I. **Roll Call**

- Arlene Schmuland
- Susan Garton
- Greg Protasel
- Dennis Drinka
- Jervette Ward
- Peter Olsson
- Anthony Paris
- Patricia Sandberg
- Clayton Trotter
- Hsing-Wen Hu
- Sam Thiru
- Cindy Knall
- GSA Vacancy
- FSAL vacancy
- David Yesner
- Dennis Drinka
- Patricia Sandberg
- Clayton Trotter
- Jervette Ward
- Susan Garton
- Peter Olsson
- Cindy Knall
- Ex-Officio Members:
  - Greg Protasel
  - Anthony Paris
  - GSA Vacancy
  - David Yesner
  - FSAL vacancy
  - Lora Volden

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

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

IV. **Program/Course Action Request – Second Reading**

V. **Program/Course Action Request – First Readings**

- Add PSY A625 Introduction to Sex Therapy (3 cr)(3+0)(pg. 5-9)
- Add PSY A674 Advanced Family Therapy(Cross listed with SWK A674)(3 cr)(3+0)(pg. 10-14)
- Add SWK A674 Advanced Family Therapy(Cross listed with PSY A674)(3 cr)(3+0)(pg. 15-19)
- Add PSY A676 Couples Therapy (cross listed with SWK A676)(3 cr)(3+0)(pg. 20-23)
- Add SWK A676 Couples Therapy (cross listed with PSY A676)(3 cr)(3+0)(pg. 24-27)
- Add SWK A666 Family Development (3 cr)(3+0)?(pg. 28-31)
- Add Marriage and Family Therapy, Graduate Certificate (pg. 32-34)
- Add CIS A670 Data Warehouses and Business Intelligence (stacked with CIS A470)(3 cr)(3+0) (pg. 35-43)
- Chg CIS A690 Selected Topics in Management Information Systems (3 cr)(3+0)(pg. 44-47)
- Add BA A621 Change Leadership and Facilitation (3 cr)(3+0)(pg. 48-53)
- Add BA A622 Performance Management and Coaching (3 cr)(3+0)(pg. 54-57)
- Add BA A671 Introduction to Entrepreneurship (3 cr)(3+0)(pg. 58-60)
- Add BA A672 Developing a Business Plan (3 cr)(3+0)(pg. 61-63)
- Add BA A673 Creating and Managing the Entrepreneurial Venture (3 cr)(3+0)(pg. 64-66)
- Chg BA A695 Graduate Internship (3 cr)(3+0)(pg. 67-70)

VI. **Administrative Reports**

A. Associate Dean of the Graduate School David Yesner

B. Graduate Student

C. University Registrar Lora Volden

VII. **Chair’s Report**

A. GAB Chair- Arlene Schmuland
B. Faculty Alliance
C. Graduate Council

VIII. Old Business

IX. New Business
A. Proposal for the Approval of a Graduate Faculty at UAA (pg. 71-73)

X. Informational Items and Adjournment
I. Roll Call
(x) Arlene Schmuland (x) Hsing-Wen Hu (x) Sam Thiru
(e) Susan Garton (x) Peter Olsson (x) Cindy Knall
(x) Greg Protasel (x) Anthony Paris (e) GSA Vacancy
(x)  Susan Garton  (x) Peter Olsson  (x) Cindy Knall
Ex-Officio Members:
(x)  Greg Protasel  (x) Anthony Paris  () GSA Vacancy  (x) David Yesner
(x)  Dennis Drinka  (x) Patricia Sandberg  (e)  Susan Garton  (x) Peter Olsson
(x)  Cindy Knall (e)  Susan Garton  (x) Peter Olsson
Ex-Officio Members:
(x)  Peter Olsson  (x) Cindy Knall  (e)  Susan Garton  (x) Peter Olsson

II. Approval of Agenda (pg. 1)
Add mission statement for joint UAB/GAB subcommittee to new business
Approved as amended

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

IV. Program/Course Action Request – Third Reading
Add CHEM A611 Advanced Biophysical Chemistry (Stacked with CHEM A411)
(3 cr)(3+0)(pg. 4-13)
Unanimously Approved

V. Program/Course Action Request - First Readings
Add CHEM A699 Graduate Thesis (1-6 cr)(0+3-18)(pg. 14-17)
Waive first reading, approve for second

VI. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
   - Graduate Faculty: Graduate Council subcommittee is working on draft of Graduate Faculty
     membership and responsibilities. Jeff Bailey, chair of the subcommittee, authored an initial draft
     on which other subcommittee members and Associate Dean (as ex officio subcommittee member)
     have commented and suggested revisions. Graduate Council subcommittee will meet Monday AM
     (11/11) to finalize document, which will be considered by full Graduate Council on Friday
     (11/15). Document with any revisions will be submitted to GAB by Monday (11/18). After
     consideration by GAB, document will be forwarded to Faculty Senate by 12/2.
   - Non-resident tuition: Discussion with VP for Undergraduate Academic Affairs and several others
     concerning obtaining resident tuition rates for several categories, including graduate
     assistantships. Discussion focused on possibilities of amending BOR policy.
   - Tuition awards: Provost, Graduate School Associate Dean, CAS Dean, and CAS Associate Dean
     for Sciences and Mathematics will meet on Tuesday PM (11/12) to consider tuition awards to
     UAA-homed students in collaborative PhD programs with UAF who wish to take UAF courses as
     a part of their doctoral program, as well as UAA MA/MS students wishing to take UAF graduate
     courses. Some discussion about APU graduate courses may also take place.
   - DPT: Dean and Associate Dean of Graduate School and others met with two representatives of
     Division of Physical Therapy, Department of Rehabilitative Medicine, and University of
     Washington to discuss possibility of bringing a UW-directed DPT degree to Anchorage. UAA
     collaboration was discussed but not specified in detail. UW representatives stated that lack of
     doctoral degree-granting status prevented establishment of UAA-owned degree, but how that
     might change in future was not specified.

B. Graduate Student

C. University Registrar Lora Volden

VII. Chair’s Report
A. GAB Chair- Arlene Schmuland
   A representative is still needed for the credit hour audit joint UAB/GAB subcommittee
   The Faculty Senate Executive Board is looking into possible online outlets (blog, forums) for program
   prioritization communication
B. Faculty Alliance

C. Graduate Council

VIII. Old Business

IX. New Business
A. Joint UAB/GAB subcommittee for Stacked Courses

Peter Olsson gave a presentation on the subcommittee mission and presented questions to the board
Peter Olsson proposed the following mission: GAB should provide clear guidance to curriculum
developer’s w/r/t expectations for meeting rigor and quality expectations for stacked courses.

X. Informational Items and Adjournment
10/10/13

MEMO

To: COH Curriculum Committee

From: Elizabeth A. Siries, Director
School of Social Work

Re: Graduate Certificate in Marriage and Family Therapy to meet Licensed Marriage and Family Therapy (LMFT) curriculum requirements

A team of UAA and UAF faculty have been working on a multidisciplinary, collaborative Graduate Certificate in Marriage and Family Therapy to meet the curriculum requirements for LMFT licensure in Alaska. A review of existing courses in the UAA MSW, MS Clinical Psychology, and MEd Community Counseling programs, and the UAF MEd Community Counseling program, resulted in a multidisciplinary plan of course development and sharing that could add sufficient courses to meet LMFT course requirements to be offered on a rotating basis in Alaska.

There are no academic programs in Alaska preparing professionals for practice as marriage and family therapists. Alaska LMFT curriculum requirements include: three courses on marriage and family therapy theory; three courses in marriage and family studies content; three courses in human development; one course in professional ethics; one course in research; and nine credits or one year of clinical practice or a practicum in marriage and family therapy. A content analysis of courses available within the UA system behavioral health programs identified a number of courses that could meet these curriculum requirements, but collectively there were insufficient offerings for an Alaskan to complete all course requirements for LMFT. The 2009 Alaska Health Workforce Vacancy Study estimated a 23% vacancy rate for marriage and family therapist (LMFT’s) in behavioral health service organizations. Although great strides have been made in bringing children’s mental health content to academic programs, a significant gap remains with content addressing work with parents and families experiencing distress, disruption and dysfunction.

Faculty from the UAA MSW, MS Clinical Psychology, and MEd Community Counseling programs, and the UAF MEd Community Counseling program have developed an integrated plan for meeting curriculum requirements in a Graduate Certificate in Marriage and Family Therapy. The Alaska MFT Licensure Board and the Alaska Association for Marriage and Family Therapy (AkAMFT) have endorsed the plan. Responsibility for delivery of these courses is to be shared by graduate level behavioral health programs at UAA and UAF.

Please accept the attached curriculum proposal for a Graduate Certificate in Marriage and Family Therapy. I look forward to working with you on this effort.
Proposal to Initiate, Add, Change, or Delete a Course

Initiator Name (typed): Patricia Sandberg

Initiator Signed Initials: ____________ Date: ______________

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

If you need to add, change, or delete a course, please explain the changes:

14. General Education Requirement

Mark appropriate box:

☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills
☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

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

Introduces students to the practice of sex therapy. It includes ethics specific to the work of sex therapy, common presenting problems and associated treatments, assessment and diagnoses, as well as a decision making model to clarify when a sexual problem is within a clinician's scope of practice.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

PSY A625, or SWK A656, or COUN F666 with minimum grade of B

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

None

16c. Other Restriction(s)

☐ College ☐ Level ☐ Class ☐ Level

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

Graduate standing at the University of Alaska

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

This course is a component of the focused efforts on interdisciplinary education between units in the College of Health and College of Arts and Sciences to create a certificate focused on the Alaska Marriage & Family Therapist professional license.

Program Chair ___________________________ Date ___________________________

Initiator (faculty only)

Patricia Sandberg

Initiator (TYPE NAME)

☑ Approved ☐ Disapproved Date ___________________________

Dean/Director of School/College ___________________________ Date ___________________________

Undergraduate/Graduate Academic ___________________________ Date ___________________________

Provost or Designee ___________________________ Date ___________________________

Department Chair ___________________________ Date ___________________________

Board Chair ___________________________ Date ___________________________

College/School Curriculum Committee Chair ___________________________ Date ___________________________
1. **Initiation Date** June, 2013

2. **Curriculum action request information:**
   A. College: CAS
   B. Course prefix: PSY
   C. Course number: A625
   D. Number of credits: 3
   E. Course Title: Introduction to Sex Therapy
   F. Grading basis: A-F
   G. Implementation date: Spring, 2014
   H. Cross-listing: none
   I. Stacking: none
   J. Course Description: Introduces students to the practice of sex therapy. It includes ethics specific to the work of sex therapy, common presenting problems and associated treatments, assessment and diagnoses, as well as a decision making model to clarify when a sexual problem is within a clinician’s scope of practice.
   K. PSY A626, or SWK A656, or COUN F666 with a minimum grade of B
   L. Registration restriction: Graduate Standing at the University of Alaska
   M. Course fee: None

3. **Course level justification:**
   This course requires admission to a graduate program in a behavioral health field as well as knowledge of basic psychotherapy intervention skills. It also requires the ability to interpret and evaluate primary literature in the field, analyze and evaluate theoretical models and draw independent conclusions.

