

Graduate Academic Board

Agenda

April 12, 2013

ADM 204

9:30 to 11:30

I. Roll Call

<input type="checkbox"/> Arlene Schmuland	<input type="checkbox"/> Peter Olsson	<input type="checkbox"/> Zhaohui (Joey) Yang	<u>Ex-Officio Members:</u> <input type="checkbox"/> David Yesner <input type="checkbox"/> Lora Volden <input type="checkbox"/> Scheduling & Publications
<input type="checkbox"/> Tim Hinterberger	<input type="checkbox"/> Susan Garton	<input type="checkbox"/> FSAL vacancy (CAS)	
<input type="checkbox"/> Patricia Sandberg	<input type="checkbox"/> Mary Dallas Allen	<input type="checkbox"/> FSAL Vacancy	
<input type="checkbox"/> Greg Protasel	<input type="checkbox"/> Deb Russ	<input type="checkbox"/> FSAL Vacancy	
<input type="checkbox"/> Yoshito Kanamori	<input type="checkbox"/> Hsing-Wen Hu	<input type="checkbox"/> Jaime Spatrisano	

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

Graduate Academic Board

Summary

March 22, 2013

ADM 204

9:30 to 11:30

I. Roll Call

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

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

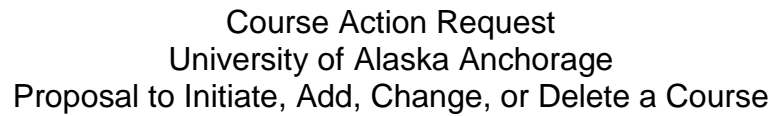
C. Graduate Council

VIII. Old Business

A. Second reading of Purge List (pg. 47-49)

IX. New Business

X. Informational Items and Adjournment

5

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Ghulam H. Bham</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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:

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

VIII. Suggested Texts

Revised Traffic Flow Theory Monograph, Federal Highway Administration, Washington, D.C., 2001 (on-line document, <http://www.tft.pdx.edu/docs.htm>).

Daganzo, C. F. Fundamentals of Transportation and Traffic Operations, Pergamon, New York, 1997.

*May, A. D. Traffic Flow Fundamentals, Prentice Hall, New Jersey, 1990.

Derlough, D. L. and M. J. Huber. Traffic Flow Theory: A Monograph, Transport Research Board, National Research Council, Washington, D.C., 1975 (on-line document, <http://www.tft.pdx.edu/docs.htm>).

IX. Bibliography and Resources

Highway Capacity Manual, Transportation Research Board, National Research Council, Washington, D.C., 2010.

Roess, R. P., E. S. Prassas and W. R. McShane, Traffic Engineering by 4th Edition, Pearson, New Jersey, 2011.

*Leutzbach, W. Introduction to the Theory of Traffic Flow, Springer-Verlag, Michigan, 1988.
Journal papers will be provided as additional text and readings.



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

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: CHOOSE ONE or Graduate: Other: specify type in box 2 This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
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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: <div style="text-align: center;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function </div>			
8. Justification for Action <ol style="list-style-type: none"> 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. 			

<div><div></div><div>Initiator (faculty only)</div><div>Chad Morse</div><div>Initiator (TYPE NAME)</div></div>		<div><div></div><div>Approved</div></div>		
<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Department Chair</div></div>	<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Dean/Director of School/College</div></div>	<div><div></div><div>Date</div></div>
<div><div></div><div>Approved</div></div>				
<div><div></div><div>Disapproved</div></div>	<div><div></div><div>College/School Curriculum Committee Chair</div></div>	<div><div></div><div>Approved</div></div>	<div><div></div><div>Undergraduate/Graduate Academic Board Chair</div></div>	<div><div></div><div>Date</div></div>
<div><div></div><div>Disapproved</div></div>				
<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Provost or Designee</div></div>	<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Date</div></div>	



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

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: CHOOSE ONE or Graduate: Other: specify type in box 2 This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
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<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Initiator (faculty only) _____ Date _____ Chad Morse Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </td> </tr> </table>		Initiator (faculty only) _____ Date _____ Chad Morse Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____
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Program/Prefix Action Request
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1a. School or College CH College of Health	1b. Department MSWK School of Social Work
2. Complete Program Title/Prefix Master of Social Work	
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8. Justification for Action <ol style="list-style-type: none"> 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. 	

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SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900

www.uaa.alaska.edu/socialwork

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 bio-pyscho-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:

Fall — Year One		16 credits
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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		16 credits
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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		15 credits
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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		16 credits
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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):

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

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.

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SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

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 courses 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 ~~seven-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	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 (2)
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, 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. 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 meet requirements found at the beginning of this chapter.
3. Submit complete undergraduate transcripts demonstrating an earned 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.

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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-pyscho-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:

Fall — Year One 16 credits

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 16 credits

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 15 credits

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		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~~8 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.

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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.

