Graduate Academic Board  
Agenda  
April 12, 2013  
ADM 204  
9:30 to 11:30  

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

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

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

IV. Program/Course Action Request – Second Reading  

V. Program/Course Action Request - First Readings  
Add CE A627 Advanced Traffic Flow Theory (3 cr)(3+0)(pg. 5-9)  
Chg  Graduate Certificate in Clinical Social Work Practice (pg. 10-11)  
Chg  Graduate Certificate in Social Work Management (pg. 12-13)  
Chg  Master of Social Work (pg. 14-29)  
Chg  BIOL A601 Experimental Design and Statistics (3 cr)(3+0)(pg. 30-35)  
Add  BIOL A602 Experimental Design for Cell/Molecular Biologists (3 cr)(3+0)(pg. 36-41)  
Add  BIOL A603 Graduate Proseminar in Sciences (3 cr)(3+0)(pg. 42-45)  
Add  BIOL A605 Advanced Analysis and Interpretation (3 cr)(3+0)(pg. 46-49)  
Chg  BIOL A685 Ecological Genetics and Quantitative Microevolution (3 cr)(3+0)(pg. 50-53)  
Chg  EDL A692 Principal Seminar (1-3 cr)(1-3+0)(pg. 54-59)  
Chg  EDL A695 Principal Internship (1-3 cr)(0+3-9)(pg. 60-64)  
Chg  Graduate Certificate, Educational Leadership (pg. 65-73)  

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

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

VIII. Old Business  
A. Program Deletion and Suspension Policy (pg. 74-96)
B. Language Regarding Concentrations (pg. 97-98)

IX. New Business

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

II. Approval of Agenda (pg. 1)
Social Work programs are postponed until current catalog copy can be submitted
Approved as amended

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

IV. Program/Course Action Request – Second Reading

V. Program/Course Action Request - First Readings
Chg BA A653 Multinational Financial Management (3 cr)(3+0)(pg. 3-6)
Postponed until Fall

Del BA A685 Advanced Investment Management (3 cr)(3+0)(pg. 7)
Postponed until Fall

Chg BA A692 Investment Seminar (Subtitle Varies)(3 cr)(3+0)(pg. 8-11)
Postponed until Fall

Add CE A627 Advanced Traffic Flow Theory (3 cr)(3+0)(pg. 12-17)
No faculty initiator present

Add CE A651 Advanced Structural Analysis (Stacked with CE A451)(3 cr)(3+0)(pg. 18-25)
Waive first reading and approve for second

Chg Graduate Certificate in Clinical Social Work Practice (pg. 26-28)
Chg Graduate Certificate in Social Work Management (pg. 29-32)
Chg Master of Social Work (pg. 33-46)
Postponed

VI. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
B. Graduate Student Jaime Spatrisano
C. University Registrar Lora Volden
   Introduced the new Assistant Registrar Alyona Selhay

VII. Chair’s Report
A. GAB Chair- Arlene Schmuland
   Discussed the Graduate School and the appointing of graduate faculty
B. Faculty Alliance
C. Graduate Council

VIII. Old Business
A. Second reading of Purge List (pg. 47-49)
IX. New Business

X. Informational Items and Adjournment
## Course Action Request

**University of Alaska Anchorage**

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

### 1a. School or College

EN SOENGR

### 1b. Division

No Division Code

### 1c. Department

CE

### 2. Course Prefix

CE

### 3. Course Number

A627

### 4. Previous Course Prefix & Number

N/A

### 5a. Credits/CEUs

3.0

### 5b. Contact Hours (Lecture + Lab)

(3+0)

### 6. Complete Course Title

Advanced Traffic Flow Theory

### 7. Type of Course

- [ ] 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
- Other Restrictions
- College
- Major
- Class
- Level
- Other

**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).**

### 9. Repeat Status

<table>
<thead>
<tr>
<th>No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10. Grading Basis

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

### 11. Implementation Date

- Semester/year: [Fall/2013]

### 12. Cross Listed with

- [ ]

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civil Engineering, BS</td>
<td></td>
<td></td>
<td>Dr. Osama Abaza</td>
</tr>
<tr>
<td>2. Civil Engineering, MS</td>
<td></td>
<td></td>
<td>Dr. Osama Abaza</td>
</tr>
</tbody>
</table>

### 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: 02/27/2013

### 14. General Education Requirement

Mark appropriate box:

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

### 15. Course Description

(suggested length 20 to 50 words)

The course presents the different theories of traffic flow, statistical distributions of traffic flow parameters, traffic stream models, various car-following models, and traffic flow models for intersections. The class also presents the methods to analyze traffic performance using shock waves and queuing analysis.

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

### 16b. Test Score(s)

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

### 16d. Other Restriction(s)

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

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

- Instructor's permission or graduate standing

### 17. Mark if course has fees

- [ ] Standard SOE fee

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

### 19. Justification for Action

Introduction of an advanced course for transportation graduate students in traffic flow theory interested in research and professional development.
<table>
<thead>
<tr>
<th>Role</th>
<th>Circle</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ghulam H. Bham</td>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 15, 2013

II. Course Information
A. College: School of Engineering
B. Course Title: Advanced Traffic Flow Theory
C. Course Subject/Number: CE A627
D. Credit Hours: 3.0
E. Contact: 3+0
F. Grading Information: A-F
G. Course Description: The course presents the different theories of traffic flow, statistical distributions of traffic flow parameters, traffic stream models, various car-following models, and traffic flow models for intersections. The class also presents the methods to analyze traffic performance using shock waves and queuing analysis
H. Stacked: None
I. Status of course relative to degree or certificate program: Graduate level course in Civil Engineering
J. Course Fees: Yes, standard SOE fee
K. Coordination: UAA/SOE/CE faculty list serves
L. Course Prerequisites: N/A
M. Registration Restrictions: Instructor’s permission and graduate standing

III. Course Activities
Course activities will be composed of lectures and discussion by instructor. Instructor will provide regular homework assignments, and review of high quality technical literature including journal papers and self-study materials.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be discussed during the first class in the semester. The students’ performance will be assessed based on homework assignments, a final examination, presentations on technical literature, preparation and presentation of a research problem statement and proposal or complete a semester long research project.

V. Course Level Justification
The course requires a background in traffic engineering. This course will present material at an advanced level previously introduced briefly in transportation engineering related courses. The course will serve as an important graduate level class in traffic flow theory that will provide strong foundation for independent critical thinking and creation of new knowledge in the area required for research. For professionals, it will provide competence and expert knowledge in specialized areas of traffic flow theory.
VI. Course Outline

- Application of Time Space Diagrams
  - Study of different traffic flow variables

- Traffic Stream Characteristics
  - Space mean speed (SMS), time mean speed (TMS), density
  - Relations between speed, density and flow rate for the different traffic stream models (including Underwood, Edie, Drew, Two and Three -regime, etc.)
  - Edie’s generalized definitions of traffic flow and density
  - Relation between density and occupancy
  - Measurement of traffic stream characteristics
    - Various definitions of highway capacity
    - Location of bottleneck and its effects on traffic flow measurement
    - Challenges in measurement of different traffic variables
  - Cumulative plots of traffic flow

- Statistical Distributions of Traffic Flow
  - Discrete and continuous distributions for different characteristics of traffic flow
  - Advantages and limitations of various statistical distributions
  - Goodness of fit tests

- Car-Following Models
  - Car following theory: definition, assumptions
  - Types of car-following models including the classical GM models
  - Stability analysis of car-following models
  - Car-following and lane change models in microscopic traffic simulation models

- Shock Wave Analysis
  - Definition, assumptions, form, classification, and interpretation
  - Application at highway bottlenecks, signalized intersections, etc.

- Queueing Analysis
  - Definition, assumptions, and types
  - Gap acceptance theory
  - Methods of estimating critical gap for un-signalized intersections
  - Methods used for modeling critical gaps at intersections
  - Delay models for both un-signalized and signalized intersections in the Highway Capacity Model
  - Models for evaluating the quality of traffic operations
VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will emphasize the concept and application of traffic flow theory and characteristics to prepare students:
   1. To apply appropriate techniques to understand traffic phenomena and solve traffic operation and control problems
   2. For research proposal preparation and research presentations

Student Learning Outcomes: After successful completion of course, student will be able to demonstrate the:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of traffic stream models their limitations and applications, car-following</td>
<td>HW assignments, examination</td>
</tr>
<tr>
<td>models, lane change models, and traffic shock waves</td>
<td></td>
</tr>
<tr>
<td>Ability to develop and apply time space diagrams in the study of traffic flow variables</td>
<td>HW assignments, examination</td>
</tr>
<tr>
<td>Integration of theory and its application to the different challenges in the measurement</td>
<td>HW assignments, examination</td>
</tr>
<tr>
<td>of traffic flow variables</td>
<td></td>
</tr>
<tr>
<td>Application of queueing analysis to derivation of models for both un-signalized and</td>
<td>HW assignments, examination</td>
</tr>
<tr>
<td>signalized intersections</td>
<td></td>
</tr>
<tr>
<td>Ability to present technical literature and its application</td>
<td>Presentation of technical literature related to traffic flow theory</td>
</tr>
<tr>
<td>Capability to present a research problem statement related to traffic flow theory,</td>
<td>Research proposal and presentation</td>
</tr>
<tr>
<td>investigate the research statement and prepare a short research proposal and present it</td>
<td></td>
</tr>
<tr>
<td>to an audience</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Suggested Texts


IX. Bibliography and Resources

Journal papers will be provided as additional text and readings.

*Classic Text
1a. School or College  
CH College of Health

1b. Department  
MSWK  School of Social Work

2. Complete Program Title/Prefix  
Graduate Certificate in Clinical Social Work Practice

3. Type of Program  
Choose one from the appropriate drop down menu:  
- Undergraduate:  
- Graduate:  
- Other: specify type in box 2

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

4. Type of Action:  
- PROGRAM  
- PREFIX

☐ Add  
☑ Change

☐ Delete  
☐ Inactivate

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

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

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 2/21/2013

6c. Coordination with Library Liaison  
Date: 2/21/2013

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

8. Justification for Action  
1. Reorganizing content to be consistent with catalog format;
2. Revising admissions policies: For students who are in the MSW program, applications will be accepted in the first year of their enrollment in the MSW program, moving admissions to the graduate certificate from the second year to the first year of graduate study. This change makes it possible for students to begin advising for the graduate certificate earlier in their graduate studies, insuring they use their elective options wisely;
3. Clarifying curriculum requirements: group supervision courses were deleted from the curriculum due to lack of enrollment. Language in catalog copy referring to group supervision is being deleted;
4. Revising the student learning outcomes: the student learning outcomes more clearly articulate the role of clinical social workers in the treatment of clients.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chad Morse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1a. School or College  
CH College of Health

1b. Department  
MSWK  School of Social Work

2. Complete Program Title/Prefix
Graduate Certificate in Social Work Management

3. Type of Program
Choose one from the appropriate drop down menu:  
Undergraduate: or  
Graduate: Other: specify type in box 2

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

4. Type of Action:  
PROGRAM  
☐ Add  
☒ Change  
☐ Delete  

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

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

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

6b. Coordination Email submitted to Faculty Listserv (uas-faculty@lists.uaa.alaska.edu)  
Date: 2/21/2013

6c. Coordination with Library Liaison  
Date: 2/21/13

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

8. Justification for Action
1. Revising admissions policies: For students who are in the MSW program, applications will be accepted in the first year of their enrollment in the MSW program, moving admissions to the graduate certificate from the second year to the first year of graduate study. This change makes it possible for students to begin advising for the graduate certificate earlier in their graduate studies, insuring they use their elective options wisely;
2. Revising the student learning outcomes;
3. Updating the faculty list.

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

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Board Chair
Date

Provost or Designee
Date

College/School Curriculum Committee Chair
Date

Department Chair
Date

Approved
Disapproved
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>MSWK School of Social Work</td>
</tr>
</tbody>
</table>

2. Complete Program Title/PREFIX

Master of Social Work

3. Type of Program

Choose one from the appropriate drop down menu:

- Undergraduate: [ ]
- Graduate: [ ]

CHOOSE ONE

Master of Social Work

This program is a Gainful Employment Program:

- [ ] Yes
- [ ] No

4. Type of Action:

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

- PREFIX
  - [ ] Add
  - [ ] Change
  - [ ] Inactivate

5. Implementation Date (semester/year)

From: Fall/2013  To: 9999

6a. Coordination with Affected Units

Department, School, or College:

Initiator Name (typed): [ ]

Initiator Signed Initials: [ ]

Date: [ ]

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date: 2/21/2013

6c. Coordination with Library Liaison

Date: 2/21/2013

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

- [x] Cover Memo
- [x] Catalog Copy in Word using the track changes function

8. Justification for Action

1. Reorganizing content to be consistent with catalog format: the MSW Program Goals have been replaced with Student Learning Outcomes and placed after degree requirements consistent with the two MSW graduate certificate content layout;

2. Clarifying admissions policies for applicants who do not have a bachelor in social work (BSW) degree and for students who have earned a BSW within the past five years. The previous advanced placement policy required applicants to have completed their BSW within seven years. Faculty have judged seven years too long a period for students to move into advanced degree content without completing foundation content;

3. Changing advanced placement policies for applicants who have earned a BSW in the past five years to require them to take SWK A624 Foundation Research Methods and SWK A632 Direct Practice I. Faculty have determined that advanced placement students struggle with advanced research and practice content and need these two foundation courses;

4. Changing academic progress policies such that MSW students can only retake a class one time subsequent to earning an unsatisfactory grade. There have been several students who have attempted to retake courses three times, failing to meet academic requirements for graduation;

5. Updating the social work faculty list.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chad Morse</td>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The mission of the UAA Master of Social Work program is to prepare advanced generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska. Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program will have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW Curriculum has two components, the foundation curriculum and the concentration curriculum. The foundation curriculum is comprised of 32 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is comprised of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take SWK A632 Direct Practice I (3 credits) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall.

