January 25, 2013
ADM 204
9:30 to 11:30

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

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
Chg Graduate Certificate in Language Education (pg. 4-9)

Add EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners
(3 cr)(3+0)(pg. 10-20)

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. 21-28)

Add EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Learning
Learners in P-6 Classrooms (1-6 cr)(0+3-18)(pg. 29-37)

VII. Program/Course Action Request - First Readings
Chg PhD Program in Clinical-Community Psychology (pg. 38-46)

VIII. Old Business

IX. New Business

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

II. Approval of Agenda (pg. 1)
Approved

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

IV. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
   Nursing Doctorate is moving forward. Received the revision of the initial justification piece; it was signed off by the COH Dean.
   Met with College of Education and they are working on their initial justification for their Doctorate program.
   Master of Mechanical Engineering was approved by Faculty Senate, but it needs to go through BOR and NWCCU
   Chapter 12 revisions will be brought to the board in January and February

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)
Accepted for first reading

Add EDFN A645 Culturally Sustaining Literacy for P-6 English Language Learners (3 cr)(3+0)(pg. 9-18)
Accepted for first reading

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)
Accepted for first reading

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)
Accepted for first reading

Add BA A613 Applied Leadership (3 cr)(3+0)(pg. 33-36)
Waive first, approve for second reading
Del PM A685 Project Management Case Study and Research (6 cr)(6+0)(pg. 37)
Waive first, approve for second reading

VIII. Old Business

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

X. Informational Items and Adjournment
   A.
1a. School or College
   EA COE

1b. Department
   EDTL

2. Complete Program Title/Prefix
   Graduate Certificate in Language Education

3. Type of Program
   Choose one from the appropriate drop down menu:
   - Undergraduate: [CHOOSE ONE]
   - Graduate: Graduate Certificate

   This program is a Gainful Employment Program:
   - [ ] Yes
   - [x] No

4. Type of Action:
   - PROGRAM
     - [ ] Add
     - [x] Change
     - [ ] Delete
   - PREFIX
     - [ ] Add
     - [ ] Change
     - [ ] Inactivate

5. Implementation Date (semester/year)
   From: Fall 2013  To: 9999-9999

6a. Coordination with Affected Units
   Department, School, or College: EDTL
   Initiator Name (typed): Cathy Coulter
   Initiator Signed Initials: 
   Date: 

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 11/1/12

6c. Coordination with Library Liaison
   Date: 10/10/12

7. Title and Program Description - Please attach the following:
   - [ ] Cover Memo
   - [x] Catalog Copy in Word using the track changes function

8. Justification for Action
   There is a national, statewide and local need for qualified Preschool-6th grade (P-6) educators in the area of English language learner (ELL) instruction and culturally sustaining pedagogy (CCP). 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 grade learning environments. Candidates completing this graduate certificate may add a P-6 ELL 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.
<table>
<thead>
<tr>
<th>Position</th>
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<th>Disapproved</th>
<th>Date</th>
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<tr>
<td>Initiator (faculty only)</td>
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<tr>
<td>Cathy Coulter</td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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<td>Dean/Director of School/College</td>
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<td>Department Chair</td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
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<tr>
<td>Provost or Designee</td>
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</table>
D. Graduate Certificate, Language Education

www.uaa.alaska.edu/coedegrees

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
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

EDFN A691 Current Topics in Second Language Education (1-3) 3

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-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) for Speakers of Other Languages (ESOL) and Culturally Sustaining Pedagogy Concentration**

The ESOL 7212 concentration is for candidates who are seeking one of the following:
1. Institutional Recommendation for an English as a Second Language (ESL) 7212 endorsement on a current secondary 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) (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](http://www.tesol.org) and [www.wida.us](http://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 Language Education 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 practice 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 (must hold or be eligible to hold) a secondary teacher certificate from the State of Alaska, OR
   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 Assessment (e.g., coursework such as FNC 410L or ENGL 442L 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 12 credits beyond the baccalaureate degree including: Most students will be expected to complete the following 22 to 25 credits:

   - ENCL A490 Linguistics and Language Teaching 4
   - ENCL A497 English Grammar and Language Teaching 4
   - 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 3
   - EDSY A667A Middle/High School Second Language Teaching I 3
   - EDSY A667Y Middle/High School Methods for Teaching English as a Second Language 3
   - EDFN A691 Current Topics in Second Language Education (1-3) 3
   - EDFN A695F88 Internship: English for Speakers of Other Languages (ESOL) 24*

   *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.
**Course Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course

---

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**  

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  
☐ Contact Hours  
☐ Course Number  
☐ Repeat Status  
☐ Cross-Listed/Stacked  
☐ Course Description  
☐ Course Prerequisites  
☐ Co-requisites  
☐ Test Score Prerequisites  
☐ Registration Restrictions  
☐ Other Restrictions  
☐ Class  
☐ College  
☐ Major  
☐ Level

9. **Repeat Status No**  
☐ # of Repeats  
☐ Max Credits

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

11. **Implementation Date**  
semester/year  
From: Spring/2014  
To: 9999/9999

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).