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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):

<u>SWK A634</u>	<u>Organizational Practice</u>	<u>3</u>
<u>SWK A654</u>	<u>Supervisory Management in</u>	
	<u>Social Work</u>	<u>3</u>
<u>SWK A659</u>	<u>Leadership and Decision Making</u>	
	<u>in Social Work</u>	<u>3</u>
<u>SWK A660</u>	<u>Financial Leadership for</u>	
	<u>Social Work Administrators</u>	<u>2</u>
<u>SWK A661</u>	<u>Marketing in the Social Sector</u>	<u>2</u>
<u>SWK A662</u>	<u>Financial Resource Development for</u>	
	<u>Social Services</u>	<u>2</u>

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.

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Field Code Changed



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 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 <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2013 To: 9999/9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Biological Sciences Graduate Program		1/29/13		Jennifer Burns	
2.					
3.					
Initiator Name (typed): <u>Don Spalinger</u> 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 <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Graduate Standing, permission of instructor		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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.					

<div><input type="checkbox"/> Approved</div>		<div><input type="checkbox"/> Disapproved</div>	
<div>Initiator (faculty only) Donald Spalinger</div>		<div>Dean/Director of School/College</div>	
<div>Initiator (TYPE NAME)</div>		<div>Date</div>	
<div><input type="checkbox"/> Approved</div>		<div><input type="checkbox"/> Approved</div>	
<div><input type="checkbox"/> Disapproved</div>		<div>Undergraduate/Graduate Academic Board Chair</div>	
<div>Department Chair</div>		<div>Date</div>	
<div><input type="checkbox"/> Approved</div>		<div><input type="checkbox"/> Approved</div>	
<div><input type="checkbox"/> Disapproved</div>		<div>Provost or Designee</div>	
<div>College/School Curriculum Committee Chair</div>		<div>Date</div>	

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 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
 - 4. Testing hypotheses: Univariate Statistics
 - 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.
- C. Defined Learning Outcomes. Student will be able to:

Student Learning Outcomes	Assessment Procedures
Demonstrate an understanding of the statistical,	Written proposal for research

methodological, and technical knowledge necessary to conduct original research in the individual's area of scientific interest.	Oral presentation and discussion of research plan.
Demonstrate a working knowledge of the statistical program R.	Homework assignments and take-home exam
Demonstrate a working knowledge of the essential statistical methods used in ecology, physiology, evolutionary ecology and environmental sciences	Homework and final take-home exam
Demonstrate the ability to communicate effectively in the sciences	Written Research Proposal Oral presentation and Class participation
Develop critical thinking skills and an understanding of the scientific method and its application in ecology, evolutionary biology, physiology and environmental sciences	Class discussions, Written Research Proposal, Final Take-home exam

VIII. Suggested Text

Gotelli, N.J. and A. M. Ellison. 2012. *A Primer of Ecological Statistics*. Sinauer Associates, Sunderland, MA. 579 pp.

IX. Bibliography and Resources

Crawley, M. J. 2007. *The R book*. John Wiley and Sons, Ltd. West Sussex, UK. 942 pp.

Ford, E.D. 2000. *Scientific method for ecological research*. Cambridge University Press, Cambridge, UK. 564 pp.

Hurlbert, S.H. 1984. Pseudoreplication and the design of ecological field experiments. *Ecological Monographs* 54: 187-211.

McCarthy, M.A. 2007. *Bayesian methods for ecology*. Cambridge University Press. 296 pp.

Platt, J.R. 1960. Strong inference. *Science* 146:347-353.

Quinn, G.P. and M.J. Keough. *Experimental design and data analysis for biologists*. Cambridge University Press, Cambridge, UK. 537 pp.

Williams, J.M. 1995. *Style. Toward clarity and grace*. University of Chicago Press. 208 pp.

Zuur, A.F. 2010. A protocol for data exploration to avoid common statistical problems. *Methods in Ecology and Evolution* 1: 3-14.



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 A602	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Experimental Design for Cell/Molecular Biologists Exp Design Cell/Molec Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2013 To: 9999/9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> 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 .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Biological Sciences Graduate Program		1/29/13		Jennifer Burns	
2.					
3.					
Initiator Name (typed): <u>Miki li</u> 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 <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Graduate Standing and permission of instructor		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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					

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Miki li</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved	Undergraduate/Graduate Academic	Date
<input type="checkbox"/> Disapproved	Department Chair	Date	<input type="checkbox"/> Disapproved	Board Chair	
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	College/School Curriculum Committee Chair	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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 presentations
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:

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

VIII. Suggested Text

Alberts, B. et al. 2012. Molecular Biology of the Cell, 5th edition. Garland Science, NY.

IX. Bibliography and Resources

Lodish, H. et al. 2000. Molecular Cell Biology, 4th edition. WH Freeman, SF
Cooper, GM, et al. 2000. The Cell-A molecular approach, 2nd edition. Sinauer, MA.