4. **Instructional goals:**
   The Instructor will:
   A. Review basic human sexual anatomy and physiology across the lifespan
   B. Explain the process of clinical work in sex therapy;
   C. Provide a review of theories and techniques for sex therapy;
   D. Explain the influence of culture in Sex Therapy
   E. Demonstrate the skills for assessment and diagnosis in sex therapy;
   F. Explain how to determine one’s limitations and need for referral;
   G. Work with students to identify personal sexual biases and their impact
   H. Explain code of Ethics from American Association of Sexuality Educators, Counselors and Therapists(AASECT)
5. **Student outcomes:**

   Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurately assess and diagnose problems with sexuality</td>
<td>Exam</td>
</tr>
<tr>
<td>describe the common treatments for various sexual problems</td>
<td>Exam</td>
</tr>
<tr>
<td>demonstrate proficiency implementing a model used to determine what sexual problems are within and outside one’s scope of practice</td>
<td>classroom exercises</td>
</tr>
<tr>
<td>identify personal sexual biases, and how those biases are likely to affect clinical work in the area of sexuality</td>
<td>reflection paper</td>
</tr>
<tr>
<td>demonstrate a working knowledge of how the AASECT code of ethics may be applied in various scenarios</td>
<td>Exam</td>
</tr>
<tr>
<td>describe the integration of sex therapy interventions with the student’s own unique therapeutic orientation</td>
<td>reflection paper</td>
</tr>
<tr>
<td>describe the breadth and range of human sexual development across the lifespan and demonstrate proficiency identifying variations from the norm</td>
<td>Exam</td>
</tr>
</tbody>
</table>

6. **Topical course outline:**

   A. Evidence based and best practice knowledge of sex therapy
   B. History and context of sex therapy
   C. Breadth and Range of Sex Therapy including medical issues; lifespan; developmental issues; sexual orientation and cultural issues
   D. Models of sex therapy
   E. Therapist development: essential assessment and treatment skills, case conceptualization and treatment planning
   Ethical code of AASECT
   F. Legal and professional issues in practice of sex therapy
7. Suggested texts:


8. Bibliography:


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

## 1. School or College
- **AS CAS**

## 2. Course Prefix
- **PSY**

## 3. Course Number
- **A674**

## 4. Previous Course Prefix & Number
- **N/A**

## 5. Credits/CEUs
- **3**

## 6. Complete Course Title
- **Advanced Family Therapy**

### 6.1. 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**

### 8.1. If a change, mark appropriate boxes:
- **☐ Prefix**
- **☐ Credits**
- **☐ Title**
- **☐ Grading Basis**
- **☐ Course Description**
- **☐ Test Score Prerequisites**
- **☐ Other Restrictions**
- **☐ Contact Hours**
- **☐ Repeat Status**
- **☐ Cross-Listed/Stacked**
- **☐ Course Prerequisites**
- **☐ Co-requisites**
- **☐ Registration Restrictions**
- **☐ General Education Requirement**

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

### 9.1. For Repeat Status:
- **☐ A-F**
- **☐ P/NP**
- **☐ NG**

## 10. Grading Basis
- **☐ A-F**

## 11. Implementation Date
- **From:** Fall/2014
- **To:** /9999

## 12. Cross Listed with
- **SWK A674**

### 12.1. Cross-Listed Coordination Signature

## 13a. Impacted Courses or Programs

### 13a.1. List any programs or college requirements that require this course.

#### Impacted Program/Course

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK</td>
<td></td>
<td>Beth Sirles</td>
</tr>
<tr>
<td>EDCN</td>
<td></td>
<td>Deb Russ-Kieth Cates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 13b. Coordination Email
- **Date:** 9-30-13

### 13c. Coordination with Library Liaison
- **Date:** 9-30-13

## 14. General Education Requirement

### 14.1. Mark appropriate box:
- **☐ Oral Communication**
- **☐ Written Communication**
- **☐ Quantitative Skills**
- **☐ Humanities**
- **☐ Fine Arts**
- **☐ Social Sciences**
- **☐ Natural Sciences**
- **☐ Integrative Capstone**

## 15. Course Description

### 15.1. (suggested length 20 to 50 words)

Focusses on the assessment of families, and the process of family therapy through an examination of classic and contemporary family therapy theory, models, research, and practice. Students will learn how to assess families and conduct family therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of family therapy.

## 16. Course Prerequisite(s)

### 16a. (list prefix and number or test code and score)

| (PSY A626 or SWK A656 or COUN F666) with a minimum grade of B |

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

- **(concurrent enrollment required)**
- **None**

## 17. Other Restriction(s)

| ☐ College | ☐ Major | ☐ Class | ☐ Level |

## 19. Justification for Action

This course is a component of the focused efforts on interdisciplinary education between units in the College of Health and College of Arts and Sciences to create a certificate focused on the Alaska Marriage & Family Therapist professional license.

## Initiator Name (typed): Patt Sandberg

### Initiator Signed Initials:

### Date:

## 20. Course Action Request

### University of Alaska Anchorage

### Board Chair

### Provost or Designee

### Undergraduate/Graduate Academic

### Dean/Director of School/College

### Department Chair

### Provost Office

### College/School Curriculum Committee Chair

### Date:

### Dean/Director of School/College

### Date:

### Provost Office

### Date:

### College/School Curriculum Committee Chair

### Date:

### Provost Office

### Date:

### College/School Curriculum Committee Chair

### Date:

### Provost Office

### Date:
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: September, 2013

II. Curriculum Action Request
A. School: College of Arts and Sciences
B. Course Subject: PSY
C. Course Number: A674
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Clinical Psychology
G. Course Title: Advanced Family Therapy
H. Grading Basis: A-F
I. Implementation Date: Fall 2014
J. Cross-listed/Stacked: SWK A674
K. Course Description: Focuses on the assessment of families, and the process of family therapy through an examination of classic and contemporary family therapy theory, models, research, and practice. Students will learn how to assess families and conduct family therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of family therapy.
L. Course Prerequisites: (PSY A626 or SWK A656 or COUN F666) with a minimum grade of B
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: Level
P. Registration Restrictions: Graduate standing at the University of Alaska.
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Provide a framework for analyzing theories of family therapy through an examination of classic and contemporary family therapy theory, models, best practice research, and practice experience.
   2. Present models for assessing family functioning and treatment planning.
   3. Examine family therapy from a variety of therapeutic approaches.
   4. Explain how to design treatment plans for families.
   5. Work with students to integrate the major models of family therapy into their clinical work.
   6. Review ethical considerations specific to family therapy.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Utilize critical thinking principles to evaluate family therapy models.</td>
<td>Quizzes, exams, related written assignments</td>
</tr>
<tr>
<td><strong>B.</strong> Develop the ability to conceptualize cases from a systemic perspective.</td>
<td>Quizzes, practice assignment and experiential exercise</td>
</tr>
<tr>
<td><strong>C.</strong> Apply major models of family therapy conceptually and clinically.</td>
<td>Quizzes, exams, assumptions and assessment/clinical application questions and experiential exercises</td>
</tr>
<tr>
<td><strong>D.</strong> Evaluate family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy.</td>
<td>Literature review, written assignment, experiential exercise</td>
</tr>
<tr>
<td><strong>E.</strong> Develop advanced therapeutic skills that facilitate working with families.</td>
<td>Family therapy theory application project, intervention list</td>
</tr>
<tr>
<td><strong>F.</strong> Identify what theoretical models are most compatible with their own therapeutic ideas, values, and goals.</td>
<td>Written assignments, personal model assignment</td>
</tr>
<tr>
<td><strong>G.</strong> Evaluate his/her personal level of competence and influence as relevant to the treatment of families.</td>
<td>Final exam, personal model assignment</td>
</tr>
</tbody>
</table>

IV. **Course Level Justification**
This course requires admission to a graduate program in a behavioral health field as well as knowledge of basic psychotherapy intervention skills. It also requires:

A. Understanding of the basic tenants of family therapy;
B. Critical thinking skills to integrate information into the student’s growing body of knowledge about conducting family therapy;
C. The ability to interpret and evaluate primary literature in the field, analyze and evaluate theoretical models and draw independent conclusions.

V. **Topical Course Outline**
A. Evidence based and best practice knowledge of family therapy
   - Historical overview of marriage and family therapy development
   - Advanced concepts in systems theory
B. Conceptualizing cases from a systems perspective
   - Dyadic and triadic relationships
   - Roles and boundaries
   - Systems and subsystems
   - Multigenerational considerations
C. Major models of family therapy
   - Structural approaches
• Bowen’s Family Systems Therapy
• Psychodynamic and Object Relations Therapies
• Experiential Family Therapies
• Behavioral and Cognitive approaches
• Integrative Family Systems Therapy

D. Emergent issues in family therapy
• Evolving family forms
• Multicultural dimensions of families
• Social and environmental influences in family functioning

E. Engagement with families
• Joining the system
• Professional boundaries and roles

F. Treatment planning
• Stages of the change process

G. Assessment and intervention with families

H. Developing a personal therapeutic model of family therapy

I. Ethical practice with families
• American Assoc. of Marriage & Family Therapists
• American Psychological Association
• American Counseling Association
• National Association of Social Workers

J. Legal and professional issues in practice with families

VI. Suggested Texts


VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CH College of Health</th>
<th>1b. Division</th>
<th>ASWK Division of Social Work</th>
<th>1c. Department</th>
<th>SWK</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>SWK</th>
<th>3. Course Number</th>
<th>A674</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>N/A</th>
<th>5a. Credits/CEUs</th>
<th>3</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
<th>(3+0)</th>
</tr>
</thead>
</table>

6. Complete Course Title  
Advanced Family Therapy

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
  - Level
  - Major
  - Other (please specify)
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement

9. Repeat Status No  # of Repeats  Max Credits

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

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

12. ☑ Cross Listed with  PSY A674  ☐ 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>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PSY</td>
<td>8-30-13</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>2. EDCN</td>
<td>8-30-13</td>
<td>Keith Cates</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Chad Morse  Initiator Signed Initials: _________ Date: __________

13b. Coordination Email  Date: 10-7-13  submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  Date: 9-30-13

14. General Education Requirement  
Mark appropriate box:

- Oral Communication
- Written Communication
- Quantitative Skills
- Social Sciences
- Natural Sciences
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)  
Focuses on the assessment of families, and the process of family therapy through an examination of classic and contemporary family therapy theory, models, research, and practice. Students will learn how to assess families and conduct family therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of family therapy.

16a. Course Prerequisite(s) (list prefix and number or test code and score) (PSY A626 or SWK A656 or COUN F666) with a minimum grade of B

16b. Co-requisite(s) (concurrent enrollment required)  None

16c. Other Restriction(s)

- College
- Major
- Class
- Level

16d. Registration Restriction(s) (non-codable)  Graduate standing at the University of Alaska

17. ☐ Mark if course has fees  None

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This course is a component of the focused efforts on interdisciplinary education between units in the College of Health and College of Arts and Sciences to create a certificate focused on the Alaska Marriage & Family Therapist professional license

Initiator (faculty only): Chad Morse  Initiator (TYPE NAME): Date

Approved  Disapproved  Dean/Director of School/College  Date

Approved  Disapproved  Undergraduate/Graduate Academic  Date

Approved  Disapproved  Board Chair  Date

Approved  Disapproved  Provost or Designee  Date

15
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: September, 2013

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A674
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Master of Social Work
G. Course Title: Advanced Family Therapy
H. Grading Basis: A-F
I. Implementation Date: Fall 2014
J. Cross-listed/Stacked: PSY A674
K. Course Description: Focuses on the assessment of families, and the process of family therapy through an examination of classic and contemporary family therapy theory, models, research, and practice. Students will learn how to assess families and conduct family therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of family therapy.
L. Course Prerequisites: (PSY A626 or SWK A656 or COUN F666) with a minimum grade of B
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: Level
P. Registration Restrictions: Graduate standing at the University of Alaska.
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Provide a framework for analyzing theories of family therapy through an examination of classic and contemporary family therapy theory, models, best practice research, and practice experience;
   2. Present models for assessing family functioning and treatment planning;
   3. Examine family therapy from a variety of therapeutic approaches;
   4. Explain how to design treatment plans for families;
   5. Work with students to integrate the major models of family therapy into their clinical work;
   6. Review ethical considerations specific to family therapy.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Utilize critical thinking principles to evaluate family therapy models.</td>
<td>Quizzes, exams, related written assignments</td>
</tr>
<tr>
<td>B. Develop the ability to conceptualize cases from a systemic perspective.</td>
<td>Quizzes, practice assignment and experiential exercise</td>
</tr>
<tr>
<td>C. Identify major models of family therapy and be able to apply them conceptually and clinically.</td>
<td>Quizzes, exams, assumptions and assessment /clinical application questions and experiential exercises</td>
</tr>
<tr>
<td>D. Evaluate family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy.</td>
<td>Literature review, written assignment, experiential exercise</td>
</tr>
<tr>
<td>E. Develop advanced therapeutic skills that facilitate working with families.</td>
<td>Family therapy theory application project, intervention list</td>
</tr>
<tr>
<td>F. Identify what theoretical models are most compatible with their own therapeutic ideas, values and goals.</td>
<td>Written assignments, personal model assignment</td>
</tr>
<tr>
<td>G. Evaluate his/her personal level of competence and influence as relevant to the treatment of families.</td>
<td>Final exam, personal model assignment</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course requires admission to a graduate program in a behavioral health field as well as knowledge of basic psychotherapy intervention skills. It also requires:
A. Understanding of the basic tenants of family therapy;
B. Critical thinking skills to integrate information into the student’s growing body of knowledge about conducting family therapy;
C. The ability to interpret and evaluate primary literature in the field, analyze and evaluate theoretical models and draw independent conclusions.

