Graduate Academic Board

April 26, 2013
ADM 204
9:30 to 11:30

I. Roll Call

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

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

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

IV. Program/Course Action Request – Second Reading

Add BIOL A604 Experimental Design for Cell/Molecular Biologists (3 cr)(3+0)(pg. 5-8)
Add BIOL A605 Graduate Proseminar in Sciences (3 cr)(3+0)(pg. 9-13)

V. Program/Course Action Request - First Readings

Chg Master of Science, Biological Sciences (pg. 14-22)

Chg EDL A639 Policy, Law, & Ethics in Education (3 cr)(3+0)(pg. 23-28)
Add EDL A650 Human Resources for Principals (2 cr)(2+0)(pg. 29-33)
Add EDL A651 Teacher Supervision and Evaluation (2 cr)(2+0)(pg. 34-38)
Add EDL A652 Professional Development (2 cr)(2+0)(pg. 39-43)
Add EDL A653 Budget and Facility Management for Principals (2 cr)(2+0)(pg. 44-48)
Add EDL A654 Building Community Relations (2 cr)(2+0)(pg. 49-53)
Add EDL A656 Leadership for Social Justice in Education (2 cr)(2+0)(pg. 54-58)
Add PM A695 Project Management Internship (1-6 cr)(1-6+0)(pg. 59-62)

Chg BA A603 Fundamentals of Finance (3 cr)(3+0)(pg. 63-67)
Chg BA A636 Financial Decision Making (3 cr)(3+0)(pg. 68-71)
Chg BA A686 Management Simulation (3 cr)(3+0)(pg. 72-77)

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

IX. New Business
A. Election of new chair
B. Policy on Returning Students / Re Enrollment (pg. 78)
C. Chapter 12 Catalog Copy Revisions (79-94)
D. Review of goals
   Proposed goals and yearlong agenda:
   1. Continue the mission of the Board as detailed in Faculty Senate Bylaws 3b.
   2. In coordination with UAB, develop training for college curriculum committees and faculty initiators.
   3. Liaise with the Graduate Council to identify issues with chapter 12 of the Catalog.
   4. Update the Curriculum Handbook, as needed.
   5. Develop a FAQ for curriculum questions.

X. Informational Items and Adjournment
I. **Roll Call**

(x) Arlene Schmuland  
(x) Peter Olsson  
(x) Zhaohui (Joey) Yang  
(x) Tim Hinterberger  
(x) Susan Garton  
() FSAL vacancy (CAS)  
(x) David Yesner  
(x) Mary Dallas Allen  
() FSAL Vacancy  
(x) Lora Volden  
(x) Greg Protasel  
(x) Deb Russ  
() FSAL Vacancy  
(x) Jaime Spatrisano  
(x) Scheduling & Publications

**Ex-Officio Members:**

(x) Patricia Sandberg  
(x) Mary Dallas Allen  
() FSAL Vacancy  
(x) David Yesner  
(x) Mary Dallas Allen  
() FSAL Vacancy  
(x) Lora Volden  
(x) Yoshito Kanamori  
(x) Hsing-Wen Hu

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

*Approved*

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

*Approved*

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)**

Waive first reading, approve for second

Chg **Graduate Certificate in Clinical Social Work Practice (pg. 10-11)**

Waive first reading, approve for second

Chg **Graduate Certificate in Social Work Management (pg. 12-13)**

Waive first reading, approve for second

Chg **Master of Social Work (pg. 14-29)**

Waive first reading, approve for second

Chg **BIOL A601 Experimental Design and Statistics (3 cr)(3+0)(pg. 30-35)**

Waive first reading, approve for second

Add **BIOL A604 Experimental Design for Cell/Molecular Biologists (3 cr)(3+0)(pg. 36-41)**

Accepted for first reading

Add **BIOL A605 Graduate Proseminar in Sciences (3 cr)(3+0)(pg. 42-45)**

Accepted for first reading

Add **BIOL A606 Advanced Analysis and Interpretation (3 cr)(3+0)(pg. 46-49)**

Waive first reading, approve for second

Chg **BIOL A680 Ecological Genetics and Quantitative Microevolution (3 cr)(3+0)(pg. 50-53)**

Waive first reading, approve for second

Chg **EDL A692 Principal Seminar (1-3 cr)(1-3+0)(pg. 54-59)**

Waive first reading, approve for second

Chg **EDL A695 Principal Internship (1-3 cr)(0+3-9)(pg. 60-64)**

Waive first reading, approve for second

Chg **Graduate Certificate, Educational Leadership (pg. 65-73)**

Waive first reading, approve for second (MED portion is excluded due to no PAR)

VI. **Administrative Reports**

A. Associate Dean of the Graduate School David Yesner

*Written report was distributed to the board*

*September 15 is the deadline for final documents supporting UAA accreditation to develop doctoral*
programs
AdHoc Committee on Graduate Faculty met to review the Graduate School constitution and recommended that the Provost proceed with implementation of graduate faculty Hooding ceremony is being held May 4th

B. Graduate Student Jaime Spatrisano
   No Report

C. University Registrar Lora Volden
   Catalog copy edits are due April 26th

VII. Chair’s Report
   A. GAB Chair- Arlene Schmuland
      Election for chair will be held at the next meeting
   B. Faculty Alliance
   C. Graduate Council

VIII. Old Business
   A. Program Deletion and Suspension Policy (pg. 74-96)
      For suspension policy:
      Cover memo template was revised in regards to feedback from the UAB/GAB joint meeting
      Added coordination to the faculty list serve
      Updated approval flow chart to add UAB and GAB
      
      For deletion policy:
      Updated cover memo template, external approval requirements, and alignment with UA or campus strategic plan
      
      **Motion to approve all changes to the suspension and deletion policy.**
      **Unanimously approved**

   B. Language Regarding Concentrations  (pg. 97-98)
      Postponed until fall

IX. New Business

X. Informational Items and Adjournment
## Course Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biological Sciences</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>BIOL</td>
<td>A604</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
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</table>

### 6. Complete Course Title
**Experimental Design for Cell/Molecular Biologists**

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

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

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

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

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

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

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

### 13c. Coordination with Library Liaison
- Date: 1/31/2013

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Mark appropriate box:</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
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</tr>
<tr>
<td>Humanities</td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

### 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. Students directly apply the course content to the development of their own graduate research proposals as part of the course.

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

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

### 16c. Other Restriction(s)
- [ ] Course Prerequisite(s)
- [x] Level

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

Graduate Standing and permission of instructor

### 17. Mark if course has fees

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

### 19. Justification for Action
Designing experiments and writing a graduate research proposal are critical for graduate students. This course is specifically designed for students whose research fields are Cell/Molecular Biology. This course has not previously been offered, and will assist students in understanding, interpreting, and obtaining skills to accomplish Cell/Molecular biological research at the graduate level.

### Initiator (faculty only)
- Initiator Signed Initials: _________

### Initiator (TYPE NAME)
- Date

### Provost or Designee
- Date

### Board Chair
- Date

### Undergraduate/Graduate Academic
- Date

### Dean/Director of School/College
- Date

### Department Chair
- Date

### College/School Curriculum Committee Chair
- Date

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*Prepared by Miki Ii on 1/2013*
II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Experimental Design for Cell/Molecular Biologists
C. Course Subject/Number: BIOL A604
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.
H. Status of course relative to degree or certificate program:
   This course, or BIOLA601, is required for first-year graduate students in the subdisciplines of cellular and/or molecular biology.
I. Lab Fees: No
J. Coordination: N/A
K. Course Prerequisites: none
L. Registration Restrictions: Graduate Standing and permission of instructor

III. Course Activities
The students will engage in three 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 relevant to the field of cell and molecular biology and learn to apply these methods and concepts to the analysis of biological data. Third, 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, examinations, graduate thesis proposal.

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. Introduction to experimental design in Cell and Molecular Biology
   a. Concepts and definitions
   b. The scientific method and the hypothetico-deductive approach to research in cell and molecular biology
   c. Troubleshooting methodologies
2. Research techniques and approaches (will vary with student research goals)
   a. In Molecular Biological Research
   b. In Cell Biological Research
   c. In Genomics/Bioinformatics Research
   d. Online resources
   e. Data analysis and statistical approaches in Cell and Molecular biology
   f. Time management
3. Development of Research Proposals and Presentations
   a. Guidelines for effective proposals and presentations
   b. Review of the relevant research / experimental approaches
   c. Peer and instructor review of the proposal drafts
   d. Completion and presentation of the proposal for research

VII. Instructional Goals and Defined Student Learning 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 Student Learning Outcomes. Students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
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<tbody>
<tr>
<td>Gain in-depth understanding of advanced techniques for Cell/Molecular biological research</td>
<td>Discussion and Exam</td>
</tr>
<tr>
<td>Read, understand, and integrate information from primary scientific literature; conceptualize key concepts in original formulations</td>
<td>Written reviews and class discussion</td>
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<tr>
<td>Design experimental plans and write graduate research proposal</td>
<td>Present research proposal in written and oral form</td>
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<tr>
<td>Develop critical thinking skills and an understanding of the scientific method and its application in ecology, evolutionary biology, physiology and environmental sciences</td>
<td>Class discussions, Written Research Proposal, Final Take-home exam</td>
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</tbody>
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VIII. **Suggested Text**
- This class will be based largely on primary literature that will be selected in response to the research interests and experiences of the students enrolled in the course.

IX. **Bibliography and Resources**
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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
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<th>11. Implementation Date (semester/year)</th>
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<tr>
<td>A-F</td>
<td>From: Spring/2014 To: 9999/9999</td>
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| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| 16b. Co-requisite(s) (concurrent enrollment required) |
| 16c. Other Restriction(s) |
| 16d. Registration Restriction(s) (non-codable) |
| Graduate Standing, permission of instructor |

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

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<th>19. Justification for Action</th>
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<tr>
<td>Douglas Causey</td>
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<td>College/School Curriculum Committee Chair</td>
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<td>Disapproved</td>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
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</table>
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 A605
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
1. Research Integrity and Professionalism
2. Writing Project Descriptions
3. Project Summaries and Outlines
4. Science Education and Literacy I: Theory
5. Science Education and Literacy II: Practice
6. Presentation Format and Practicum (“hour” length)
7. Presentation Format and Practicum (“20 min” length)
8. Presentation Format and Practicum (Poster and handouts)
9. Resumes, CVs, and Professional Experience
10. Proposals I: Internal, Student Oriented
11. Proposals II: Internal, General (as colleague, co-investigator)
12. Proposals III: External, Student Fellowship (“Personal and Research Statements”)
13. Proposals IV: External, General (as colleague, technician, RA, etc.)

—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 Student Learning Outcomes
A. Instructional Goals. The Instructor Will:
1. Provide the practical experience in understanding and interpreting professional expectations
2. Survey current regulations and professional practice in research integrity.
3. Provide practical experience in research presentations in oral and poster formats.
4. Develop effective practice in all aspects of professional activities.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain in-depth understanding of professional behavior</td>
<td>Classroom Discussion and Participation</td>
</tr>
<tr>
<td>Read, understand, and integrate information from primary scientific literature; conceptualize key concepts in original formulations</td>
<td>Conceptual Paper</td>
</tr>
<tr>
<td>Understand and apply ethical policies associated with research integrity and professionalism</td>
<td>Classroom Discussion and Participation</td>
</tr>
<tr>
<td>Develop, prepare, and present scientific results in varied formats</td>
<td>Oral and Poster Presentations</td>
</tr>
<tr>
<td>Prepare proposals for external funding</td>
<td>Fellowship Applications</td>
</tr>
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VIII. Suggested Text
None.

IX. Bibliography and Resources
University of Alaska Anchorage

To: Graduate Academic Board
From: Jennifer Burns
CC: CAS Course and Curriculum Committee
Date: 3/5/2013
Re: Program Changes to the Biological Sciences MSc degree

Comments: The Biological Sciences Department proposes changes to the Biological Sciences, M.S. (College of Arts and Sciences). The justification for these changes are:

1. The degree requirements are being revised to include three new courses (BIOL 601 or 602; BIOL 603; BIOL 605)
2. The requirement for 2 credits of BIOL 692 is being removed, as that content will now be covered in BIOL 603
3. The total number of credits from BIOL 698 and BIOL 699 that can count towards the degree is being capped at 12
4. The language outlining the guidelines for admission have been clarified, to reflect current practices and the streamline the process for the graduate committee and applying students
5. The requirement for graduate committee meetings has been changed from once per semester to once per year to bring them in line with requirements of the Graduate School
6. Corrections have been made throughout to reflect current website and email addresses

In combination, these change clarify program requirements for admission and progress through the degree, and strengthen the academic rigor of the program. These revisions have been reviewed and approved by the departmental faculty and the Biological Sciences Graduate Committee.

Notification of programmatic changes was made online to the UAA community on Jan. 30, 2013, and the CAS CCC reviewed the associated CARs and CCGs in February.

We now request that the entire packet of changes to program and curricula be reviewed by the GAB.
<table>
<thead>
<tr>
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<th>1b. Department</th>
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<td>Biological Sciences</td>
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<td>Master of Science, Biological Sciences</td>
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</tr>
<tr>
<td>Initiator Name (typed): Jennifer Burns</td>
<td>Initiator Signed Initials: _________</td>
</tr>
<tr>
<td>Date: _____________________________</td>
<td>Date: ___________________________</td>
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<tr>
<td>☑ Cover Memo</td>
<td>☑ Catalog Copy in Word using the track changes function</td>
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<td>The Biological Sciences Department proposes changes to the Biological Sciences, M.S. (College of Arts and Sciences). The changes are designed to clarify program requirements for admission and progress through the degree, and strengthen the academic rigor of the program.</td>
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<tr>
<td>Jennifer Burns</td>
<td>______________________</td>
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<td>Undergraduate/Graduate Academic Board Chair Date: _____________________________</td>
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</tbody>
</table>
BIOLOGICAL SCIENCES

ConocoPhillips Integrated Sciences Building (CPSB), Room 101, (907) 786-4770
www.uaa.alaska.edu/biology

The WWAMI/Biomedical program may be found at
www.uaa.alaska.edu/wwami

The graduate program in Biological Sciences offers a research program of study leading to the Master of Science degree. The MS requires a thesis that is the result of research performed under the supervision of a UAA faculty member.