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 <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Spring/2014 To: 9999/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Biological Sciences Graduate Program	1/29/13	Jennifer Burns	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Biological Sciences Graduate Program	1/29/13	Jennifer Burns															
2.																	
3.																	
Initiator Name (typed): <u>Douglas Causey</u> 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 <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>)			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Graduate Standing, permission of instructor														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;">Initiator (faculty only) Douglas Causey Initiator (TYPE NAME)Date</div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;">Department ChairDate</div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;">College/School Curriculum Committee ChairDate</div></div><div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;">Dean/Director of School/CollegeDate</div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;">Undergraduate/Graduate Academic Board ChairDate</div><div style="border-bottom: 1px solid black; width: 100%;"></div><div style="display: flex; justify-content: space-between;">Provost or DesigneeDate</div></div></div>																	

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: | 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:

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

VIII. Suggested Text

None.

IX. Bibliography and Resources

National Academy of Sciences. 2009. On Being A Scientist. 82pp.

National Science Foundation. 2012. Responsible Conduct of Science.

<http://www.nsf.gov/bfa/dias/policy/rcr.jsp>



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 Adv Anal Interp <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Spring/2014 To: 9999/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Biological Sciences Graduate Program	1/29/13	Jennifer Burns	2.			3.		
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1. Biological Sciences Graduate Program	1/29/13	Jennifer Burns															
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Initiator Name (typed): <u>Douglas Causey</u> 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 <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>)			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Graduate Standing, permission of instructor														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair </div> </div> </div>																	

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 analyticals, 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

Biostatistical Analysis, 5th ed., J. H. Zar. Prentice Hall



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 <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2013 To: 9999/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Biological Sciences Graduate Program	1/29/13	Jennifer Burns	2.			3.		
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Initiator Name (typed): <u>Douglas Causey</u> 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 <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) BIOL A308 or BIOL A489			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Graduate Standing, permission of instructor														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Douglas Causey</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

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: 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

3. Organization of genetic variation
4. Population substructure
5. Sources of variation
6. Darwinian Selection
7. Complex Selection, Sexual Selection
8. Random genetic drift
9. Coalescence
10. Molecular population genetics
11. Mutation and Recombination
12. Stochastic Combinatorics
13. Neutral theory
14. Non-Darwinian dynamics

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:

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

VIII. Suggested Text

- Hartl, DL and AG Clark. Principles of Population Genetics. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Templeton, A. 2007. Population Genetics and Microevolutionary Theory

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 Principal Seminar <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input checked="" type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status Yes # of Repeats 3 Max Credits 6		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2014 To: 9999/		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. MEd, Educational Leadership		03/21/13		Susan Garton	
2. Graduate Certificate, Educational Leadership: Principal (K-8, 7-12, or k-8 & 7-12)		03/21/13		Susan Garton	
3. EDL A641		03/21/13		Susan Garton	
Initiator Name (typed): <u>Susan Garton</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>3/21/2013</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>3/21/2013</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) EDL A639			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) EDL A695 Principal Internship		
16c. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the College of Education, Graduate Status		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;">Initiator (faculty only) _____ Date _____ <u>Susan Garton</u> Initiator (TYPE NAME)</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Department Chair _____ Date _____</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"><input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Approved _____ Date _____ <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div> </div> </div>					

Course Content Guide
University of Alaska Anchorage
College of Education

- 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:

1.	Investigation of current internship challenges and issues
2.	Participation in small group problem solving through the use of case studies
3.	Examination of community/school issues as applied research opportunities
4.	Completion of capstone research projects of immediate local applicability
5.	Completion and publication of written articles and reports based on the internship
6.	Integration of technology and trend data for interns' presentations

B. Student Learning Outcomes/Assessment Procedures

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

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)

Robbins, P., & Alvy, H. (2009). *The principal's companion: Strategies for making the job easier* (3rd ed.). Thousand Oaks, CA: Corwin.

Educational Leadership Department. (2012). *Principal internship handbook*. Anchorage, AK: University of Alaska Anchorage.

VII. Bibliography

Barnhardt, R., & Kawagley, A. (2008). *Culture, chaos and complexity: Catalysts for change in Indigenous education*. Retrieved from <http://ankn.uaf.edu/curriculum/Articles/BarnhardtKawagley>

Blankstein, A. M., & Houston, P. D. (Eds.). (2011). *Leadership for social justice and democracy in our schools*, Thousand Oaks, CA: Corwin / Sage.

Danielson, C. (2008). *The handbook for enhancing professional practice: Using the frame for teaching in your school*. Alexandria, VA: Association of Supervision and Curriculum Development.

Dufour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

Essex, N. L. (2008). *School law and the public schools: A practical guide for educational leaders* (5th ed.). Boston, MA: Pearson Education, Inc.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Heifetz, R. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.

Kouzes, P., & Posner, B. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Josey-Bass.

Lindsey, R., Roberts, L., & Campbell-Jones, F. (2005). *The culturally proficient school*. Thousand Oaks, CA: Sage.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: Association of Supervision and Curriculum Development.

Robins, K. N., Lindsey, R. B., Lindsey, D. B., & Terrell, R. D. (2006). *Cultural proficient instruction: A guide to people who teach* (2nd ed.). Thousand Oaks, CA: Corwin.