**Master of Social Work**

**Admission Requirements**

1. Deadline for application: January 15. This is the only application date for the year. Admission review is performed once a year following the January 15 deadline for application.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor’s degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

**Liberal Arts Requirements for Admissions**

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines);
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development);
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines);
4. One university course in oral communication;
5. One university course in written communication;
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the biopsychosocial determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

**Academic Progress**

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW Program Coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A644, SWK A645, SWK A646, SWK A647, SWK A639).

Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

**Transfer Credits**

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

**Candidacy for a Master of Social Work Degree**

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in the Advanced Generalist Integrative Seminar (SWK A635) during spring semester of the concentration year of the program.

**Graduation Requirements**

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Successful completion of research project (SWK A698).
3. Successful completion of all required academic coursework specified on the Official Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A644, SWK A645, SWK A646, SWK A647, SWK A639).
Program Requirements

The following outlines course requirements for the full-time program plan. Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester: fall, spring, and summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work.

1. **Foundation Curriculum:** Complete, test out of, or waive the following required courses in the foundation sequence:

   **Fall — Year One**
   - SWK A630 Practice Skills Lab 1
   - SWK A631 Foundation Practice  3
   - *SWK A632 Direct Practice I  3
   - SWK A642 Human Behavior in the Social Environment 3
   - SWK A643 Human Diversity in Social Work Practice 3
   - SWK A644 Generalist Practicum I 3

   **Spring — Year One**
   - SWK A607 Social Welfare Policy and Services 3
   - *SWK A624 Foundation Research Methods 4
   - SWK A636 Community Practice 3
   - SWK A645 Generalist Practicum II 3
   - Graduate-level Social Work elective. 3

   *Advanced placement students take SWK A632 and A624 in the summer prior to enrolling in the concentration curriculum.

2. **Concentration Curriculum:**

   **Fall — Year Two**
   - SWK A608 Social Policy for Advanced Generalist Practice 3
   - SWK/HS A628 Program Evaluation 3
   - SWK A633 Direct Practice II 3
   - SWK A634 Organizational Practice 3
   - SWK A646 Advanced Generalist Practicum I 3

   **Spring — Year Two**
   - SWK A635 Advanced Generalist Integrative Seminar 3
   - SWK A647 Advanced Generalist Practicum II 4
   - SWK A698 MSW Research Project 3
   - Graduate-level Social Work elective. 3
   - Graduate-level Social Work elective. 3

3. A minimum of 38 credits is required for the Master of Social Work.

   A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. No more than 3 credits at the 400 level may be counted toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

Research Project

All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review,
designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

**STUDENT LEARNING OUTCOMES**

The MSW Program prepares advanced generalist social workers who:

1. Are leaders who assume multiple practice roles to address health and social issues in Alaska.
2. Engage in practice consistent with the values and ethics of the social work profession.
3. Utilize critical thinking to synthesize and apply a broad range of knowledge and skill.
4. Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
5. Differentially intervene with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
6. Develop and conduct research to inform practice.
7. Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.
8. Develop and evaluate social policies that promote social and economic well-being.
9. Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
10. Engage in planned change using theory and evidence based practice processes to provide competent and effective services in Alaska.

**Graduate Certificate, Clinical Social Work Practice**

The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a Licensed Clinical Social Worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

**Admission Requirements**

Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade average of 3.00 or higher (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

**Curriculum Requirements**

Total = 15 credits:

1. Required courses (7 credits):
   - SWK A651 Social Work Practice in Addictions and Mental Health 3
   - SWK A663 Clinical Social Work with Children and Adolescents 2
   - SWK A664 Clinical Social Work with Adults 2
2. Plus completion of 8 credits from the following: 8
   - SWK A656 Treatment of Families (3)
   - SWK A665 Comparative Group Work (3)
SWK A667  Clinical Group Therapy (2)
SWK A672  Social Work with Families and Couples (2)

Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

**Certificate Completion Requirements**

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

**Student Learning Outcomes**

The program is designed to expand knowledge and skills for students preparing for clinical social work practice. Students demonstrate their abilities to:

1. Practice clinical social work within the legal and ethical standards of the profession.
2. Enhance the mental health and well-being of individuals, families and groups who seek their services.
3. Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
4. Maintain professional integrity in all aspects of their practice.
5. Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
6. Develop a concept and a plan for their future professional development.

**Graduate Certificate, Social Work Management**

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

**Admission Requirements**

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

**Curriculum Requirements**

Total = 15 credits:

1. MSW Required Course (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A634</td>
<td>Organizational Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A654</td>
<td>Supervisory Management in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK A659</td>
<td>Leadership and Decision Making in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK A660</td>
<td>Financial Leadership for Social Work Administrators</td>
<td>2</td>
</tr>
<tr>
<td>SWK A661</td>
<td>Marketing in the Social Sector</td>
<td>2</td>
</tr>
</tbody>
</table>
Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Student Learning Outcomes

Graduates of the Graduate Certificate in Social Work Management will be able to demonstrate the knowledge and skills to perform organizational social work practice roles using multiple interventions directed at multiple levels. They will be able to:

1. Demonstrate the role of leadership and decision making in social service organizations;
2. Apply supervisory management skills at multiple levels within an organization;
3. Integrate budget development and fiscal analysis into social services program planning;
4. Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations;
5. Design and implement financial resource development plans for social programs/social service agencies.

FACULTY

Donna Aguiniga, Assistant Professor, dmaguiniga@uaa.alaska.edu
Mary Dallas Allen, Associate Professor, mdallen@uaa.alaska.edu
Tracey Burke, Associate Professor, tburke@uaa.alaska.edu
Patrick Cunningham, Associate Professor, pmcunningham@uaa.alaska.edu
Alexa Filanowicz, Clinical Assistant Professor/BSW Field Coordinator, afilanowicz@uaa.alaska.edu
Eva Kopacz, Professor/MSW Field Coordinator, ekopacz@uaa.alaska.edu
Randy Magen, Professor, rmagen@uaa.alaska.edu
Chad Morse, Clinical Professor/MSW Program Coordinator, AFCEM@uaa.alaska.edu
Elizabeth A. Sirles, Professor/Director, easirles@uaa.alaska.edu
Kathi Trauver, Associate Professor/BSW Program Coordinator, ktrauver@uaa.alaska.edu
The mission of the UAA Master of Social Work program is to prepare advanced generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska. Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

Based upon the mission established for the MSW program, the program goals are to prepare advanced generalist social work practitioners who are:

- Competent in multiple practice roles across client systems, particularly within the state of Alaska.
- Committed to the enhancement of human well-being.
- Committed to the promotion of social and economic justice for people of all backgrounds, particularly those in Alaska.
- Guided by the values and ethical standards of the social work profession.
- Prepared to enhance the quality of service delivery systems.
- Knowledgeable, skillful, and sensitive with people from diverse backgrounds.

MSW program admission and curriculum requirements are consistent with MSW licensing requirements in the state of Alaska. The MSW program does not grant social work course credit for life experience or previous work experience.

All students entering the program will have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW Curriculum has two components, the foundation curriculum and the concentration curriculum. The foundation curriculum is comprised of 32 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum required for students who have not earned a baccalaureate degree in social work from an accredited program within the last seven years. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is comprised of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. All students will waive, test out, or successfully complete all course required in the foundation curriculum of the program. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take SWK A632 Direct Practice I (3 credits) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall. The concentration curriculum is comprised of 31 credits and is required for all MSW students. All students entering the program will have an official Graduate Studies Plan tailored to meet their own educational needs.

Graduate Certificate, Clinical Social Work Practice

The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a Licensed Clinical Social Worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Application deadline is November 15 for a spring semester start date.
Admission Requirements

Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the concentration year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade average of B or higher (3.00 on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

Curriculum Requirements

Total = 15 credits

1. Required courses (7 credits):
   - SWK A651 Social Work Practice in Addictions and Mental Health (3)
   - SWK A663 Clinical Social Work with Children and Adolescents (3)
   - SWK A664 Clinical Social Work with Adults (2)

2. Plus completion of 8 credits from the following:
   - SWK A656 Treatment of Families (3)
   - SWK A665 Comparative Group Work (3)
   - SWK A667 Clinical Group Therapy (2)
   - SWK A672 Social Work with Families and Couples (2)

   Up to 3 credits may be taken from other approved graduate level clinical course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

Certificate Completion Requirements

Students enrolled in the graduate certificate program are required to complete the curriculum requirements with a cumulative GPA of 3.00 or better.

Student Learning Outcomes

The program is designed to expand knowledge and skills for students preparing for clinical social work practice. Students demonstrate their abilities to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well being of individuals, families, and groups who seek their services.
- Engage, assess, diagnose, and intervene on behalf of clients guided by practice theories and empirically supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/ enhance professional competence.
- Develop a concept and a plan for their future professional development.

Graduate Certificate, Social Work Management

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervision, management, leadership, and decision making, marketing, in the social sector, financial resource development, budgeting, and fiscal management. The curriculum is based on the
Leadership and Management Practice Standards established by the National Network for Social Work Managers. Application deadline is November 15 for a spring semester start date.

Admission Requirements
Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the concentration year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

Curriculum Requirements
Total = 15 credits:
1. MSW Required Course (3 credits):
   SWK A634 Organizational Practice 3
2. MSW Elective Courses (12 credits):
   SWK A654 Supervisory Management in Social Work 3
   SWK A659 Leadership and Decision Making in Social Work 3
   SWK A660 Financial Leadership for Social Work Administrators 2
   SWK A661 Marketing in the Social Sector 2
   SWK A662 Financial Resource Development for Social Services 2

Certificate Completion Requirements
Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Student Learning Outcomes
Graduates of the Graduate Certificate in Social Work Management will be able to demonstrate the knowledge and skills to perform organizational social work practice roles using multiple interventions directed at multiple levels. They will be able to:
• Demonstrate the role of leadership and decision making in social service organizations;
• Apply supervisory management skills at multiple levels within an organization;
• Integrate budget development and fiscal analysis into social services program planning;
• Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations; and
• Design and implement financial resource development plans for social programs/social service agencies.

Master of Social Work
Admission Requirements
1. Deadline for application: January 15. This is the only application date for the year. Admission review is performed once a year following the January 15 deadline for application.
2. Submit the complete MSW admissions packet available through the School of Social Work. UAA graduate application for admission with fee and most requirements found at the beginning of this chapter.
3. Submit complete undergraduate transcripts demonstrating assumed successful completion of a bachelor’s degree from an accredited college or university.
4. Submit the complete MSW admissions packet, available through the School of Social Work UAA graduate application for admission with fee.

5. Admission to the MSW program with advanced standing status must be exercised within seven years of receiving the BSW degree.

6. Successful completion of Departmental Honors in Social Work in the UAA BSW program earns the right to waive a regular review of an admission packet to the foundation curriculum of the Master of Social Work program. Students are responsible for completing a UAA Graduate Application for Admission and a program application for admission to the MSW program. The application packet should be submitted to the MSW Admissions Committee by the application deadline, with request to waive the regular review process. Admission to the full program will be granted if the applicant meets all of the requirements for departmental honors. Honors students interested in admission with advanced standing must apply for this status. The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Liberal Arts Requirements for Admissions

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines);
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development);
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines);
4. One university course in oral communication;
5. One university course in written communication;
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics);
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-psycho-social determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Academic Progress

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW Program Coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A644, SWK A645, SWK A646, SWK A647, SWK A639).
Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

**Transfer Credits**

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

**Candidacy for a Master of Social Work Degree**

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in the Advanced Generalist Integrative Seminar (SWK A635) during spring semester of the concentration year of the program.

**Graduation Requirements**

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Successful completion of research project (SWK A698).
3. Successful completion of all required academic coursework specified on the Official Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A644, SWK A645, SWK A646, SWK A647, SWK A639).