V. Topical Course Outline
A. Evidence based and best practice knowledge of family therapy
B. Conceptualizing cases from a systems perspective
C. Major models of family therapy
D. Emergent issues in family therapy
E. Engagement with families
F. Treatment planning
G. Assessment and intervention with families
H. Developing a personal therapeutic model of family therapy
I. Ethical practice with families
J. Legal and professional issues in practice with families
VI. Suggested Texts

VII. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

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

---

### 1a. School or College
AS CAS

### 1b. Division
ASSC Division of Social Science

### 1c. Department
PSY

---

### 2. Course Prefix
PSY

### 3. Course Number
A676

### 4. Previous Course Prefix & Number
N/A

### 5a. Credits/CEUs
3

### 5b. Contact Hours
(3+0)

---

### 6. Complete Course Title
Couples Therapy

### 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 Level College Major (please specify)
- Other

---

### 9. Repeat Status No

**# of Repeats**

**Max Credits**

---

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

---

### 11. Implementation Date

**semester/year**

- From: Fall/2014
- To: /9999

---

### 12. Cross Listed with

- SWK A676

- 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>Date of Coordination</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. PSY</td>
<td>8-30-13</td>
<td>Claudia Lampman</td>
</tr>
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<td>2. EDCN</td>
<td>8-30-13</td>
<td>Keith Cates</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Patt Sandberg**  **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: 9-30-13

---

### 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)

Focuses on the assessment of couples, and the process of Couples Therapy through an examination of classic and contemporary theory, models, research, and practice. Students will learn how to assess couples and conduct Couples Therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of Couples Therapy.

---

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)

(PSY A626 or SWK A656 or COUN F666) with a minimum grade of B

---

### 16b. Co-requisite(s) (concurrent enrollment required)

None

---

### 16c. Other Restriction(s)

- College
- Major
- Class
- Level

---

### 16d. Registration Restriction(s) (non-codable)

Graduate standing at the University of Alaska

---

### 17. ☐ Mark if course has fees

---

### 18. ☐ Mark if course is a selected topic course

---

### 19. Justification for Action

This course is a component of the focused efforts on interdisciplinary education between units in the College of Health and College of Arts and Sciences to create a certificate focused on the Alaska Marriage & Family Therapist professional license

---

*Initiator (faculty only)*

**Patt Sandberg**

**Initiator (TYPE NAME):**

**Approved**

**Disapproved**

---

**Dean/Director of School/College**

**Approved**

**Disapproved**

---

**Undergraduate/Graduate Academic**

**Approved**

**Disapproved**

---

**Board Chair**

**Approved**

**Disapproved**

---

**Provost or Designee**

**Approved**

**Disapproved**

---

20
1. **Initiation Date:** September, 2013

2. **Curriculum action request information:**
   A. College: College of Arts and Sciences
   B. Course prefix: PSY
   C. Course number: A676
   D. Number of credits: 3
   E. Contact Hours: 3 + 0
   F. Course Title: Couples Therapy
   G. Grading basis: A-F
   H. Implementation date: Fall, 2014
   I. Cross-listing: SWK A676
   J. Stacking: Not applicable
   K. Course Description: Focuses on the assessment of couples, and the process of Couples Therapy through an examination of classic and contemporary theory, models, research, and practice. Students will learn how to assess couples and conduct Couples Therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of Couples Therapy.
   L. Course attributes: Not applicable
   M. (PSY A626, SWK A656, or COUN F666) with a minimum grade of B
   N. Registration restriction: Graduate Status
   O. Course fee: No

3. **Course level justification:** This course requires admission to a graduate program in a behavioral health field as well as knowledge of basic psychotherapy intervention skills. It also requires:
   A. Understanding of the basic tenants of family therapy;
   B. Critical thinking skills to integrate information into the students growing body of knowledge about conducting Couples Therapy;
   C. The ability to interpret and evaluate primary literature in the field, analyze and evaluate theoretical models and draw independent conclusions.

4. **Instructional goals:**
The Instructor will:
   A. Explain the process of Couples Therapy;
   B. Provide a review of theories, strategies and techniques for Couples Therapy;
   C. Demonstrate the skills for assessment and intervention in counseling couples;
D. Explain how to design treatment plans for couples;
E. Work with students to integrate the major models of Couples Therapy into their clinical work;
F. Review ethical considerations specific to Couples Therapy.

5. **Student outcomes:**

Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review the history, concepts, theories and techniques that are foundational to the practice of Couples Therapy;</td>
<td>A. Quizzes, exams, related written assignments</td>
</tr>
<tr>
<td>B. Conceptualize cases from a systemic perspective;</td>
<td>B. Quizzes, assessment and treatment assignment, experiential exercises</td>
</tr>
<tr>
<td>C. Identify contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture, marital status, race/ethnicity, sexual orientation, spirituality, religion and social systems) present in the relationship of couples;</td>
<td>C. Quizzes, exams, assessment and treatment assignment, experiential exercises</td>
</tr>
<tr>
<td>D. Contrast current therapeutic models of Couples Therapy;</td>
<td>D. Written assignments, experiential exercises</td>
</tr>
<tr>
<td>E. Develop skills in assessment of couple functioning;</td>
<td>E. Assessment and treatment assignment, personal model assignment</td>
</tr>
<tr>
<td>F. Develop therapeutic interventions related to couples treatment goals and plans;</td>
<td>F. Written assignment, personal model assignment</td>
</tr>
<tr>
<td>G. Identify therapeutic applications for specific populations and problems;</td>
<td>G. Personal model assignment</td>
</tr>
<tr>
<td>H. Evaluate his/her personal level of competence and influence as relevant to the treatment of couples.</td>
<td>H. Personal model assignment, final exam</td>
</tr>
</tbody>
</table>

6. **Topical course outline:**
   A. Evidence based and best practice knowledge of Couples Therapy
   B. History and context of Couples Therapy
   C. Models of Couples Therapy including:
      • Psychoanalytic Couples Therapy
      • Emotion Focused Couples Therapy
      • Cognitive Behavioral Couples Therapy.
D. Contextual and systemic dynamics in Couples Therapy

E. Therapist development including:
   • essential assessment and treatment skills
   • case conceptualization
   • treatment planning

F. Ethical practice with couples
   • Review of professional ethical guidelines & principles
     o American Assoc. of Marriage & Family Therapists
     o American Psychological Association
     o American Counseling Association
     o National Association of Social Workers

G. Legal and professional issues in practice with couples
   • As noted in Ethical principles and guidelines above

7. Suggested text:


8. Bibliography:


# Course Action Request

**University of Alaska Anchorage**

**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>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>SWK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>SWK</td>
<td>A676</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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<tr>
<th>6. Complete Course Title</th>
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</thead>
<tbody>
<tr>
<td>Couples Therapy</td>
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<td>Couples Therapy</td>
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**Abbreviated Title for Transcript (30 character)**

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<th>7. Type of Course</th>
<th>Academic</th>
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<th>Professional Development</th>
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<table>
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<th>8. Type of Action:</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
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If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Registration Restrictions
- General Education Requirement
- Prefix Number
- Course Number
- Co-requisites
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Registration Restrictions
- General Education Requirement

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<th>Max Credits</th>
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<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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<th>11. Implementation Date</th>
<th>semester/year</th>
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<tr>
<td>From: Fall/2014</td>
<td>To: /9999</td>
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<th>12. Cross Listed with</th>
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<th>Stacked with</th>
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<tr>
<th>Cross-Listed Coordination Signature</th>
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</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
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</table>

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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<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed): Chad Morse</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 9-30-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td>(<a href="mailto:uae-faculty@lists.uaa.alaska.edu">uae-faculty@lists.uaa.alaska.edu</a>)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 9-30-13</th>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

Mark appropriate box:

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

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
</table>

Focuses on the assessment of couples, and the process of couples therapy through an examination of classic and contemporary theory, models, research, and practice. Students will learn how to assess couples and conduct couples therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of couples therapy.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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(PSY A626 or SWK A656 or COUN F666) with a minimum grade of B

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Other Restriction(s)</th>
</tr>
</thead>
</table>

- College
- Major
- Class
- Level

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</table>

Graduate standing at the University of Alaska

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

This course is a component of the focused efforts on interdisciplinary education between units in the College of Health and College of Arts and Sciences to create a certificate focused on the Alaska Marriage & Family Therapist professional license.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
</table>

Chad Morse

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
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</table>

<table>
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<tr>
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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>

24
I. Date of Initiation: September, 2013

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A676
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Master of Social Work
G. Course Title: Couples Therapy
H. Grading Basis: A-F
I. Implementation Date: Fall, 2014
J. Cross-listed/Stacked: PSY A676
K. Course Description: Focuses on the assessment of couples, and the process of couples therapy through an examination of classic and contemporary theory, models, research, and practice. Students will learn how to assess couples and conduct couples therapy from a variety of therapeutic approaches. Students will identify their own theoretical style of couples therapy.
L. Course Prerequisites: (PSY A626 or SWK A656 or COUN F666) with a minimum grade of B
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: Level
P. Registration Restrictions: Graduate standing at the University of Alaska.
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
The instructor will:
A. Explain the process of couples therapy;
B. Provide a review of theories, strategies and techniques for couples therapy;
C. Demonstrate the skills for assessment and intervention in counseling couples;
D. Explain how to design treatment plans for couples;
E. Work with students to integrate the major models of couples therapy into their clinical work;
F. Review ethical considerations specific to couples therapy.
B. Upon completion of this course, the student will be able to:

<table>
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<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>A. Understand the history, concepts, theories and techniques that are foundational to the practice of couples therapy.</td>
</tr>
<tr>
<td>B. Develop the ability to conceptualize cases from a systemic perspective.</td>
</tr>
<tr>
<td>C. Recognize and identify contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture, marital status, race/ethnicity, sexual orientation, spirituality, religion and social systems) present in the relationship of couples.</td>
</tr>
<tr>
<td>D. Compare and contrast current therapeutic models of couples therapy.</td>
</tr>
<tr>
<td>E. Develop skills in assessment of couple functioning.</td>
</tr>
<tr>
<td>F. Develop therapeutic interventions and understand rationales related to couples treatment goals and plans.</td>
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<tr>
<td>G. Learn therapeutic applications for specific populations and problems.</td>
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IV. **Course Level Justification**
This course requires admission to a graduate program in a behavioral health field as well as knowledge of basic psychotherapy intervention skills. It also requires:

A. Understanding of the basic tenants of family therapy;
B. Critical thinking skills to integrate information into the student’s growing body of knowledge about conducting couples therapy;
C. The ability to interpret and evaluate primary literature in the field, analyze and evaluate theoretical models and draw independent conclusions.
V. Topical Course Outline
A. Evidence based and best practice knowledge of couples therapy
B. History and context of couples therapy
C. Models of couples therapy
D. Contextual and systemic dynamics in couples therapy
E. Therapist development: essential assessment and treatment skills, case conceptualization and treatment planning
F. Ethical practice with couples
G. Legal and professional issues in practice with couples

VI. Suggested Texts


VII. Bibliography


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

1a. School or College  
CH College of Health  

1b. Division  
ASWK Division of Social Work  

1c. Department  
MSWK  

2. Course Prefix  
SWK  

3. Course Number  
A666  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

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

6. Complete Course Title  
Family Development  

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  ☐ Credits  ☐ Title  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Other Restrictions  ☐ Registration Restrictions  ☐ General Education Requirement  

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

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

11. Implementation Date  
From:  Fall/2014  To:  Fall/9999  

12. ☐ Cross Listed with  
agged  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.aaa.alaska.edu/governance.  