Saifer, S., Edwards, K., Ellis, D., Ko, L., & Stuczynski, A. (2011). *Culturally responsive standards-based teaching classroom to community and back* (2nd ed.). Thousand Oaks, CA: Corwin.

Sapon-Shevin, M., & Schniedewind, N. (2012). *Educational courage: Resisting the ambush on public*

- education*. Boston, MA: Beacon Press.
- Senge, P., Cameron-McCabe, N., Lucas, T., & Smith, B. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York, NY: Crown Business.
- Senge, P., Scharmer, C., Jaworski, J., & Flowers, B. (2004). *Presence: An exploration of profound change in people, organizations on society*. New York, NY: Doubleday.
- Singleton, G. E., & Linton, C. W. (2005). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin/Sage.
- Spring, J. (2008). *American education* (13th ed.). New York, NY: McGraw Hill.
- Stader, D. (2012). *Law and ethics in educational leadership* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Wheatley, M. (2006). *Leadership and the new science: Learning about organizations from an orderly universe*. San Francisco, CA: Berrett-Kohler.



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 A695	4. Previous Course Prefix & Number A641	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (0+3-9)	
6. Complete Course Title Principal Internship Principal Internship <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Credits <input type="checkbox"/> Title <input checked="" type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status Yes # of Repeats 3 Max Credits 6		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Spring/2014 To: 9999/		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. MEd, Early Childhood Special Education		03/21/13		Keith Cates	
2.					
3.					
Initiator Name (typed): <u>Susan Garton</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>3/21/2013</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>3/21/2013</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) EDL A639			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) EDL A692 Principal Seminar		
16c. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to College of Education, Graduate Status		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Susan Garton Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>					

Course Content Guide
University of Alaska Anchorage
College of Education

- 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

Student Learning Outcomes

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

Assessment Procedures

This outcome will be assessed by one or more of the following:

Standards

This outcome will be the following state and/or national standard:

Core Values

This outcome addresses the following core value:

1.	Generate evidence of a completed internship of 336 hours of fieldwork	Intern's log of activities (portfolio element)	Alaska State Administrator Standards (AK): 1-10 Educational Leaders Constituents Council (ELCC): 1-6	Collaboration Equity and Inclusion
2.	Maintain communication with mentors, other interns, and UAA internship supervisor	Artifacts for portfolio	AK: 1-10 ELCC: 1-6	Intellectual Vitality Collaboration
3.	Assess the presence of standards in internship activities	Report the alignment of internship activities to specific standards	AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards	Intellectual Vitality
4.	Develop a leadership habit of reflection of the learning process	Learning journal	AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards	Intellectual Vitality
5.	Appraise leadership attributes as reflected in daily performance of principal responsibilities	Artifacts for portfolio	AK: 1-10 ELCC: 1-6	Leadership

6.	Compare elements of professional development for principals and teachers	Professional development plan based upon self-evaluations	AK: 1-10 ELCC: 1-6	Leadership Collaboration
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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)

Robbins, P., & Alvy, H. (2009). *The principal's companion: Strategies for making the job easier* (3rd ed.). Thousand Oaks, CA: Corwin.

Educational Leadership Department. (2012). *Principal internship handbook*. Anchorage, AK: University of Alaska Anchorage.

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- Senge, P., Cameron-McCabe, N., Lucas, T., & Smith, B. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York, NY: Crown Business.
- Senge, P., Scharmer, C., Jaworski, J., & Flowers, B. (2004). *Presence: An exploration of profound change in people, organizations on society*. New York, NY: Doubleday.
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- Wheatley, M. (2006). *Leadership and the new science: Learning about organizations from an orderly universe*. San Francisco, CA: Berrett-Kohler.



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

1a. School or College EA COE	1b. Department EDL		
2. Complete Program Title/Prefix Educational Leadership (EDL)			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Graduate Certificate This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input type="checkbox"/> No			
4. Type of Action: PROGRAM PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> 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: _____ Date: _____			
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: <input type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> 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.			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Susan Garton</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Department Chair</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>College/School Curriculum Committee Chair</div> <div>Date</div> </div> </td> <td style="width: 50%; border: none;"> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Dean/Director of School/College</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Undergraduate/Graduate Academic Board Chair</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Provost or Designee</div> <div>Date</div> </div> </td> </tr> </table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Susan Garton</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Department Chair</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>College/School Curriculum Committee Chair</div> <div>Date</div> </div>	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Dean/Director of School/College</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Undergraduate/Graduate Academic Board Chair</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Provost or Designee</div> <div>Date</div> </div>
<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Susan Garton</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Department Chair</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>College/School Curriculum Committee Chair</div> <div>Date</div> </div>	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Dean/Director of School/College</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Undergraduate/Graduate Academic Board Chair</div> <div>Date</div> </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <div>Provost or Designee</div> <div>Date</div> </div>		

C. Educational Leadership

www.uaa.alaska.edu/coe/degrees

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):

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 (24 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	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.
 - b. Current administrator certificate with a principal endorsement for Educational Leadership Graduate Certificate: Superintendent.
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

4. Complete portfolio documenting attainment of ELCC standards.

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

www.uaa.alaska.edu/coe/degrees

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.