**Program Requirements**

The following outlines course requirements for the full-time program plan. Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester: fall, spring, and summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work.

1. **Foundation Curriculum:** Complete, test out of, or waive the following required courses in the foundation sequence:

<table>
<thead>
<tr>
<th>Fall — Year One</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A630 Practice Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>SWK A631 Foundation Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A632 Direct Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK A642 Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A643 Human Diversity in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A644 Generalist Practicum I</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring — Year One</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A607 Social Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK A624 Foundation Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>SWK A636 Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A645 Generalist Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level Social Work elective.</td>
<td>3</td>
</tr>
</tbody>
</table>

*Advanced placement students take SWK A632 and A624 in the summer prior to enrolling in the concentration curriculum.*

2. **Concentration Curriculum:**

<table>
<thead>
<tr>
<th>Fall — Year Two</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A608 Social Policy for Advanced Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK/HIS A628 Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>
SWK A633 Direct Practice II 3
SWK A634 Organizational Practice 3
SWK A646 Advanced Generalist Practicum I 3

Spring — Year Two 16 credits
SWK A635 Advanced Generalist Integrative Seminar 3
SWK A647 Advanced Generalist Practicum II 4
SWK A698 MSW Research Project 3
Graduate-level Social Work elective. 3
Graduate-level Social Work elective. 3

3. A minimum of 34 credits is required for the Master of Social Work.

A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. No more than 3 credits at the 400 level may be counted toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

Research Project

All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the research report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

STUDENT LEARNING OUTCOMES

The MSW Program prepares advanced generalist social workers who:

1. Are leaders who assume multiple practice roles to address health and social issues in Alaska.
2. Engage in practice consistent with the values and ethics of the social work profession.
3. Utilize critical thinking to synthesize and apply a broad range of knowledge and skill.
4. Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
5. Differentially intervene with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
6. Develop and conduct research to inform practice.
7. Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.
8. Develop and evaluate social policies that promote social and economic well-being.
9. Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
10. Engage in planned change using theory and evidence-based practice processes to provide competent and effective services in Alaska.

Graduate Certificate, Clinical Social Work Practice

The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a Licensed Clinical Social Worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.
Admission Requirements

Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);

2. Have a cumulative graduate grade average of 3.00 or higher (B average on a 4.00 scale);

3. Provide a written summary of social work practice experience and career goals; and

4. Be eligible for licensure in Alaska.

Curriculum Requirements

Total = 15 credits:

1. Required courses (7 credits):
   - SWK A651 Social Work Practice in Addictions and Mental Health 3
   - SWK A663 Clinical Social Work with Children and Adolescents 2
   - SWK A664 Clinical Social Work with Adults 2

2. Plus completion of 8 credits from the following: 8
   - SWK A656 Treatment of Families (3)
   - SWK A665 Comparative Group Work (3)
   - SWK A667 Clinical Group Therapy (2)
   - SWK A672 Social Work with Families and Couples (2)

Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Student Learning Outcomes

The program is designed to expand knowledge and skills for students preparing for clinical social work practice. Students demonstrate their abilities to:

1. Practice clinical social work within the legal and ethical standards of the profession.

2. Enhance the mental health and well-being of individuals, families and groups who seek their services.

3. Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.

4. Maintain professional integrity in all aspects of their practice.

5. Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.

6. Develop a concept and a plan for their future professional development.

Graduate Certificate, Social Work Management

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the
Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

**Admission Requirements**

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

**Curriculum Requirements**

Total = 15 credits:

1. **MSW Required Course (15 credits):**
   - SWK A634  Organizational Practice 3
   - SWK A654  Supervisory Management in Social Work 3
   - SWK A659  Leadership and Decision Making in Social Work 3
   - SWK A660  Financial Leadership for Social Work Administrators 2
   - SWK A661  Marketing in the Social Sector 2
   - SWK A662  Financial Resource Development for Social Services 2

**Certificate Completion Requirements**

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

**Student Learning Outcomes**

Graduates of the Graduate Certificate in Social Work Management will be able to demonstrate the knowledge and skills to perform organizational social work practice roles using multiple interventions directed at multiple levels. They will be able to:

1. Demonstrate the role of leadership and decision making in social service organizations;
2. Apply supervisory management skills at multiple levels within an organization;
3. Integrate budget development and fiscal analysis into social services program planning;
4. Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations; 5. Design and implement financial resource development plans for social programs/social service agencies.

**FACULTY**

- Donna Aguiniga, Assistant Professor, dmaguiniga@uaa.alaska.edu
- Mary Dallas Allen, Associate Professor, mdallen@uaa.alaska.edu
- Tracey Burke, Associate Professor, tburke@uaa.alaska.edu
- Patrick Cunningham, Associate Professor, AFPMCmcpettingham@uaa.alaska.edu
- Janet Emerman, Clinical Professor/BSW Field Coordinator, janet@uaa.alaska.edu
- Melbourne Henry, Clinical Associate Professor, melhanery@uaa.alaska.edu
- Alexa Filanowicz, Clinical Assistant Professor/BSW Field Coordinator, afilanowicz@uaa.alaska.edu
- Eva Kapacz, Professor/MSW Field Coordinator, afceembkapacz@uaa.alaska.edu
- Randy Magen, Professor, magen@uaa.alaska.edu
- Chad Morse, Clinical Professor/MSW Program Coordinator, AFCEM@uaa.alaska.edu
1. School or College: AS CAS
   1b. Division: AMSC Division of Math Science
   1c. Department: Biological Sciences

2. Course Prefix: BIOL
   3. Course Number: A601
   4. Previous Course Prefix & Number: 
   5a. Credits/CEUs: 3
   5b. Contact Hours: (Lecture + Lab) (3+0)

6. Complete Course Title:
   Experimental Design and Statistics
   Exp. Design Statistics

Abbreviated Title for Transcript (30 character):

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

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

   If a change, mark appropriate boxes:
   Prefix [ ]
   Credits [ ]
   Title X
   Grading Basis [ ]
   Course Description [ ]
   Test Score Prerequisites [ ]
   Other Restrictions [ ]
   Other CCG (please specify) X

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

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

11. Implementation Date: semester/year

   From: Fall/2013
   To: 9999/9999

12. X 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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biological Sciences Graduate Program</td>
<td>1/29/13</td>
<td>Jennifer Burns</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): Don Spalinger
   Initiator Signed Initials: _________
   Date: __________________

13b. Coordination Email: Date: 1/31/2013

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

13c. Coordination with Library Liaison: Date: 1/2013

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 the concepts of experimental design and statistics of particular relevance to ecological, environmental, evolutionary, and physiological research in biology. Students directly apply the course content to the design and development of their own graduate research proposal as part of the course. Special Note: Graduate students within the subdisciplines of Ecology, Physiology, and Evolutionary Ecology are required to take this course during their first year of graduate study.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
16b. Co-requisite(s) (concurrent enrollment required)
16c. Other Restriction(s)
16d. Registration Restriction(s) (non-codable)
        Graduate Standing, permission of instructor

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

19. Justification for Action

   This course has been offered since fall 2003. The Department is revising its graduate curriculum, and this course will now be required for first-year graduate students within the subdisciplines of Ecology, Physiology, and Evolutionary Ecology, and a companion to a new Experimental Design course for graduate students in the subdisciplines of cell biology, molecular genetics, and microbiology.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald Spalinger</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: Fall 2013

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Experimental Design and Statistics
C. Course Subject/Number: Biol A601
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Study of the concepts of experimental design and statistics of particular relevance to ecological, environmental, evolutionary, and physiological research in biology. Students directly apply the course content to the design and development of their own graduate research proposal as part of the course. Special Note: Graduate students within the subdisciplines of Ecology, Physiology, and Evolutionary Ecology are required to take this course during their first year of graduate study.
H. Status of course relative to degree or certificate program: This course is required for first-year graduate students in the subdisciplines of ecology, environmental biology, evolutionary or physiological ecology in the Department of Biological Sciences
I. Lab Fees: No
J. Coordination: None Required
K. Course Prerequisites: None
L. Registration Restrictions: Graduate Standing or permission of Instructor

III. Course Activities
The students will engage in four primary activities during the course. First, they will explore and learn the concepts of experimental design in biological sciences, including the application of the scientific method to biological research, the hypothetico-deductive approach to understanding nature, and the potential alternatives to this approach. Second, they will review/learn the concepts and fundamental methods of statistics and learn to apply these methods and concepts to the analysis of biological data. Third, they will develop a working knowledge of the statistical package R, and use this program to apply the statistical methods to biological data. Fourth, they will research, design, and write a proposal for their individual graduate research, and present this design to the class orally at the end of the course.

IV. Evaluation
A. Criteria for Grading
1.0 To receive a grade of A:
   1.1 Scholarship/Research: Individual produces an exceptionally strong research proposal for his/her graduate research project, including a thorough review of the relevant scientific literature, an obvious process of critical thinking
about research hypotheses and experimental design, and a coherent and well-written study plan. In addition, the student will demonstrate a mastery of experimental design concepts and the statistical methods examined in class. The individual will demonstrate a working knowledge of the use of the statistical package R in conducting statistical tests.

1.2 Initiative: Contributions exceed expectations for the class. Assignments are completed in a timely manner, and exceed the expectations of performance.

1.3 Attitude: The individual clearly demonstrates his/her desire to learn and expand their critical thinking skills.

1.4 Participation: Individual always comes prepared to class, and contributes consistently to class discussions.

1.5 Individual Improvement: Individual consistently improves upon their knowledge of their field of research and critical thinking relative to their individual research, and demonstrates that they have developed a strong experimental approach to their scientific problem. Individual accepts criticism and adapts accordingly.

2.0 To receive a grade of B:

2.1 Scholarship/Research: Meets all instructor requirements

2.2 Initiative: Contributions are above average for the class.

2.3 Attitude: Above average interactive skills in the classroom.

2.4 Participation: Individual comes prepared to class, and contributes to class activities

2.5 Individual Improvement: Individual shows steady improvement upon their knowledge of their field of research and critical thinking relative to their individual research, and demonstrates that they have developed a reasonable experimental approach to their scientific problem. Individual accepts criticism and generally adapts.

3.0 To receive a grade of C:

3.1 Scholarship/Research: Individual completes the required assignments, but the quality of writing and/or demonstration of creative thought and critical thinking are not exceptional. The thoroughness of the research design, including the review of the relevant literature of the field is acceptable, but not exceptional.

3.2 Initiative: Contributions are average for the class.

3.3 Attitude: Average interactive skills in the classroom.

3.4 Participation: Average contributions to group activities.

3.5 Individual Improvement: Individual shows evidence of personal growth of knowledge and skill, but this evidence is not exceptional.

4.0 To receive a grade of D:

4.1 Scholarship/Research: Below average performance and quality of the research proposal is minimal. Individual does not demonstrate an acceptable level of knowledge of statistics, the capability to effectively use the statistical package R for completing statistics assignments, or the ability to write an effective, coherent, and readable thesis proposal.

4.2 Initiative: Contributions are below average for the class.

4.3 Attitude: Below interactive skills in the classroom.

4.4 Participation: Below average contributions to class discussions.
4.5 Individual Improvement: Individual does not demonstrate that he/she has improved significantly through the course in development of writing or critical thinking skills.

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or incomplete.

V. Course Level Justification
This course is designed for first year graduate students in the sub-disciplines of ecology, evolutionary biology, physiology, and environmental science in Biological Sciences. It assumes students have completed a baccalaureate degree in Biological Sciences or closely related discipline, possess the critical thinking and communication skills necessary to be successful in completing an advanced degree in the sciences, and have a strong background in one or more of the above sub-disciplines.