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<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Chad Morse  
Initiator Signed Initials: _________  

Date: __________  

13b. Coordination Email  
Date: 10-7-13  
submitted to Faculty Listserv: (uaa-faculty@lists.aaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 9-30-13  

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)  
Explores the reciprocal relationships of individuals and systems on family growth and development across the life cycle. Examines the impact of individual family members, extended family, community, cultural group and larger society on family development.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  

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

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

16d. Registration Restriction(s) (non-codable)  
Graduate standing at the University of Alaska  

17. ☐ Mark if course has fees None  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
This course is a component of the focused efforts on interdisciplinary education between units in the College of Health and College of Arts and Sciences to create a certificate focused on the Alaska Marriage & Family Therapist professional license  

Initiator (faculty only)  
Chad Morse  
Initiator (TYPE NAME)  

☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date: __________  

Undergraduate/Graduate Academic  
Date: __________  

Board Chair  
Date: __________  

Provost or Designee  
Date: __________
I. Date of Initiation: September, 2013

II. Curriculum Action Request
   A. School: College of Health
   B. Course Subject: SWK
   C. Course Number: A666
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Program: Master of Social Work
   G. Course Title: Family Development
   H. Grading Basis: A-F
   I. Implementation Date: Fall 2014
   J. Cross-listed/Stacked: N/A
   K. Course Description: Explores the reciprocal relationships of individuals and systems on family growth and development across the life cycle. Examines the impact of individual family members, extended family, community, cultural group and larger society on family development.
   L. Course Prerequisites: N/A
   M. Test Scores: N/A
   N. Course Co-requisites: N/A
   O. Other Restrictions: N/A
   P. Registration Restrictions: Graduate standing at the University of Alaska.
   Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Provide a framework for analyzing family growth and development across the life cycle;
      2. Present theories and models for examining family development based on power dynamics;
      3. Provide case examples of the impact of multiple systems on family growth and development;
      4. Facilitate student exploration of unique characteristics of families in Alaska;
      5. Examine forms of dysfunction as mitigating factors in family development.
   B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>A. Analyze a family’s growth and development</td>
</tr>
<tr>
<td>development across the life cycle.</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>B. Select a theory and knowledge base for appropriate assessment of power dynamics in family development.</td>
</tr>
<tr>
<td>C. Assess a family’s development incorporating the impact of multiple systems on growth and development.</td>
</tr>
<tr>
<td>D. Incorporate Alaskan contextual issues in the analysis of family development over the life cycle.</td>
</tr>
<tr>
<td>E. Examine influences of dysfunction on the growth and development of families.</td>
</tr>
</tbody>
</table>

IV. **Course Level Justification**
This course requires admission to a graduate program as well as knowledge of basic professional practice with clients. It also requires:

- A. Critical thinking skills to integrate this information into the student’s growing body of knowledge about clinical work with families;
- B. Mastery of theoretical knowledge regarding family functioning;
- C. The ability to interpret and evaluate primary literature in the field, analyze and evaluate theoretical models and draw independent conclusions.

V. **Topical Course Outline**
1. Framework for the life cycle of contemporary families:
   - a. Establishing a family
   - b. Addition of family members
   - c. Family members pursue inter/independence
   - d. Separation/loss of family members
   - e. Aging and dependence
   - f. Multigenerational issues in family development

2. Power and control in the family:
   - a. Men, women and children in families
   - b. Individual development as it impacts the family
   - c. Hierarchy and privilege in the family
   - d. Social determinants and stigma in the family

3. Extended systems impact on family development:
   - a. Family of origin and extended family systems
   - b. Community
   - c. Cultural group(s)
   - d. Larger society

4. Families in Alaska:
   - a. Alaska Native and American Indian families
   - b. Immigrant families
c. Commuter/seasonal work families

d. The extended family network

5. Family development and dysfunctional family systems:
   a. Neglect, abuse and violence
   b. Substance abuse
   c. Mental and physical illness
   d. Adverse childhood experiences and traumatic events

VI. Suggested Texts

VII. Bibliography


1a. School or College | CH College of Health
---|---
1b. Department | SWK

2. Complete Program Title/Prefix
Marriage and Family Therapy, Graduate Certificate

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: or Graduate:
Graduate Certificate

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

4. Type of Action:
- ☑ PROGRAM
- ☐ PREFIX

4a. Add
☐ Change
☐ Delete

5. Implementation Date (semester/year)
From: Fall/2014 To: Fall/9999

6a. Coordination with Affected Units
Department, School, or College:
UAA College of Arts and Sciences,
College of Health, College of Education,
UAF School of Education and PSY,
SWK, EDCN and UAF COUN
Initiator Name (typed): Chad Morse
Initiator Signed Initials: _________
Date: __________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 10-7-13

6c. Coordination with Library Liaison Date: 9-30-13

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

8. Justification for Action
Meets course requirements for Licensure as a Marriage and Family Therapist in Alaska (LMFT)

Initiator (faculty only) Date
Clinical Professor Chad Morse

Disapproved Dean/Director of School/College Date

Approved Undergraduate/Graduate Academic
Disapproved Board Chair

Approved Provost or Designee
Disapproved Date

Approved Date

Approved Date

Approved Date

Approved Date
Graduate Certificate, Marriage and Family Therapy
Gordon Hartlieb Hall (GHH), Suite 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

The Graduate Certificate in Marriage and Family Therapy is an interdisciplinary consortium program, jointly offered by the UAA Department of Psychology, School of Social Work, and Department of Counseling and Special Education; and the UAF School of Education. Due to the multidisciplinary nature of this field of study, all of the listed disciplines are appropriate graduate level programs for students and post-graduates seeking the Graduate Certificate in Marriage and Family Therapy. The program builds on the knowledge and skills acquired through current or previous master’s level study in these or related fields. The graduate certificate is designed to supplement each candidate’s existing experience and academic preparation and the extent to which each candidate achieves the program outcomes. Therefore, specific required courses are not listed for some of the requirements, since individual graduate studies plan may vary considerably based on the prior coursework of each candidate. The faculty advisors will use the program’s academic preparation requirements derived from state marriage and family therapy curriculum requirements for licensure.

The Graduate Certificate is coordinated by the UAA School of Social Work in collaboration with the Department of Psychology, Department of Counseling and Special Education, and the UAF School of Education. The graduate certificate is partially comprised of course requirements for licensure in Alaska as a Licensed Marriage and Family Therapist (LMFT), providing students with opportunities to gain knowledge about marriage and family therapy, studies, human development, ethics, and practice with couples and families. Students interested in earning a UAA Interdisciplinary Master of Science (MS) in Marriage and Family Therapy should work with the program coordinator to develop an interdisciplinary committee and graduate studies plan.

Student Learning Outcomes
The program is designed to expand specific skills, knowledge, and clinical experiences in marriage and family therapy, and allow students to expand their expertise through a multidisciplinary understanding of family therapy practices in Alaska. Outcomes for the program are derived from the American Association for Marriage and Family Therapy (AAMFT) competency guidelines for marriage and family therapists. Students who complete this program will be able to:

1. practice within the legal and ethical standards of the marriage and family therapy profession;
2. identify couples and families who are at risk and to assess, diagnose and intervene properly;
3. apply a variety of theories and methods of assessment and intervention in their practice; and
4. collaborate with clients and document treatment planning and case management for marriage and family therapy and extra-therapeutic activities.

Admission Requirements
Applicants for the Graduate Certificate in Marriage and Family Therapy must:

1. become familiar with and satisfy the Admission Requirements for graduate certificates at the beginning of this chapter;
2. complete the Marriage and Family Therapy Graduate Certificate Application (application can be found on the program website);
3. have graduated from or are currently students in an accredited or approved program of Social Work, Psychology, or Counseling/Special Education or a related field with a cumulative graduate GPA of 3.00 on a 4.00 scale (with no course below a grade of B); and
4. provide a written summary of their marriage and family therapy related experiences and career goals.
**Curriculum Requirements**

The Graduate Certificate in Marriage and Family Therapy requires a minimum total of 27 credits. Many of these credits fulfill required or elective credits from the candidate’s master’s degree program.

1. **Program Pre-requisite:**
   Complete a 3 credit introductory family therapy course from the following, with a minimum grade of B:
   - PSY A626  Family Therapy (3) or
   - SWK A656  Treatment of Families (3) or
   - COUN F666  Family and Network Therapy (3)

2. **Complete 6 credits of marriage and family theory from the following:**
   - PSY/SWK A674  Advanced Family Therapy 3
   - PSY/SWK A676  Couples Therapy 3

3. **Complete 9 credits of marriage and family studies from the following:**
   - PSY/SWK/EDSE A691  Children’s Mental Health Systems of Care (3)
   - EDSE A611  Supporting Families of Exceptional Children (3)
   - EDSE A674  Family Partnerships in Early Childhood Special Education (3)
   - EDCN A641  Counseling Military Personnel/Families (3)
   - EDCN A643  Grief Counseling with Families (3)
   - COUN F667  Ethnicity and Family Studies (3)
   Approved marriage and family studies elective option.

4. **Complete 9 credits of human development from the following:**
   - EDCN A613  Human Development for Helping Professionals (3) or
   - PSY A612  Human Development in a Cultural Context (3) or
   - COUN F638  Advanced Lifespan Development (3)

5. **Complete 3 credits of professional ethics from the following:**
   - PSY A611  Ethics and Professional Practice (3) or
   - EDCN A610  Professional and Ethical Orientation to Counseling (3) or
   - COUN F647  Professional Ethics (3)

6. **Note:** Students may complete 9 credits of practicum or one year of practice working with couples and families. This MFT licensure requirement may be completed post-masters.

**Certificate Completion Requirements**

Admitted students are required to complete curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better. All courses must be at or above a grade of B.

**Program Requirements**

1. Submit all graduate transcripts to the advisor for review.
2. Collaborate with the advisor to create a Graduate Studies Plan within the first semester of program admission.
3. Complete coursework as specified on the Graduate Studies Plan.
4. Maintain an overall GPA of 3.00 in the program with no grade below a B.

**Faculty**

Susan Renes, Associate Professor of Education/Department Chair, Community Counseling, slrenes@alaska.edu
Debra Preston Russ, Associate Professor of Education, afdr@uaa.alaska.edu
Patricia Sandberg, Professor of Psychology/PSC Director, prsandberg@uaa.alaska.edu
Elizabeth Sirles, Professor or Social Work/Director, School of Social Work, easirles@uaa.alaska.edu
### Course Action Request

**University of Alaska Anchorage**

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>
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</thead>
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<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>CIS</td>
</tr>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>CIS</td>
<td>A670</td>
<td>N/A</td>
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#### 6. Complete Course Title

Data Warehouses and Business Intelligence Data Warehouses/Business Intel

**Abbreviated Title for Transcript (30 character)**

#### 7. Type of Course

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

#### 8. Type of Action:

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other Level
- [ ] College
- [ ] Major

#### 9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

#### 10. Grading Basis

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

#### 11. Implementation Date

- [ ] Semester/year
- [ ] From: Spring/2014
- [ ] To: /9999

#### 12. Cross Listed with

- [ ] None
- [ ] Stacked with
  - CIS A670

#### 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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**Initiator Name (typed): Alpana Desai**

**Initiator Signed Initials:** __________

**Date:__________**

#### 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)

Provides strategic knowledge and insight into the theory and practice of data warehouses for enterprises and business intelligence for Enterprise Resource Planning (ERP) systems. Analyzes processes of extraction, cleansing, consolidation, and transformation of heterogeneous data into a single enterprise data warehouse. Researches how business intelligence can be derived from data warehouses.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**

N/A

**16b. Co-requisite(s) (concurrent enrollment required)**

N/A

**16c. Automatic Restriction(s)**

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

**16d. 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

Course has been added to meet industry and student demand.