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- ~~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 3

EDL A620 Leadership in Alaska Culture
and Social Justice 3

~~EDFN A636 Innovations in Teaching and
Learning 3~~

EDRS A660 Fundamentals of Research in
Education 2

Research courses by advisement 4

~~600-level electives by advisement 3~~

2) Principal Core (24 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 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.
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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.
 - b. Current administrator certificate with a principal endorsement for Educational Leadership Graduate Certificate: Superintendent.
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.
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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	3
	in Leadership	
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 AF631	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)

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EDL A641 EDL A695	Principal Internship (3-6)	6.4
EDL A642 EDL A692	Principal's Seminar I	3.4
EDL A643	Principal's Seminar II	3

2.4. Complete portfolio documenting attainment of ELCC standards.

3.5. Complete a total of 24-29 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
EDL A677	Superintendent Seminar II	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:

- Completed all program courses with a grade of C or higher.
- Received a cumulative GPA of 3.00 in the program coursework.
- Met all requirements for a current Alaska Teacher Certificate, or Type C Special Services Certificate or equivalent from another state.
- 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.
- Earned a master's degree from a regionally accredited institution.
- Demonstrated basic computer/technology competence.
- Demonstrated mastery of the relevant standards through a professional portfolio.

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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.

Academic Program Suspension and Deletion Policies

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>

² NWCCU Operational Policy A-2: Substantive Change

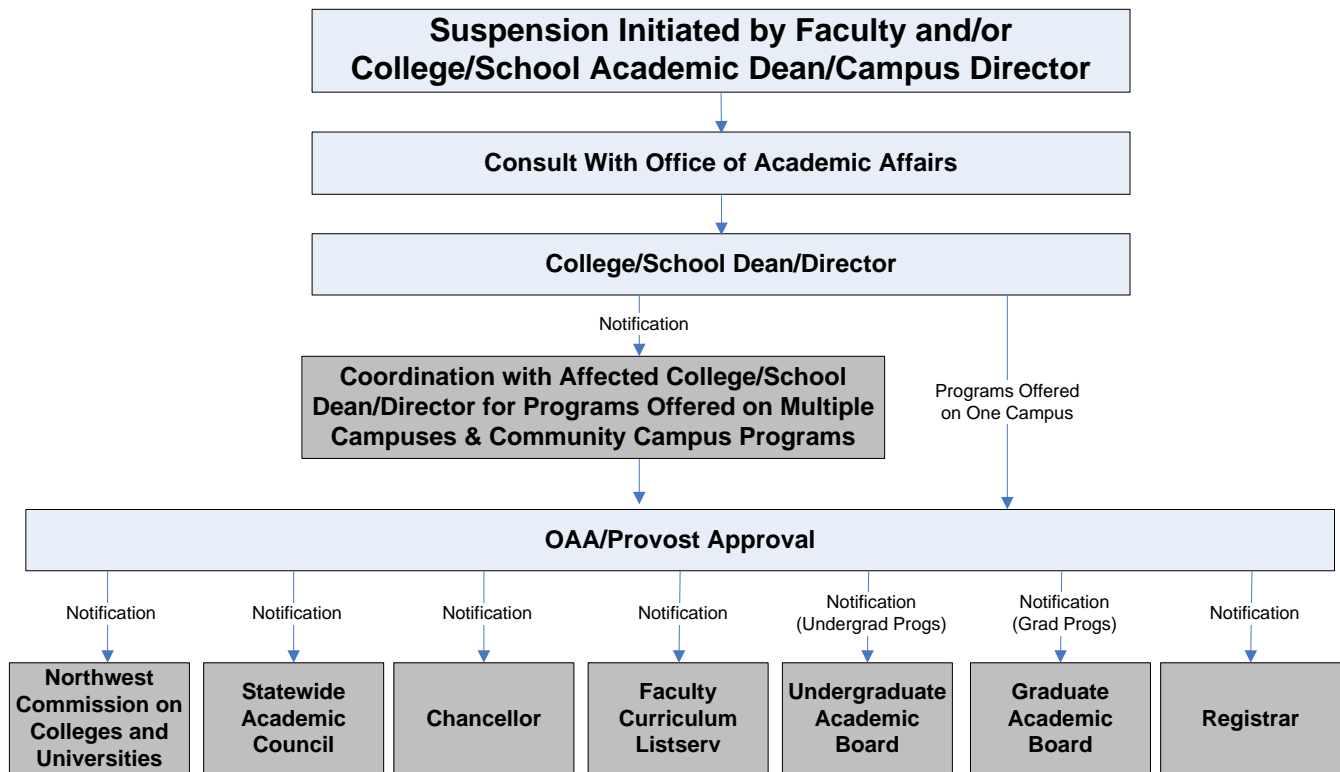
<http://www.nwccu.org/Standards%20and%20Policies/Operational%20Policies/Policy%20A2/Operational%20Policy%20A2.htm>

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



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.⁵
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.⁶ 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).