We recommend that prospective students review the program guidelines and expectations, which are detailed in the department’s graduate handbook at www.uaa.alaska.edu/biology/graduate/documentsanddates.cfm. General guidelines for prospective students can also be found on UAA’s Graduate School webpage: www.uaa.alaska.edu/academics/graduatestudies/prospective.cfm.

Master of Science, Biological Sciences

Student Learning Outcomes

Students graduating with a Master of Science in Biological Sciences will:

1. Have a working knowledge of the fundamental concepts of biology across a broad range of fields, and have a demonstrated mastery of at least one focus area within Biology.
2. Have a working knowledge of the principles of the scientific method, of the methods and technology of biological research, and of appropriate quantitative methods for the analysis of scientific data.
3. Be capable of writing a publishable scientific paper, and presenting research findings at scientific conferences.
4. Be prepared for a career in Biological Sciences, and/or able to pursue more advanced research opportunities.

Admission Requirements

Students seeking admission into the Biological Sciences MS degree program should meet the following requirements. Details on this process are available at www.uaa.alaska.edu/biology/graduate/documentsanddates.cfm.

1. Students must have a bachelor’s degree in biology, chemistry, or equivalent science to be determined by the Graduate Affairs Committee (GAC). Although graduating college or university seniors are invited to apply, no student may be formally admitted to graduate study until the baccalaureate degree has been awarded from an accredited college or university.
2. Applicants must take the general Graduate Record Examination (GRE). Applicants are encouraged to take the subject (biology, biochemistry, or chemistry) exam, but this is not required.
3. Applicants must have at least a 3.00 GPA, or at least a 70th percentile in two out of the six possible GRE scores (verbal reasoning, quantitative reasoning, analytical writing, and the three subtests of the subject GRE). Successful applicants ordinarily have no grade lower than a C in undergraduate science courses.
4. If English is not the applicant’s native language or was not the language of instruction for the applicant’s baccalaureate degree, students must take the Test of English as a Foreign Language (TOEFL) Exam and, at a minimum, meet the TOEFL score guidelines set by UAA for undergraduate admission. These guidelines can be found in the UAA Catalog. TOEFL scores may be waived if the applicant has been a long-term resident of the United States or other English Speaking country.

Required Documents for Admission

1. The UAA graduate application form, which is available at www.uaa.alaska.edu/admissions/printed_application_forms.cfm
2. Official transcript(s) reflecting graduate-level credits and credits pertaining to the baccalaureate degree from each institution attended. Applicants with transcript(s) from institution(s) outside the United States or Canada must provide an official statement of equivalency from a recommended credentials evaluation service and, if necessary, an English translation of the transcript.
3. Official scores from the GRE must be requested by the student and sent directly by the testing agency to the university. Scores must be received prior to admission to the program.
4. If necessary, scores from the TOEFL exam must be requested by the student and sent directly by the testing agency to the University. Scores must be received prior to admission to the program.
5. A brief (typically one page) statement of the applicant’s research and career goals.

6. Three letters of recommendation from persons who are qualified to evaluate the applicant’s ability to successfully perform graduate-level coursework and research should be submitted directly to the department.

7. A letter of support from a UAA faculty member expressing willingness to accept the applicant into his/her research group and a statement of available funding or funding opportunities for research support for the student. Because students will not be admitted to the program without a faculty mentor, prospective graduate students are strongly advised to contact faculty for research/advisor arrangements at an early stage of their admission process. Faculty research interests are available online: www.uaa.alaska.edu/biology/facultyandstaff/tenuretrackfaculty.cfm

Items 1-4 must be submitted to Enrollment Services; items 5-7 should be submitted directly to the Department of Biological Sciences. Applicants should also submit unofficial copies of items 1-4 to the department. Questions about this process should be directed to the departmental secretary, at (907)-786-4770.

Mailing address: Department of Biological Sciences Graduate Program, 3101 Science Circle, CPISB 101N, Anchorage, AK 99508.

Admission deadlines: All materials are due by March 1 for fall admission and by November 1 for spring admission. Acceptance is determined by the GAC and is based on the prospective student’s overall credentials and the availability of appropriate faculty for student research interests. Files received after these deadlines will be considered on a case-by-case basis for admission the subsequent semester.

Graduation Requirements

In order to receive the Master of Science in Biological Sciences, students must:

1. Satisfy all the University Requirements for Graduate Degrees listed at the beginning of this chapter;
2. Complete 30 credits of coursework approved in advance by the student’s graduate study committee (GSC);
3. Satisfactorily complete thesis research approved in advance by the student’s GSC and pass an oral thesis defense;
4. Submit a written graduate thesis that has been approved by the GSC, departmental director, and deans of the College of Arts and Sciences and the Graduate School.

Course Requirements

1. Students must complete the following courses:

   600-level Science Credits minimum 9
   
   [does not include BIOL A692, BIOL 696, BIOL A698, or BIOL A699 credits]

   BIOL A601 Experimental Design and Statistics (3)
   OR
   BIOL A604 Experimental Design for Cell/Molecular Biologists (3)

   BIOL A605 Graduate Proseminar in Sciences (3)

   BIOL A606 Advanced Analysis and Interpretation (3)*
   *This requirement can be waived by the student’s GSC, if the student has sufficient other experience or coursework in statistical analysis

   BIOL A698 Directed Research (1-6)** 1

   BIOL A699 Thesis (1-6)** 1

   ** In combined total, no more than 12 credits of BIOL A698 and BIOL A699 can count toward the 30 credits required for graduation; however more can be taken.

2. Upper division (400-level) credits may be applied to the degree only with approval of the student’s GSC via inclusion on the Graduate Studies Plan. In order to receive credit for coursework, students must receive a minimum grade of B in all 400-level courses, and a minimum grade of C in all 600-level courses, provided that the cumulative GPA does not drop below 3.00.

Program Requirements

1. Within the first semester of study, each student must select a GSC consisting of a minimum of three members (no more than five is recommended). Two of the three members must be full-time, tenure-track faculty in the Department of Biological Sciences. The committee chair will be the student’s primary research advisor if that person is a full-time UAA faculty member. If the primary research advisor is an affiliate faculty member, the chair will be shared with a full-time UAA faculty member, and both will be designated as co-chairs. To be a co-chair, a non-UAA faculty member must have official affiliate status within the department.
2. A student’s GSC must meet at least once each year to review a student’s progress. The annual report on student progress (available online from the Graduate School) must be completed by the student and committee, signed by the GSC, filed with the departmental secretary, and submitted to the UAA Graduate School no later than September 15 of each year. Failure to file annual progress reports will be taken as an indication of inadequate progress, and is grounds for probation and subsequent dismissal from the program.

3. Each student must submit an official Graduate Study Plan (GSP) form by the end of the first semester of graduate work. The GSP formally establishes the specific program requirements that will, upon satisfactory completion, entitle the student to receive the graduate degree or certificate. This form must be approved by the student’s GSC and also be signed by the department director and the dean of the Graduate School.

4. All graduate students must remain in good standing throughout their program. At a minimum, students not in good standing will not be able to compete for teaching assistantships or be awarded tuition waivers from the department, college, or Graduate School. Students not in good standing risk being placed on probation and/or removed from the degree program. In order to remain in good standing in the program, students must:
   a. maintain a 3.00 GPA (cumulative) in all coursework listed on their GSP,
   b. file a GSP by the end of their first semester in residence, and
   c. file satisfactory progress reports during each year in residence.

5. Within their first year in the program, each graduate student is required to submit a written thesis proposal that details the plan for the student’s graduate work. This document is developed in consultation with the graduate advisor, and once prepared must be submitted and approved by the student’s GSC. A copy of the approved proposal shall be placed in the student’s departmental file.

6. Students will conduct the research outlined in the thesis proposal and present their results as a graduate thesis following guidelines provided by the Graduate School. This written thesis must be approved by the GSC, the director of the Biological Sciences Department, the dean of the College of Arts and Sciences, and the dean of the Graduate School in order to be considered complete. No student shall graduate without completing a written thesis.

7. Following submission of their thesis to their GSC, students must present a thesis defense seminar, which will be followed by a private meeting with their GSC to finalize the defense. The student must successfully defend the thesis in order to graduate.

**Doctoral Program, Biological Sciences**

The department also offers PhD degrees in collaboration with the University of Alaska Fairbanks. Because application guidelines and requirements differ among the departments at UAF with which we collaborate, we recommend that you contact the faculty member at UAA with whom you would like to work, and discuss how to proceed.

**FACULTY**

Lilian Alessa, Professor, lalessa@uaa.alaska.edu
Eric Bortz, Assistant Professor
Loren Buck, Professor, clbuck@uaa.alaska.edu
Jason Burkhead, Assistant Professor, jlburkhead@uaa.alaska.edu
Jennifer Burns, Professor, jmburns@uaa.alaska.edu
Matt Carlson, Associate Professor, mlcarlson@uaa.alaska.edu
Douglas Causey, Professor, dcausey@uaa.alaska.edu
Khrys Duddleston, Associate Professor, khduddleston@uaa.alaska.edu
Sarah Gerken, Associate Professor, sagerken@uaa.alaska.edu
Miki Ii, Assistant Professor, mii@uaa.alaska.edu
Andy Kliskey, Professor, adkliskey@uaa.alaska.edu
Jocelyn Krebs, Professor, jekrebs@uaa.alaska.edu
Jerry Kudenov, Professor, jdkudenov@uaa.alaska.edu
Kim Peterson, Professor, knpeterson@uaa.alaska.edu
David Pfeiffer, Professor, dpfeiffer@uaa.alaska.edu
Fred A. Rainey, Professor and Director, farainey@uaa.alaska.edu
Donald Spalinger, Professor, despalinger@uaa.alaska.edu
Jonathan Stecyk, Assistant Professor, jstecyk@uaa.alaska.edu
Bjartmar Sveinbjörnsson, Professor, bsveinbjornsson@uaa.alaska.edu
Ian van Tets, Associate Professor, igvantets@uaa.alaska.edu
Frank von Hippel, Professor, favonhippel@uaa.alaska.edu
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Master of Science, Biological Sciences

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Students graduating with a Master of Science in Biological Sciences will:

1. Have a working knowledge of the fundamental concepts of biology across a broad range of fields, and have a demonstrated mastery of at least one focus area within Biology.
2. Have a working knowledge of the principles of the scientific method, of the methods and technology of biological research, and of appropriate quantitative methods for the analysis of scientific data.
3. Be capable of writing a publishable scientific paper, and presenting research findings at scientific conferences.
4. Be prepared for a career in Biological Sciences, and/or able to pursue more advanced research opportunities.

Admission Requirements

Students seeking admission into the Biological Sciences MS degree program should meet the following requirements (1-3). Applicants must submit items 3 through 6 to the university, and items 7 and 8 directly to the department. Applicants should also submit unofficial copies of items 3 through 6 to the Department of Biological Sciences. Details on this process are available at www.uaa.alaska.edu/biology/graduate/paperwork/documentsanddates.cfm.

1. Students must have a bachelor’s degree in biology, chemistry, or equivalent science to be determined by the Biological Sciences Graduate Affairs Committee (BSGAC). Although graduating college or university seniors are invited to apply, no student may be formally admitted to graduate study until the baccalaureate degree has been awarded from an accredited college or university.
2. Applicants must take both the general and subject (either biology, biochemistry, or chemistry) Graduate Record Examination (GRE), and have the scores sent directly to the university from the testing agency. Applicants are encouraged to take the subject (biology, biochemistry, or chemistry) exam, but this is not required.
3. Applicants must have at least a 3.00 GPA, or at least a 70th percentile in two out of the six possible GRE scores (verbal reasoning, quantitative reasoning, analytical writing, and the three subtests of the subject GRE). Successful applicants ordinarily have no grade lower than a C in undergraduate science courses.

If English is not the applicant’s native language or was not the language of instruction for the applicant’s baccalaureate degree, students must take the Test of English as a Foreign Language (TOEFL) Exam and, if applicable, TOEFL scores may be waived if the applicant has been a long-term resident of the United States or another English-speaking country. At a minimum, students must meet the TOEFL score guidelines set by UAA for undergraduate admission. These guidelines can be found in the UAA Catalog. TOEFL scores may be waived if the applicant has been a long-term resident of the United States or other English-speaking country.

Required Documents for Admission

1. Applicants must complete and submit the UAA graduate application form, which is available at http://edit.uaa.alaska.edu/admissions/grad.cfm www.uaa.alaska.edu/admissions/printed_application_forms.cfm
b. Complete the following courses:

A minimum of 30 credits is required, of which at least 21 credits must be at the 600 level.

1. Students must complete the following courses:
   Students working toward an MS in Biological Sciences must fulfill the following minimum requirements:

   - Complete 30 credits of coursework approved in advance by the student's graduate study committee (GSC).
   - Satisfactorily complete thesis research approved in advance by the student's GSC and pass an oral thesis defense.
   - Submit a written graduate thesis that has been approved by the GSC, departmental director, and deans of the College of Arts and Sciences and the Graduate School.

Program-Course Requirements

1. Students must complete the following courses:
   Students working toward an MS in Biological Sciences must fulfill the following minimum requirements:

   a. A minimum of 20 credits is required, of which at least 21 credits must be at the 600 level.

   b. Complete the following courses:

   600-level Science Credits minimum 9

   - BIOL A601 Experimental Design and Statistics (3)
   - BIOL A604 Experimental Design for Cell/Molecular Biologists (3)
   - BIOL A605 Graduate Proseminar in Sciences (3)
   - does not include BIOL A692, BIOL A693, BIOL 696, BIOL A698, or BIOL A699 credits

   OR

   - BIOL A692, A693, A696, A698, or A699

   See University Requirements for Master's Degrees at the beginning of this chapter.