**Initiator (faculty only)**

**Alpana Desai**

Initiator (TYPE NAME)

**Date**

- [x] Approved
- [ ] Disapproved

**Dean/Director of School/College**

**Date**

- [x] Approved
- [ ] Disapproved

**Undergraduate/Graduate Academic**

**Date**

- [x] Approved
- [ ] Disapproved

**Board Chair**

**Date**

- [x] Approved
- [ ] Disapproved

**Provost or Designee**

**Date**

- [x] Approved
- [ ] Disapproved
I. Date Initiated  October 25, 2013

II. Course Information
    College/School: College of Business and Public Policy
    Department: Computer Information Systems
    Program: Master of Business Administration (MBA)
    Course Title: Data Warehouses and Business Intelligence
    Course Number: A670
    Stacked Course: A470
    Credits: 3
    Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
    Grading Basis: A - F
    Course Description: Provides strategic knowledge and insight into the theory and practice of data warehouses for enterprises and business intelligence for Enterprise Resource Planning (ERP) systems. Analyzes processes of extraction, cleansing, consolidation, and transformation of heterogeneous data into a single enterprise data warehouse. Researches how business intelligence can be derived from data warehouses.
    Course Prerequisites: N/A.
    Registration Restrictions: Graduate standing.
    Fees: Standard CBPP computer lab fee.

III. Course Activities
    A. Discussion
    B. Lectures
    C. Guest presenters
    D. Case studies

IV. Course Level Justification
    CIS A670 requires an undergraduate degree. This course requires in-depth analysis and research skills where students design and model a data warehouse and utilize advanced business intelligence techniques.
V. Outline

A. Relational Database Review
   1. Relations, attributes, and relationships
   2. Database normalization
   3. Denormalization of tables
   4. Structured Query Language (SQL)
   5. Transactional databases

B. Data Warehousing Fundamentals
   1. Multidimensional model for data warehouses
   2. Differences between Traditional Star Schema and SAP BW Star Schema
   3. Dimension and fact tables
   4. Modeling and creating the InfoCube in SAP Administrator Workbench

C. Modeling the Data Warehouse
   1. Data sources, operational data store, and data marts
   2. Characteristics and key figures
   3. Creating InfoObjects
   4. Building InfoCubes

D. Data Extraction, Transformation, and Loading (ETL) Processes
   1. Extraction from data sources such as SAP ERP
   2. Flat file extraction
   3. Defining and using Persistent Staging Areas (PSA)
   4. Data Store Objects DSO
   5. Loading master data
   6. Loading transactional data

E. Business Intelligence (BI) Concepts
   1. SAP BI Reporting
   2. Navigating in reports
   3. Designing queries in the query designer
   4. Using InfoProviders and InfoObjects for queries
   5. Calculated and restricted key figures in BEx
   6. Properties and Attributes of Characteristics
   7. Hierarchies
   8. Query properties and navigation
   9. Exceptions and conditions

F. Front-End Visualization of Business Intelligence
   1. Designing Dashboards

G. Designing Ad-Hoc Reports and Advanced Reports
   1. Crystal Reports
   2. BusinessObjects web intelligence

H. Data Mining
   1. Statistical techniques in data mining
   2. Association analysis
   3. Market Basket Analysis
   4. Clustering
   5. Classification
   6. Regression
   7. Decisions trees
I. In-Memory Analytics
   1. Row and columnar databases
   2. In-Memory computing

VI. Suggested Texts


VII. Bibliography


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

1. Present strategies and theory of multidimensional modeling for designing data warehouses.

2. Explain the analysis and process involved in data extraction, transformation, and loading (ETL) in a business warehouse.

3. Demonstrate the advanced use of business intelligence tools for data visualization and reporting.

4. Guide students in projects that demonstrate the use of business analytics and data tools to support quantitative decision making.

5. Demonstrate the use of popular data warehouse and business intelligence software.

B. Student Learning Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the process of data modeling and normalization to design databases using entity-relationship diagram.</td>
<td>Project Discussion</td>
</tr>
<tr>
<td>2. Utilize advanced Structured Query Language (SQL) statements for data retrieval.</td>
<td>Exams</td>
</tr>
<tr>
<td>3. Develop strategies for applying multidimensional modeling to design data warehouses.</td>
<td>Project Exams</td>
</tr>
<tr>
<td>4. Investigate and research the major data warehouse development environments and policies.</td>
<td>Research paper Oral presentation</td>
</tr>
<tr>
<td>5. Demonstrate competence in using processes involved in data extraction, transformation, and loading (ETL) in a business warehouse.</td>
<td>Project Discussion</td>
</tr>
<tr>
<td>6. Apply advanced business intelligence strategies for data visualization and reporting.</td>
<td>Project</td>
</tr>
<tr>
<td>7. Examine advanced data mining techniques.</td>
<td>Discussion Project</td>
</tr>
<tr>
<td>8. Research and investigate in-memory analytics.</td>
<td>Research paper Exams</td>
</tr>
<tr>
<td>1a. School or College</td>
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6. Complete Course Title
Data Warehouses and Business Intelligence
Data Warehouses/Business Intel

Abbreviated Title for Transcript (30 characters)

7. Type of Course

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<td>CEU</td>
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8. Type of Action: **Add** or **Change** or **Delete**

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Class
- College
- Other

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis

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11. Implementation Date semester/year

<table>
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12. Cross Listed with

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<tr>
<td></td>
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13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

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Initiator Name (typed): **Alpana Desai**
Initiator Signed Initials: _________ Date:____________

13b. Coordination Email Date: 10/25/2013

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

13c. Coordination with Library Liaison Date: 10/25/2013

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)

Introduces students to the theory and practice of data warehouses for enterprises and business intelligence for Enterprise Resource Planning (ERP) systems. Surveys processes of extraction, cleansing, consolidation, and transformation of heterogeneous data into a single enterprise data warehouse. Reviews how business intelligence can be derived from data warehouses.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

N/A

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

N/A

16c. Automatic Restriction(s)

- College
- Major
- Class
- Level

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

College of Business and Public Policy Majors must be admitted to upper-division 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

Course has been added to meet industry and student demand.

Initiator (faculty only)
**Alpana Desai**
Initiator (TYPE NAME)

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I. Date Initiated  

October 25, 2013

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems
Program: Bachelor of Business Administration (BBA), Management Information Systems (MIS)
Course Title: Data Warehouses and Business Intelligence
Course Number: CIS A470
Stacked Course: CIS A670
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A - F
Course Description: Introduces students to the theory and practice of data warehouses for enterprises and business intelligence for Enterprise Resource Planning (ERP) systems. Surveys processes of extraction, cleansing, consolidation, and transformation of heterogeneous data into a single enterprise data warehouse. Reviews how business intelligence can be derived from data warehouses.
Course Prerequisites: N/A.
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee.

III. Course Activities

A. Lectures
B. Hands-on exercises
C. Guest speakers

IV. Course Level Justification

CBPP undergraduate students need to complete a significant portion of lower-level courses to complete this course. CIS A470 introduces students to concepts in data warehouses and business intelligence.
V. Outline

A. Relational Database Review
   1. Relations, attributes, and relationships
   2. Database normalization
   3. Denormalization of tables
   4. Structured Query Language (SQL)
   5. Transactional databases

B. Introduction to Data Warehousing Fundamentals
   1. Multidimensional model for data warehouses
   2. Differences between Traditional Star Schema and SAP BW Star Schema
   3. Dimension and fact tables

C. Introduction to Business Intelligence (BI)
   1. Navigating in reports
   2. Designing queries in the query designer
   3. Using InfoProviders and InfoObjects for Queries
   4. Calculated and restricted key figures in BEx
   5. Properties and attributes of characteristics

D. Front-End Visualization of Business Intelligence
   1. Designing Dashboards

E. Designing Ad-Hoc Reports and Advanced Reports
   1. Crystal Reports
   2. BusinessObjects web intelligence

F. Data Mining
   1. Statistical techniques in data mining
   2. Market Basket Analysis
   3. Clustering
   4. Classification

G. In-Memory Analytics
   1. Row and columnar databases
   2. In-Memory computing

VI. Suggested Texts


VII. Bibliography

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

1. Explain data modeling and normalization concepts and discuss Structured Query Language (SQL) to define, manipulate, and retrieve data in relational databases.

2. Present multidimensional modeling for designing data warehouses.

3. Discuss business intelligence tools for data visualization and reporting.

4. Demonstrate the use of popular data warehouse and business intelligence software.

B. Student Learning Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
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<tr>
<td>Quizzes</td>
</tr>
<tr>
<td>Exams</td>
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<tr>
<td>Exercises</td>
</tr>
</tbody>
</table>

1. Utilize introductory SQL statements for data retrieval.

2. Apply multidimensional modeling to design data warehouses.

3. Study and apply the process of data extraction, transformation, and loading (ETL) in a business warehouse.

4. Apply business intelligence tools for data visualization and reporting.

5. Design and create business dashboards and reports.

**Course Action Request**

**University of Alaska Anchorage**

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

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<table>
<thead>
<tr>
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<th>1b. Division</th>
<th>1c. Department</th>
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### Complete Course Title

**Selected Topics in Management Information Systems**

**Abbreviated Title for Transcript (30 character):**

**Selected Topics in MIS**

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<th>☐ Non-credit</th>
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<th>☑ Change</th>
<th>☐ Delete</th>
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</table>

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Class
- Level
- College
- Major
- General Education Requirement
- Repeat Status
- Cross-Listed(Stacked)
- Registration Restrictions
- Contact Hours
- Lecture + Lab
- Contact Hours

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<th>☐ P/NP</th>
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<td>☐ Stacked with</td>
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Cross-Listed Coordination Signature: __________________________

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### 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>Impacted Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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<td>1. Courtesy Coordination</td>
<td>10/29/2013</td>
<td>Minnie Yen</td>
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<td></td>
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<tr>
<td>3.</td>
<td></td>
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</tbody>
</table>

**Initiator Name (typed): Bogdan Hoanca**

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: 10/23/2013**

---

**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**

Study of specific current issues, techniques, and trends in Management Information Systems (MIS).

Special note: May be repeated with change of subtitle/topic. Maximum of 9 elective credits may be used for the MBA degree.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**

N/A

**16b. Co-requisite(s) (concurrent enrollment required)**

N/A

**16c. Automatic Restriction(s)**

- ☑ College
- ☐ Major
- ☑ Class
- ☑ Level

**16d. 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**

CIS A692 has been removed as a prerequisite, for two reasons. First, it was recently changed from a core course to a prerequisite for the MBA. Second, not all CIS A690 topics require CIS A692 as a prerequisites.