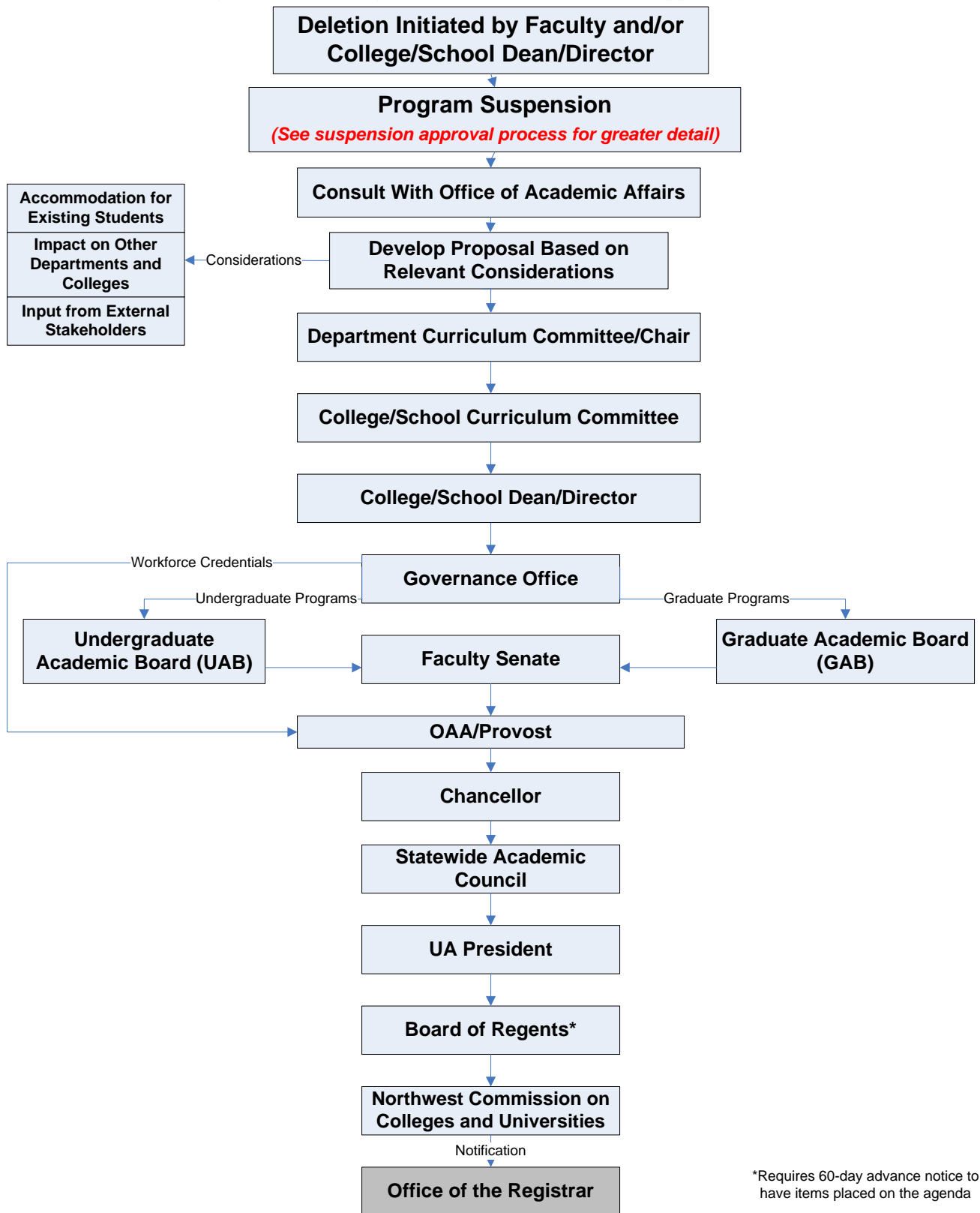
⁵ In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

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.⁷ 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



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
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Lora Volden, University Registrar

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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.



UNIVERSITY of ALASKA ANCHORAGE

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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 must 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.

Comment [MAC1]: Updated 4/2/13 following first reading by UAB/GAB during 3/22/13 joint meeting, UAB reading on 3/29/13.

Comment [MAC2]: This ensures 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 [MAC3]: Current suggestion is level-specific, but we could easily inform both boards if that is preferred.