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

**Initiator Name (typed): Cathy Coulter**  
Initiator Signed Initials: __________  
Date: __________

13b. **Coordination Email**  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto: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)**

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

16e. **Registration Restriction(s) (non-codable)**  
Department approval and admission to the Language Education Graduate Certificate Program

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) Cathy Coulter**  
Initiator (TYPE NAME)

<table>
<thead>
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<td>Dean/Director of School/College</td>
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<td>Date</td>
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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 and admission to the Language Education Graduate Certificate Program

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 and Alaska Native storytelling 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

<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. Integrate major concepts, theories, and research related to first and subsequent language acquisition and literacy development into classroom</td>
<td>Research Paper</td>
<td>*ATS 2, 3, 4, 6, 7</td>
<td>Intellectual Vitality</td>
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<tr>
<td></td>
<td>Case Study</td>
<td>**WIDA ELD 1, 2</td>
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<td></td>
<td>***AKCSE A, B, D, E</td>
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<tr>
<td>2.</td>
<td>Develop a repertoire of teaching practices that apply knowledge of language and literacy development of English learners and Alaska Native children.</td>
<td>Research Paper</td>
<td>ATS 1, 2, 3, 4, 6, 7</td>
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<tr>
<td></td>
<td>Case Study</td>
<td>Research Paper</td>
<td>Intellectual Vitality</td>
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<td>WIDA ELD 1, 2</td>
<td>Case Study</td>
<td>Inclusiveness and Equity</td>
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<td>AKCSE E</td>
<td>AKCSE A, E</td>
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<td>3.</td>
<td>Identify the structure of language and relate it to the development of literacy.</td>
<td>Research Paper</td>
<td>ATS 4</td>
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<td></td>
<td>Case Study</td>
<td>Research Paper</td>
<td>Intellectual Vitality</td>
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<td>Inclusiveness and Equity</td>
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<td>AKCSE A, E</td>
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<td>4.</td>
<td>Utilize knowledge of reading and writing as processes and develop teaching strategies to support reading and writing for English language learners and Alaska Native children.</td>
<td>Case Study</td>
<td>ATS 2, 3, 4</td>
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<td>WIDA ELD 1, 2</td>
<td>Collaborative Spirit</td>
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<td>AKCSE A, E</td>
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<td>5.</td>
<td>Prepare culturally sustaining lesson plans, based on writing assessments and research on writing development, that respond to the writing needs of English language learners and Alaska Native children.</td>
<td>Case Study</td>
<td>ATS 2, 3, 4, 5</td>
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<tr>
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<td>Lesson Plans</td>
<td>Case Study</td>
<td>Intellectual Vitality</td>
</tr>
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<td></td>
<td>WIDA ELD 1, 2</td>
<td>WIDA ELD 1, 2</td>
<td>Collaborative Spirit</td>
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<td>AKCSE A, B, D, E</td>
<td>AKCSE A, B, D, E</td>
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<td>6.</td>
<td>Employ the lens of culturally sustaining</td>
<td>Case Study</td>
<td>ATS 2, 3, 4, 5</td>
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<td>Case Study</td>
<td>Intellectual Vitality</td>
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<tr>
<td></td>
<td></td>
<td>WIDA ELD 1, 2</td>
<td>Inclusiveness and Equity</td>
</tr>
<tr>
<td>Pedagogy to design assessments of language and literacy proficiency, including oral language, reading, and writing, and prescribe instructional response.</td>
<td>AKCSE A, B, D, E</td>
<td>Equity</td>
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<tr>
<td>Demonstrate the ability to use multicultural children’s literature and Alaska Native storytelling to support cultural identity as well as knowledge of text structure, story elements and writing craft.</td>
<td>Case Study</td>
<td>ATS 2, 3, 4, 6, 7</td>
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<td>WIDA ELD 1, 2</td>
<td><strong>Intellectual Vitality</strong></td>
<td>Inclusiveness and Equity</td>
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<tr>
<td>Generate preliminary research question and research design for action research project.</td>
<td>Research Design Plan</td>
<td>ATS 8</td>
<td>Intellectual Vitality</td>
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<td>Leadership</td>
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</table>

*Alaska Teacher Standards (ATS)
**World Class Instructional Design and Assessment English Language Development Standards (WIDA)
***Alaska Cultural Standards for Educators (AKCSE)

**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 languages 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 and Alaska Native Students.