VI. Outline
A. Introduction to experimental design in Ecology, Evolutionary Biology, and Physiology
   1. Concepts and definitions
   2. The scientific method and the hypothetico-deductive approach to research in the natural sciences, and its alternatives.
B. Statistical methods and experimental design concepts in biological research
   1. Measures of central tendency and variability
   2. Fundamentals of Experimental Design
      a. Controls, Treatments, and Replication
      b. Sources of error and pseudoreplication
   3. Using the statistical program R
   5. Introduction to Multivariate Statistics
   6. Introduction to Bayesian Statistics
C. The development of a proposal for research
   1. Review of the relevant research, experimental designs
   2. Peer and instructor review of proposal drafts
   3. Completion and presentation of final proposal for research

VII. Instructional Goals and Defined Outcomes
A. Instructional Goals. The Instructor will: Assign and lead discussions of relevant and essential background literature in experimental design and statistics in the relevant fields. The instructor will guide the students in learning R and its application to statistical analysis, and demonstrate its use. Will provide feedback and criticism to the student's writing and critical thinking processes to help develop the student's skills in these areas.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the statistical,</td>
<td>Written proposal for research</td>
</tr>
</tbody>
</table>
methodological, and technical knowledge necessary to conduct original research in the individual's area of scientific interest.

| Demonstrate a working knowledge of the statistical program R. | Oral presentation and discussion of research plan. |
| Demonstrate a working knowledge of the essential statistical methods used in ecology, physiology, evolutionary ecology and environmental sciences | Homework assignments and take-home exam |
| Demonstrate the ability to communicate effectively in the sciences | Homework and final take-home exam |
| Develop critical thinking skills and an understanding of the scientific method and its application in ecology, evolutionary biology, physiology and environmental sciences | Written Research Proposal, Oral presentation and Class participation |

VIII. **Suggested Text**

IX. **Bibliography and Resources**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biological Sciences</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>BIOL</td>
<td>A602</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Experimental Design for Cell/Molecular Biologists
Exp Design Cell/Molec
Abbreviated Title for Transcript (30 character)

7. Type of Course
- [ ] 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
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG (please specify)

9. Repeat Status No # of Repeats Max Credits
- [ ] A-F
- [ ] P/NP
- [ ] NG

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biological Sciences Graduate Program</td>
<td>1/29/13</td>
<td>Jennifer Burns</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): Miki li
Initiator Signed Initials: _________ Date: __________

13b. Coordination Email Date: 1/31/2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/2013

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

15. Course Description (suggested length 20 to 50 words)
Exploration of the concepts of experimental design and their application in the development and assessment of Cell/Molecular biological research. Student directly apply the course content to the development of their own graduate research proposals as part of the course. Special Note: Graduate students within the subdisciplines of Cell and Molecular Biology are required to take this course during their first year of graduate study.

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 and permission of instructor

17. [ ] Mark if course has fees

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

19. Justification for Action
Designing experiments and writing a graduate research proposal are critical for graduate students. This course is specifically designed for students whose research fields are Cell/Molecular Biology. This course has not previously been offered, and will assist students in understanding, interpreting, and obtaining skills to accomplish Cell/Molecular biological research at the graduate level.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miki Ii (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2013

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Experimental Design for Cell/Molecular Biologists
C. Course Subject/Number: BIOL A602
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: Exploration of the concepts of experimental design and their application in the development and assessment of Cell/Molecular biological research. Student directly apply the course content to the development of their own graduate research proposals as part of the course. Special Note: Graduate students within the subdisciplines of Cell and Molecular Biology are required to take this course during their first year of graduate study.

H. Status of course relative to degree or certificate program: Designed for graduate students in biological sciences

I. Lab Fees: No
J. Coordination: N/A
K. Course Prerequisites: none
L. Registration Restrictions: Graduate Standing and permission of instructor

III. Course Activities
This course consists of lecture, experimental design and interactive discussions. First, students will explore and learn the concepts of experimental design in biological sciences, including the application of the scientific method to biological research, the hypothetico-deductive approach to understanding nature, and the potential alternatives to this approach. Second, they will review/learn the concepts and fundamental methods relevant to the field of cell and molecular biology and learn to apply these methods and concepts to the analysis of their collected biological data. Fourth, they will research, design, and write a proposal for their individual graduate research, and present this design to the class orally at the end of the course.

IV. Evaluation
Course is graded A - F, and is based on class presentations, examination and original research paper.

A. Criteria for Grading
1.0 To receive a grade of A:
1.1 Scholarship/Research: Individual produces an exceptionally strong research proposal for his/her graduate research project, including a thorough review of the relevant scientific literature, an obvious process of critical thinking about research hypotheses and
experimental design, and a coherent and well-written study plan. In addition, the student will demonstrate a mastery of experimental design concepts.

1.2 Initiative: Contributions exceed expectations for the class. Assignments are completed in a timely manner, and exceed the expectations of performance.

1.3 Attitude: The individual clearly demonstrates his/her desire to learn and expand their critical thinking skills.

1.4 Participation: Individual always comes prepared to class, and contributes consistently to class discussions.

1.5 Individual Improvement: Individual consistently improves upon their knowledge of their field of research and critical thinking relative to their individual research, and demonstrates that they have developed a strong experimental approach to their scientific problem. Individual accepts criticism and adapts accordingly.

2.0 To receive a grade of B:

2.1 Scholarship/Research: Meets all instructor requirements

2.2 Initiative: Contributions are above average for the class.

2.3 Attitude: Above average interactive skills in the classroom.

2.4 Participation: Individual comes prepared to class, and contributes to class activities

2.5 Individual Improvement: Individual shows steady improvement upon their knowledge of their field of research and critical thinking relative to their individual research, and demonstrates that they have developed a reasonable experimental approach to their scientific problem. Individual accepts criticism and generally adapts.

3.0 To receive a grade of C:

3.1 Scholarship/Research: Individual completes the required assignments, but the quality of writing and/or demonstration of creative thought and critical thinking are not exceptional. The thoroughness of the research design, including the review of the relevant literature of the field is acceptable, but not exceptional.

3.2 Initiative: Contributions are average for the class.

3.3 Attitude: Average interactive skills in the classroom.

3.4 Participation: Average contributions to group activities.

3.5 Individual Improvement: Individual shows evidence of personal growth of knowledge and skill, but this evidence is not exceptional.

4.0 To receive a grade of D:

4.1 Scholarship/Research: Below average performance and quality of the research proposal is minimal. Individual does not demonstrate an acceptable level of knowledge of statistics, the capability to effectively use the statistical package R for completing statistics assignments, or the ability to write an effective, coherent, and readable thesis proposal.

4.2 Initiative: Contributions are below average for the class.

4.3 Attitude: Below interactive skills in the classroom.

4.4 Participation: Below average contributions to class discussions.

4.5 Individual Improvement: Individual does not demonstrate that he/she has improved significantly through the course in development of writing or critical thinking skills.

5.0 To receive a grade of F:

5.1 Majority of work unacceptable or incomplete.

V. Course Level Justification
This course is designed for first year graduate students in the sub-disciplines of cellular and molecular biology. It assumes students have completed a baccalaureate degree in Biological Sciences or closely related discipline, possess the critical thinking and communication skills necessary to be successful in completing an advanced degree in the sciences, and have a strong background in one or more of the above sub-disciplines. Students are required to learn and integrate information at a graduate student level from a variety of scientific disciplines as it relates to Cell/Molecular biological research; to read, understand, and apply ideas conveyed by scientific literature; to design and present their own experimental plans for a specific theme; to write their own graduate research proposals.

VI. Outline
1. Class discussions on Students' Research Fields
2. First Draft of Students' graduate research proposal
3. Review and discussions of the proposals
4. Strategies for Molecular Biological Research
5. Review and discussions
6. Design experiments for specific theme
7. Review and discussions
8. Strategies for Cell Biological Research
9. Review and discussions
10. Troubleshooting guide
11. Second Draft of Students' graduate research proposal, discussions
12. How to use online resources
13. Genomics/Bioinformatics
14. Discussion: How to incorporate Bioinformatics into your research
15. Data analysis methods
16. Time management
17. Key factors for success in Cell/Molecular biological research
18. Final Draft of Students' graduate research proposal
19. Oral presentions
20. Final Exam

VII. Instructional Goals and Defined Outcomes
   A. Instructional Goals. The Instructor Will:
      1. Assign and lead discussions of relevant and essential background literature in experimental design.
      2. Review advanced Cell/Molecular biological techniques
      3. Build on a theoretical framework to describe how Cell/Molecular mechanisms can be defined by using modern techniques
      4. Advise how to incorporate modern Cell/Mol techniques into students' research projects
      5. Enable students to design experimental plan for specific theme and to troubleshoot in various situations
      6. Provide detailed examples for Cell/Molecular biological research
      7. Provide expert assistance in use and interpretation of current methods of Cell/Molecular biological research
      8. Provide expert opinion to accelerate discussions in the class
B. Defined Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain in-depth understanding of advanced techniques for Cell/Molecular biological research</td>
<td>Discussion and exam</td>
</tr>
<tr>
<td>Read, understand, and integrate information from scientific literature</td>
<td>Review and discussion</td>
</tr>
<tr>
<td>Design experimental plans and write a graduate research proposal</td>
<td>Present research proposal</td>
</tr>
<tr>
<td>Be able to troubleshoot complex experimental studies</td>
<td>Successful project completion</td>
</tr>
</tbody>
</table>

VIII.  **Suggested Text**

IX.  **Bibliography and Resources**
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Biological Sciences

2. Course Prefix
BIOL

3. Course Number
A603

4. Previous Course Prefix & Number

5a. Credits/CEUs
3

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

6. Complete Course Title
Graduate Proseminar in Sciences
Grad Proseminar Sciences

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

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

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Transmission Date
From: Spring/2014 To: 9999/9999

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences Graduate Program</td>
<td>1/29/13</td>
<td>Jennifer Burns</td>
</tr>
<tr>
<td>2.</td>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

13b. Coordination Email
Initiator Name (typed): Douglas Causey
Initiator Signed Initials: __________ Date: __________

13c. Coordination with Library Liaison
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)
The Proseminar is a required course designed for graduate students in biology and other sciences and focuses on the range of current research methods and the writing, teaching, critical, and analytical skills necessary for successful graduate study.

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Advanced level graduate study in sciences requires opportunities to learn, practice, and evaluate oral and written methods of presenting scientific and professional academic information in a variety of formats. A major component of the Proseminar will be preparation of an application to the NSF Graduate Research Fellowship Program or other comparable programs

Initiator (faculty only) Douglas Causey
Initiator (TYPE NAME)

Initiator (faculty only)

☑ Approved ☐ Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic Board Chair
Date

Provost or Designee
Date

[Signatures and dates for approval]
I. **Initiation Date:** Fall 2013

II. **Course Information**
   A. **College:** College of Arts and Sciences
   B. **Course Title:** Graduate Proseminar in Sciences
   C. **Course Subject/Number:** BIOL A603
   D. **Credit Hours:** 3.0 Credits
   E. **Contact Time:** 3+0
   F. **Grading Information:** A-F
   G. **Course Description:** The Proseminar is a required course designed for graduate students in biology and other sciences and focuses on the range of current research methods and the writing, teaching, critical, and analytical skills necessary for successful graduate study.
   H. **Status of course relative to degree or certificate program:** Designed for graduate students in biological sciences
   I. **Lab Fees:** No
   J. **Coordination:** N/A
   K. **Course Prerequisites:** none
   L. **Registration Restrictions:** Graduate Standing and permission of instructor

III. **Course Activities**
    Advanced level graduate study in sciences requires opportunities to learn, practice, and evaluate oral and written methods of presenting scientific and professional academic information in a variety of formats. Equally important is understanding and applying current research and techniques about effective teaching of science and increasing science literacy for undergraduates. A major component of the Proseminar will be preparation of an application to the NSF Graduate Research Fellowship Program or other comparable programs.

IV. **Evaluation**
    Course is graded A - F, and is based on examination and original research paper.

V. **Course Level Justification**
    Becoming a professional scientist is challenging and requires mastering a variety of skills, including communicating scientific results to different audiences, venues, and formats; understanding the responsibilities of professional behavior, research integrity, and workplace interactions; and navigating the techniques for requesting and utilizing research funding. Effective communication and education skills are important components of any professional scientist, and this course will explore current research and methodology in increasing science literacy.

VI. **Outline**
Research Integrity and Professionalism—Explore the dynamics of the professional workspace: how to conduct research under current ethical and professional guidelines, how to negotiate regulatory oversights (ie., IACUC, IRB, State & Federal Permitting), who “owns” data and what is free access?, etc.

Project Descriptions—Write a jargon-free paragraph (up to 0.5 page maximum) explaining your proposed research and its relevance to basic and/or applied biology. Because the purpose of this assignment is communicating with the general public (e.g., your grandmother—assuming she is not a biologist), it would be helpful to have a non-biologist read your work prior to submission.

Seminar Summaries—Write a one-page summary of a departmental seminar in a form that could be understood easily by an undergraduate Biology major. In well-presented seminar talks, this will be an easy task; in less-than-stellar presentations, you will be challenged to make sense of what you heard.

Science Education and Literacy—Develop and utilize a learning experience for undergraduate students in beginning and advanced course contexts.

Short Presentation #1—A short version of a PowerPoint presentation such as those required in a graduate seminar course. The focus will be on describing a biological idea, theory, or concept rather than data and/or data analysis. Presenters will provide a one-page handout including an outline of the presentation and a bibliography. Time limit: 10 min + 2 min for questions.

Short Presentation #2—This PowerPoint presentation will follow the style used at scientific conferences. Presentations should focus on data and analyses and conclusions drawn from the data (the data can be real—your own or borrowed, or contrived). Time limit: 10 min + 2 min for questions.