---

**Initiator (faculty only)**

**Bogdan Hoanca**

Initiator (TYPE NAME): __________

Approved ☑ Disapproved ☐ Date: __________

**Disapproved**

---

**Dean/Director of School/College**

Approved ☑ Disapproved ☐ Date: __________

**Undergraduate/Graduate Academic**

Approved ☑ Disapproved ☐ Date: __________

**Board Chair**

Approved ☑ Disapproved ☐ Date: __________

**Provost or Designee**

Approved ☑ Disapproved ☐ Date: __________

---

44
I. Date Initiated
   October 23, 2013

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Master of Business Administration
   Course Title: Selected Topics in Management Information Systems
   Course Number: CIS A690
   Credits: 3
   Contact Hours: 3 hr per week x 15 weeks = 45 hours for each lecture hour
                 0 lab hours
                 6 to 8 hours outside of class per week x 15 weeks = 90 to 120
                 hours
   Grading Basis: A-F
   Course Description:
   Study of specific current issues, techniques, and trends in Management Information
   Systems (MIS)
   Special note: May be repeated with change of subtitle/topic. Maximum of 9 elective
   credits may be used for the MBA degree.
   Course Prerequisites: None
   Registration Restrictions: Graduate standing
   Fees: Standard CBPP computer lab fee

III. Course Activities
    Because this is a “selected topics” course, the focus of the course may vary depending on
    the topic addresses. However, in general, the course will involve a combination of:
    A. Lecture
    B. Discussion
    C. Guest speakers

IV. Guidelines for Evaluation
    The guidelines for evaluation will be developed by the faculty member offering the course
    and will vary and may include:
    A. Written assignments
    B. Class presentations
    C. Case studies or term paper
    D. Exams
V. **Course Level Justification**  
This is an elective course in the Master of Business Administration (MBA) program, intended to introduce graduate students to the most recent and relevant topics in MIS.

VI. **Course Outline**  
Course outline varies with topics.

Example course (Information Security Assurance)

A. Introduction to Information Security  
B. The Need for Security  
C. Legal, Ethical, and Professional Issues in Information Security  
D. Risk Management: Identifying and Assessing Risk  
E. Risk Management: Assessing and Controlling Risk  
F. Blueprint for Security  
G. Planning for Continuity  
H. Security Technology  
I. Physical Security  
J. Implementing Security  
K. Security and Personnel  
L. Information Security Maintenance

VII. **Suggested Texts**  
Textbooks vary according to topic.

Example course (Information Security Assurance)


VIII. **Bibliography**  
References vary according to topic.

Example course (Information Security Assurance)


IX. Instructional Goals and Student Learning Outcomes
Instructional Goals and Student Outcomes vary according to topic.
Example provided for Information Security Assurance topic

A. Instructional Goals.
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate the integration of security, software, people, data, and telecommunications components in Information Systems (IS).</td>
</tr>
<tr>
<td>2</td>
<td>Engage students in classroom debates on the implications of emerging global threats to IS data.</td>
</tr>
<tr>
<td>3</td>
<td>Empower students to be able to perform customer investigation of security faults and protection of IS resources.</td>
</tr>
<tr>
<td>4</td>
<td>Guide students in developing analysis and database tools to support quantitative decision making related to security risk assessment and use of forensic tools to solve security problems.</td>
</tr>
<tr>
<td>5</td>
<td>Challenge students in identifying societal and business implications of information systems security risks and protection policies.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes.
Students will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply the ethical legislative and regulatory issues of information security, as well as the role of public policy in shaping a global digital economy.</td>
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<tr>
<td></td>
<td>Assessment Method</td>
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<td>Homework</td>
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<td>Exams</td>
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<tr>
<td></td>
<td>Research project</td>
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<tr>
<td>2</td>
<td>Investigate the role of computer forensics.</td>
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<tr>
<td></td>
<td>Homework</td>
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<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>3</td>
<td>Create suitable information assurance policies for a variety of systems.</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>4</td>
<td>Explain the basic theories, principles, and concepts of computer security.</td>
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<tr>
<td></td>
<td>Homework</td>
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<td></td>
<td>Quizzes</td>
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<td>Exams</td>
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<tr>
<td>5</td>
<td>Analyze Information Security practices across a variety of business environments.</td>
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<tr>
<td></td>
<td>Homework</td>
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<tr>
<td></td>
<td>Quizzes</td>
</tr>
<tr>
<td>6</td>
<td>Describe the issues and tasks surrounding the implementation and operation of an Information Assurance program.</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
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<td></td>
<td>Quizzes</td>
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<tr>
<td>7</td>
<td>Define various information security processes and discuss their tangible and intangible benefits.</td>
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<tr>
<td></td>
<td>Homework</td>
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<tr>
<td></td>
<td>Quizzes</td>
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<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>8</td>
<td>Describe the various security technologies including: firewalls, dial-up protection, and access control.</td>
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<tr>
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<td>Homework</td>
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<td>Quizzes</td>
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<tr>
<td></td>
<td>Exams</td>
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<tr>
<td>9</td>
<td>Describe the various concepts of cryptography including types of ciphers and cryptographic algorithms.</td>
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<tr>
<td></td>
<td>In-class activities</td>
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<td></td>
<td>Quizzes</td>
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<tr>
<td></td>
<td>Exams</td>
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<tr>
<td>10</td>
<td>Describe and design physical security measures.</td>
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<td></td>
<td>Homework</td>
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<td></td>
<td>Exams</td>
</tr>
<tr>
<td>11</td>
<td>Develop an Information Assurance plan.</td>
</tr>
<tr>
<td></td>
<td>Research project</td>
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</table>
# Course Action Request

**University of Alaska Anchorage**  
**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>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
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<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>BA</td>
<td>A621</td>
<td>BA A690</td>
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### 6. Complete Course Title

**Change Leadership and Facilitation**  
**Change Ldrshp and Facilitation**  
*Abbreviated Title for Transcript (30 character)*

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<th>7. Type of Course</th>
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<td>☑ Add or □ Change or □ Delete</td>
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### 9. Repeat Status No  
Number of Repeats:  
Max Credits:

### 10. Grading Basis

| ☑ A-F  |
| □ P/NP |
| □ NG   |

### 11. Implementation Date

From: Spring/2014  
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](http://www.uaa.alaska.edu/governance).

#### 13b. Coordination Email

Date: 10/23/2013  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

#### 13c. Coordination with Library Liaison

Date: 10/23/2013

### 14. General Education Requirement

Mark appropriate box:

| □ Oral Communication  | □ Written Communication  | □ Quantitative Skills  |
| □ Fine Arts           | □ Social Sciences        | □ Natural Sciences    |
| □ Humanities         |

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

Designed to develop individual capabilities to lead change, including personal, group, organizational, and complex systems change. Change leaders facilitate success by engaging stakeholders in change processes that are inclusive and adaptive to organizational and human dynamics. Will include real-world personal change projects, a group learning lab, and complex system change.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)

N/A

### 16b. Co-requisite(s) (concurrent enrollment required)

N/A

### 16c. Automatic Restriction(s)

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<th>□ Level</th>
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### 16d. 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

This course is being added based upon requests from MBA students and from the business community to address the need for additional training in leadership.
<table>
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<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tbody>
<tr>
<td>Bogdan Hoanca</td>
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Initiator (TYPE NAME)

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I. Date Initiated  October 12, 2013

II. Course Information
College/School: College of Business and Public Policy
Department: Business Administration
Program: Master of Business Administration
Course Title: Change Leadership & Facilitation
Course Number: BA A621
Credits: 3
Contact Hours: 3 hours per week x 15 weeks = 45 hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A – F
Course Description: Designed to develop individual capabilities to lead change, including personal, group, organizational, and complex systems change. Change leaders facilitate success by engaging stakeholders in change processes that are inclusive and adaptive to organizational and human dynamics. Will include real-world personal change projects, a group-learning lab, and complex system change.
Course Prerequisites: N/A
Registration Restrictions: Graduate standing
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Class discussion
B. Group activities
C. Team projects
D. Individual projects

IV. Course Level Justification
Maturity and/or career experience commensurate with graduate standing will be required for students to participate in the course activities.

V. Outline
A. Fundamentals of Planned Change
B. Change Leadership and Change Roles
C. Fundamentals of Facilitation
D. Large Systems Change Project
E. Small Systems Change Project
F. Creating a Climate for Change
   1. Increase urgency
   2. Build guiding teams
   3. Get the vision right
G. Engaging and Enabling the Organization
1. Communication for buy-in
2. Enable action
3. Create short-term wins

H. System and Stakeholder Analysis
   I. Facilitating Decisions and Fostering Engagement
   J. Managing Transitions
   K. Implementing and Sustaining Change
      1. Don’t let up
      2. Make it stick

L. Developing Leadership Agility and Resilience
M. Creating Learning Organizations
N. Group Facilitation / Systems Change Simulation

VI. Suggested Texts


VII. Bibliography and Resources

Change Management


Leadership


Facilitation


VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>The thesis advisor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present proven theories, models and tools regarding change leadership and facilitation within organizations, teams and with individuals.</td>
</tr>
<tr>
<td>2. Facilitate in-class discussion, dialogue and exercises to explore and demonstrate understanding and application of change leadership theories, tools and facilitation skills.</td>
</tr>
<tr>
<td>3. Support students in developing and advancing small system and large system, change leadership projects to practice and demonstrate their abilities to lead change and facilitate groups.</td>
</tr>
<tr>
<td>4. Review assignments and observe participation and application of change leadership and facilitation skills. Provide written feedback to students to...</td>
</tr>
</tbody>
</table>
promote learning and growth.

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes. Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize and effectively lead change in organizations using proven models and theories.</td>
<td>Class discussions, Written assignments, Journal reflection summary, Comprehensive exam paper</td>
</tr>
<tr>
<td>2. Apply theory and models to leading change at individual, group/team, and organizational levels.</td>
<td>Small Systems Change Project plan and presentation, Comprehensive exam paper</td>
</tr>
<tr>
<td>3. Facilitate groups engaged in decision-making, problem solving, and change management.</td>
<td>Small Systems Change Project plan and presentation, Comprehensive exam paper</td>
</tr>
<tr>
<td>4. Engage others in change through communication, dialogue, everyday conversations, and meeting design.</td>
<td>Communication plan, Written assignments, Support group feedback</td>
</tr>
<tr>
<td>5. Develop a culture of adaptive change management and resilience through reflection and feedback loops for continuous improvement.</td>
<td>Large group / class facilitation, Reflection paper</td>
</tr>
<tr>
<td>6. Design change plans for a large systems change project requiring influence across boundaries and organizations.</td>
<td>Team project, Class / team facilitation, Written assignment</td>
</tr>
</tbody>
</table>
## Course Action Request

**University of Alaska Anchorage**  
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>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A622</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Performance Management and Coaching**  
**Abbreviated Title for Transcript (30 character)**

### 7. Type of Course

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

### 8. Type of Action:

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

*If a change, mark appropriate boxes:*

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

### 9. Repeat Status No  

- [ ] # of Repeats  
- [ ] Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- From: Fall/2014  
- To: /9999

### 12. Cross Listed with

- [ ] 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).

#### 13a. Impacted Program/Course  

<table>
<thead>
<tr>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/23/2013</td>
<td>Ed Forrest</td>
<td>10/23/2013</td>
<td>Ed Forrest</td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Bogdan Hoanca**  
**Initiator Signed Initials:**  
**Date:**

#### 13b. Coordination Email  

- Date: 10/23/2013  
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

#### 13c. Coordination with Library Liaison  

- Date: 10/23/2013

### 14. General Education Requirement

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

### 15. Course Description

*(suggested length 20 to 50 words)*

This course is designed to enhance an individual's ability to lead high performing teams within organizations by fostering organization alignment, setting and achieving goals, and coaching others to achieve their full potential.

### 16a. Course Prerequisite(s)

*(list prefix and number or test code and score)*

- N/A

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

*(concurrent enrollment required)*

- N/A

### 16c. Automatic Restriction(s)

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

### 16d. 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

This course is being added based upon requests from MBA students and from the business community to address the need for additional training in performance management.