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

² NWCCU Operational Policy A-2: Substantive Change

<http://www.nwccu.org/Standards%20and%20Policies/Operational%20Policies/Policy%20A2/Operational%20Policy%20A2.htm>

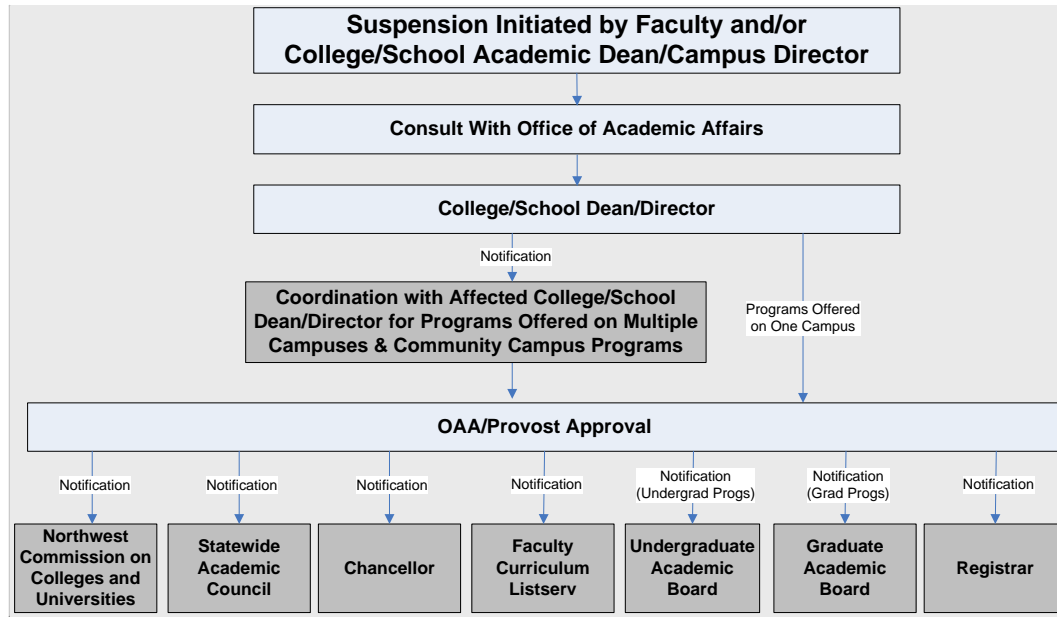
³ Decisions to limit enrollment or admission to a program are administrative decisions that do not require completion of this approval process.

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.

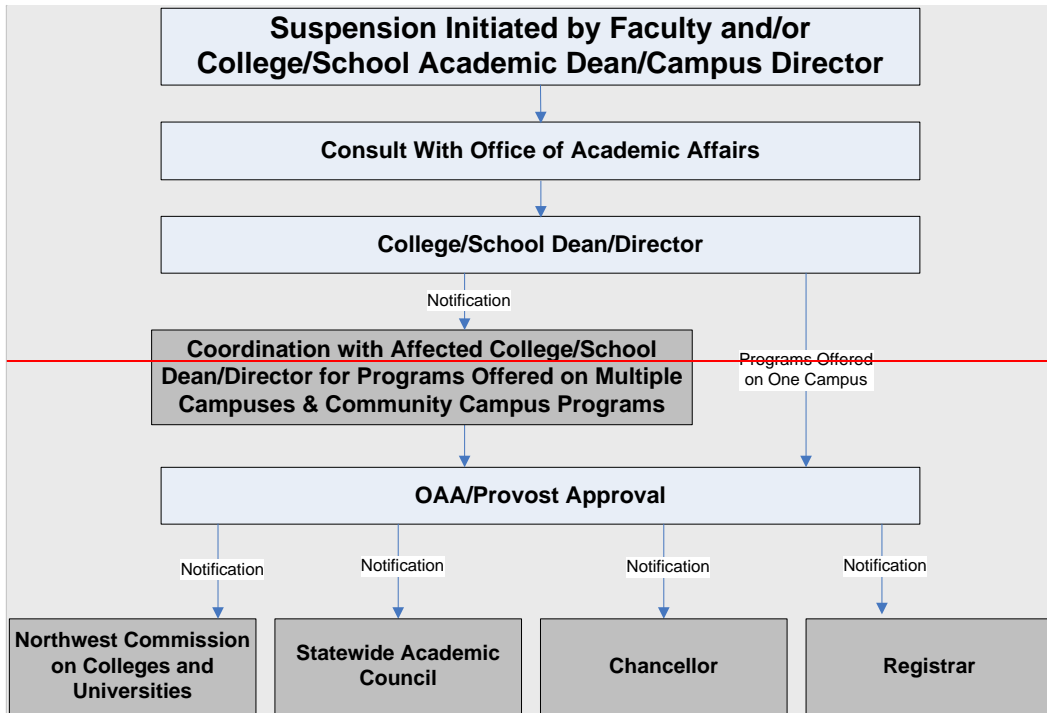
- a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
- b. Personnel implications will be addressed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



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

Field Code Changed



Comment [MAC5]: Deleted chart

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 ~~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.⁵
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.⁶ 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 [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/>