Short Seminar—A PowerPoint presentation used in teaching and university seminars (e.g., BIOL 692: Biology Colloquium), symposia at scientific conferences, M.S. and Ph.D. defenses, and interviews for university faculty positions. Time limit: 20 min + 5 min for questions. [Brown Bag Grad seminars]

Curriculum Vitae—This is an account of a scientist’s career, qualifications, and accomplishments and is roughly equivalent to, but distinctly different from a résumé. A handout will be provided describing how to prepare an effective CV. Understanding the expectations is critical; for example, an NSF 2-page Biographical Sketch differs greatly (and is interpreted differently) than a full CV or a Federal job resume.

Fellowship Proposal—You will prepare a fellowship application to the NSF Graduate Research Fellowship program based on your proposed research. We will discuss several difficult parts to this application: Personal Statement, Past Research Experience, Proposed Research Project, Reference Letters. Whether you submit the application to
NSF or not, each of these components are used in several combinations for most fellowship and scholarship programs.

VII. Instructional Goals and Defined Outcomes
A. Instructional Goals. The Instructor Will:
   1. Provide the basis for intensive discussion of course topics.
   2. Build on a theoretical framework to describe
   3. Enable students to undertake discussion and practice of course topics
   4. Provide detailed examples of topics discussed in the course

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain in-depth understanding of professional behavior</td>
<td>Conceptual paper</td>
</tr>
<tr>
<td>Read, understand, and integrate information from primary scientific literature; conceptualize key concepts in original formulations</td>
<td>Conceptual paper</td>
</tr>
<tr>
<td>Understand and apply ethical policies associated with research integrity and professionalism</td>
<td>Conceptual paper and presentation</td>
</tr>
<tr>
<td>Prepare proposals for external funding</td>
<td>Fellowship application</td>
</tr>
</tbody>
</table>

VIII. Suggested Text
None.

IX. Bibliography and Resources
   National Science Foundation. 2012. Responsible Conduct of Science.
Course Action Request  
University of Alaska Anchorage 
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
AS CAS

1b. Division  
AMSC Division of Math Science

1c. Department  
Biological Sciences

2. Course Prefix  
BIOL

3. Course Number  
A605

4. Previous Course Prefix & Number

5a. Credits/CEUs  
3

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

6. Complete Course Title  
Advanced Analysis and Interpretation

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: 9999/9999

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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences Graduate Program</td>
<td>1/29/13</td>
<td>Jennifer Burns</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13b. Coordination Email  
Date: 1/31/2013

13c. Coordination with Library Liaison  
Date: 1/2013

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)

The course will be team taught by practicing biologists who regularly use advanced analytical techniques in their research. Students will gain experience in using standard and specialized statistical software, advanced spreadsheet analytics, and meta-analysis.

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, permission of instructor

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Advanced level graduate study in sciences requires practical application of modern analytical and interpretive techniques. This course will provide advanced graduate students with skills and experience in analytical approaches currently employed in applied and theoretical biological sciences.

Initiator (faculty only)
Douglas Causey
Initiator Signed Initials: _________ Date: __________

Dean/Director of School/College
Date: __________

Undergraduate/Graduate Academic
Date: __________

Board Chair
Date: __________

Provost or Designee
Date: __________

College/School Curriculum Committee Chair
Date: __________

Approved  ☐ Disapproved

Department Chair
Date: __________

Approved  ☐ Disapproved

College or School Curriculum Committee Chair
Date: __________

Approved  ☐ Disapproved
UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

I. Initiation Date:  Fall 2013

II. Course Information  
A. College:  College of Arts and Sciences 
B. Course Title:  Advanced Analysis and Interpretation 
C. Course Subject/Number:  BIOL A605 
D. Credit Hours:  3.0 Credits 
E. Contact Time:  3+0 
F. Grading Information:  A-F 
G. Course Description:  The course will cover advanced analytical techniques applying frequentist and Bayesian approaches. Topics will include applications of meta-analysis, data reduction, data mining, and parametric, non-parametric and descriptive statistics. The course will be team taught by practicing biologists who regularly use advanced analytical techniques in their research. Students will gain experience in using standard and specialized statistical software, advanced spreadsheet analytics, and meta-analysis. 
H. Status of course relative to degree or certificate program:  Designed for graduate students in biological sciences 
I. Lab Fees:  No  
J. Coordination:  N/A  
K. Course Prerequisites:  none  
L. Registration Restrictions:  Graduate Standing and permission of instructor

III. Course Activities  
Advanced level graduate study in sciences requires practical application of modern analytical and interpretive techniques. This course will provide graduate students with skills and experience in analytical approaches currently employed in applied and theoretical biological sciences. The major topics to be covered include types of data, descriptive statistics and plots, data reduction, data mining techniques, and applied uses of parametric, non-parametric, and descriptive statistics. The course is intended for graduate students and professionals interested in the advanced analysis of biological and biomedical research.

IV. Evaluation  
Course is graded A - F, and is based on examination and original research paper.

V. Course Level Justification  
Advanced level graduate study in sciences requires firm grounding in statistical analysis and biostatistics. This course will provide graduate students with skills and experience in statistical analysis and interpretation.
VI. Outline
NOTE: Course topics will vary depending upon instructor and example case histories.
1. Review of Linear Regression and ANOVA
   a. Simple and multiple linear regression
   b. One and two factor ANOVA
   c. Polynomial regression
2. Statistical models and model fitting
   a. Distributions; parameter estimation
   b. Least square, non-linear least squares
   c. Maximum likelihood
3. Nonlinear Environmetric Response Models
   a. Threshold and truncated models
   b. Growth curves
   c. Rational polynomials
4. Generalized Linear Models
   a. Logistic regression
   b. log-linear models and other generalized linear models
5. Inference for Temporal Data
   a. Time series
   b. Harmonic regression
   c. Fourier analysis
   d. AR, ARIMA models
   e. Trend and intervention analysis
6. Inference for Spatial Data
   a. Spatial point patterns
   b. Spatial autocorrelation
   c. Variograms and kriging
7. Quantitative Risk Assessment
   a. Potency estimators
   b. low-dose extrapolation and benchmark analysis
8. Bayesian modeling
   a. Stochastic matrix models
   b. Bayesian hierarchical modeling
   c. Dynamic latent state models

VII. Instructional Goals and Defined Outcomes
A. Instructional Goals. The Instructor Will:
1. Provide the basis for intensive discussion of course topics.
2. Build on a theoretical framework to describe
3. Enable students to undertake discussion and practice of course topics
4. Provide detailed examples of topics discussed in the course

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

| Student Learning Outcomes | Assessment Procedures |
Define a problem or research question and identify an appropriate study design to address the problem or question | Graded Research Paper
---|---
Use r or comparable statistical software programs to store and retrieve data | Conceptual paper
Apply methods of analysis discussed in class to a dataset and be able to interpret results | Graded Problems
Basic comprehension of statistical concepts | Exams

VIII. Suggested Text
None.

IX. Bibliography and Resources
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
   AS CAS

1b. Division
   AMSC Division of Math Science

1c. Department
   Biological Sciences

2. Course Prefix
   BIOL

3. Course Number
   A685

4. Previous Course Prefix & Number
   BIOL A603

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Ecological Genetics and Quantitative Microevolution
   Ecol Genetics Microevol

Abbreviated Title for Transcript (30 character)

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

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
☐ Other Restrictions
☐ Class
☐ Level
☐ College
☐ Major
☐ Other
(please specify)

9. Repeat Status No
   # of Repeats
   Max Credits

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

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

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.aaa.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. Biological Sciences Graduate Program</td>
<td>1/29/13</td>
<td>Jennifer Burns</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): Douglas Causey
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
    Date: 1/31/2013
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 1/2013

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 and in-depth examination of the primary forces and processes involved in shaping genetic variation in natural populations (mutation, drift, selection, migration, recombination, mating patterns, population size, and population subdivision), methods of measuring genetic variation in nature, and experimental tests of important ideas in population genetics and microevolution theory.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
    BIOL A308 or BIOL A489

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    The course number is changed to reflect departmental curriculum changes at the graduate level.

Initiator (faculty only)
Douglas Causey
Initiator (TYPE NAME)

☑ Approved
☐ Disapproved

Dean/Director of School/College

☐ Approved
☐ Disapproved

Undergraduate/Graduate Academic Board Chair

☐ Approved
☐ Disapproved

Provost or Designee

Date
 Date
 Date

Department Chair

Date

College/School Curriculum Committee Chair

Date
I. Initiation Date: Fall 2013

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Ecological Genetics and Quantitative Microevolution
C. Course Subject/Number: BIOL A685
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0
F. Grading Information: A-F
G. Course Description: An advanced and in-depth examination of the primary forces and processes involved in shaping genetic variation in natural populations (mutation, drift, selection, migration, recombination, mating patterns, population size and population subdivision), methods of measuring genetic variation in nature, and experimental tests of important ideas in ecological and population genetics, and microevolution theory.

H. Status of course relative to degree or certificate program:
   Designed for graduate students in biological sciences
I. Lab Fees: No
J. Coordination: N/A
K. Course Prerequisites: BIOL A308 or BIO A489
L. Registration Restrictions: Graduate Standing and permission of instructor

III. Course Activities
This is a lecture and interactive discussion course. Students are required to read, research, and synthesize information from the primary literature and other sources to cover a topic of their choice related to quantitative understanding of microevolutionary processes. Students will be required to write and present an original synthetic paper on a topic relevant to the course material and personal research interests.

IV. Evaluation
Course is graded A - F, and is based on examination and original research paper.

V. Course Level Justification
Students are required to learn and integrate information at a graduate student level from a variety of scientific disciplines as it relates to applied genetics, advanced evolutionary and ecological analysis, and microevolutionary processes; to read, understand, and apply ideas conveyed by primary scientific literature; to synthesize current biological knowledge, ecological and evolutionary theory.

VI. Outline
1. Genetic and statistical background
2. Genetic and phenotypic variation
VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The Instructor Will:

- Provide the basis for advanced analysis of evolutionary theory and concepts
- Build on a theoretical framework to describe how evolutionary process results in evolutionary pattern
- Link current research on how microevolutionary processes relate to observed responses to environmental and climate change
- Enable students to undertake analyses and conceptualization of quantitative evolutionary mechanisms
- Provide detailed examples of modern evolutionary analysis and theory as mechanisms of biotic change and diversification
- Provide expert assistance in use and interpretation of current analytical software developed for quantitative evolutionary analysis

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain in-depth understanding of evolutionary process, microevolution mechanisms, and macroevolutionary patterns</td>
<td>Exams and conceptual paper</td>
</tr>
<tr>
<td>Read, understand, and integrate information from primary scientific literature; conceptualize key concepts in original formulations</td>
<td>Exams and conceptual paper</td>
</tr>
<tr>
<td>Communicate to others their understanding of microevolutionary mechanisms and process</td>
<td>Conceptual paper, oral presentation, and class participation</td>
</tr>
<tr>
<td>Basic comprehension of core concepts</td>
<td>Exams</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


IX. Bibliography and Resources
In addition to textbook assignments, an extensive list of current literature from scientific journals is utilized for this course and available on Blackboard. Contact Douglas Causey (afdc, or 6-1310) for more information.
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
EA COE

1b. Division  
No Division Code

1c. Department  
EDL

2. Course Prefix  
EDL

3. Course Number  
A692

4. Previous Course Prefix & Number  
A642, A643

5a. Credits/CEUs  
1-3

5b. Contact Hours (Lecture + Lab)  
(1-3+0)

6. Complete Course Title  
Principal Seminar

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☒ Course Number
- ☐ Title
- ☐ Repeat Status
- ☐ Grading Basis
- ☐ Contact Hours
- ☐ Cross-Listed/Stacked
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Co-requisites
- ☐ Other Restrictions

9. Repeat Status  
Yes

# of Repeats  
3

Max Credits  
6

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

11. Implementation Date  
semester/year

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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Med. Educational Leadership</td>
<td>03/21/13</td>
<td>Susan Garton</td>
</tr>
<tr>
<td>2. Graduate Certificate, Educational Leadership: Principal (K-8, 7-12, or k-8 &amp; 7-12)</td>
<td>03/21/13</td>
<td>Susan Garton</td>
</tr>
<tr>
<td>3. EDL A641</td>
<td>03/21/13</td>
<td>Susan Garton</td>
</tr>
</tbody>
</table>

Initiator Name (typed):  
Susan Garton

Initiator Signed Initials:  
_______

Date:  

13b. Coordination Email Date: 3/21/2013

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

13c. Coordination with Library Liaison Date: 3/21/2013

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)

Provides structured discussions, reflections, and presentations of internship topics in a seminar setting. Facilitates the application of theory and standards to the field work in progress. Promotes professional networking with current administrators.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
EDL A639

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

EDL A695 Principal Internship

16c. Other Restriction(s)

☒ College  ☐ Major  ☐ Class  ☐ Level

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

Admission to the College of Education, Graduate Status

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Update of the course, add increased relevancy and recency, ensure compliance with accreditation requirements and standards

Initiator (faculty only)  
Susan Garton

Initiator (TYPE NAME)  

Date

Approved  

Disapproved

Dean/Director of School/College  
Date

Approved

Disapproved

Undergraduate/Graduate Academic  
Date

Approved

Disapproved

Board Chair  

Disapproved

Provost or Designee  

Date
I. Date Initiated: February 21, 2013

II. Information for the Course Action Request

College/School: College of Education
Department: Educational Leadership
Subject: EDL
Course Number: A692
Title: Principal Seminar
Credits: 1-3 credits
Grading Basis: Graded A-F
Implementation Date: Spring, 2014

Course Description: Provides structured discussions, reflections, and presentations of internship topics in a seminar setting. Facilitates the application of theory and standards to the field work in progress. Promotes professional networking with current administrators.