---

**Initiator (faculty only)**  
**Bogdan Hoanca**

**Initiator (TYPE NAME):**

- [ ] Approved  
- [ ] Disapproved

**Date:**

**Dean/Director of School/College**

- [ ] Approved  
- [ ] Disapproved

**Date:**

**Undergraduate/Graduate Academic Board Chair**

- [ ] Approved  
- [ ] Disapproved

**Date:**

**Provost or Designee**

- [ ] Approved  
- [ ] Disapproved

**Date:**

---

**Course Action Request**  
**University of Alaska Anchorage**
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated
   October 12, 2013

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Master of Business Administration
   Course Title: Performance Management and Coaching
   Course Number: BA A622
   Credits: 3
   Contact Hours: 3 hours per week x 15 weeks = 45 hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A – F
   Course Description: This course is designed to enhance an individual’s ability to
                      lead high performing teams within organizations by fostering organization
                      alignment, setting and achieving goals, and coaching others to achieve their full
                      potential.
   Course Prerequisites: N/A
   Registration Restrictions: Graduate standing
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Class discussion
   B. Group activities
   C. Team projects
   D. Individual projects

IV. Course Level Justification
    Maturity and/or career experience commensurate with graduate standing will be
    required for students to participate in the course activities.

V. Outline
   A. Self-Awareness
   B. Project Exploration
   C. Project Staffing
   D. Project Contracting
   E. Setting Direction
   F. Coaching Fundamentals
   G. Staff Meetings
   H. Project Tracking and Monitoring
   I. Risk Assessment and Management of Unintended Consequences
   J. Team Building
   K. Coaching Performance Feedback
L. Manager Self-Reflection
M. Team Dynamics
N. Advocating for Team and ‘Managing Up’
O. Personal Motivations And Career Orienteering
P. Performance Review
Q. Project Presentations to Client

VI. Suggested Texts

VII. Bibliography and Resources

VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thesis advisor will:</td>
</tr>
<tr>
<td>1. Present theories, models, and tools regarding performance management and coaching within organizations, teams, and with individuals using foundational and emerging resources.</td>
</tr>
<tr>
<td>2. Facilitate in-class discussion, dialogue, and activities to explore and demonstrate understanding and application of the theories and models for performance leadership and coaching.</td>
</tr>
<tr>
<td>3. Oversee projects for teams to work with external organizations to practice and demonstrate their abilities to establish a performance management process around shared work.</td>
</tr>
<tr>
<td>4. Establish and support a peer coaching system within the class allowing each student to practice giving and receiving both coaching and feedback over the course of the program.</td>
</tr>
<tr>
<td>5. Review assignments and observe participation and application of</td>
</tr>
</tbody>
</table>
performance management and coaching skills. Provide written feedback to students to promote learning and growth.

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes.</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Encourage and facilitate healthy deliberation about team and individual performance goals and results. | Class discussions  
Class applications  
Reflection papers |
| 2. Establish a high performing team through resourcing and developing team and individuals; recognize styles and value diversity needed to achieve team goals. | Team project  
Reflection papers |
| 3. Provide effective coaching to others by giving and receiving feedback on performance. | Peer coaching  
Reflection papers  
Performance feedback preparation |
| 4. Establish productive performance management mechanisms for self and team:  
  • Setup and run a system of meetings to monitor performance and realize goals  
  • Establish team norms for resource and information sharing  
  • Run effective meetings | Class discussions  
Team project  
Class / team facilitation |
| 5. Develop, present and monitor an appropriate system of performance indicators, measures, targets and benchmarks for individuals, teams and the organization. | Team project  
Written assignments |
| 6. Demonstrate strategic leadership:  
  • Set direction  
  • Develop and align goals for accountability  
  • Manage risk | Written assignments |
| 7. Communicate effectively with upper management including setting reasonable expectations and delivering compelling presentations on progress and results. | Class presentations |
# Course Action Request

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

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<td>BA</td>
</tr>
</tbody>
</table>

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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A671</td>
<td>BA A690</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

## 6. Complete Course Title
Introduction to Entrepreneurship
Intro to Entrepreneurship
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

## 9. Repeat Status
- No
- # of Repeats
- Max Credits

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

## 11. Implementation Date
- From: Spring/2014
- To: /9999

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

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

## 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
Covers personal qualities of successful entrepreneurs, information required to start a new business venture, and ways to present and analyze the unique business problems that face entrepreneurs in starting and operating a new venture.

## 16a. Course Prerequisite(s)
(list prefix and number or test code and score)
N/A

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

## 16c. Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

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

## 17. Mark if course has fees
- [ ] Standard CBPP computer lab fee

## 19. Justification for Action
Make a selected topics course a permanent course in response to student and community demand.

---

Initiator (faculty only)
- **Bogdan Hoanca**

Initiator Signed Initials: ___________________________ Date: __________________

- [ ] Approved
- [ ] Disapproved

Dean/Director of School/College Date
- [ ] Approved
- [ ] Disapproved

Undergraduate/Graduate Academic Board Chair Date
- [ ] Approved
- [ ] Disapproved

Provost or Designee Date
- [ ] Approved
- [ ] Disapproved
I. Date Initiated
   September 24, 2013

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Master of Business Administration
   Course Title: Introduction to Entrepreneurship
   Course Number: BA A671
   Credits: 3
   Contact Hours: 3 hours per week x 15 weeks = 45 hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A–F
   Course Description: Covers personal qualities of successful entrepreneurs,
                      information required to start a new business venture, and ways to present and
                      analyze the unique business problems that face entrepreneurs in starting and
                      operating a new venture.
   Course Prerequisites: N/A
   Registration Restrictions: Graduate standing
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Case studies
   B. Lectures
   C. Discussions
   D. Team projects

IV. Course Level Justification
   Maturity and/or career experience commensurate with graduate standing will be
   required for students to participate in the course activities.

V. Outline
   A. What is Entrepreneurship
   B. The Entrepreneurial Mindset
   C. Ideas vs. Opportunities
   D. Elements of a Business Plan
   E. The Right Resources
   F. Business Valuation
   G. Managing Growth
   H. Harvesting the Business
   I. Buying a Business
VI. Suggested Text


VII. Bibliography and Resources


VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td></td>
</tr>
<tr>
<td>1. Discuss what it takes to be an entrepreneur.</td>
<td></td>
</tr>
<tr>
<td>2. Discuss buying vs. starting a business.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze case studies based on various aspects of being an entrepreneur.</td>
<td></td>
</tr>
<tr>
<td>4. Discuss the importance of evaluating ideas and turning them into opportunities.</td>
<td></td>
</tr>
<tr>
<td>5. Discuss the elements of a business plan.</td>
<td></td>
</tr>
<tr>
<td>6. Explain what constitutes the right resources and how to obtain funding.</td>
<td></td>
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<table>
<thead>
<tr>
<th>B. Student Learning Outcomes.</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate an understanding of personal qualities of successful entrepreneurs.</td>
<td>Reflection paper</td>
</tr>
<tr>
<td>2. Analyze opportunities that can be turned into business ventures.</td>
<td>Reflection paper</td>
</tr>
<tr>
<td>3. Develop an investor presentation based on the elements of a business plan.</td>
<td>Investor presentation</td>
</tr>
<tr>
<td>4. Evaluate the management positions required to complement and support the founder(s).</td>
<td>Reflection paper</td>
</tr>
<tr>
<td>5. Identify appropriate sources of funding.</td>
<td>Research paper</td>
</tr>
<tr>
<td>6. Develop a business valuation.</td>
<td>Financial model</td>
</tr>
<tr>
<td>7. Compare buy vs. build decisions.</td>
<td>Financial model</td>
</tr>
</tbody>
</table>
### Course Action Request

**University of Alaska Anchorage**

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

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<tr>
<td>BA</td>
<td>A672</td>
<td>BA A690</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**

*Developing a Business Plan*

Abbreviated Title for Transcript (30 character):

7. **Type of Course**

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

8. **Type of Action:**

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other

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

10. **Grading Basis**

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

11. **Implementation Date**

From: Spring/2014 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](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. Courtesy Coordination</td>
<td>10/23/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): **Bogdan Hoanca**

Initiator Initials: __________ Date: __________

13b. **Coordination Email**

Date: 10/23/2013

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

13c. **Coordination with Library Liaison**

Date: 10/23/2013

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)*

Introduces the elements of a business plan that will attract investors. Students will prepare an investor presentation and deliver it to a business audience.

16a. **Course Prerequisite(s)** *(list prefix and number or test code and score)*

N/A

16b. **Co-requisite(s)** *(concurrent enrollment required)*

N/A

16c. **Automatic Restriction(s)**

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

16d. **Registration Restriction(s)** *(non-codable)*

Graduate standing

17. [X] Mark if course has fees Standard CBPP computer lab fee

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

19. **Justification for Action**

Make a selected topics course a permanent course in response to student and community demand.

Initiator (faculty only) Date

**Bogdan Hoanca**

Initiator (TYPE NAME)

[ ] Approved [ ] Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic Date

Board Chair

Provost or Designee Date
I. Date Initiated
   September 24, 2013

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Master of Business Administration
   Course Title: Developing a Business Plan
   Course Number: BA A672
   Credits: 3
   Contact Hours: 3 hours per week x 15 weeks = 45 hours
                 6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A – F
   Course Description: Introduces the elements of a business plan that will attract
                     investors. Students will prepare a business plan and an investor presentation, and
                     deliver the investor presentation to a business audience.
   Course Prerequisites: N/A
   Registration Restrictions: Graduate standing
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures
   B. Discussions
   C. Team project (business plan)

IV. Course Level Justification
   Maturity and/or career experience commensurate with graduate standing will be
   required for students to participate in the course activities.

V. Outline
   A. Elements of a Business Plan
   B. Researching the Information for the Business Plan
   C. Writing and Editing a Business Plan
   D. Producing a Presentation for Prospective Investors

VI. Suggested Texts
   None – the instructor will provide course handouts and current articles as well as
   award-winning business plans.

VII. Bibliography and Resources
   Archive of previous award winning business plans.
   Selected current articles on how to write a business plan.
VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Discuss the key elements and structure of a business plan.
2. Explain the writing and editorial styles used in business plans.
3. Evaluate the business plan prepared by the student/team.
4. Coach the student/team to focus on the major aspects of the business they are planning.
5. Discuss the importance of the investor presentation and its ability to attract interest in the proposed venture.

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct the research necessary to develop a business plan.</td>
<td>Business plan</td>
</tr>
<tr>
<td>2. Construct a business plan with emphasis on the writing style and the content.</td>
<td>Business plan</td>
</tr>
<tr>
<td>3. Develop an investor presentation.</td>
<td>Investor presentation (slides)</td>
</tr>
<tr>
<td>4. Deliver an effective investor presentation.</td>
<td>Investor presentation (oral delivery)</td>
</tr>
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### Course Action Request

#### University of Alaska Anchorage

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

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#### 6. Complete Course Title

**Creating and Managing the Entrepreneurial Venture**

**Create/Manage Entrp Venture**

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Class Level
- College
- Other

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From: Spring/2014</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

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>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy Coordination</td>
<td>10/23/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Bogdan Hoanca**

**Initiator Signed Initials: __________**

**Date: __________________**

13b. Coordination Email: Date: 10/23/2013 submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison: Date: 10/23/2013

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)

An advanced course that provides the fundamentals of attracting venture capital, building the infrastructure, and implementing the business plan once the business plan is drafted. Heavily focused on the ways to attract human capital, build the management team, and instill the culture necessary for new venture success.

16a. Course Prerequisite(s) (list prefix and number or test code and score)

N/A

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

N/A

16c. Automatic Restriction(s)

- College
- Major
- Class Level

16d. 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

Make a selected topics course a permanent course in response to student and community demand.