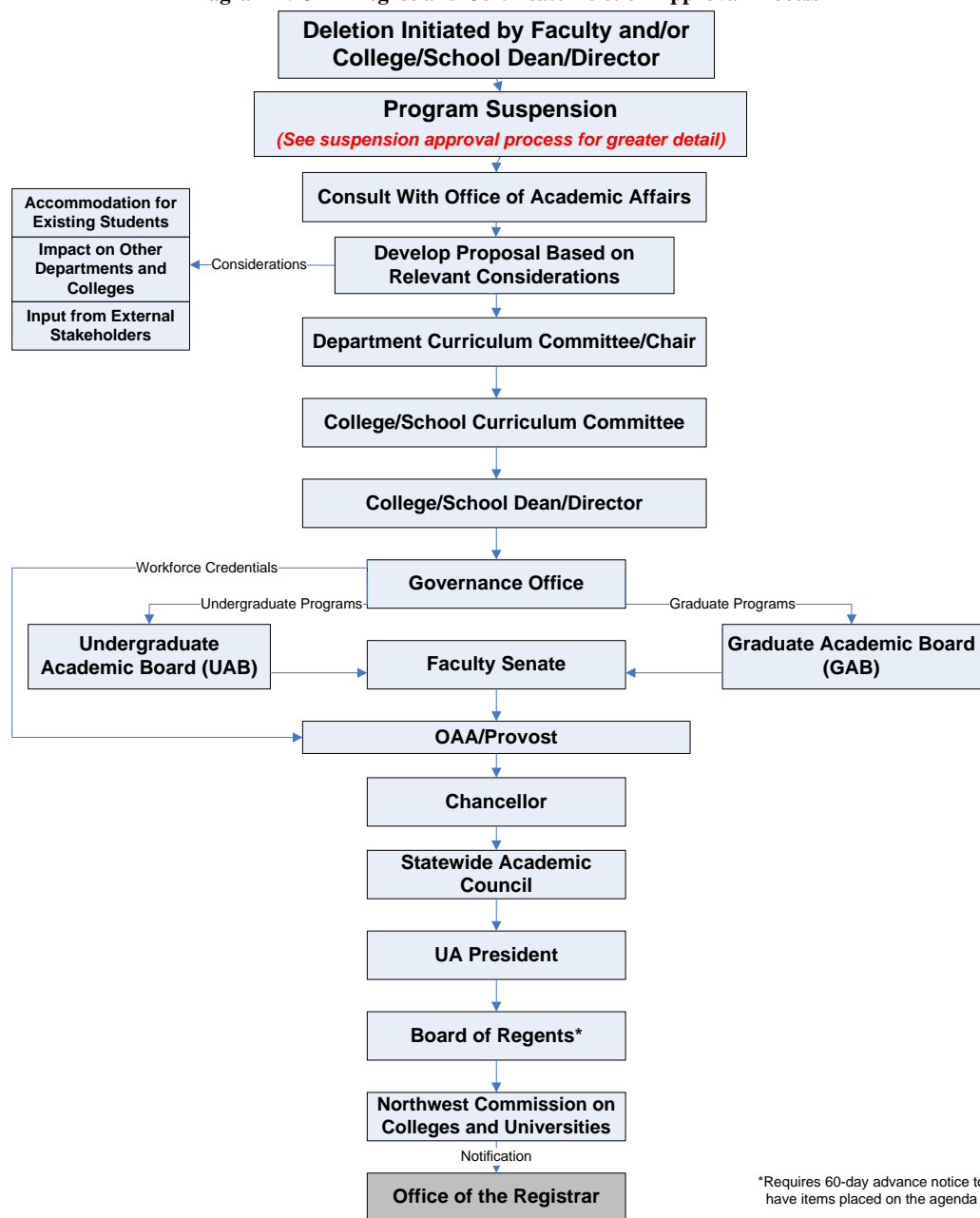
- a. *Note: Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents.⁷ These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.*

5. **Administrative ~~Logistics~~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



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.



Program Deletion Cover Memo Template

Clean Version

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:¹ 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

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.

Projected enrollments (headcount of majors) during teach-out:

Year 1:		Year 2:		Year 3:		Year 4:	
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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.

Number of positions planned for elimination:

Graduate TA:		Adjunct:		Term Faculty:		Tenure Track Faculty:	
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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.



UNIVERSITY of ALASKA ANCHORAGE

Program Deletion Cover Memo Template

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 ~~is~~ 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:¹ 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 ~~accompany~~ 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 ~~with~~ for program deletions.

¹ Please contact the Office of the Registrar (786-1560) for assistance identifying these data.



UNIVERSITY *of* ALASKA ANCHORAGE

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.~~



UNIVERSITY of ALASKA ANCHORAGE

Program Deletion Cover Memo Template

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.

Comment [MAC1]: We suggest including the items that will be required by the BOR and NWCCU as a second section of this template, so that faculty will only have to complete one form.

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.

Projected enrollments (headcount of majors) during teach-out:

Year 1:		Year 2:		Year 3:		Year 4:	
----------------	--	----------------	--	----------------	--	----------------	--

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.

Number of positions planned for elimination:

Graduate TA:		Adjunct:		Term Faculty:		Tenure Track Faculty:	
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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
Zhahui (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 transcribed
 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 transcribed: 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 transcribed.)
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)