
</tr>
</tbody>
</table>

2. Course Prefix | 3. Course Number | 4. Previous Course Prefix & Number | 5a. Credits/CEUs | 5b. Contact Hours (Lecture + Lab) |
| PM                | A685          | N/A           | 6             | (6+0)                           |

6. Complete Course Title

Project Management Case Study and Research
PM Case Study and Research

7. Type of Course

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action:

- [ ] Add
- [ ] Change
- [x] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] Level
  - [ ] College
  - [ ] Major
  - [ ] Other (please specify)
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Co-requisites
- [ ] Registration Restrictions

9. Repeat Status No

- # of Repeats: 0
- Max Credits: n/a

10. Grading Basis

- [x] A-F
- [ ] P/NC
- [ ] NG

11. Implementation Date

- From: Fall /2013
- To: 99/9999

12. Cross Listed with

- [ ] Stacked with

- [ ] Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project Management</td>
<td>Courtesy Coordination</td>
<td>10/1/12</td>
<td>LuAnn Piccard</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Dr. Seong Dae Kim

Initiator Signed Initials: _________

Date: ___________

13b. Coordination Email

Date: 10/1/12

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

13c. Coordination with Library Liaison

Date: 9/30/12

14. General Education Requirement

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

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

Team-based case studies of actual project management problems that should be identified in the students' workplace and will result in a written report. The report will include recommendations for action regarding the problem.

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

N/A

16b. Test Score(s)

N/A

16c. Co-requisite(s) (concurrent enrollment required)

N/A

16d. Other Restriction(s)

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

16e. Registration Restriction(s) (non-codable)

Graduate Level Standing and instructor's permission

17. [x] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action

This course has been replaced by the new courses PM 686A - Capstone Project: Initiating and Planning (3 credits) and PM 686B - Capstone Project: Executing, Controlling and Closing (3 credits).

Initiator (faculty only)

Dr. Seong Dae Kim

Initiator (TYPE NAME)

Date

[ ] Approved

[ ] Disapproved

Dean/Director of School/College

Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic

Board Chairperson

Date

[ ] Approved

[ ] Disapproved

Provost or Designee

Date
The University of Alaska Anchorage Curriculum Handbook for Faculty

Revised November 2012
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

_The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054)._  

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

    If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website. (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

    A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as—and must be sent at least 10 working days before being presented at UAB/GAB.

    - School and department (PAR boxes 1a and 1b),
    - Complete Program Title (PAR box 2),
    - Type of Program (PAR box 3),
    - Type of Action (Add/Change/Delete) (PAR box 4),
    - justification for action (PAR box 8),
    - any other relevant information.

    The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.
4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
      • Complete Program Title (PAR box 2),
      • Type of Program (PAR box 3),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function.
Section 4 – Prefixes

Changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   
a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   
   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
      • Complete Program Title (PAR box 2),
      • Type of Program (PAR box 3),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.
   
   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of
Section 7 - Programs

7.1 Minor Revisions to Programs

*Minor Revisions to Programs are changes that do not 'substantially alter the student learning outcomes of the program’*

Also refer to UA Regulation 10.04.02 [www.alaska.edu/bor/policy-regulations/](www.alaska.edu/bor/policy-regulations/)

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by the SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs (ayoaa@uaa.alaska.edu).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. All course CARs and CCGs for new and revised courses.
   d. Four-Year Course Offering Plan for the program.
   e. Signed Resource Implication Form.
   f. Signed Fee Request Form (for new, deleted or revised fees).
   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as, and must be sent at least 10 working days before being presented at UAB/GAB.
      - School and department (PAR boxes 1a and 1b).
      - Complete Program Title (PAR box 2).
      - Type of Program (PAR box 3).
The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 7. Title and Program Description
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.