**Initiator (faculty only)**

**Bogdan Hoanca**

**Initiator (TYPE NAME)**

- [ ] Approved
- [x] Disapproved

**Initiator (faculty only)**

**Date**

**Dean/Director of School/College**

**Date**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic Board Chair**

**Date**

**Approved**

**Disapproved**

**Provost or Designee**

**Date**

**Approved**

**Disapproved**
I. Date Initiated  
September 24, 2013

II. Course Information  
College/School: College of Business and Public Policy  
Department: Business Administration  
Program: Master of Business Administration  
Course Title: Creating and managing the entrepreneurial venture  
Course Number: BA A673  
Credits: 3  
Contact Hours: 3 hours per week x 15 weeks = 45 hours  
6 hours outside of class per week x 15 weeks = 90 hours  
Grading Basis: A – F  
Course Description: An advanced course that provides the fundamentals of attracting venture capital, building the infrastructure, and implementing the business plan once the business plan is drafted. Heavily focused on the ways to attract human capital, build the management team, and instill the culture necessary for new venture success.  
Course Prerequisites: N/A  
Registration Restrictions: Graduate standing  
Fees: Standard CBPP computer lab fee

III. Course Activities  
A. Case studies  
B. Lectures  
C. Discussions  
D. Team projects

IV. Course Level Justification  
Maturity and/or career experience commensurate with graduate standing will be required for students to participate in the course activities.

V. Outline  
A. Common Ways to Capitalize a New Business  
B. Legal Documents Required  
C. Selecting the Right Management Team and Establishing the Culture of the Organization  
D. Selecting a Board of Advisors - Why and Who  
E. Infrastructure and Ways to Maximize Functional Operations  
F. Steps in Implementing Policy/Procedures, Internal Controls, and Performance Metrics  
G. Managing Change
VI. Suggested Text

The instructor will also provide extensive course handouts.

VII. Bibliography and Resources


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals
The instructor will:

1. Discuss the ways new ventures can obtain funding.
2. Analyze the term sheets and legal documents to assess acceptability.
3. Discuss the need for a management team with complementary skill sets.
4. Discuss the manner in which the infrastructure and culture are implemented.
5. Explain the establishment of policy/procedures, internal controls, and metrics.

B. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of major funding sources and how to obtain necessary start-up capital.</td>
<td>Research project</td>
</tr>
<tr>
<td>2. Evaluate term sheets and legal documents necessary to start the new venture.</td>
<td>Team project</td>
</tr>
<tr>
<td>3. Explain pre-money and post-money valuations.</td>
<td>Research project</td>
</tr>
<tr>
<td>4. Identify infrastructure elements necessary for particular businesses.</td>
<td>Research project</td>
</tr>
<tr>
<td>5. Develop controls and procedures for effective management.</td>
<td>Team project</td>
</tr>
</tbody>
</table>
Course Action Request
University of Alaska Anchorage
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>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A695</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Graduate Internship

Abbreviated Title for Transcript (30 character)

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

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

9. Repeat Status No
- [ ] # of Repeats
- [ ] Max Credits

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

11. Implementation Date
- From: Fall/2014
- To: /9999

12. Cross Listed 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](http://www.uaa.alaska.edu/governance).

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<tbody>
<tr>
<td>1. General Management, MBA</td>
<td>10/23/2013</td>
<td>Ed Forrest</td>
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<td></td>
</tr>
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<td></td>
</tr>
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</table>

Initiator Name (typed): Bogdan Hoanca
Initiator Signed Initials: _________ Date: __________

13b. Coordination Email
- Date: 10/23/2013
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: 10/23/2013

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)
Integrates classroom study with planned and supervised work experience in the public and private sectors. Students acquire essential practical skills by being exposed to occupational work environment beyond the boundaries of the campus, enhancing self-confidence and career direction.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
N/A

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

16c. Automatic Restriction(s)
- [x] College
- [ ] Major
- [ ] Class
- [ ] Level

16d. Registration Restriction(s) (non-codable)
Graduate standing; completion of MBA core courses.

17. Mark if course has fees
- [ ] Standard CBPP computer lab fee

18. Mark if course is a selected topic course

19. Justification for Action
Change grading basis to Pass/Fail to more accurately reflect the nature of the evaluation.

Initiator (faculty only)

Bogdan Hoanca
Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

Dean/Director of School/College Date

[ ] Approved
[ ] Disapproved

Undergraduate/Graduate Academic Board Chair Date

[ ] Approved
[ ] Disapproved

Provost or Designee Date

[ ] Approved
[ ] Disapproved

Department Chair Date

[ ] Approved
[ ] Disapproved

College/School Curriculum Committee Chair Date
I. Date Initiated

November 19, 2013

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Master of Business Administration
Course Title: Graduate Internship
Course Number: BA A695
Credits: 3
Contact Hours: 3 contact hours with faculty supervisor
Grading Basis: Pass/Fail

Course Description: Integrates classroom study with planned and supervised work experience in the public and private sectors. Students acquire essential practical skills by being exposed to occupational work environment beyond the boundaries of the campus, enhancing self-confidence and career direction.

Course Prerequisites: N/A
Registration Restrictions: Graduate standing; completion of MBA core courses
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Work experience in an approved position with supervision and training in various phases of business
B. Specific activities are developed and approved by employer, faculty, student, and the Career Services Center
C. Each internship must include a Learning Agreement which includes:
   1. Learning objectives to be accomplished
   2. How objectives will be accomplished
   3. How achievement of objectives will be evaluated

IV. Guidelines for Evaluation

A. Final technical report
B. Employer evaluations:
   1. Midway conference call and evaluation
   2. Final evaluation
C. Completion of required hours on the job
V. Course Level Justification
This 600-level course integrates the totality of students’ classroom study with planned and supervised work experience in the public and private sectors. Students are expected to perform duties commensurate with at least entry-level management positions.

VI. Outline
A. Overview of the Internship Program
   1. Identify occupational interests
   2. Develop updated résumé
   3. Meet with the MBA Faculty Internship Coordinator and a Career Services Center (CSC) representative

B. Interview Process and Selection
   1. Review proper interviewing technique
   2. Interview with the potential employer

C. Training Goals and Learning Objectives
   1. Develop learning objectives with help of the CSC and Internship Coordinator
   2. Meet with faculty advisor to review learning objectives for approval

D. Employment in Internship Position

VII. Suggested Texts
N/A

VIII. Bibliography
N/A

IX. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The instructor will:</strong></td>
</tr>
<tr>
<td>1. Meet with students to help them explore occupational interests, offer insight into various CSC program positions and job requirements, and review positions students bring to UAA for internships</td>
</tr>
<tr>
<td>2. Help students develop an updated résumé</td>
</tr>
<tr>
<td>3. Help students prepare for the Student/Employer Interview</td>
</tr>
<tr>
<td>4. With the CSC representative and employer, develop the learning objectives that include specific academic content</td>
</tr>
<tr>
<td>5. Help students develop approaches to the intricacies of business, and skills pertinent to successful job performance</td>
</tr>
<tr>
<td>6. Meet with the CSC representative, employer, and student to discuss the student’s job performance</td>
</tr>
</tbody>
</table>
### B. Student Learning Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| 1. Perform job tasks effectively | Mid-way evaluation  
Final evaluation  
Completion of the required hours on the job |
| 2. Complete assigned tasks on deadline | Mid-way evaluation  
Final evaluation |
| 3. Accept responsibility to work independently and cooperatively in teams | Mid-way evaluation  
Final evaluation |
| 4. Demonstrate effective written communication skills | Technical report |
| 5. Practice good work ethic | Mid-way evaluation  
Final evaluation |
Proposal for the Approval of a Graduate Faculty at UAA

Submitted by the Graduate Faculty Subcommittee of the Graduate Council
Reviewed and Approved by the Graduate Council
November 15th, 2013

UAA Policy on Graduate Faculty

The Graduate Faculty at UAA consists of those members of the University and appointed affiliates who, because of their educational qualifications and professional achievements, have been designated to be active participants in graduate education, principally with regard to supervision of graduate dissertations, theses, and substantial research/creative activity projects. UAA’s Graduate Faculty policy and procedures are designed to recognize the importance and excellence of graduate education.

There are two types of Graduate Faculty designation: **Full Membership** and **Associate Membership**. These designations are intended to differentiate expectations for supervision of graduate student work. They are also intended to provide opportunities for mentoring of faculty new to research supervision and for the inclusion of other individuals deemed qualified to play a supervisory role on graduate student committees.

**Full Members**
- Chair, co-chair, or serve as a member of a committee supervising a thesis or dissertation, or another approved graduate research project (e.g., a creative project, capstone, or research project reflecting more than three graduate credits)

**Associate Members**
- Co-chair or serve as a member of a thesis or dissertation committee, or another approved graduate research project (e.g., a creative project, capstone, or research project reflecting more than three graduate credits)

**Appointment Criteria**

**Full Members**
- Hold a faculty or faculty administrator position within the University of at least 50%.
- Apply for, and be approved by, their academic dean.
- Unless otherwise agreed by School or College, hold a terminal degree for their discipline.
- Produce evidence of recent demonstrable research and/or creative productivity.
- Demonstrate effectiveness in graduate education instruction and/or curricular development.
- Professors Emeriti of the University who were formerly graduate faculty, or meet the requirements above, and are within seven years of their departure from UAA, are eligible to apply to be full members.

**Associate Members**
- Normally, meet the requirements in terms of UAA appointment, research and/or creative activity, and graduate education as described for full membership but may not have a terminal degree for their discipline; or, may hold an adjunct or affiliate position, a faculty appointment in another university, or be a skilled practitioner employed in an industrial, commercial, or professional position, and have specific expertise and the potential to make significant contributions to graduate education at UAA.
Appointment Process

Appointment Process for Graduate Faculty Membership for Existing Faculty
Ψ Based on the appointment criteria listed above and upon approval by the unit dean, existing faculty who have taught or currently teach graduate courses and/or currently serve or have served as chair or member of committees supervising graduate student theses or dissertations, or other approved graduate research/creative/capstone projects, will be considered for Full or Associate Graduate Faculty membership.
Ψ To streamline the process of appointment, the academic dean will, upon review of faculty Annual Activity Reports, prepare a statement indicating the names of faculty who will be accorded Full or Associate Member designation. This information will be forwarded to the Dean of the Graduate School for action and the faculty will be informed of the academic dean’s decision.
Ψ Faculty may elect to advise the academic dean that they do not wish to have their name forwarded for Graduate Faculty designation.

Appointment Process for Graduate Faculty Membership for New Faculty
Ψ Based on the appointment criteria listed above, new faculty will be considered for Full or Associate Graduate Faculty membership. For initial faculty appointments to UAA, the academic dean will ensure that the applicants meet the requirements for Graduate Faculty designation.
Ψ In initial appointment, the applicant’s Graduate Faculty designation will be recorded in their appointment letter, and the Dean of the Graduate School will be advised of the designation.

Appointment Process for Graduate Faculty Membership for Non-Faculty
Ψ Based on the appointment criteria listed above, and for non-faculty appointments (including adjunct and affiliate faculty), the dean of the school, college or divisional unit or director is authorized to appoint Associate Graduate Faculty members.

General Processes
Ψ The Dean of the Graduate School will be responsible for maintaining the current record of approved Graduate Faculty on the Graduate School’s website and for publication of the graduate faculty names in the annual Graduate Catalog.
Ψ Unit deans reserve the right to confer Associate Membership rather than Full Membership for some faculty, or to refuse to recommend faculty to either designation.
Ψ In the event that the unit dean/director does not support an existing faculty member’s appointment, that individual may appeal to the Dean of the Graduate School who will confer with the unit dean/director for resolution. If agreement cannot be reached, the faculty member reserves the right of appeal to the Provost.
Ψ During the appeal process, the faculty member will remain eligible to continue teaching graduate courses and supervising graduate students.
Ψ There is no fixed term for graduate faculty designation but, in their review of faculty, academic deans will ensure that those individuals holding graduate faculty designation in their school or
college will have demonstrated a current and sustained record of scholarly and/or creative activities consistent with the standards for Graduate Faculty designation.

Ψ In the event that the record of achievements does not meet the criteria for the relevant designation, faculty will be given recommendations for improvement of their graduate teaching and/or scholarship. They will enter into a review period not to exceed three years, during which time their graduate faculty designation may be withheld, pending determination by the academic dean.