Course Prerequisite(s): EDL A639
Test Score(s): N/A
Co-requisite(s): EDL A695 Principal Internship
Registration Restrictions: N/A
Course Fee: No

Justification: This graduate-level course is intended for certified teachers in pursuit of a graduate certificate or Master of Education (MED) and Type B certification as an administrator.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Investigation of current internship challenges and issues</td>
</tr>
<tr>
<td>2</td>
<td>Participation in small group problem solving through the use of case studies</td>
</tr>
<tr>
<td>3</td>
<td>Examination of community/school issues as applied research opportunities</td>
</tr>
<tr>
<td>4</td>
<td>Completion of capstone research projects of immediate local applicability</td>
</tr>
<tr>
<td>5</td>
<td>Completion and publication of written articles and reports based on the internship</td>
</tr>
<tr>
<td>6</td>
<td>Integration of technology and trend data for interns’ presentations</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the following core values:</td>
</tr>
<tr>
<td>1. Investigate current challenges and issues in the field</td>
<td>Written report</td>
<td>Alaska State Administrator Standards (AK): 1-10 Educational Leaders Constituents Council (ELCC): 1-6</td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Equity and Inclusion</td>
</tr>
<tr>
<td>2. Analyze case studies to determine viable solutions to problems/issues</td>
<td>Case study presentations</td>
<td>AK: 1-10 ELCC: 1-6</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td>3. Examine community/school issues which could serve as research questions</td>
<td>Written report</td>
<td>AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Originate a study to demonstrate how schools/communities can promote continuous improvement</td>
<td>Research project</td>
<td>AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate the ability to communicate in written formats</td>
<td>Published report</td>
<td>AK: 1-10 ELCC: 1-6</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Integrate technology to make effective presentations</td>
<td>Presentation</td>
<td>AK: 1-10 ELCC: 1-6</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
</tbody>
</table>
IV. Course Level Justification

This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate or Master of Education (MED) and the Type B certification as an administrator.

V. Course Outline (Topics from: The Educational Leader Constituent Council (ELCC) Standards)

1. Stewardship for a shared vision of learning
   1.1 Collaboration in the development, articulation, implementation, and stewardship of the vision
   1.2 Collection and use of data to identify school goals, assess effectiveness, and implement plans
   1.3 Promotion of continual and sustainable school improvement efforts
   1.4 Evaluation and revision of school plans supported by stakeholders

2. Promotion of a positive school culture and effective instructional program
   2.1 Development of culture through collaboration, trust, and personalization of the learning climate
   2.2 Creation and evaluation of a comprehensive, rigorous, and coherent instructional program
   2.3 Development and supervision of the instructional and leadership capacity of school staff
   2.4 Promotion of most effective and appropriate technologies to support teaching and learning

3. Management of operations and resources by continual monitoring and evaluating of systems
   3.1 Evaluation of school management and operational systems
   3.2 Management of operations through efficient use of human, fiscal, and technology resources
   3.3 Promotion of school-based policies and procedures to protect the welfare and safety of students
   3.4 Development of school capacity for distributed leadership
   3.5 Management of organizational time to focus on school instruction and student learning

4. Collaboration to promote organizational outcomes by responding to diverse community interests
   4.1 Collection and analysis of data pertinent to the improvement of the school’s educational plan
   4.2 Mobilization of resources through the use of diverse cultural, social, and intellectual interests
   4.3 Promotion of community interests and needs by sustaining positive school relationships
   4.4 Promotion of community partnerships to respond to community interests and needs

5. Actions which demonstrate integrity, fairness, and ethics
   5.1 Actions with integrity and fairness to ensure a system of school accountability
   5.2 Demonstrations of ethical behavior through reflective practice and transparency
   5.3 Protection of the values of democracy, equity, and diversity within the school
   5.4 Evaluation of potential moral and legal consequences of decision-making
   5.5 Promotion of social justice within the school to ensure that students’ needs inform decision

6. Advocacy in political, social, economic, legal, and cultural contexts for students and families
   6.1 Advocacy for school students, families, and caregivers
   6.2 Actions to influence local, district, state, and national decisions affecting student learning
   6.3 Anticipation and assessment of emerging trends and initiatives to adapt school-based strategies
VI. Suggested Text(s)


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>EA COE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>No Division Code</td>
</tr>
<tr>
<td>1c. Department</td>
<td>EDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL</td>
<td>A695</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A641</td>
<td>1-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td>(0+3-9)</td>
</tr>
</tbody>
</table>

## Complete Course Title
Principal Internship
Principal Internship

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

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

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

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

## Repeat Status
- [ ] Yes
- [ ] No

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

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

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

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

## Course Description
*Provide a description of the course.*

## Course Prerequisite(s)
- [ ] EDL A639

## Co-requisite(s)
- [ ] EDL A692 Principal Seminar

## Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

## Registration Restriction(s)
- [ ] Admission to College of Education, Graduate Status

## Mark if course has fees
- [ ] Yes
- [ ] No

## Mark if course is a selected topic course
- [ ] Yes
- [ ] No

## Justification for Action
Update of the course, add increased relevancy and recency, ensure compliance with accreditation requirements and standards

__________________________________________________________
Initiator (faculty only)  Date  Dean/Director of School/College  Date
Susan Garton
Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

________________________________________
Department Chair  Date

[ ] Approved
[ ] Disapproved

________________________________________
College/School Curriculum Committee Chair  Date

[ ] Approved
[ ] Disapproved

[ ] Approved
[ ] Disapproved

[ ] Approved
[ ] Disapproved

________________________________________
Provost or Designee  Date
I. Date Initiated: February 21, 2013

II. Information for the Course Action Request

College/School: College of Education
Department: Educational Leadership
Subject: EDL
Course Number: A695
Title: Principal Internship
Credits: 1-3 credits
Grading Basis: Graded A-F
Implementation Date: Spring, 2014
Course Description: Provides structured fieldwork in an appropriate educational or agency setting. Integrates theory and application as the intern demonstrates leadership through the performance of authentic principalship responsibilities.

Course Prerequisite(s): EDL A639
Test Score(s): N/A
Co-requisite(s): EDL A692 Principal Seminar
Registration Restrictions: N/A
Course Fee: No
Justification: This graduate-level course is intended for certified teachers in pursuit of a graduate certificate or Master of Education (MED) and Type B certification as an administrator.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

1. Compilation of an Excel log to record internship assignments
2. Discussions with mentors and interns to address current issues & progress
3. Translation of the ELCC standards into professional field practice
4. Reflection by the intern through the use of a learning journal and discussions
5. Development of appropriate skill sets through practice & authentic performances
6. Implementation of a professional development plan for principals

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome addresses the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Equity and Inclusion</td>
</tr>
<tr>
<td>2. Maintain communication with mentors, other interns, and UAA internship supervisor</td>
<td>Artifacts for portfolio</td>
<td>AK: 1-10 ELCC: 1-6</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td>3. Assess the presence of standards in internship activities</td>
<td>Report the alignment of internship activities to specific standards</td>
<td>AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>4. Develop a leadership habit of reflection of the learning process</td>
<td>Learning journal</td>
<td>AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards</td>
<td>Intellectual Vitality</td>
</tr>
<tr>
<td>5. Appraise leadership attributes as reflected in daily performance of principal responsibilities</td>
<td>Artifacts for portfolio</td>
<td>AK: 1-10 ELCC: 1-6</td>
<td>Leadership</td>
</tr>
</tbody>
</table>
IV. Course Level Justification

This is graduate-level course intended for certified teachers in pursuit of a graduate certificate or Master of Education (MED) degree and the Type B certification as an administrator.

V. Course Outline (Elements from: The Educational Leader Constituent Council (ELCC) Standards)

Required elements for the internship, from ELCC Standard #7

1. Substantial and sustained educational leadership experiences

   1.1 Synthesis and application of content knowledge is demonstrated
   1.2 Development of professional skills through authentic practice
   1.3 Alignment of field experiences to the building level program standards

2. School-based field experiences and clinical internship practice

   2.1 Concentration of internship responsibilities (9-12 hours per week over six months)
   2.2 Provision for field experiences in a school-based environment

3. Monitoring of the internship by a qualified, on site mentor

   3.1 Selection of mentor to be collaboratively determined by the intern and UAA faculty
   3.2 Documentation of the leadership experience of the mentor

VI. Suggested Text(s)


VII. Bibliography


Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>EDL</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix  
Educational Leadership (EDL)

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

CHOOSE ONE  
Graduate Certificate

This program is a Gainful Employment Program:  
☐ Yes □ No

4. Type of Action:
PROGRAM  
☑ Change  
☐ Add  
☐ Delete

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

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

6a. Coordination with Affected Units  
Department, School, or College: EDL Department, COE  
Initiator Name (typed): Susan Garton  
Initiator Signed Initials: _________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 3/21/2013

6c. Coordination with Library Liaison  
Date: 3/21/2013

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

8. Justification for Action
The graduate certificate program will change to a 29 credit hour program, an increase from the current 24 credit hours. All students will profit from taking research classes and the foundational core classes before beginning the principal preparation program. The department will coordinate and build upon the research courses throughout the program. This change adds rigor, relevance, and improved coordination of courses.

Initiator (faculty only)  
Susan Garton  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Department Chair  
Date  
Undergraduate/Graduate Academic  
Board Chair  
Date

☐ Approved  
☐ Disapproved  
College/School Curriculum Committee Chair  
Date  
Provost or Designee  
Provost or Designee  
Date
C. Educational Leadership

The MEd in Educational Leadership is designed for individuals seeking advanced professional preparation to become school leaders. The program specifically prepares individuals for principal or teacher leadership positions. The options include:

- Principal (with Type B certificate)
- Teacher Leadership (without Type B certificate) — admission suspended

Student Learning Outcomes

Student learning outcomes for the MEd in Educational Leadership are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:

1. Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context

a. Principal (with Type B Administrator Certificate)

Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Have at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
3. Hold a current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.

Background Check Requirements

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

Program Requirements

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

1) Foundation Core (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A610</td>
<td>Orientation to Graduate Studies in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL A620</td>
<td>Leadership in Alaska Culture and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>EDRS A660</td>
<td>Fundamentals of Research in Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Research courses by advisement</td>
<td>4</td>
</tr>
</tbody>
</table>

2) Principal Core (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A637</td>
<td>Educational Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ED F631</td>
<td>Culture, Community, and the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>
or

EDL A638 Instructional and Curricular Leadership (3) 3
EDL A639 The Politics of Education 3
EDL A640 Law and Ethics in Education 3
EDL A641 Principal Internship (3-6) 6
EDL A642 Principal’s Seminar I 3
EDL A643 Principal’s Seminar II 3

3) Comprehensive portfolio required.

4) A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B Administrator Certificate from the Alaska Department of Education and Early Development (EED).

Alaska certification note: EED requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See the Alaska Department of Education and Early Development website for more information: www.eed.state.ak.us.

b. Teacher Leadership

Admission to the Teacher Leadership option is suspended.

B. Graduate Certificates, Educational Leadership

Principal and Superintendent

www.uaa.alaska.edu/coe/degrees

The Educational Leadership Graduate Certificate programs are designed for individuals with master’s degrees who are seeking advanced professional preparation to become principals or superintendents.

Student Learning Outcomes

Student outcomes for these certificates are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership Graduate Certificate programs will be able to:

1. Facilitate the development, implementation, and monitoring of shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Certificates found at the beginning of this chapter.
2. Hold a master’s degrees from a regionally accredited institution with a grade point average of 3.00 on a 4.00 scale.
3. Hold appropriate certification:
   a. Current teacher or special services provider (Type C) certificate or equivalent for Educational Leadership Graduate Certificate: Principal.
4. Provide a resume documenting educational experience including at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
5. Submit an educational goal statement.
6. Submit three letters of recommendation or rating forms from professional references.