5. Present research on the development of children’s knowledge of writing and how to support English language learners and Alaska Native student’s ability to produce effective writing bilingually.
   5.1 Cultural 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. 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.
   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 and Alaska Native storytelling in supporting cultural identity as well as knowledge of text structure, story elements and writing craft.
   7.1 Insider and outsider perspectives in literature and oral storytelling
   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


Leadership, 61(2), 80-82.


Teachers College Press.


Rethinking Schools, Inc. (2008). *Unlearning "Indian" Stereotypes [DVD]*.

Available from http://www.rethinkingschools.org/


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

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+)

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

   Cult Sust Inst STEAM ELL clsrm

   Abbreviated Title for Transcript (30 character)
   Culti Sust Inst STEAM ELL clsm

7. Type of Course
   ☑ Academic
  sciously

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

   If a change, mark appropriate boxes:
   ☐ Prefix
   ☐ Credits
   ☐ Title
   ☐ Grading Basis
   ☐ Course Description
   ☐ Test Score Prerequisites
   ☐ Cross-Listed/Stacked
   ☐ Grade
   ☐ Course Prerequisites
   ☐ Co-requisites
   ☐ Registration Restrictions

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: 9999/9999

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.

    Impact Program/Course  Catalog Page(s) Impacted  Date of Coordination  Chair/Coordinator Contacted
    1. COE
    2.
    3.

    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
    ☐ 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). Both Alaska Native and Western ways of knowing about the environment are addressed throughout this course. Discusses the cognitive academic language demands of school science. Integrate 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)
    EDFN A691 and EDSY A668

16b. Test Score(s)
    N/A

16c. Co-requisite(s) (concurrent enrollment required)
    EDFN A689

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

16e. Registration Restriction(s) (non-codable)
    Department approval and admission to the Language Education Graduate Certificate Program

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.
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22
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). Both Alaska Native and Western ways of knowing about the environment are addressed throughout this course. 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 and EDSY668

Test Scores(s): None

Corequisite(s): EDFN A689 Action Research Experience: Culturally Sustaining Pedagogy for English Language Learners in P-6 Classrooms.
### 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.

<table>
<thead>
<tr>
<th>Instructional Goals</th>
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<tbody>
<tr>
<td>1. Assist inservice teachers in developing a culturally and linguistically</td>
<td>responsive philosophy of science teaching in elementary settings</td>
</tr>
<tr>
<td>2. Model and scaffold the implementation of differentiated science instruction</td>
<td>that integrates the STEAM approach while emphasizing culturally-</td>
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<tr>
<td>3. Provide feedback for science lesson design and implementation.</td>
<td>based science knowledge.</td>
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<tr>
<td>4. Assist inservice teachers in developing a classroom practice that values</td>
<td>students' cultural and linguistic heritage with an emphasis on</td>
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<tr>
<td>5. Model and scaffold assessment methods which are culturally</td>
<td>Alaska Native culture and language revitalization.</td>
</tr>
<tr>
<td>6. Model and scaffold assessment methods which are culturally</td>
<td>responsive, valid, and reliable with an emphasis on balancing</td>
</tr>
<tr>
<td>7. Model and scaffold assessment methods which are culturally</td>
<td>Alaska Native ways of knowing and Western science.</td>
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</table>

#### Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<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>
</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 ELD 1, 4</td>
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<td></td>
<td>Classroom observations</td>
<td>***AKCSE A</td>
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<tr>
<td>2. Design and implement science instruction that promotes science achievement and</td>
<td>Inquiry science lesson observation</td>
<td>ATS 4</td>
<td>Inclusiveness and Equity</td>
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<tr>
<td>language</td>
<td>Outstanding Trade book inquiry lesson observation</td>
<td>WIDA ELD 1, 2, 4</td>
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<td>AKCSE A, B, C,</td>
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</table>
The development of culturally and linguistically diverse students based on students' prior knowledge and cultural understandings, with a particular emphasis on Alaska Native cultural traditions and ways of knowing.