Graduation Requirements

In order to receive the Master of Science in Biological Sciences, students must:

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2. Complete 30 credits of coursework listed at the beginning of this chapter.
3. Satisfactorily complete thesis research approved in advance by the student's GSC and pass an oral thesis defense.
4. Submit a written graduate thesis that has been approved by the GSC, departmental director, and deans of the College of Arts and Sciences and the Graduate School.

Admission deadlines: All materials are due by March 1 for fall admission and by November 15 for spring admission.

Acceptance is determined by the BSGC GAC and is based on the prospective student's overall credentials and the availability of appropriate faculty for student research interests. Because students will not be admitted to the program without a faculty mentor, prospective graduate students are strongly advised to contact faculty for research/advisor arrangements at an early stage of their admission process. Faculty research interests are available online at www.uaa.alaska.edu/biology/facultyandstaff/tenuretrackfaculty.cfm.
Within the first semester of study, each student must select a graduate study committee (GSC) consisting of a minimum of three members (no more than five is recommended). Two of the three members must be full-time, tenure-track faculty in the Department of Biological Sciences. The committee chair will be the student’s primary research advisor if that person is a full-time UAA faculty member. If the primary research advisor is an affiliate faculty member, the chair will be shared with a full-time UAA faculty member, and both will be designated as co-chairs. To be a co-chair, a non-UAA faculty member must have official affiliate status within the department.

A student’s GSC must meet at least once each year, each semester to review a student’s progress. The annual report on student progress (available online from the Graduate School) must be completed by the student and committee. The report must be signed by the GSC and submitted to the departmental secretary, who will send a copy of the report to the BSGC and file it with the departmental secretary. The departmental report on graduate student progress can be found online. In addition, an annual report on student progress must be filed with the UAA Graduate School no later than September 15 of each year. Failure to file semester and annual progress reports will be taken as an indication of inadequate progress, and is grounds for probation and subsequent dismissal from the program.

Each student must submit an official Graduate Study Plan (GSP) form by the end of the first semester of graduate work. The official GSP formally establishes the specific program requirements that will, upon satisfactory completion, entitle the student to receive the graduate degree or certificate. This form must be approved by the student’s GSC and also be signed by the chair of the BSGC, the department director chair, and the dean of the College of Graduate School.

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Doctoral Program, Biological Sciences

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Richard Kolhopy, Professor Emeritus, rkolhopy@uaa.alaska.edu
Kristine Mann, Professor Emeritus, kmann@uaa.alaska.edu
Dean Milligan, Professor Emeritus, dmilligan@uaa.alaska.edu
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Ian van Tets, Associate Professor, ivanvantets@uaa.alaska.edu
Frank von Hippel, Professor, favonhippel@uaa.alaska.edu
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
EA COE

1b. Division

choose one

1c. Department
EDL

2. Course Prefix
EDL

3. Course Number
A639

4. Previous Course Prefix & Number


5a. Credits/CEUs
3

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

6. Complete Course Title
Policy, Law, & Ethics in Education
Policy Law & Ethics in Ed

Abbreviated Title for Transcript (30 character)

7. Type of Course

☑ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development

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

If a change, mark appropriate boxes:

☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions

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

9. Repeat Status No ☑ Yes

# of Repeats
None Max Credits 3

10. Grading Basis
□ A-F □ P/NP □ NG

11. Implementation Date

From: Spring/2014 To: 9999/

12. □ Cross Listed with Cross Listed Coordination Signature

☐ Stacked with

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MEd, Educational Leadership</td>
<td>01/30/13</td>
<td>Susan Garton</td>
</tr>
<tr>
<td>2. MEd, Teaching and Learning</td>
<td>01/30/13</td>
<td>Claudia Dybdahl &amp; Robert Capuzzo</td>
</tr>
<tr>
<td>3. Graduate Certificate, Educational Leadership: Principal (K-8, 7-12, or 8, 7-12)</td>
<td>01/30/13</td>
<td>Susan Garton</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Liz Boario
Initiator Signed Initials: _________

13b. Coordination Email
Date: 1/30/2013

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

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

14. General Education Requirement
Mark appropriate box:

☐ Oral Communication ☐ Written Communication ☐ Social Sciences ☐ Quantitative Skills ☐ Humanities

☐ Fine Arts ☐ Natural Sciences ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Examines knowledge and skills required for implementing legal and ethical practices within an educational setting. Analyzes legal and policy issues, authorities, and sources impacting public education. Integrates professional practice standards, school board policies and regulations; constitutional, statutory, administrative, and case law.

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

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

16c. Other Restriction(s)

☐ College ☐ Major ☐ Class ☐ Level

16d. Registration Restriction(s) (non-codable)
Admission to the College of Education, Graduate Status

17. Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updated course to provide relevancy, and recency to content and to meet accreditation standards.

Initiator (faculty only)
Date

Liz Boario
Initiator (TYPE NAME)

☑ Approved ☐ Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Board Chair
Date

Provost or Designee
Date
I. Date Initiated: February 7, 2013

II. Information for the Course Action Request

College/School: College of Education
Department: Educational Leadership
Subject: EDL
Course Number: A639
Title: Policy, Law, & Ethics in Education
Credits: 3 credits
Grading Basis: A - F
Implementation Date: Spring, 2014
Course Description: Examines knowledge and skills required for implementing legal and ethical practices within an educational setting. Analyzes legal and policy issues, authorities, and sources impacting public education. Integrates professional practice standards, school board policies and regulations; constitutional, statutory, administrative, and case law.

Course Prerequisite(s): EDL A638
Test Score(s): N/A
Corequisite(s): N/A
Registration Restrictions:

Course Fee: No
Justification: This graduate-level course is intended for certified teachers in pursuit of a graduate certificate or master degree in EDL, and an elective for graduate programs.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

1. Analysis of moral and ethical dilemmas for educational leaders
2. Evaluation of the operations and policy processes from issue definition, to advocacy and policy development
3. Analysis of diverse influences that impact the political, socio-economic, legal, and cultural contexts within the educational setting
4. Examination of cross-cultural issues in educational policy, law, and ethics
5. Identification of legal, ethical, and policy requirements to support quality education

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Analyze professional and pedagogical knowledge, to act with integrity and fairness in an ethical manner</td>
<td>Formal Essay</td>
<td>Alaska statute and regulations: 20 AAC 10.020. Code of ethics and teaching standards</td>
<td>Inclusiveness and Equity</td>
</tr>
<tr>
<td>2. Evaluate the operations and the policy processes from issue definition, to advocacy and policy development</td>
<td>Final Exam</td>
<td>Educational Leader Constituent Council (ELCC): 5</td>
<td>Collaboration Leadership</td>
</tr>
</tbody>
</table>
### IV. Course Level Justification:

This course provides a foundation for advocating, developing, implementing, monitoring, evaluating, and revising sound legal and ethical practices/policies in schools.

### V. Course Outline

1. Professional and pedagogical knowledge in school law, policy, and ethics
   
   1.2 Law, policy, statutory, and legal directives to school practice
   
   1.3 Legal, policy, and directives to school personnel and labor relations
   
   1.4 Legal decisions and court cases that impact public education

2. Effective legal and ethical management of public schools
   
   2.1 Safe, efficient, and effective learning environment
   
   2.2 Legal and policy issues impacting education at the local, State, and federal levels
   
   2.3 Potential implications of tort liability
2.4 Compliance with law, regulation, and policies

3. Socio-cultural and community issues impacting legal and ethical decisions
   3.1 Examination of socio-cultural issues influencing student and staff behavior
   3.2 Identification of policy and law in reinforcing cultural awareness built upon ethical assumptions and belief
   3.3 Articulation of personal beliefs and practices

4. Operation of public schools
   4.1 National, state, and local demographic factors that impact the operation of public schools and local funding support
   4.2 Legal impact of funding for public and private schools
   4.3 Educational structures and procedures for providing service to students that comply with federal and state guidelines
   4.4 Personal beliefs and practices

VI. Suggested Text(s)


VII. Bibliography


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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>EDL</td>
<td>A650</td>
<td></td>
<td>2</td>
<td>(2+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Human Resources for Principals</td>
</tr>
<tr>
<td>HR for Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add or Change or Delete</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>9. Repeat Status No</th>
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<th>10. Grading Basis</th>
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<td>A-F</td>
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<td>P/NP</td>
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<tr>
<td>NG</td>
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<th>11. Implementation Date</th>
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<td>semester/year</td>
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<tr>
<td>From: Spring/2014</td>
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<td>To: 9999/</td>
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<table>
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<tr>
<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>Stacked with</td>
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<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
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<td>3.</td>
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<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Susan Garton</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<table>
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<tr>
<th>14. General Education Requirement</th>
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<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
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<tbody>
<tr>
<td>Examines the roles and responsibilities for principals in the management of human resources in Alaska. Investigates federal and state laws related to employee rights. Analyzes ethical decision-making in human resource management.</td>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<tbody>
<tr>
<td>EDL A610 &amp; EDL A620</td>
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<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>Admission to College of Education, Graduate Status</td>
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<table>
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<th>16c. Other Restriction(s)</th>
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<tbody>
<tr>
<td>College</td>
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<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
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<tr>
<td>Level</td>
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<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark if course is a selected topic course</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EDL department is adding elective courses to provide multiple paths to certification. New courses provide in-depth study of selected roles of school principals. Electives help to meet accreditation requirements.</td>
</tr>
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</table>

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

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

29
Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated: 03/28/2013

II. Information for the Course Action Request

College/School: College of Education
Department: EDL
Subject: EDL
Course Number: A650
Title: Human Resources for Principals
Credits: 2 credits
Grading Basis: A-F
Implementation Date: Spring, 2014
Course Description: Examines the roles and responsibilities for principals in the management of human resources in Alaska. Investigates federal and state laws related to employee rights. Analyzes ethical decision-making in human resource management.
Course Prerequisite(s): EDL A610 & EDL A620
Test Score(s): N/A
Co-requisite(s): N/A
Registration Restrictions: Admission to College of Education, Graduate Status
Course Fee: No
Justification: This graduate level course is an elective for certified teachers in pursuit of a graduate certificate or Master’s degree in Educational Leadership.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate the:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Examination of the roles and responsibilities of school principals in the management of human resources</td>
</tr>
<tr>
<td>2.</td>
<td>Investigation of federal and state laws for human resource management</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of ethical decision making related to employee rights</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
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<td>Upon successful completion of the course, the student will be able to do the following:</td>
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<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Define the principal’s roles/responsibilities in human resource management</td>
<td>Written report</td>
<td>Alaska State Administrator Standards (AK): 5 &amp; 8</td>
<td>Intellectual Vitality; Leadership</td>
</tr>
<tr>
<td>2. Investigate federal and state laws for human resource management</td>
<td>Final test</td>
<td>Educational Leaders Constituents Council (ELCC): 3.1, 3.2, 3.3, &amp; 3.4</td>
<td>Intellectual Vitality; Leadership</td>
</tr>
<tr>
<td>3. Analyze ethical decision making</td>
<td>Essay</td>
<td>ELCC: 5.2, &amp; 5.3</td>
<td>Inquiry; Intellectual Vitality</td>
</tr>
<tr>
<td></td>
<td>Case study response</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Course Level Justification

This course studies the responsibilities for principals in human resource management.
V. Course Outline

1. Principal’s human resource responsibilities
   1.1 Recruitment of teachers and non-certified employees
   1.2 Selection of teachers and non-certified employees
   1.3 Assignment of teachers and non-certified employees
   1.4 Orientation and induction
   1.5 Supervision and evaluation
   1.6 Staff development

2. Federal and state laws
   2.1 Discrimination and fairness to employees
   2.2 Administration of contracts
   2.3 Provision for safety in the building

3. Ethical considerations in human resource management
   3.1 District codes for ethical behavior
   3.2 Professional organizational codes for ethical behavior

VI. Recommended Text(s)


VII. Bibliography


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

1a. School or College
EA COE

1b. Division
No Division Code

1c. Department
EDL

2. Course Prefix
EDL

3. Course Number
A651

4. Previous Course Prefix & Number

5a. Credits/CEUs
2

5b. Contact Hours (Lecture + Lab)
(2+0)

6. Complete Course Title
Teacher Supervision and Evaluation

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

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

If a change, mark appropriate boxes:

☐ Prefix ☐ Credits Cox Course Number ☐ Contact Hours ☐ Repeat Status ☐ Grading Basis
☐ Title ☐ Grade Point Average ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites
☐ Test Score Prerequisites ☐ Registration Restrictions ☐ Other Restrictions
☐ Class ☐ Level ☐ College ☐ Major
☐ Other (please specify)

9. Repeat Status No

# of Repeats 0

Max Credits 2

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
semester/year

From: Spring/2014 To: 9999/

12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

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

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<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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</tbody>
</table>

Initiator Name (typed): Robyn Rehmann
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 04/08/2013

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

13c. Coordination with Library Liaison
Date: 04/09/2013

14. General Education Requirement
Mark appropriate box:

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

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

Analyzes research based teacher supervision strategies to improve instruction and student learning. Evaluates teacher instructional strategies. Emphasizes compliance with Alaskan regulations for teacher evaluation.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
EDL A610 & EDL A620

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

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

16d. Registration Restriction(s) (non-codable)
Admission to College of Education, Graduate Status

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

The EDL department is adding elective courses to provide multiple paths to certification. New courses allow in-depth study of selected roles of school principals. Electives help to meet accreditation requirements.