Graduation Requirements

1. Satisfy Graduate Certificate University Requirements found at the beginning of this chapter.
2. Complete program requirements below.
Educational Leadership: Principal (K-8, 7-12, or K-8 & 7-12), Graduate Certificate

Background Check Requirements

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

Program Requirements

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

1. Complete the Foundation Core (12 credits)
   - EDL A610 Orientation to Graduate Studies in Leadership 3
   - EDL A620 Leadership in Alaska Culture and Social Justice 3
   - EDRS A660 Fundamentals of Research in Education 2
   - Research courses by advisement 4

2. Principal Core (9 credits)
   - EDL A637 Educational Leadership and Organizational Behavior 3
   - ED F631 Culture, Community, and the Curriculum (3) or
   - EDL A638 Instructional and Curricular Leadership (3) 3
   - EDL A639 Policy, Law, and Ethics of Education 3

3. Internship and Seminar (8 credits)
   - EDL A695 Principal Internship 4
   - EDL A692 Principal’s Seminar 4


5. Complete a total of 29 credits for the certificate and to apply for an institutional recommendation for the Type B Administrator Certificate with a principal endorsement from the Alaska Department of Education and Early Development.

Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.eed.state.ak.us for more information.

Educational Leadership: Superintendent (K-12), Graduate Certificate Program Requirements

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

1. Complete required courses (24 credits):
   - EDL A671 Superintendent Stewardship and Systemic Change 3
   - EDL A672 Student Performance: Academic and Developmental 3
   - EDL A673 Human Resource Management and Labor Relations 3
   - EDL A674 Public School Finance and Facilities 3
   - EDL A675 Superintendent Internship (3-6) 6
   - EDL A676 Superintendent Seminar I 3
2. Complete portfolio documenting attainment of ELCC standards.

3. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the superintendent endorsement from the Alaska Department of Education and Early Development.

   [Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.eed.state.ak.us for more information.]

**Institutional Recommendation Principal Type B Administrator Certificate or Superintendent Endorsement**

Following are the requirements for an institutional recommendation. The candidates must have:

a. Completed all program courses with a grade of C or higher.

b. Received a cumulative GPA of 3.00 in the program coursework.

c. Met all requirements for a current Alaska Teacher Certificate, or Type C Special Services Certificate or equivalent from another state.

d. Acquired appropriate professional experience:
   - For Principal Type B Administrator Certificate, candidates must have three years of successful certificated contract experience as a teacher or special services provider (Type C).
   - For a Superintendent’s endorsement, candidates must have five years (minimum three years as a teacher and one as an administrator) of experience.

e. Earned a master’s degree from a regionally accredited institution.

f. Demonstrated basic computer/technology competence.

g. Demonstrated mastery of the relevant standards through a professional portfolio.
C. Educational Leadership

The MEd in Educational Leadership is designed for individuals seeking advanced professional preparation to become school leaders. The program specifically prepares individuals for principal or teacher leadership positions. The options include:

- Principal (with Type B certificate)
- Teacher Leadership (without Type B certificate) — admission suspended

Student Learning Outcomes

Student learning outcomes for the MEd in Educational Leadership are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:

1. Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

A. Principal (with Type B Administrator Certificate)

Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Have at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
3. Hold a current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.

Student Learning Outcomes

Student learning outcomes for the MEd in Educational Leadership are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:

1. Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

A. Principal (with Type B Administrator Certificate)

Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

Background Check Requirements

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

Program Requirements

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

1) Foundation Core (12 credits):

EDL A610 Orientation to Graduate Studies
### In Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A620</td>
<td>Leadership in Alaska Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDFN A636</td>
<td>Innovations in Teaching and Learning</td>
<td>2</td>
</tr>
<tr>
<td>EDRS A660</td>
<td>Fundamentals of Research in Education</td>
<td>2</td>
</tr>
<tr>
<td>Research courses by advisement</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>600-level electives by advisement</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

2) Principal Core (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A637</td>
<td>Educational Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ED F631</td>
<td>Culture, Community, and the Curriculum (3)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>EDL A638 Instructional and Curricular Leadership (3)</td>
<td>3</td>
</tr>
<tr>
<td>EDL A639</td>
<td>The Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDL A640</td>
<td>Law and Ethics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDL A641</td>
<td>Principal Internship (3-6)</td>
<td>6</td>
</tr>
<tr>
<td>EDL A642</td>
<td>Principal's Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>EDL A643</td>
<td>Principal's Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>

3) Comprehensive portfolio required.

4) A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B Administrator Certificate from the Alaska Department of Education and Early Development (EED).

*Alaska certification note: EED requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See the Alaska Department of Education and Early Development website for more information: www.eed.state.ak.us.*

#### b. Teacher Leadership

*Admission to the Teacher Leadership option is suspended.*

### B. Graduate Certificates, Educational Leadership

#### Principal and Superintendent

[www.uaa.alaska.edu/coe/degrees](http://www.uaa.alaska.edu/coe/degrees)

The Educational Leadership Graduate Certificate programs are designed for individuals with master’s degrees who are seeking advanced professional preparation to become principals or superintendents.

#### Student Learning Outcomes

Student outcomes for these certificates are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership Graduate Certificate programs will be able to:
1. Facilitate the development, implementation, and monitoring of shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

Admission Requirements
1. Satisfy Admission Requirements for Graduate Certificates found at the beginning of this chapter.
2. Hold a master's degrees from a regionally accredited institution with a grade point average of 3.00 on a 4.00 scale.
3. Hold appropriate certification:
   a. Current teacher or special services provider (Type C) certificate or equivalent for Educational Leadership Graduate Certificate: Principal.
4. Provide a resume documenting educational experience including at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
5. Submit an educational goal statement.
6. Submit three letters of recommendation or rating forms from professional references.

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

Educational Leadership: Principal (K-8, 7-12, or K-8 & 7-12), Graduate Certificate

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

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

1. Complete the Foundation Core (12 credits)
   EDL A610          Orientation to Graduate Studies in Leadership                                              3
   EDL A620            Leadership in Alaska Culture and Social Justice                                               3
   EDRS A660          Fundamentals of Research in Education                                                    2
   Research courses by advisement                                           4

2. Principal Core (9 credits)
   Complete required courses (24 credits):
   EDL A637    Educational Leadership and Organizational Behavior                                              3
   ED A631        Culture, Community, and the Curriculum (3) or
   EDL A638    Instructional and Curricular Leadership (3)                                                   3
   EDL A639    The Politics of Education Policy, Law, and Ethics of Education                                  3
   EDL A640    Law and Ethics in Education                                                                     3

3. Internship and Seminar (8 credits)

Formatted: Indent: Left: 0
EDL A641 EDL A695 Principal Internship 6 4
EDL A642 EDL A692 Principal’s Seminar I 3 4
EDL A613 Principal’s Seminar II 3

1. Complete portfolio documenting attainment of ELCC standards.
2. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the Type B Administrator Certificate with a principal endorsement from the Alaska Department of Education and Early Development.

Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.eed.state.ak.us for more information.

Educational Leadership: Superintendent (K-12), Graduate Certificate Program

Requirements

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

1. Complete required courses (24 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A671</td>
<td>Superintendent Stewardship and Systemic Change</td>
<td>3</td>
</tr>
<tr>
<td>EDL A672</td>
<td>Student Performance: Academic and Developmental</td>
<td>3</td>
</tr>
<tr>
<td>EDL A673</td>
<td>Human Resource Management and Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDL A674</td>
<td>Public School Finance and Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDL A675</td>
<td>Superintendent Internship (3-6)</td>
<td>6</td>
</tr>
<tr>
<td>EDL A676</td>
<td>Superintendent Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>EDL A677</td>
<td>Superintendent Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Complete portfolio documenting attainment of ELCC standards.
3. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the superintendent endorsement from the Alaska Department of Education and Early Development.

Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.eed.state.ak.us for more information.

Institutional Recommendation Principal Type B Administrator Certificate or Superintendent Endorsement

Following are the requirements for an institutional recommendation. The candidates must have:

a. Completed all program courses with a grade of C or higher.
b. Received a cumulative GPA of 3.00 in the program coursework.
c. Met all requirements for a current Alaska Teacher Certificate, or Type C Special Services Certificate or equivalent from another state.
d. Acquired appropriate professional experience:
   - For Principal Type B Administrator Certificate, candidates must have three years of successful certificated contract experience as a teacher or special services provider (Type C).
   - For a Superintendent’s endorsement, candidates must have five years (minimum three years as a teacher and one as an administrator) of experience.
e. Earned a master’s degree from a regionally accredited institution.
f. Demonstrated basic computer/technology competence.
g. Demonstrated mastery of the relevant standards through a professional portfolio.
April 2, 2013 Updates for April 12th review by UAB and GAB

Clean Version

The revised draft policies and cover memo reflect two changes.

1. Input received from both academic boards (through the joint meeting on March 22nd and the UAB meeting on March 29th) have been incorporated.

2. The cover memo template now includes the requirements necessary for approval by the Board of Regents and the NWCCU. These additions are intended to reduce the number of forms faculty are required to complete program deletions. We propose including these in a second section that would not need to be submitted to the academic boards, both to allow the boards to focus on curricular actions and to gather necessary financial and personnel information in a confidential manner.

Original Memo

Date: February 8, 2013

To: Graduate Academic Board
Undergraduate Academic Board

From: Susan Kalina, Vice Provost for Undergraduate Academic Affairs
David Yesner, Associate Dean, Graduate School
Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer
Lora Volden, University Registrar

Re: Draft Academic Program Suspension and Deletion Policies and Cover Memo Template

Currently, UAA has no formal policies on academic program suspension or deletions. Our offices need to be able to give guidance to programs considering suspensions or deletions. The attached draft policies are designed to provide this guidance and address accreditation and Board of Regents requirements.

Input from the Policy Advisory Committee, the academic deans, and community campus directors have been incorporated into this draft, and we are submitting it to the academic boards for consideration.

The policies are designed to apply to a variety of purposes for program suspension and deletion, such as addressing temporary circumstances, making major program revisions, or deleting programs which have been suspended for several years.
We look forward to receiving your feedback on the draft.
When planning to suspend or delete an academic program, a number of considerations must be addressed to comply with the policies of the University of Alaska (UA)\(^1\) and the Northwest Commission on Colleges and Universities (NWCCU).\(^2\) These considerations include, but are not limited to, the impact on students currently enrolled in the program, the impact on the community in which the program is offered, and the impact on other academic programs in the University of Alaska System.

**Academic Program Suspension of Admissions**

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

**Steps for Program Suspension (see Diagram 1)**

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission.\(^3\) Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impacts on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.\(^4\)
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

4. **Administrative Protocols:** The following are non-curricular considerations for program deletion.

---

\(^1\) Board of Regents and University Regulation Part X: Academic Policy Regulation [http://www.alaska.edu/bor/policy/10-04.doc](http://www.alaska.edu/bor/policy/10-04.doc)


\(^3\) Decisions to limit enrollment or admission to a program are administrative decisions that do not require completion of this approval process.

\(^4\) In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.
a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
Diagram 1: UAA Degree and Certificate Suspension Approval Process

Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

Notification

Programs Offered on One Campus

Northwest Commission on Colleges and Universities

Statewide Academic Council

Chancellor

Faculty Curriculum Listserv

Undergraduate Academic Board

Graduate Academic Board

Registrar

OAA/Provost Approval

Notification

Notification

Notification

Notification (Undergrad Progs)

Notification (Grad Progs)

Notification
Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

Steps for Program Deletion (see Diagram 2)

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impacts on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a program change so that deletion of the existing program and initiation of its replacement are approved simultaneously.

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).

---

5 In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

6 See the Curriculum Handbook on the Governance site http://www.uaa.alaska.edu/governance/
a. **Note:** Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
   a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
   b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
   c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.

---

7 University Policy P10.04.020
Diagram 2: UAA Degree and Certificate Deletion Approval Process

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(*See suspension approval process for greater detail*)

Consult With Office of Academic Affairs

Develop Proposal Based on Relevant Considerations

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

---

Accommodation for Existing Students

Impact on Other Departments and Colleges

Input from External Stakeholders

Considerations

Workforce Credentials

Undergraduate Programs

Graduate Programs

*Requires 60-day advance notice to have items placed on the agenda
Definitions

Academic Program: A specific degree, certificate, or minor approved by the Board of Regents (BOR) and/or the Northwest Commission on Colleges and Universities (NWCCU), such as a Bachelor of Arts in English. Program levels include occupational endorsement certificates, undergraduate certificates, associate degrees, baccalaureate degrees, post-baccalaureate certificates, graduate certificates, master’s degrees, and doctoral degrees.

In some cases, a portion of an academic program (such as one of two tracks) may be suspended or deleted while other portions of the program remain available.

Program Suspension: While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion. Program suspension requires notification to the Statewide Academic Council (SAC) and NWCCU.

Program Deletion: Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete. When program deletion is final, the program is no longer listed as an academic program, and no students may graduate or remain enrolled in the program. Program deletion requires approval by BOR and NWCCU.

Approval: The relevant decision making authority grants approval for the requested program action. The action cannot proceed until this approval has been received.