| 3. Evaluate the effectiveness of instruction and adjust strategies of instruction to meet the needs of the students. | Teaching reflection | ATS 2 | Intellectual Vitality
| Post-observation conference | | WIDA ELD 1, 2, 4 | Inclusiveness and Equity
| AKCSE A, D, E | |

| 4. Plan curriculum and strategies and locate instructional resources that foster students' academic achievement and language proficiency development. | Unit plan | ATS 6 | Intellectual Vitality
| Inquiry lesson plan | | WIDA ELD 1, 2, 4 | Inclusiveness and Equity
| Trade book lesson plan | | AKCSE A, D |
| Alaska Native Knowledge and Inquiry Lesson | |

| 5. Demonstrate proficiency in the implementation of reform-based, culturally responsive assessment strategies. | Classroom observation | ATS 5 | Inclusiveness and Equity
| Assessment plan | | WIDA ELD 2, 4 |
| AKCSE A, B, D, E | |

*Alaska Teacher Standards (ATS)
**World Class Instructional Design and Assessment English Language Development Standards (WIDA)
***Alaska Cultural Standards for Educators (AKCSE)

**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
   1.6 How cultural ways of knowing contribute to science knowledge
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
   3.6 Alaska Native ways of knowing in traditional stories
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
   4.7 STEAM as a pathway to cultural science knowledge

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
EA COE

1b. Division
choose one

1c. Department
EDTL

2. Course Prefix
EDFN

3. Course Number
A689

4. Previous Course Prefix & Number

5a. Credits/CEUs
1-6

5b. 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

Action_Research_ELL_in_P-6

Abbreviated Title for Transcript (20 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

[ ] Course Number
[ ] Contact Hours
[ ] Repeat Status
[ ] Cross-Listed/Stacked
[ ] Course Prerequisites
[ ] Co-requisites
[ ] Registration Restrictions

9. Repeat Status

[ ] Yes

[] # of Repeats

[] Max Credits

5

10. Grading Basis

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

11. Implementation Date

[ ] semester/year

From:

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>
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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)

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 and Alaska Native children.

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

EDFN A691 and EDSY A668

16b. Test Score(s)

N/A

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

EDFN A646

16d. Other Restriction(s)

[ ] College

[ ] Major

[ ] Class

[ ] Level

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

Department approval and admission to the Language Education Graduate Certificate Program

17. [ ] Mark if course has fees N/A

18. [ ] 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.
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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: 1-6
Grading Basis: A-F
Implementation Date: Fall 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 and Alaska Native children.
Course Prerequisites(s): EDFN 691 and EDSY 668
Corequisite(s) EDFN A646
Test Scores(s): 
Registration Restrictions: Department approval and admission to the Language Education Graduate Certificate Program
Course Fee: □ Yes ☒ 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, particularly concerning the ethics and protocols concerning postcolonial research with Alaska Native populations.

2. Discuss major theoretical frameworks related to education and/or classroom teaching (e.g. sociocultural theory, feminist theory, critical theory, decolonizing methodologies, 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) including nontraditional forms of data collection.

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>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and implement an ethical, IRB compliant Action Research Project.</td>
<td>Action Research Project</td>
<td>*AKTS 4, 8</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>2. Articulate theoretical framework and use it as a lens to design, implement and analyze Action Research</td>
<td>Action Research Project (Theoretical Framework) Research Journal</td>
<td>AKTS 2, 8</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td>Project.</td>
<td>Methodology</td>
<td>AKT/S</td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>3.</td>
<td>Refine literature review based on feedback.</td>
<td>Literature Review</td>
<td>AKTS 4</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>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>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Journal</td>
<td></td>
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<tr>
<td>5.</td>
<td>Engage in research conversations and reflect on the implications to their own personal classroom practice, student achievement, and ethical considerations.</td>
<td>Research Group discussions</td>
<td>AKS 2,4,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Journal</td>
<td></td>
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<tr>
<td>6.</td>
<td>Present results of Action Research Project.</td>
<td>Poster Session</td>
<td>AKS 4,8</td>
</tr>
<tr>
<td>7.</td>
<td>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>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Journal</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Reflect on teaching practice in dialogue with clinical faculty/instructor.</td>
<td>Discussion</td>
<td>AKS 2,4,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Journal</td>
<td></td>
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</table>

*Alaska Teacher Standards (ATS)*

### 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. 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 Ethical considerations, cultural implications and decolonizing methodologies.