Initiator (faculty only)
Robyn Rehmann
Initiator (TYPE NAME) __________ Date __________

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

Approved ☐ Disapproved ☐ Undergraduate/Graduate Academic Date __________

Approved ☐ Disapproved ☐ Board Chair Date __________

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

I. Date Initiated: 03/28/2013

II. Information for the Course Action Request

College/School: College of Education
Department: EDL
Subject: EDL
Course Number: A651
Title: Teacher Supervision and Evaluation
Credits: 2 credits
Grading Basis: A-F
Implementation Date: Spring, 2014
Course Description: Analyzes research based teacher supervision strategies to improve instruction and student learning. Evaluates teacher instructional strategies. Emphasizes compliance with Alaskan regulations for teacher evaluation.
Course Prerequisite(s): EDL A610 & EDL 620
Test Score(s): N/A
Co-requisite(s): N/A
Registration Restrictions: Admission to College of Education, Graduate Status
Course Fee: No
Justification: This graduate level course is an elective for certified teachers in pursuit of a graduate certificate or Master’s degree in Educational Leadership.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analysis of teacher supervision models that support best practice</td>
</tr>
<tr>
<td>2</td>
<td>Development of instructional observation skills to improve student achievement</td>
</tr>
<tr>
<td>3</td>
<td>Synthesis of teacher evaluation systems aligned with Alaskan regulations</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
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<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Analyze teacher supervision models</td>
<td>Essay</td>
<td>Alaska State Administrator Standards (AK): 2, &amp; 3 Educational Leaders Constituents Council (ELCC): 2.1, &amp; 2.2</td>
<td>Leadership Intellectual Vitality</td>
</tr>
<tr>
<td>2. Demonstrate skills in teacher observation</td>
<td>Implement teacher observation protocols</td>
<td>AK: 2 ELCC: 3.5 &amp; 4.1</td>
<td>Collaboration Leadership</td>
</tr>
<tr>
<td>3. Synthesize teacher evaluation systems as applied to the local district level and state requirements</td>
<td>Project</td>
<td>AK: 4, &amp; 8 ELCC: 2.3, &amp; 6.2 Alaska Culturally Responsive Teaching Standards</td>
<td>Intellectual Vitality Collaboration</td>
</tr>
</tbody>
</table>
IV. Course Level Justification

This course provides an analysis of best practice in supervision and teacher evaluation.

V. Course Outline

1. Supervision models
   1.1 Clinical supervision: history, theory and practice
   1.2 Supervision skills and tools
   1.3 Supervision and instructional improvement

2. Teacher evaluation models
   2.1 Danielson’s Framework for Teaching
   2.2 Marzano’s Art and Science of Teaching Framework
   2.3 Center for Educational Leadership: Five Dimensions of Teaching and Learning

3. Alaska State teacher evaluation process
   3.1 Culture of trust and collaboration
   3.2 Teacher and cultural standards
   3.3 Growth model

VI. Suggested Text(s)


VII. Bibliography


1. School or College
   EA COE

2. Course Prefix
   EDL

3. Course Number
   A652

4. Previous Course Prefix & Number
   No Division Code

5. Credits/CEUs
   2

6. Contact Hours (Lecture + Lab)
   (2+0)

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

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

9. Repeat Status No
   # of Repeats 0
   Max Credits 2

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

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

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

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

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

15. Course Description (suggested length 20 to 50 words)
   Analyzes the components of staff development as it relates to school improvement. Examines the principal's role in leading professional development. Synthetizes the connection between staff development and effective instruction.

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

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

17. Mark if course has fees
   ☐

18. Mark if course is a selected topic course
   ☐

19. Justification for Action
   The EDL department is adding elective courses to provide multiple paths to certification. New courses allow in-depth study of selected roles of school principals. Electives help to meet accreditation requirements.

Initiator (faculty only)
Robyn Rehmann
Initiator Signed Initials: _________
Date:________________

Dean/Director of School/College
Approved Date
Disapproved Date

Department Chair
Approved Date
Disapproved Date

College/School Curriculum Committee Chair
Approved Date
Disapproved Date

Provost or Designee
Approved Date
Disapproved Date
I. Date Initiated: 03/28/2013

II. Information for the Course Action Request

College/School: College of Education

Department: EDL

Subject: EDL

Course Number: A652

Title: Professional Development

Credits: 2 credits

Grading Basis: A-F

Implementation Date: Spring, 2014

Course Description: Analyzes the components of staff development as it relates to school improvement. Examines the principal's role in leading professional development. Synthesizes the connection between staff development and effective instruction.

Course Prerequisite(s): EDL A610 & EDL A620

Test Score(s): N/A

Co-requisite(s): N/A

Registration Restrictions: Admission to College of Education, Graduate Status

Course Fee: No

Justification: This graduate level course is intended as an elective for certified teachers in pursuit of a graduate certificate or Master’s degree in Educational Leadership.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

<table>
<thead>
<tr>
<th></th>
<th>Analysis of elements of staff development as it relates to school improvement</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>Examination of the principal’s role in leading professional development</td>
</tr>
<tr>
<td>3.</td>
<td>Synthesis of the impact of staff development on effective instructional practice</td>
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B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1.</td>
<td>Analyze the elements of staff development as related to school improvement</td>
<td>Written report</td>
<td>Alaska State Administrator Standards (AK): 3, &amp; 5</td>
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<tr>
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<td>Educational Leaders Constituents Council (ELCC): 1.3 &amp; 1.4</td>
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<td>2.</td>
<td>Define the principal’s role in leading professional development for all staff</td>
<td>Written report</td>
<td>AK: 5, &amp; 6</td>
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<tr>
<td></td>
<td></td>
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<td>ELCC: 2</td>
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<tr>
<td>3.</td>
<td>Design a comprehensive staff development plan that supports effective instructional practice and student achievement</td>
<td>Student presentation</td>
<td>AK: 2, 4</td>
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<td>Alaska Culturally Responsive Teaching Standards</td>
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IV. **Course Level Justification**

This graduate level course is intended as an elective for certified teachers in pursuit of a graduate certificate or Master’s degree in Educational Leadership.

V. **Course Outline**

1. Elements of effective staff development
   
   1.1 Designing professional development to meet adult learning styles
   
   1.2 Developing collaborative and self-directed professional inquiry
   
   1.3 Implementing a comprehensive and multi-dimensional program

2. The principals role in leading staff development

   2.1 Creating a collaborative culture for shared leadership
   
   2.2 Building staff capacity and efficacy
   
   2.3 Maintaining high impact professional development

3. Impact of staff development on student achievement

   3.1 Ensuring effective instruction to support student learning
   
   3.2 Monitoring student learning
   
   3.3 Evaluating and adjusting staff development to meet students needs

VI. **Suggested Text(s)**


VII. **Bibliography**


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

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<thead>
<tr>
<th>1a. School or College</th>
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6. Complete Course Title
Budget and Facility Management for Principals
Budget & Facility Management
Abbreviated Title for Transcript (30 character)

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

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

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Initiator Name (typed): Susan Garton
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email Date: 04/08/2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 04/09/2013

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

15. Course Description (suggested length 20 to 50 words)
Provides an overview of knowledge and resources for school principals to administer a building budget. Investigates current issues for managing and maintaining a safe and appropriate facility for learning in the community context.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
EDL A610 & EDL A620

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

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

16d. Registration Restriction(s) (non-codable)
Admission to College of Education, Graduate Status

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

19. Justification for Action
The EDL department is adding elective courses to provide multiple paths to certification. New courses allow in-depth study of selected roles of school principals. Electives help to meet accreditation requirements.

Initiator (faculty only) Date
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College Date

Approved
Disapproved
Undergraduate/Graduate Academic Date
Board Chair

Approved
Disapproved
Provost or Designee Date
Department Chair Date
College/School Curriculum Committee Chair Date
I. Date Initiated: 03/28/2013

II. Information for the Course Action Request

College/School: College of Education
Department: EDL
Subject: EDL
Course Number: A653
Title: Budget and Facility Management for Principals
Credits: 2 credits
Grading Basis: A-F
Implementation Date: Spring, 2014
Course Description: Provides an overview of knowledge and resources for school principals to administer a building budget. Investigates current issues for managing and maintaining a safe and appropriate facility for learning in the community context.

Course Prerequisite(s): EDL A610 & EDL A620
Test Score(s): N/A
Co-requisite(s): N/A
Registration Restrictions: Admission to College of Education, Graduate Status
Course Fee: No
Justification: This graduate level course is an elective for certified teachers in pursuit of a graduate certificate or Master's degree in Educational Leadership.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

1. Construction of an overview of knowledge and resource for administering a building budget
2. Investigation of current issues for managing and maintaining a facility
3. Exploration of rural and urban issues specific to Alaska for budgeting and facility management

B. Student Learning Outcomes/Assessment Procedures

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
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<td>This outcome will be the following state and/or national standard:</td>
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<tr>
<td>1. Construct a budget for the building</td>
<td>Report to the school advisory board on proposed budget</td>
<td>Alaska State Administrators Standard: 8 Educational Leaders Constituents Council: 3</td>
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<td>2. Investigate the issues for managing and maintaining a facility</td>
<td>Written maintenance plan</td>
<td>AK: 8 ELCC: 3</td>
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<td>3. Explore the issues of rural and urban areas for budgeting and facilities</td>
<td>Group presentations</td>
<td>AK: 8 ELCC: 3</td>
<td>Intellectual Vitality Collaboration</td>
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IV. Course Level Justification

This course examines budgets for school sites and for facility planning and management.
V. Course Outline:

1. Budget management
   1.1 Sources of revenue from federal, state, and local levels
   1.2 District-based budgeting versus site-based budgeting
   1.3 Impact of district vision and policies upon building budgets
   1.4 Strategies for fair and equitable allocation of resources to programs
   1.5 Rural and urban funding controversies
   1.6 Activity funds and accountability measures

2. Facilities planning and maintenance
   2.1 Development and implementation of use policies
   2.2 Impact of technology on educational facilities
   2.3 Comprehensive environmental policy for facility planning
   2.4 Curricular requirements and facility planning
   2.5 Relationship of facilities to instructional effectiveness and student achievement
   2.6 Planning for changing populations – site selection and school closures

VI. Suggested Text(s)


VII. Bibliography


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

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| 8. Type of Action: ☑ Add or ☐ Change or ☐ Delete | 9. Repeat Status No | # of Repeats | 0 | Max Credits | 2 |
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<table>
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<th>Initiator Signed Initials:</th>
<th>Date:</th>
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| 13b. Coordination Email | Date: 04/08/2013 | 13c. Coordination with Library Liaison | Date: 04/09/2013 |

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

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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Develops interpersonal relationships with parents, families, and community. Integrates effective communication with all constituents. Explores differences in multicultural communities and homogeneous communities. Analyzes community information.</td>
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<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<th>17.</th>
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<td>18.</td>
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<th>19. Justification for Action</th>
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<tr>
<td>The EDL department is adding elective courses to provide multiple paths to certification. New courses allow in-depth study of selected roles of school principals. Electives help to meet accreditation requirements.</td>
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I. Date Initiated: 03/28/2013

II. Information for the Course Action Request

College/School: College of Education
Department: Educational Leadership
Subject: EDL
Course Number: A654
Title: Building Community Relations
Credits: 2 credits
Grading Basis: A-F
Implementation Date: Spring, 2014

Course Description: Develops interpersonal relationships with parents, families, and community. Integrates effective communication with all constituents. Explores differences in multicultural communities and homogeneous communities. Analyzes community information.

Course Prerequisite(s): EDL A610 & EDL A620
Test Score(s): N/A
Co-requisite(s): N/A
Registration Restrictions: Admission to College of Education, Graduate Status
Course Fee: No

Justification: This graduate level course is an elective for certified teachers in pursuit of a graduate certificate or Master's degree in Educational Leadership.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

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<td>2.</td>
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B. Student Learning Outcomes/Assessment Procedures

<table>
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<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the core value:</td>
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<tr>
<td>1. Facilitates relationships with parents, families, and community</td>
<td>Oral test</td>
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<td>Leadership Collaboration Inclusiveness and Equity</td>
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<tr>
<td>2. Communicate effectively with parents, families, and community</td>
<td>One page report</td>
<td>AK: 7 ELCC: 1 &amp; 4</td>
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<td>3. Explore differences in homogeneous communities and multicultural communities</td>
<td>Written report</td>
<td>AK: 7 &amp; 9 ELCC: 4</td>
<td>Leadership Inclusiveness and Equity</td>
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IV. **Course Level Justification**

This course provides an analysis of communities and building relationships in communities.

V. **Course Outline**

1. **Relationships**
   
   1.1 Develop personal relations with colleagues, students, parents, and the larger community
   
   1.2 Meaningful recognition of constituents/stakeholders

2. **Communication**

   2.1 Proactive
   
   2.2 Exchange of information/ideas
   
   2.3 Shared decision-making
   
   2.4 Active listening

3. **Differences in cultural perspectives**

   3.1 Homogeneous cultural perspective (small, rural)
   
   3.2 Multicultural perspective (large, urban)

4. **Community information**

   4.1 Work with internal and external constituents
   
   4.2 Engage in open, democratic dialogue

VI. **Suggested Text(s)**


VII.  Bibliography


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

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6. Complete Course Title  
Leadership for Social Justice in Education  
Ldrshp for Social Justice Ed.  
Abbreviated Title for Transcript (30 character)  
Leadership for Social Justice in Education  
Ldrshp for Social Justice Ed.

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

8. Type of Action:  
- Add  
- Change  
- Delete

9. Repeat Status No  
- # of Repeats 0  
- Max Credits 2

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

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

12. Cross Listed with  
- Stacked with  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Agatha John-Shields/Susan Garton  
Initiator Signed Initials:  
Date:

13b. Coordination Email  
Date: 04/08/2013  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 04/09/2013

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

15. Course Description (suggested length 20 to 50 words)  
Examines frameworks, policies, and theories in the field of educational social justice. Investigates historical, political, cultural, and economic dilemmas in achieving social justice in education. Explores leadership models for equity in social justice.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
EDL A610 & EDL A620

16b. Co-requisite(s) (concurrent enrollment required)  
Admission to College of Education, Graduate Status

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

16d. Registration Restriction(s) (non-codable)  
Mark if course is a selected topic course

19. Justification for Action  
The EDL department is adding elective courses to provide multiple paths to certification. New courses allow in-depth study of selected roles of school principals. Electives help to meet accreditation requirements.