Notification: The relevant individual or body is notified of the approved program action. The body being notified does not have decision making authority over the action.
April 2, 2013 Updates for April 12th review by UAB and GAB

The revised draft policies and cover memo reflect two changes.

1. Input received from both academic boards (through the joint meeting on March 22nd and the UAB meeting on March 29th) have been incorporated.

2. The cover memo template now includes the requirements necessary for approval by the Board of Regents and the NWCCU. These additions are intended to reduce the number of forms faculty are required to complete program deletions. We propose including these in a second section that would not need to be submitted to the academic boards, both to allow the boards to focus on curricular actions and to gather necessary financial and personnel information in a confidential manner.

Original Memo

Date: February 8, 2013

To: Graduate Academic Board
   Undergraduate Academic Board

From: Susan Kalina, Vice Provost for Undergraduate Academic Affairs
      David Yesner, Associate Dean, Graduate School
      Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer
      Lora Volden, University Registrar

Re: Draft Academic Program Suspension and Deletion Policies and Cover Memo Template

Currently, UAA has no formal policies on academic program suspension or deletions. Our offices need to be able to give guidance to programs considering suspensions or deletions. The attached draft policies are designed to provide this guidance and address accreditation and Board of Regents requirements.

Input from the Policy Advisory Committee, the academic deans, and community campus directors have been incorporated into this draft, and we are submitting it to the academic boards for consideration.

The policies are designed to apply to a variety of purposes for program suspension and deletion, such as addressing temporary circumstances, making major program revisions, or deleting programs which have been suspended for several years.

We look forward to receiving your feedback on the draft.
When planning to suspend or delete an academic program, a number of considerations must be addressed to comply with the policies of the University of Alaska (UA)\(^1\) and the Northwest Commission on Colleges and Universities (NWCCU).\(^2\) These considerations include, but are not limited to, the impact on students currently enrolled in the program, the impact on the community in which the program is offered, and the impact on other academic programs in the University of Alaska System.

**Academic Program Suspension of Admissions**

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

**Steps for Program Suspension (see Diagram 1)**

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission.\(^3\) Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impacts on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, programs the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, request extension of the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.\(^4\)
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

2.3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

---

\(^1\) Board of Regents and University Regulation Part X: Academic Policy Regulation http://www.alaska.edu/bor/policy/10-04.doc


\(^3\) Decisions to limit enrollment or admission to a program are administrative decisions that do not require completion of this approval process.

\(^4\) In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.
3.4. **Administrative Logistics Protocols**: The following are non-curricular considerations for program deletion.

a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.

b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
Diagram 1: UAA Degree and Certificate Suspension Approval Process

Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

- Consult With Office of Academic Affairs

College/School Dean/Director

- Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

OAA/Provost Approval

- Notification: Faculty Curriculum Listserv
- Notification: Undergraduate Academic Board
- Notification: Graduate Academic Board
- Notification: Registrar
- Notification: Chancellor
- Notification: Statewide Academic Council
- Notification: Northwest Commission on Colleges and Universities
- Notification: Programs Offered on One Campus

Comment [MAC4]: Chart modified to include Faculty Curriculum Listserv and UAB/GAB

Field Code Changed
Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Notification

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

OAA/Provost Approval

Notification

Notification

Notification

Notification

Northwest Commission on Colleges and Universities

Statewide Academic Council

Chancellor

Registrar

Program Deletion & Suspension Policy for academic boards 4-2-13
Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

Steps for Program Deletion (see Diagram 2)

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, reinstatement of admissions, extension of the suspension, or initiation of the deletion process must be initiated.

   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.

   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impacts on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.

   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.

   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a program change so that deletion of the existing program and initiation of its replacement are approved simultaneously.

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).

---

Comment [MAC5]: This replicates the suspension policy above, ensuring the deletion process may be postponed or canceled if circumstances change. It also includes consultation with faculty, if any remain in the suspended program.

---

Comment [MAC6]: This replicates the suspension policy above, ensuring the deletion process may be postponed or canceled if circumstances change. It also includes consultation with faculty, if any remain in the suspended program.

---

5 In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

6 See the Curriculum Handbook on the Governance site http://www.uaa.alaska.edu/governance/
5. **Administrative Logistics Protocol:** The following are non-curricular considerations for program deletion.

a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.

b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.

c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.
Diagram 2: UAA Degree and Certificate Deletion Approval Process

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(See suspension approval process for greater detail)

Consult With Office of Academic Affairs

Develop Proposal Based on Relevant Considerations

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

Accommodation for Existing Students
Impact on Other Departments and Colleges
Input from External Stakeholders

Workforce Credentials
Undergraduate Programs
Graduate Programs

*Requires 60-day advance notice to have items placed on the agenda
**Definitions**

**Academic Program:** A specific degree, certificate, or minor approved by the Board of Regents (BOR) and/or the Northwest Commission on Colleges and Universities (NWCCU), such as a Bachelor of Arts in English. Program levels include occupational endorsement certificates, undergraduate certificates, associate degrees, baccalaureate degrees, post-baccalaureate certificates, graduate certificates, master’s degrees, and doctoral degrees.

In some cases, a portion of an academic program (such as one of two tracks) may be suspended or deleted while other portions of the program remain available.

**Program Suspension:** While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion. Program suspension requires notification to the Statewide Academic Council (SAC) and NWCCU.

**Program Deletion:** Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete. When program deletion is final, the program is no longer listed as an academic program, and no students may graduate or remain enrolled in the program. Program deletion requires approval by BOR and NWCCU.

**Approval:** The relevant decision making authority grants approval for the requested program action. The action cannot proceed until this approval has been received.

**Notification:** The relevant individual or body is notified of the approved program action. The body being notified does not have decision making authority over the action.
To: (Undergraduate or Graduate) Academic Board
From: Faculty Initiator, Department
Date: 
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)

Section One: Academic Board Approval Requirements

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This cover memo should be no longer than one page. You may remove the instructions after you have completed the form.

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension.

Justification for Program Deletion: Why is this program deletion proposed? Some examples might include enrollment trends, employment data, or shifting priorities within the department, school, or college. What other options were considered to resolve the concerns which led to the proposed deletion?

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments?

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students?

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program?

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
Section Two: External Approval Requirements

This form is intended to meet the needs of the Board of Regents and NWCCU. It will not be reviewed by the curriculum bodies.

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This section should be no longer than one page. You may remove the instructions after you have completed the form.

Specialized Accreditation or Other External Program Certification: Does the program have any specialized accreditation (beyond the institution’s accreditation) or external program certification? If so, please describe any implications for the deletion and how they will be addressed.

Program Resources: Are there any resources currently dedicated to this program? How will they be maintained while the remaining students are completing the program or otherwise being accommodated? How will the program’s fiscal and other resources be reallocated when the program deletion is complete (e.g., assignment to other department offerings, internal reallocation)?

Projected Enrollments: Please indicate the projected enrollments during the teach-out of the program.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Year 3:</th>
<th>Year 4:</th>
</tr>
</thead>
</table>

Personnel Implications: Will any positions be eliminated as a result of this program deletion? If so, please indicate the number and type in the table below.

<table>
<thead>
<tr>
<th>Graduate TA:</th>
<th>Adjunct:</th>
<th>Term Faculty:</th>
<th>Tenure Track Faculty:</th>
</tr>
</thead>
</table>

Alignment with UA or Campus Strategic Plans: How does the proposed program deletion support the UA Academic Master Plan or the UAA Strategic Plan 2017? In almost every case, this will be UAA Strategic Plan Priority A. You may also briefly address other strategic contributions, if the proposed deletion will accompany a new or revised program which better supports student completion or meeting community needs.

This page should be completed along with the cover memo and the Program Action Request (PAR) form submitted to curriculum bodies for program deletions. Catalog copy does not need to be submitted for program deletions.
To: (Undergraduate or Graduate) Academic Board  
From: Faculty Initiator, Department  
Date:  
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)

Section One: Academic Board Approval Requirements

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This cover memo should be no longer than one page. You may remove the instructions after you have completed the form.

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension.

Justification for Program Deletion: Why is this program deletion proposed? Some examples might include enrollment trends, employment data, or shifting priorities within the department, school, or college. What other options were considered to resolve the concerns which led to the proposed deletion?

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments?

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students?

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program?

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
Program Deletion Cover Memo Template

This template is intended to meet the needs of the UAA curriculum bodies. Initiating faculty should contact Academic Affairs for assistance with the forms and approval processes for the Board of Regents and Northwest Commission on Colleges and Universities.
To: Office of Academic Affairs  
From: Faculty Initiator, Department  
Date:  
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)

### Section Two: External Approval Requirements

This form is intended to meet the needs of the Board of Regents and NWCCU. It will not be reviewed by the curriculum bodies.

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This section should be no longer than one page. You may remove the instructions after you have completed the form.

**Specialized Accreditation or Other External Program Certification:** Does the program have any specialized accreditation (beyond the institution’s accreditation) or external program certification? If so, please describe any implications for the deletion and how they will be addressed.

**Program Resources:** Are there any resources currently dedicated to this program? How will they be maintained while the remaining students are completing the program or otherwise being accommodated? How will the program’s fiscal and other resources be reallocated when the program deletion is complete (e.g., assignment to other department offerings, internal reallocation)?

**Projected Enrollments:** Please indicate the projected enrollments during the teach-out of the program.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personnel Implications:** Will any positions be eliminated as a result of this program deletion? If so, please indicate the number and type in the table below.

<table>
<thead>
<tr>
<th>Graduate TA</th>
<th>Adjunct</th>
<th>Term Faculty</th>
<th>Tenure Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Alignment with UA or Campus Strategic Plans:** How does the proposed program deletion support the UA Academic Master Plan or the UAA Strategic Plan 2017? In almost every case, this will be UAA Strategic Plan Priority A. You may also briefly address other strategic contributions, if the proposed deletion will accompany a new or revised program which better supports student completion or meeting community needs.

This page should be completed along with the cover memo and the Program Action Request (PAR) form submitted to curriculum bodies for program deletions. Catalog copy does not need to be submitted for program deletions.
March 27, 2013

TO:  David Fitzgerald, Chair UAB
     Arlene Schmuland, Chair, GAB
FR:  Barbara Harville, UAB
     Zhauhui (Joey) Yang, GAB
RE:  Preliminary Summary of Concentration Issues

We have done some research into the topic of “Concentrations.” Since a number of issues emerged in the research, we thought it would be a good idea to bring the issues to the members of UAB and GAB for feedback before drafting language for UAA.

**Preliminary Summary of Concentration Issues**

Based on our research on *concentrations*, there are a number of issues to consider:

1. Number of credits or classes required for a concentration
2. Required GPA in the concentration courses in order to have the concentration transcripted
3. Concentrations within a major
4. Interdisciplinary Concentrations
5. Student generated concentrations
6. Concentration Student Learning Outcomes
7. A clear definition of *concentration*

1. **Number of credits or classes required for a concentration**: Most of the universities we reviewed have a required number of credits or classes in order for a cluster of classes to be designated as a concentration. For undergraduate degrees the range was from “9 semester credit hours” to “The number of concentration units shall not exceed 50% of the total major units.”

2. **Required GPA in the concentration courses in order to have the concentration transcripted**: Most of the websites that we visited didn’t specifically address this issue, but Bridgewater College requires a minimum 2.0 GPA in the concentration.

3. **Concentrations within a major**: The majority of websites identified concentrations as “specializations” or “sub specializations” in a major.
4. **Interdisciplinary Concentrations:** Both Smith and Harvard have interdisciplinary concentrations, such as:

   a. Community Engagement and Social Change Concentration
   b. African Concentration
   c. African American Concentration
   d. Biomathematical Science Concentration

5. **Student generated concentrations:** The University of Wisconsin allows students to create their own concentration areas. (It was not clear if these were transcripted.)

6. **Concentration Student Learning Outcomes:** “There are expressed outcomes or competencies that will be achieved through the concentration.”

7. **A clear definition of concentration:** Here are several definitions/descriptions of concentrations

   a. “an approved set of courses within a major that define a specialty area or specifies a field of study” (University of New Mexico)
   b. “area[s] of specialization within the field of study” (Springfield College)
   c. “a coordinated grouping of courses, typically one-third of a major, representing a sub specialization or emphasis within a major field available for students majoring in the discipline” (Temple University)
   d. “A sub-set of a discipline organized in clusters of focused courses taken within an undergraduate major.” (Marquette Central)
   e. “an interdisciplinary cluster of courses which addresses a specific area of study” (Davidson College)
   f. “intended to be a coherent and specialized course of study within a student’s major degree program” (Cal Poly San Luis Obispo)
   g. “A concentration gives students a way to organize a combination of intellectual and practical experiences, such as internships and service learning, around an area of interest. Students apply to concentrations and when selected they receive focused advising to help them design a program in their area of interest.” (Smith College)