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).
   7.4 Analyzing student work in professional learning communities.
   7.5 Formulating and implementing intervention based on work analysis.
   7.5 Reflecting on results of modified practices.

VI. Suggested Text(s)


VII. Bibliography


1a. School or College  
AS CAS

1b. Department  
Psychology

2. Complete Program Title/Prefix

PhD Program in Clinical-Community Psychology

3. Type of Program

<table>
<thead>
<tr>
<th>Undergraduate:</th>
<th>Graduate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHOSE ONE</td>
<td>Doctoral Program</td>
</tr>
</tbody>
</table>

This program is a Gainful Employment Program:  
☐ Yes  or  ☑ No

4. Type of Action:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>☑ Change</td>
<td>Change</td>
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<tr>
<td>Delete</td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

5. Implementation Date (semester/year)

From: Fall 2013  
To: 99/99

6a. Coordination with Affected Units

Department, School, or College: Psychology at UAA and UAF

Initiator Name (typed): James Fitterling  
Initiator Signed Initials: ________

Date: __________

6b. Coordination Email submitted to Faculty Listserv (uac-faculty@lists.uac.alaska.edu)  
Date: November 26, 2012

6c. Coordination with Library Liaison  
Date: Not required

7. Title and Program Description - Please attach the following:

☐ Cover Memo  
☑ Catalog Copy in Word using the track changes function

8. Justification for Action

Updating Catalog copy including the addition of the program outcomes.

<table>
<thead>
<tr>
<th>Initator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>James M. Fitterling</td>
<td></td>
</tr>
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</table>

Initator (TYPE NAME)

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair</td>
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Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Provost or Designee</td>
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</tbody>
</table>

Initiator (TYPE NAME)
Ph.D., Clinical-Community Psychology
http://psyphd.alaska.edu
ayphd@uaa.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 OUTCOMES

The Program Will Prepare Culturally Competent Scientists. Program graduates will:
• 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.

The Program Will Prepare Culturally Competent Practitioners. Program graduates will:
• 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.

The Program Will Prepare Culturally Competent Policy and Social Change Facilitators. Program graduates will:
• 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 Ph.D. admissions committee, which makes admissions recommendations to the Dean of the UAA or UAF Graduate School, depending on a selected applicant’s campus or 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 the following 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 catalog.
3. Minimum of a bachelor’s degree (B.S. or B.A. or B.Ed.): 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 3.0.
5. Minimum 3.0 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 course work 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 references (preferably curriculum or research advisors, major course instructors with whom the student had contact in more than one course, and/or supervisors).
10. A Disclosure Statement, located at http://psyphd.alaska.edu/appprocedures.htm, must accompany the application to the program. A 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 general university requirements for graduate programs as outlined in the UAA or UAF catalog.
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>
</tbody>
</table>
3. Electives

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 portfolio will be clearly defined and samples will be provided for students. Students must demonstrate clinical competency before applying to Advance to Predoctoral Internship and must pass both the clinical competency and community competency before actually starting Predoctoral Internship (PSY A686).

**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 before actually starting Predoctoral Internship (PSY A686).

**RESEARCH COMPETENCY:** Research competency is demonstrated through preparation of a research 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.

**ADVANCEMENT TO CANDIDACY:** Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA-UAF Ph.D. committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with students to date, submitted paperwork and 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 Predoctoral Internship. In addition to passing the Clinical Portfolio, students must apply to the local Program Director (PD), by September 30th (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 the students’ coursework, assure 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 the both the Clinical Portfolio and the Community Portfolio before actually 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](http://psyphd.alaska.edu).
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2. Complete the following required courses.
   PSY A602 Native Ways of Knowing 3
   PSY A603 Alaskan and Rural Psychology 3
3. Electives

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

**ADDITIONAL REQUIREMENTS**

**CLINICAL-COMMUNITY COMPETENCY:** Clinical-community competency is demonstrated through preparation of a clinical-community portfolio that will be evaluated by an ad hoc committee. Criteria for the clinical-community portfolio are will be clearly defined in the student handbook and samples will be provided for students. **Students must demonstrate clinical competency before applying to Advance to Predoctoral Internship and must pass both the clinical competency and community competency before actually starting Predoctoral Internship (PSY A686).** Students must pass the clinical portfolio before starting Predoctoral Internship.

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**RESEARCH COMPETENCY:** Research competency is demonstrated through preparation of a research 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.

**ADVANCEMENT TO CANDIDACY:** Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA-UAF Ph.D. committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with students to date, submitted paperwork and 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
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**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.

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**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.

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