Initiator (faculty only)  
Agatha John-Shields/Susan Garton  
Initiator (TYPE NAME)  
Date  
Approved  
Disapproved  
Dean/Director of School/College  
Date  
Approved  
Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date  
Approved  
Disapproved  
Provost or Designee  
Date
I. Date Initiated: 03/28/2013

II. Information for the Course Action Request

College/School: College of Education
Department: EDL
Subject: EDL
Course Number: A656
Title: Leadership for Social Justice in Education
Credits: 2 credits
Grading Basis: A-F
Implementation Date: Spring, 2014

Course Description: Examines frameworks, policies and theories in the field of educational social justice. Investigates historical, political, cultural, and economic dilemmas in achieving social justice in education. Explores equity in educational systems.

Course Prerequisite(s): EDL A610 & EDL A620
Test Score(s): N/A
Co-requisite(s): N/A

Registration Restrictions: Admission to College of Education, Graduate Status
Course Fee: No

Justification: This graduate level course is intended as an elective for certified teachers in pursuit of a graduate certificate or Master's degree in Educational Leadership.
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Examination of frameworks, policies, and theories in the field of educational social justice</td>
</tr>
<tr>
<td>2.</td>
<td>Investigation of historical, political, cultural, and economic dilemmas in achieving social justice in education</td>
</tr>
<tr>
<td>3.</td>
<td>Exploration of equity in educational systems.</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the following core value:</td>
</tr>
<tr>
<td>1. Examine social justice frameworks from a local, national, international perspective</td>
<td>Essay</td>
<td>Alaska Administrative Standards (AK): 2, 7, 9, &amp; 10&lt;br&gt;Educational Leader Constituent Council (ELCC): 1.3, 1.4 &amp; 5</td>
<td>Equity</td>
</tr>
<tr>
<td>2. Investigate the social and historical roots of certain social justice issues in gender, sexual orientation, race, religion, ability, and class</td>
<td>Reflective &amp; analytical journal</td>
<td>AK: 2, 7, 9, &amp; 10&lt;br&gt;ELCC: 5</td>
<td>Leadership</td>
</tr>
<tr>
<td>3. Explore social justice leadership models related to equity, social change, and advocacy</td>
<td>Social justice leadership project</td>
<td>AK: 2, 7, 9, &amp; 10&lt;br&gt;ELCC: 3.2, &amp; 5</td>
<td>Collaborative Spirit</td>
</tr>
</tbody>
</table>
IV. Course Level Justification

This course provides an examination of social justice in the field of education.

V. Course Outline

1. Social justice frameworks, theories and policies
   1.1 Local, national and international perspectives
   1.2 Implications and exploration

2. Dilemmas in achieving social justice education
   2.1 Historical
   2.2 Political
   2.3 Cultural
   2.4 Economic

3. Leadership model
   3.1 Equity
   3.2 Social justice

VI. Suggested Text(s)


VII. Bibliography


Project Management Internship
PM Internship
Abbreviated Title for Transcript (30 character)
PM Internship
Abbr. Title for Transcript (30 character)

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

8. Type of Action: ☑ Add or ☐ Change or ☐ Delete
If a change, mark appropriate boxes:
☐ Prefix ☐ Credits ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Title ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ (please specify)

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

10. Grading Basis ☑ A-F ☐ P/NP ☐ NG

11. Implementation Date ☐ semester/year
From: Fall/2013 To: 99/9999

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

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

13b. Coordination Email Date: 3/18/2013
submitted to Faculty Listserv: (uaa-faculty@lists. uaa. alaska.edu)

13c. Coordination with Library Liaison Date: 6/21/12

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

15. Course Description (suggested length 20 to 50 words)
Provides students with opportunities to practice project management skills in a professional environment. Professional work experience designed to provide students with the opportunity to investigate practical applications of project management tools and techniques within an organization. Assignments and projects arranged with cooperating organizations and agencies.

16a. Course Prerequisite(s) (list prefix and number)
PM A695 or PM A694

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
Graduate Level Standing and ESPM Department Approval

17. ☑ Mark if course has fees PM Program fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Enable MSPM program to provide internship opportunities and practical experience for MSPM students.

Initiator (faculty only)
Dr. Seong Dae Kim
Initiator Signed Initials: _________ Date: _______________

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

Undergraduate/Graduate Academic Board Chairperson Date:

Provost or Designee Date:
I. **Date of Initiation:** March 14, 2013

II. **Course Information:**
   A. **College:** EN/School of Engineering
   B. **Course Prefix:** PM
   C. **Course Number:** A695
   D. **Course Credits:** 1-6 credits
   E. **Contact Hours:** (1-6+0)
   F. **Course Program:** Master of Science, Project Management
   G. **Course Title:** Project Management Internship
   H. **Grading Basis:** A-F
   I. **Implementation Date:** Fall 2013
   J. **Course Description:** Provides students with opportunities to practice project management skills in a professional environment. Professional work experience designed to provide students with the opportunity to investigate practical applications of project management tools and techniques within an organization. Assignments and projects arranged with cooperating organizations and agencies.
   K. **Course Prerequisites:** PM A603 or PM A604
   L. **Course Co-requisites:** N/A
   M. **Other Restrictions:**
   N. **Registration Restrictions:** Graduate Level Standing and ESPM Department Approval
   O. **Course Fee:** Yes

III. **Instructional Goals:**
    The Instructor will:
    - Assist the student with the development and accomplishment of work related performance objectives associated with the internship experience.
    - Collaboratively engage in monitoring the student’s accomplishment during the internship period.
    - Reinforce the student’s project management related knowledge, skills and abilities as needed throughout the internship period.
    - Serve as a resource to supplement the student’s access to project management related tools, techniques and methods needed to successfully accomplish the objectives and responsibilities of the internship.
IV. Student Learning Outcomes and Assessment

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Outcomes Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon completion of this course, students will be able to:</strong></td>
<td><strong>As measured by:</strong></td>
</tr>
</tbody>
</table>
| 1. Apply knowledge learned in the classroom to a professional work place. | a. Midterm Evaluation  
   b. Final Evaluation  
   c. Technical Report |
| 2. Demonstrate effective written communication skills appropriate for the professional environment. | a. Technical Report |
| 3. Practice professional work ethics. | a. Employer evaluations |

V. Course Level Justification:
This advanced 600-level course integrates the student’s classroom learning experience with planned and supervised work experience in the public or private sectors. Students are expected to perform duties commensurate with entry-level project management positions.

VII. Topical Course Outline:
1. Application to Internship  
2. Program Orientation  
3. Interview Process and Selection  
4. Student Interview  
5. Training Goals and Objectives  
6. Development of Learning Objectives  
7. Student’s Participation in Program Placement  
8. The Learning Agreement  
9. Practical learning experience  
10. Midterm Evaluation  

VIII. Suggested Textbooks:
Dependent upon individual internship topic
IX. **Selected Bibliography:**


Other current articles, case studies, and research papers representing the most current concepts in advanced project management.
1a. School or College
CB CBPP

1b. Division
ADBP Division of Business Programs

1c. Department
BA

2. Course Prefix
BA

3. Course Number
A603

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

5b. Contact Hours
(3+0)

6. Complete Course Title
Fundamentals of Finance

Abbreviated Title for Transcript (30 characters)

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

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

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

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date

From: Spring/2014 To: /9999

12. ☐ Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>MBA</td>
<td>03/22/2013</td>
<td>Ed Forrest</td>
<td></td>
</tr>
<tr>
<td>2. See attached supplement</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Initiator Name (typed): Nalinaksha Bhattachayrra

Initiator Signed Initials: _________ Date: __________________

13b. Coordination Email

Date: 04/05/2013

Initiator Signed Initials: _________ Date: __________________

13c. Coordination with Library Liaison

Date: 04/05/2013

14. General Education Requirement

Mark appropriate box:
☐ Oral Communication ☐ Written Communication ☐ Social Sciences ☐ Quantitative Skills
☐ Fine Arts ☐ Natural Sciences ☐ Humanities ☐ Integrative Capstone

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

Surveys the practice of corporate finance. Topics covered include: Time Value of Money, financial statements analysis, valuation of securities, capital budgeting, risk and return, cost of capital. Special Note: This is a foundational course for MBA students who have not taken any course in finance at the baccalaureate level. Does not count toward MBA degree.

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

ACCT A601

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

College ☐ Major ☐ Class ☐ Level

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

Graduate standing

17. ☒ Mark if course has fees

Standard CBPP computer lab fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Update course description, textbook, bibliography, and student learning outcomes

Initiator (faculty only)

Nalinaksha Bhattachayrra

Initiator (TYPE NAME)

Initiator Signed Initials: _________ Date: __________________

Approved ☐ Disapproved ☐

Dean/Director of School/College

Date

Approved ☐ Disapproved ☐

Undergraduate/Graduate Academic Board Chairperson

Date

Approved ☐ Disapproved ☐

Provost or Designee

Date
### 13a. Impacted courses or programs BA A603

<table>
<thead>
<tr>
<th>Impacted program/course</th>
<th>Date of coordination</th>
<th>Chair/Coordinator contacted</th>
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<tr>
<td>ACCT A650</td>
<td>03/22/2013</td>
<td>C. Patrick Fort</td>
</tr>
<tr>
<td>BA A615</td>
<td>03/22/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>BA A636</td>
<td>03/22/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>BA A653</td>
<td>03/22/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>BA A685</td>
<td>03/22/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>BA A692</td>
<td>03/22/2013</td>
<td>Ed Forrest</td>
</tr>
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</table>
I. Date Initiated
February 2, 2013

II. Course Information
College/School: College of Business and Public Policy
Department: Business Administration
Program: Master of Business Administration
Course Title: Fundamentals of Finance
Course Number: BA A603
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A - F
Course Description: Surveys the practice of corporate finance. Topics covered include: Time Value of Money, financial statements analysis, valuation of securities, capital budgeting, risk and return, cost of capital. Special Note: This is a foundational course for MBA students who have not taken any course in finance at the baccalaureate level. Does not count toward MBA degree.
Course Prerequisites: ACCT A601
Registration Restrictions: Graduate standing
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Lectures
B. Discussions
C. Mini-case analyses

IV. Course Level Justification
This is an MBA foundational course. Prior knowledge of introductory accounting, macroeconomics, microeconomics, and statistics is essential for understanding the concepts presented in class.
V. Outline
A. Introduction to Financial Management
B. Financial Statements, Taxes, and Cash Flows
C. Financial Markets, Institutions, and Interest Rates
D. Time Value and Security Valuation
E. Risk and Rate of Return
F. Capital Budgeting Decisions
G. Sources and Costs of Long-Term Financing
H. Global Financial Management

VI. Suggested Text

VII. Bibliography

Online resources include:
http://www.forbes.com
http://www.fortune.com/fortune
VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will:

1. Present an overview of financial management
2. Discuss the use of financial statement analysis in assessing the strength and weakness of a firm
3. Discuss the workings of the financial markets and its participants
4. Explain the concept of compounding and the time value of a cash-flow sequence
5. Discuss the issuance and valuation of corporate securities
6. Discuss risk-return trade-off and portfolio risk
7. Analyze a capital project
8. Discuss the concept of Cost of Capital.

B. Student Learning Outcomes

Students will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of alternate forms of business organizations</td>
<td>Quiz, homework, or exam</td>
</tr>
<tr>
<td>2. Evaluate financial statements as they relate to business profitability and cash-flows</td>
<td>Quiz, homework, or exam</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of financial markets, institutions, and interest rates</td>
<td>Quiz, homework, or exam</td>
</tr>
<tr>
<td>4. Formulate the risk and return trade-off relationships</td>
<td>Quiz, homework, or exam</td>
</tr>
<tr>
<td>5. Explain the time value of money.</td>
<td>Quiz, homework, or exam</td>
</tr>
<tr>
<td>6. Determine the intrinsic value of common stocks, bonds, and hybrid securities</td>
<td>Quiz, homework, or exam</td>
</tr>
<tr>
<td>7. Evaluate capital projects and sources of financing</td>
<td>Quiz, homework, or exam</td>
</tr>
</tbody>
</table>
**Course Action Request**  
**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CB CBPP</th>
<th>1b. Division</th>
<th>ADBP Division of Business Programs</th>
<th>1c. Department</th>
<th>BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>BA</td>
<td>3. Course Number</td>
<td>A636</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5a. Credits/CEUs</td>
<td>3</td>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
**Financial Decision Making**  
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Management, MBA</td>
<td></td>
<td>03/25/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>BA A655</td>
<td></td>
<td>03/25/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Nalinaksha Bhattachayrra  
Initiator Signed Initials: _________  
Date:________________

13b. Coordination Email  
Date: 04/05/2013  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 04/05/2013

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

15. Course Description (suggested length 20 to 50 words)  
Advanced course in financial decision making presenting analytical techniques and concepts. Includes risk and return relationships, Capital Asset Pricing Model (CAPM) and Markowitz diversification, free cash flow and corporate valuation; options and working capital management.

16a. Course Prerequisite(s) (list prefix and number)  
BA A603

16b. Test Score(s)  
N/A

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

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

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

16f. Mark if course has fees  
Standard CBPP computer lab fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Update course description, textbook, bibliography, and outline.

Initiator (faculty only)  
Nalinaksha Bhattachayrra  
Initiator (TYPE NAME)

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

☐ Approved  ☐ Disapproved  
Department Chairperson  
Date

☐ Approved  ☐ Disapproved  
Curriculum Committee Chairperson  
Date

☐ Approved  ☐ Disapproved  
Provost or Designee  
Date

68
I. Date Initiated  
   April 4, 2013

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Master of Business Administration, General Management
   Course Title: Financial Decision Making
   Course Number: BA A636
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours  
                  0 lab hours  
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A – F

   Course Description: Advanced course in financial decision making presenting analytical techniques and concepts. Includes risk and return relationships, Capital Asset Pricing Model (CAPM) and Markowitz diversification, free cash flow and corporate valuation; options and working capital management.

   Prerequisites: BA A603
   Registration Restrictions: Graduate standing
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures
   B. Discussion
   C. Guest lecturers
   D. Valuation project

IV. Course Level Justification
   This is a graduate-level course in financial decision making finance that requires integration of knowledge acquired in baccalaureate-level accounting, statistics, and corporate finance courses.
V. Outline
A. Multifactor Asset Pricing Model
B. Free Cash Flow and Corporate Valuation
C. Risk Analysis in Capital Budgeting
D. Real Options
E. Capital Structure Theories
F. Financing with Convertible Securities
G. Mergers and Acquisitions
H. Corporate Bankruptcies

VI. Suggested Text


VIII. Bibliography


Useful information on financial institutions is available on following websites.

http://www.businessweek.com
http://www.cbt.com
http://www.federalreserve.gov
http://www.forbes.com
http://www.fortune.com/fortune
http://www.nasdaq.com
http://www.nyse.com
## IX. Instructional Goals and Student Outcomes

### A. Instructional Goals

<table>
<thead>
<tr>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present risk and return relationships</td>
</tr>
<tr>
<td>2. Present CAPM and Markowitz Diversification</td>
</tr>
<tr>
<td>3. Discuss free cash and corporate valuation</td>
</tr>
<tr>
<td>4. Discuss options</td>
</tr>
<tr>
<td>5. Discuss working capital management</td>
</tr>
</tbody>
</table>

### B. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate risk and return relationships</td>
<td>Exam, homework, or quiz</td>
</tr>
<tr>
<td>2. Explain CAPM and Markowitz Diversification</td>
<td>Exam, homework, or quiz</td>
</tr>
<tr>
<td>3. Demonstrate valuation of business.</td>
<td>Exam, homework, or quiz</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of options</td>
<td>Exam, homework, or quiz</td>
</tr>
<tr>
<td>5. Explain the principles of working capital management</td>
<td>Exam, homework, and quiz</td>
</tr>
</tbody>
</table>
### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A686</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

**Management Simulation**

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

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

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

10. Grading Basis

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

11. Implementation Date  

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring/2014</td>
<td>9999</td>
</tr>
</tbody>
</table>

12. Cross Listed with

- [ ] Stacked  
- [ ] Cross-listed

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Management, MBA</td>
<td>296</td>
<td>03/18/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>2. General Management, MBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. General Management, MBA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ed Forrest  
Initiator Signed Initials: _________  
Date: __________

13b. Coordination Email  
Date: 03/22/2013  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 03/22/2013

14. General Education Requirement

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

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

Students experience running a business as a member of a senior management team. Teams select competitive strategies, execute them within a simulated online decision-making framework and examine how a firm's production, marketing, R&D, HR, and financial operations interact with one another in a competitive market. Teams compete simultaneously with fellow classmates and student teams from universities around the world.

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

N/A

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

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

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

Graduate standing; completion of undergraduate or graduate course in finance and accounting.

17. Mark if course has fees

Standard CBPP computer lab fee

18. Mark if course is a selected topic course

19. Justification for Action

Update course description, bibliography, and textbook.

Initiator (faculty only)  
Ed Forrest  
Initiator (TYPE NAME)

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

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Date

Board Chairperson  
Date

Provost or Designee  
Date

---

72
I. Date Initiated
   April 23, 2013

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Master of Business Administration, General Management
   Course Title: Management Simulation
   Course Number: BA A686
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
   0 lab hours
   6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Students experience running a business as a member of a senior management team. Teams select competitive strategies, execute them within a simulated online decision-making framework and examine how a firm's production, marketing, R&D, HR, and financial operations interact with one another in a competitive market. Teams compete simultaneously with fellow classmates and student teams from universities around the world.
   Course Prerequisites: None
   Registration Restrictions: Graduate standing; completion of undergraduate or graduate course in finance and accounting.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures and discussions
   B. In-class exercises
   C. Online assignments
   D. Team conferences
   E. Simulation participation

IV. Course Level Justification
   This is an advanced 600-level course that integrates and applies the key concepts and management principles of all functional areas of business.
V. Outline

A. Introduction and Overview
   1. Introduction to simulation
   2. Definition of functional domains: nature and scope of decision matrices

B. Situation Analysis: Strengths, Weaknesses, Opportunities, Threats (SWOT)
   1. Consumer segments, buying criteria and product perceptions
   2. Mapping competitive position
   3. Demand analysis
   4. Capacity analysis
   5. Margin analysis

C. Strategic Planning
   1. Mission and vision
   2. Growth strategies
   3. Competitive strategies

D. Performance Assessment
   1. Financial rations
   2. Leveraging competitive strategy and measures of success

E. Developing and Implementing the Business Plan
   1. Functional alignment and tactical decision making
   2. Developing sales forecasts and evaluation product success

F. Simulation Trial Rounds
   1. Performance evaluation
   2. Policy reconsiderations and decisions

G. Simulation Competitive Rounds
   1. Strategic and tactical decisions: logic, consequences and adjustments
   2. Final report and presentation: lessons learned

VI. Bibliography


Marsden, Alan. "Strategic management; which way to competitive advantage?" 
<http://www.cbpp.uaa.alaska.edu/afef/NewStratMgt.htm>.


**Classics:**


VII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide a comprehensive explanation and demonstration of the essential components and process of strategic planning and marketing management</td>
</tr>
<tr>
<td>2.</td>
<td>Define and delineate the role, range, benefits, and drawbacks of key competitive strategies</td>
</tr>
<tr>
<td>3.</td>
<td>Discuss and demonstrate the logic and importance of functional integration with competitive strategy</td>
</tr>
<tr>
<td>4.</td>
<td>Explain market and financial performance assessment techniques and criteria</td>
</tr>
<tr>
<td>5.</td>
<td>Describe and demonstrate the characteristics of marketing, market segmentation, and target marketing</td>
</tr>
<tr>
<td>6.</td>
<td>Define situation and SWOT analysis and illustrate their application to strategic decision making and business plan formulation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes.</th>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop and implement strategies and plans to enhance organizational performance</td>
<td>In-class exercises and simulation performance</td>
</tr>
<tr>
<td>2.</td>
<td>Formulate, implement, and assess the effectiveness of distinct competitive strategies</td>
<td>In-class exercises and simulation performance</td>
</tr>
<tr>
<td>3.</td>
<td>Determine and implement specific tactical decisions that demonstrate functional alignment with selected competitive strategies</td>
<td>In-class exercises and simulation performance</td>
</tr>
</tbody>
</table>
4. Select—according to operant competitive strategy—appropriate performance assessment measures | In-class exercise
5. Conduct situational analyses of consumers, competitor, and market conditions | Written reports and presentations
6. Formulate a business plan based on the results of a market situation and SWOT analysis | Written report
Date: 4/22/2013
To: UAB/GAB Governance Boards
From: Eric R. Pedersen, AVC Enrollment Services
Re: Policy on Returning Students / Re Enrollment

Issue:
Currently there are two policies for returning students who stop out temporarily:
  • Returning Students – No Attendance Outside the UA System (Chapter 7, Page 57)
  • Returning Students – With Attendance Outside the UA System (Chapter 7, Page 58).
    o Determining whether or not a student has attendance outside of the UA system, and if they meet one of the eight exceptions, is a difficult, time consuming and error-prone process.
    o Error prone because information from the student may not be clear, maybe misleading, or not come in a timely manner (after the semester has started and they are enrolled).

Considerations:
  • Following current policy the Office of Admission must break the student’s admission if they learn of outside enrollment. This can happen after the semester has begun (jeopardizing financial aid).
  • Some students will already have had transfer credit evaluation done, it is confusing to them when transfer credit has been granted but then admission is cancelled per current policy.
  • The problem is compounded by growth in distance education and the mobility of our students.
  • Too much time is being spent handling petitions asking for exceptions to the outside attendance policy.

Proposal:
Returning to UAA after a Break in Enrollment
Undergraduate students who do not attend UA for two or more years will have their admissions canceled. To return to UAA they must apply for admission as a new applicant as instructed in this chapter and, if admitted, will be required to follow the program and graduation requirements under a new Catalog Year.

Undergraduate students who discontinue their enrollment at UAA for less than two years, remain admitted and may register for courses during normal registration periods. If applicable, they must submit official transcripts from institutions attended during their absence for transfer credit evaluation. Students return to UAA under the Catalog Year attached to their original admission.

In all cases the five year and seven year Catalog Year limitations described in this chapter apply.

Procedures for students academically disqualified are found in this chapter under ‘Reinstatement’. Students currently ineligible due to a Student Conduct Suspension should contact the Dean of Students Office for procedures.

Justification:
The change creates greater certainty for the student because the process is simpler, streamlined, and fits other current UAA admission processes. The time-based (two year) definition is easy for students, staff and faculty to understand and administer. The application process allows the institution to determine the student’s intention to return and to review any academic work completed during the absence.
Graduate Study

Graduate education is an integral part of the University of Alaska Anchorage and is coordinated through the Graduate School. The Dean of the Graduate School has responsibility for leadership and oversight of graduate programs.

The university offers graduate certificates, master's degrees, and doctoral degrees. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered by other institutions. Some or all coursework and research may be completed at UAA while the doctoral degree is granted by another university.

Students who have completed UAA graduate programs possess the knowledge and skill necessary to succeed in furthering their education and to excel in their chosen professions. Whether the degree is required for advancement, personal and professional growth, or for other goals, students may expect the challenges and rewards of high quality graduate education.

Upon successful completion of their graduate programs, students will have demonstrated mastery of their disciplines and will have participated in independent scholarship. Appropriate exit requirements allow students to express the knowledge they have acquired in formats designed for their respective programs. For expected student outcomes in graduate programs, please see individual program listings.

To ensure the most beneficial educational experience, students’ academic preparation and likelihood of success in their programs are carefully assessed and validated. Admission requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. If an entrance examination is required, the nature of that examination is determined by the appropriate discipline. As they progress in their studies, students can expect discipline-specific advising from mentors in their programs.

Graduate students are subject to relevant policies contained in the complete UAA catalog, as well as individual program requirements listed in this catalog and in Graduate Student Handbooks developed by those graduate programs.

Admissions

(907) 786-1480
www.uaa.alaska.edu/admissions

All students intending to pursue a graduate certificate or degree must apply for admission. Applications for Admission are available online via www.uaa.alaska.edu/admissions or from the UAA One Stop.

Admission Requirements for Graduate Degrees

To qualify for admission to graduate programs, a student must have earned a baccalaureate degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate degrees within two semesters may also apply for graduate admission. [see Incomplete Admission later in this chapter]. Admission is granted to applicants who have received their baccalaureate degree and whose credentials indicate an ability to pursue graduate work. Applicants must either have a cumulative grade point average (GPA) of 3.00 (B average on a 4.00 scale) or meet the grade point average requirements of the specific graduate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate degrees and any transcripts reflecting graduate-level courses. (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual graduate programs may also require additional transcripts and/or specific entrance examinations such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the U.S. or Canada must submit official transcripts and English translations, as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of approved international credential evaluation services may be found on the International Student Services website at www.uaa.alaska.edu/iss/upload/International-Transfer-Credit-Evaluation-Agencies.pdf. Applicants whose native language is not English, or whose baccalaureate degree was conferred by an institution where English was not the language of instruction, must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the U.S. or of another English-speaking country and demonstrates fluency in reading, writing, listening and speaking in English.

Applications accompanied by appropriate fees, official transcripts, and required test scores (if any) must be submitted to the Office of Admissions. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Once all required transcripts and test scores have been received, the Office of Admissions will forward each student’s admission packet to the dean or department chair or designee for consideration.

Admissions are undertaken by individual graduate programs, subject to review by the Graduate School. Each graduate program has individual admission standards and document requirements. Additional information such as goal statements, letters of recommendation, research proposals, writing samples and/or personal interviews may be required by specific programs. These materials must be submitted directly to the department chair or designee. At the time of admission, students will be assigned an advisor (see Graduate Advisor in this chapter). All admitted graduate students are expected to attend a formal orientation before the beginning of their first semester of study.
Deadlines for submission of materials vary by program. For programs with rolling (ongoing) admissions, in order to ensure consideration for all financial aid opportunities, it is strongly recommended that eligible students submit:

- For fall admission: all required application forms no later than June 15, and all other required application materials by August 1;
- For spring admission: all required application forms no later than November 1, and all other required application materials by December 1.

No more than 9 credits may be completed in the student’s graduate program before formal program admission.

International Graduate Students
Office of Admissions
(907) 786-1573
www.uaa.alaska.edu/iss

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.

2. A notarized affidavit of financial support from the student or the student’s financial sponsor and documentation of financial resources to cover one full academic year of study.

3. A completed Admissions Agreement for Prospective F-1 Students.

4. Students who earned their baccalaureate degree outside the U.S. or Canada must submit an international credential evaluation from a recommended agency stating that they have earned the equivalent of a U.S. baccalaureate degree. A list of approved international credential evaluation services may be found on the International Student Services website at www.uaa.alaska.edu/iss/upload/International-Transfer-Credit-Evaluation-Agencies.pdf. Additional fees will apply to be paid to the evaluating agency, which will require a second official sealed transcript from the issuing institution.

5. Students transferring from other institutions in the U.S. must also complete and submit the F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services web site at www.uaa.alaska.edu/iss for details and forms.

Western Regional Graduate Program
Students from Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming may be eligible for resident tuition through the Western Regional Graduate Program (WRGP). This program is for students doing graduate work in Clinical-Community Psychology, Early Childhood Special Education, Global Supply Chain Management, Nursing Science and Social Work. For more information, visit the Graduate School website at www.uaa.alaska.edu/graduateschool.

Application and Admission Status Definitions for Graduate Degree-Seeking Students

Application Status

- Incomplete Application: An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.
- Pending Application: A pending application has met university requirements and is awaiting departmental recommendation for admission.
- Postponed Application: Students may postpone their applications to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

Withdrawal Before Admission: Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed may be withdrawn by the university. Students whose applications have been withdrawn must reapply for admission if they later choose to attend UAA.

Admission Status

- Complete Admission: All required documents have been received and all admission standards met.
- Incomplete Admission: Students who expect to receive their baccalaureate degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.
Provisional Admission: Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions and deadlines for meeting those provisions are established at the time of admission and are monitored by the department chair or designee and the Graduate School faculty of the program. Normally, such provisions are to be satisfied within one academic year. If the provisions are not met within the specified deadlines, the student may be removed from graduate degree-seeking status.

Postponed Admission: Students may postpone their admission to a future semester by notifying the graduate program, the Graduate School, and the Office of Admissions prior to the end of the semester for which they originally applied.

Withdrawn After Admission: Admission may be withdrawn when students do not attend classes during, or have not postponed their admission by, the end of their admission semester. Students whose admissions have been withdrawn must apply for re-admission if they later choose to attend UAA.

Related Graduate Degree Policies

Transfer Credits
Coursework used to obtain a graduate certificate or a master’s degree may be used to satisfy requirements for a graduate degree at UAA if accepted as part of the official Graduate Studies Plan.

Up to 9 semester credits not used toward an undergraduate degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. Up to 9 graduate credits may also be transferred in the case of a second master’s degree or doctoral degree, although doctoral degree credits may not be used toward an undergraduate degree. Up to 21 previously attained graduate credits may be transferred in the case of a doctoral degree. The Graduate School Dean or designee may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy UAA program requirements, as long as at least 9 credits applicable to the student’s program are earned at UAA after acceptance into that program. Acceptance of transfer credit toward graduate program requirements must be approved by the Graduate School Dean or designee.

Resident Credit
Resident credit at UAA is defined as credit earned in formal classroom instruction, correspondence study, distance-delivered courses, directed study, independent study or research through any unit of UAA. Credit from a regionally accredited domestic institution or equivalent institution for which there is an approved affiliation or exchange agreement is also considered resident credit.

If a program is delivered collaboratively with UAF or UAS, collaborative program credit from each participating institution is counted toward fulfillment of residency requirements.

Change of Major or Emphasis Area
Students who wish to change majors or emphasis areas within the same degree and school or college should submit a Graduate Change of Major or Emphasis Area Form to the Graduate School for approval. Students will be expected to meet all admission and program requirements of their new major or emphasis area, and must submit a revised official Graduate Studies Plan to the Graduate School through their advisor/committee within one semester.

Change of Degree
Graduate students who wish to change degree programs must apply for admission to the new program through the Office of Admissions and pay the appropriate fee. This applies both to changes between schools/colleges and different degree programs within the same school or college (such as a change from the MFA in Creative Writing to the MA in English). However, this policy does not apply to changes between certificate and degree programs within a given field (such as from an Educational Leadership graduate certificate to an M.Ed.). Students will be expected to meet all admission and program requirements of the new major or emphasis area.

Concurrent Degrees
Students may pursue concurrent degrees as long as they have formally applied and been accepted to each program through the Office of Admissions. Students may be admitted to or complete graduate certificate requirements as they pursue a master’s degree. Coursework used to obtain a graduate certificate, if accepted for inclusion in the Graduate Studies Plan, may be used to satisfy requirements for a master’s or doctoral degree.

Additional Master's Degrees
Students who have received a master’s or doctoral degree from a regionally accredited college or university may earn a UAA master’s degree by completing a minimum of 30 credits, of which 21 must be resident credits not used for any other previous degree. The student must meet all the University Requirements for Graduate Degrees, school or college requirements, and program requirements. Students may apply up to 9 credits required for a particular master’s degree program from a previously earned master’s program. These courses should be listed as transfer courses on the student’s GSP, even if taken at UAA. Transferred credit may not include research, project or thesis credit. All other UAA policies governing master’s degrees are applicable to second master’s degrees. If the appropriate credits and other requirements have been earned, two or more degrees may be awarded simultaneously.
**Formal Acceptance to Graduate Degree Programs**

Once all required admission documents have been received by the Office of Admissions, the student’s admission packet is forwarded to the chair or designee of the specific program. The acceptance decision is made by the chair or designee, subject to review by the Graduate School. The Graduate School then informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant, accompanied by a letter of acceptance from the Graduate School. Acceptance does not establish candidacy in a graduate program (see Advancement to Candidacy in this chapter).

**Non-Degree-Seeking Students**

Non-degree-seeking students who wish to register for graduate courses must have the department chair’s or faculty member’s approval. Registration as a non-degree-seeking student implies no commitment by the university to the student’s later admission to a degree program. Non-degree-seeking students do not qualify for federal or state financial aid benefits nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status. (See Chapter 7, Academic Standards and Regulations, for further information.)

**Full-Time/Part-Time Status for Graduate Degree Programs**

A student who has been admitted to a UAA graduate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400-level will also count toward full-time status if they are listed on the approved Graduate Studies Plan. A graduate student enrolled at UAA for fewer than 9 credits is classified as part-time. Audited courses, continuing education units (CEUs) and continuous registration are not included in the computation of a student’s full-time or part-time status.

**Graduate Assistantships**

Graduate assistantships give students financial aid as well as opportunities to acquire valuable experience. They fall under three categories: teaching assistantships, research assistantships and service assistantships. Teaching assistantships involve academic instruction or instructional support activities under the supervision of a faculty member. Research assistantships involve research or research support activities under the supervision of a faculty member. Service assistantships involve service activities such as office duties, library services, residence hall duties, athletic services or other academic or professional assignments. A student may hold two graduate assistantships for which the terms of appointment overlap, only if each of the assistantships is half-time (no more than 10 hours) during the period of overlap. Teaching and service assistants should have Family Educational Rights and Privacy Act (FERPA) training, and research assistants should have training in responsible conduct of research. Performance reviews may be required by individual programs for any graduate assistants.

Graduate assistantships are available through the programs offering graduate degrees. These programs may set policies governing required duties for these assistantships, and may require organizational meetings prior to the beginning of the semester. Fellowships or scholarships may also be granted by graduate programs; these may be governed by specific program rules or policies, including tuition awards. Graduate student assistantship contracts offered by programs are subject to review by the Graduate School. Contract letters should be brought to the Graduate School before the deadline for payment of student tuition and fees.

To be awarded graduate assistantships, students must be in good academic standing, as reflected by an Annual Report of Student Progress on file with the Graduate School (if beyond their second semester of study). Incomplete (I) grades may affect the ability of students to receive tuition awards associated with graduate assistantships. A graduate student with a GPA less than 3.00 for one semester will be allowed to petition to continue as a graduate assistant for the next semester. A maximum one-semester exception will be allowed per student. The petition by the student must be approved by the student’s graduate committee chair, department head, school or college dean, and the Graduate School.

Graduate assistants receive stipends for either a semester or for the academic year. Graduate assistants can be paid for a maximum of 20 hours per week while school is in session. Students with assistantships must be registered for at least 9 credits during the fall and spring semesters or as attendance is appropriate to their program (audited credits are not eligible). This requirement does not apply to graduate students undertaking fieldwork during the summer semester. Graduate students spending significant time in the field during the fall or spring semester on a research assistantship (see below) are only required to enroll in 6 credits. Graduate students in their final semester of study are only required to register for 6 credits for a graduate assistantships. For UA graduate students in collaborative/cooperative graduate programs with other units of the University of Alaska system, payment of tuition scholarships may be governed by specific memoranda of agreement. Tuition scholarships may be used for tuition only. All fees are the responsibility of the student unless the department or grant makes other arrangements with the UAA Business Office prior to registration. Graduate assistants receive a health insurance benefit paid on their behalf. Graduate students must come to the Office of the Graduate School each semester and show a copy of their contract letter to complete the health insurance enrollment process. Students who expect to have teaching, service or research assistantships during an upcoming academic year may have health insurance paid by the relevant department, school or college for the preceding summer period.

Teaching or service assistantships include a tuition scholarship from the university for no more than 9 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week. Graduate programs should provide prospective teaching assistants with notification of positions no later than April 30 for fall positions or December 1 for spring positions. Students are under no obligation to respond to such offers prior to April 30, but...
any acceptance of a position after this time commits the student not to accept another offer without first obtaining a written release from the Graduate School.

Research assistantships include a tuition scholarship from payment by UAA grants/contracts for no more than 10 credits during each semester if the workload is 15 to 20 hours per week. If the workload is 10 to 14 hours per week, no more than 5 credits will be included. No tuition will be included if the workload is less than 10 hours per week.

**Catalog Year for Graduate Degree Programs**

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate degree program, or the catalog in effect at the time of graduation. If the requirements for a master’s degree as specified in the entry-year catalog are not met within 7 years after formal acceptance into the program, or if the requirements for a doctoral degree as specified in the entry-year catalog are not met within 10 years after formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward a master’s degree, including transfer credit, must be earned within the consecutive 7-year period prior to graduation. All credits counted toward a doctoral degree, including transfer credit, must be earned within the consecutive 10-year period prior to graduation. Students must meet the enrollment requirements in effect for courses at the time they enroll in each course. These requirements would include all catalog pre- or co-requisites for the course, as well as other registration restrictions at the time the course is taken.

**Continuous Registration**

Continuous registration is expected every semester as appropriate for the program, from admission through graduation, until all requirements for the degree are completed.

To make continuous progress in a graduate program, students have the following options:

- Registering for at least 1 graduate-level credit applicable to their graduate degree, or
- Paying the continuous registration fee to remain active in the graduate program although not registered in any courses. Students are also expected to register or pay the continuous registration fee for the summer if they use university facilities or consult with faculty during the summer. The continuous registration deadline is the same as the deadline for registration for thesis research, independent research and independent study courses, i.e., the end of the ninth week of the semester. Failure to undertake continuous registration may result in previously deferred (DF) grades taken for thesis research becoming permanent grades. Students not making continuous progress or not on an approved leave of absence (see Leave of Absence in this chapter) may be placed on academic probation (see Probation in this chapter) or, in some cases, removed from graduate degree-seeking status.

**Leave of Absence**

While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status by the Graduate School. Inactive status does not negate the policy which requires that all credits counted toward a master’s degree, including transfer credits, be earned within a consecutive seven-year period prior to graduation, and for all credits counted toward a doctoral degree, including transfer credits, be earned within a consecutive 10-year period prior to graduation. Official leaves of absence are granted by the Graduate School and are normally limited to personal reasons that require suspension of studies. Students on a leave of absence do not have access to the use of university facilities. Students who fail to make continuous progress (see Continuous Registration in this chapter) or to obtain an approved leave of absence may be removed from graduate degree-seeking status.

**Academic Standing for Students**

**Good Standing**

Graduate students are in good standing when they have a UAA cumulative GPA of 3.00 or higher for courses listed on the Graduate Studies Plan (see below) and a semester GPA of 3.00 or higher for the most recently completed semester. For those programs with a pass/no pass grading option, a grade of P is considered equivalent to a grade of B (3.00) or higher in graduate courses. Individual departments may establish additional criteria for good standing. Students are presumed to be in good standing during their first semester at UAA. Graduate students in their second year of study and beyond must also have an Annual Report of Student Progress on file with the Graduate School to be considered in good standing. Students in good standing are academically eligible to re-enroll at UAA.

**Academic Action**

Admitted graduate certificate- and degree-seeking students who fail to earn a UAA semester and/or cumulative GPA of 3.00 based on courses on the Graduate Studies Plan will be subject to academic action. Academic action may result in probation, continuing probation or loss of graduate certificate- or degree-seeking status. Individual departments may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.
Academic Probation

Academic probation is the status assigned to those students not in good academic standing, i.e., whose semester and cumulative GPA based on courses listed on the Graduate Studies Plan falls below 3.00. It also applies to students who fail to undertake continuous registration or fail to make progress toward a graduate degree as indicated by the Annual Report of Student Progress.

Continuing Probation

Continuing probation is the status assigned to those students who begin a semester on probation and during that semester earn a semester GPA of 3.00 or higher without raising their cumulative GPA to 3.00. This status may be continued until the student raises their cumulative GPA to 3.00 or loses their graduate certificate- or degree-seeking status.

Academic Disqualification

Academic disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 3.00 in courses listed on the Graduate Studies Plan, fail to undertake continuous registration or fail to make progress toward a graduate certificate or degree. Those students' admission status will be changed to non-degree-seeking. Students who have lost graduate certificate- or degree-seeking status may continue to attend UAA as non-degree-seeking students. However, those students do not qualify for financial aid and international students will lose their immigration status. Students must apply for reinstatement to UAA (see Reinstatement in this chapter).

Removal from Graduate Degree-Seeking Status

A graduate student’s academic status may be changed to non-degree-seeking if the requirements to remove provisional admission or probation are not satisfied, or if minimum academic standards are not met.

Reinstatement to Graduate Degree-Seeking Status

Students who have been removed from graduate degree-seeking status for failure to undertake continuous registration or failure to make continuous progress toward a graduate degree as indicated by the Annual Report of Student Progress must re-apply for graduate study and pay the appropriate fee after one calendar year from the semester in which they were removed. When re-applying for graduate studies, it is the student’s responsibility to demonstrate ability to succeed in the graduate program. Readmission may be conditional on maintaining minimum academic standards within the first semester of study.

Academic Appeals

Students have the right to appeal academic actions. See Academic Dispute Resolution Procedure in Chapter 5, Student Freedoms, Rights and Responsibilities; or the UAA Fact Finder/Student Handbook for more information.

Graduate Advisor

The chair or designee of the department offering the graduate program, with the approval of the Graduate School, appoints a graduate advisor for each student accepted to the program. The graduate advisor and the departmental chair will normally be from the same program unless prior approval has been made by the Graduate School. Assigned advisors must have FERPA training. Students are expected to meet with advisors by the end of the first semester, or the equivalent of 9 credits of study, in order to produce an initial Graduate Studies Plan (see below).

Graduate Studies Committee

For graduate programs with a thesis, independent scholarship or research project, the advisor and the student select a graduate studies committee as part of the process to complete the requirements of the graduate degree. Depending on the graduate degree, the committee minimally consists of three or four UAA faculty members, including the committee chair, who shall normally be a full-time faculty member. Committee members and chairs whose status has changed to emeritus faculty may continue to serve on the committee. One faculty committee member may be from a discipline outside the student’s school or college or UAA. Committee members who are not UAA faculty but have appropriate professional credentials may be included with the approval of the dean of the Graduate School, the college dean, the graduate advisor and the student. The committee members must agree to serve and the committee must be approved by the dean of the Graduate School and the college dean. For doctoral degrees, an additional outside examiner is required to attend and evaluate the dissertation defense. For thesis-option students (see below), graduate committees should be selected by the end of the second final semester, or the equivalent of 18 credits of study, and should be listed on the initial Graduate Studies Plan (see below). Graduate committees should plan to meet at least twice during the academic year.

Responsibilities of Graduate Advisor/Committee

The division of responsibility between the graduate advisor and/or graduate committee is determined at the program level. The graduate advisor and/or graduate committee will do the following:

1. Review and approve the graduate student’s program, ensuring that it includes University Requirements for Graduate Degrees; all courses required for the degree; research culminating in a thesis, independent scholarship or project, if required; a written or oral comprehensive examination; independent scholarship evaluation; thesis/project defense; any special program requirements; and arrangements to remove any deficiencies in the student’s academic background.
1. Monitor the student’s progress, including grades, continuous registration and timely submission of Annual Reports of Student Progress to the Graduate School.

2. Review and approve requests for temporary leaves of absence, which, if approved, will result in the student being placed on inactive status.

3. Review and approve any changes to the student’s program of study.

4. Review and approve the thesis, independent scholarship or research project, including initial proposals, according to procedures established by the individual graduate program. The graduate advisor and/or committee are responsible for ensuring that thesis content, language and formatting follow the requirements in the UAA Thesis Formatting Handbook (see www.aaa.alaska.edu/graduateschool) as well as the style manual appropriate to the particular discipline.

5. Administer and assess the qualifying examination, independent scholarship evaluation or thesis/project defense.

**Graduate Studies Plan**

The official Graduate Studies Plan (GSP) formally establishes the specific program requirements which will, upon satisfactory completion, entitle the student to receive a graduate degree. The plan is based upon the catalog requirements for the graduate degree program to which the student has been accepted. All graduate courses and leveling courses taken must be listed on the GSP. An initial GSP, including information on the student’s advisor and graduate committee, should be submitted by the end of the first semester of study. The plan becomes official once it is approved by the dean of the Graduate School or designee and is filed with the Office of the Registrar. Students are expected to complete all requirements listed on their official GSP, as well as all University Requirements for Graduate Degrees. Revised GSPs need to be submitted to the Graduate School through the graduate advisor/committee. A final GSP must be submitted at the time of application for graduation (for doctoral students, the Advancement to Candidacy form serves as the final GSP). Courses listed on the final GSP reflect catalog requirements in effect at the time a student is accepted into the program, or at the time of graduation. All GSPs are submitted electronically through DegreeWorks, except for Independent Studies programs (see below).

**University Requirements for Graduate Degrees**

To complete a graduate degree, a student must complete the University Requirements for Graduate Degrees, school or college requirements, and program requirements. University requirements for all graduate degrees are as follows:

1. A student must be admitted to the degree program and establish an approved Graduate Studies Plan.

2. No more than 9 credits may be completed in the student’s graduate program before program admission, unless a student wishes to apply credits from a previous graduate certificate in the same or closely related subject area.

3. The student must complete at least 30 approved semester credits beyond the baccalaureate degree for a master’s degree, and must complete at least three years of post-baccalaureate study for a doctoral degree. For a master’s degree, individual programs may place limits on the number of credits derived from thesis, individual research and/or independent study courses. No more than 45 credits may be required by any master’s degree program, unless specifically approved by the University of Alaska’s Board of Regents. The actual number of credits required for each graduate degree program, including prerequisites for required courses, are specified in the current course catalog. While no minimum or maximum credits are specified for doctoral programs, a student is expected to be affiliated with the university for at least two years. On approval by the dean of the Graduate School and college dean, an official Graduate Study Plan may stipulate other course credit requirements, including leveling courses.

4. Up to 9 semester credits not used toward any other degree (graduate or undergraduate) may be transferred to UAA from an accredited institution and counted toward a graduate degree. In the case of a second master’s degree, up to 9 credits may be transferred from a previous master’s degree. In the case of a doctoral degree, up to 21 credits may be transferred from previous graduate study. Acceptance of transfer credit toward program requirements is approved by the discretion of the individual programs, college deans, and the Graduate School.

5. Only 400- and 600-level courses approved by the graduate student’s advisor, graduate studies committee and dean or designee may be counted toward graduate program requirements. Courses at the 500 level are for professional development and are not applicable toward any degree.

6. A cumulative GPA of at least 3.0 must be earned in courses identified in the official Graduate Study Plan.

7. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate program. At least 21 credits must be taken at the graduate level (600) for any master’s degree, including thesis credits. For performance comparison only, in 600-level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.

8. Courses taken as credit by examination, or graded credit/no credit (CR/NC) do not count toward graduate program requirements. They may, however, be used to satisfy prerequisites or establish competency in a subject, allowing the advisor or committee to waive certain courses in an established program as long as the total credits in the program remain the same.

9. All credits counted toward the degree, including transfer credits, must be earned within the consecutive 7-year period for a master’s degree or the consecutive 10-year period for a doctoral degree prior to graduation. If these requirements are not met, admission expires and
the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.

10. Students must be continuously registered throughout their graduate program (see Continuous Registration in this chapter).

11. Students must complete all requirements established by the program and must pass a written or oral comprehensive examination, an evaluation of independent scholarship, project or thesis defense; or similar evaluation as established by the program. For programs with a thesis option, selection of that option will be indicated on the Graduate Studies Plan and on the Annual Progress Report. The evaluation, examination or defense must be approved by all graduate committee members as passing the requirement. For programs with projects that result in a written record, those records will be maintained by the programs and are subject to review by the Graduate School.

12. When an oral comprehensive examination, project or thesis defense, or evaluation of independent scholarship is required, the student may select an outside reviewer approved by the dean of the Graduate School and college dean to participate in the evaluation. An outside examiner is required for a doctoral defense. Typically, the outside examiner is a faculty member from another department in the university, or other qualified individual in the area in which the student is seeking a degree.

13. All theses and dissertations must have final approval by the dean of the Graduate School.

Examinations (Requirement Determined by Program)

Qualifying Examinations

Some graduate degree programs require the student to complete a written and/or qualifying examination before advancement to candidacy. This examination is an interim evaluation of academic progress; the student may pass unconditionally or conditionally. A conditional pass indicates specific weaknesses that the student must remedy before degree requirements are completed. The Annual Report of Graduate Student Progress and Advancement to Candidacy forms should indicate mechanisms for addressing these weaknesses.

Comprehensive Examinations

Some graduate programs require that students pass a comprehensive examination, given to determine whether a graduate student has integrated knowledge and understanding of the principles and concepts underlying major and related fields, in order to achieve advancement to candidacy. For master’s degrees, the graduate student’s advisory committee may choose to give a written and/or comprehensive examination prior to advancement to candidacy. For doctoral degrees, written comprehensive examinations are normally required, although the student’s committee may additionally choose to give an oral examination.

Defense of Project

Graduate students who are required to complete a project in fulfillment of degree requirements may be required to pass an oral defense of the project. The defense will consist of a presentation followed by questions on the research, analysis and written project presentation. All committee members must be present at the project defense.

Defense of Thesis

Graduate students who are required to complete a thesis in partial fulfillment of degree requirements must pass an oral defense of the thesis. The defense will consist of a presentation followed by questions on the research, analysis and written thesis presentation. The Graduate School will not accept a thesis for final submission until the student has successfully defended it. All committee members normally must be present for the defense of thesis, either physically present or through electronic media.

Examination Committee

In most cases, the student’s graduate advisory committee prepares and gives the examinations under guidelines formulated by the program in which the degree is being taken.

Outside Examiner (for Doctoral Defense)

An outside examiner representing and appointed by the dean of the Graduate School is required at all doctoral defenses. The examiner must be from a different department than the student and the chair of the advisory committee. The outside examiner is present to determine that a stringent, unbiased examination is fairly administered and evaluated, but may also make substantive contributions to the evaluation process.

Advancement to Candidacy (Requirement Determined by Program)

Some master’s programs and all doctoral programs require students to apply for advancement to candidacy. Advancement to candidacy status is a prerequisite to graduation and is determined by the program chair or designee. Candidacy is the point in a graduate study program at which the student has demonstrated an ability to master the subject matter and has progressed to the level at which a Graduate Studies Plan can be approved. For doctoral program students, an Advancement to Candidacy form serves as the final Graduate Studies Plan.

To be approved for candidacy, a student must:

1. Be in good academic standing.
2. Demonstrate competence in the methods and techniques of the discipline, which may include passing a comprehensive examination.
3. Receive approval of the independent scholarship, thesis or research project proposal from the student’s graduate committee.
4. Satisfy all prerequisites, remove all academic deficiencies and satisfy all terms of provisional admission.

5. Submit an approved, final official Graduate Studies Plan.

**Thesis Review**

Before final acceptance, all members of a student’s graduate committee, department/program chair, school/college dean, and the Graduate School dean must approve a thesis as required by the student’s graduate program. Changes or corrections to the thesis may be required at any of these levels. The graduate committee is primarily responsible for thesis evaluation, but the department chair and school/college dean may also conduct reviews to monitor the quality of theses and check for any overlooked errors. The Graduate School checks that format and style conform to UAA standards. Ideally, these checks should be made before the defense of a thesis or dissertation. In addition, and the Graduate School dean may reviews selected theses in some detail and does not given final approval until all required corrections are made.

**Application for Graduation**

Graduate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar. The current deadline for submitting an Application for Graduation is the last day of the semester, although students wishing to appear on the Commencement program need to apply by April 15. Students who apply for graduation but do not complete degree requirements by the end of the semester must re-apply for graduation. However, if a student is within 6 credits of graduating, their application will be automatically rolled to the next semester, including summers. (This is a one-time courtesy.) The application fee must be paid with each new Application for Graduation.

Please see the UAA Office of the Registrar website at www.uaa.alaska.edu/records for current information regarding graduation and the posting of degrees.

**Diplomas and Commencement**

UAA issues diplomas to graduates throughout the year. All students who complete degree requirements during the academic year are invited to participate in the annual Hooding and Commencement ceremonies in May.

In order to participate in the graduate hooding ceremony, a student must have essentially completed all degree requirements by doing the following:

1. Successfully completed all required coursework, examinations and thesis/project defense prior to commencement; and
2. Submitted to the Graduate School, by April 15, a memorandum signed by the student and the graduate advisor certifying that any required revisions to the thesis can be completed and final copies submitted to the Graduate School by July 10 of the same year. For a project, the student must make a commitment to complete the project by July 31 of the same year.

**Posthumous Degrees**

Posthumous graduate degrees and certificates may be conferred upon students who are deceased prior to but nearing formal completion of all degree or certificate requirements of the programs being pursued. Students who are not considered “nearing completion” may still be considered for a Certificate of Attendance.

**Program Handbooks**

Graduate Programs will make handbooks available to students which include sets of guidelines indicating their internal procedures and timelines for graduate student progress, as well as policies concerning graduate assistantships (such as work performance evaluation), which will be reviewed on a periodic basis.

**Graduate Student Research**

Graduate students planning to conduct research that involves the use of human participant subjects and/or human participant data, vertebrate animals, hazardous chemicals, biohazards, and/or radioactive materials, are required to complete a Research Compliance and Intellectual Property (RCIP) form. Also, if graduate students are planning research that will lead to intellectual property with commercial potential, they should also complete the RCIP form. For further information, contact the UAA Research Compliance Office or the Vice Provost for Research Administration and Commercialization.

**Interdisciplinary Studies Degree**

A student who has received a baccalaureate degree from a regionally accredited institution and whose credentials indicate the ability to pursue graduate work may develop an Interdisciplinary Studies major. The proposed program must differ significantly from and may not substitute for an existing UAA graduate degree program. The student may select no more than one half of the program credits from one existing graduate degree program, and courses must come from two or more disciplines (i.e., subjects). In addition to the University Requirements for Graduate Degrees, students must comply with the following procedures:

1. The student submits a UAA Graduate Application for Admission (as an Interdisciplinary Studies Major) with the appropriate fee to the Office of Admissions. This application will be reviewed by the Graduate School for determination of acceptance to graduate study contingent on items 2-5 below.

2. The student invites a faculty member to chair their graduate studies committee and to serve as the student’s graduate advisor. The chair shall normally be a full-time faculty member. The chair must agree to serve and must be approved by the Graduate School dean or designee.
3. The student proposes a graduate studies committee of at least three (four for a doctoral committee) faculty members (including the chair) from the appropriate academic disciplines. The committee members and chair must represent all concentration areas of 9 credits or more. The committee members must agree to serve and be approved by the Graduate School dean or designee.

4. The student develops a proposed interdisciplinary proposal, including a Graduate Studies Plan specifying the degree (MA/MS/PhD) and title or concentration. In developing this proposal, the student should review all graduate degree policies and procedures. To receive an interdisciplinary studies master’s degree from UAA, the student must incorporate into his or her proposal all University Requirements for Graduate Degrees and any school or college requirements applicable. Of the minimum 30 credits required for the master’s degree, a minimum of 21 credits must be drawn from existing 600-level courses. No more than 6 thesis credits should be included. Additional coursework, including remedial courses that are not on the Graduate Studies Plan, may be required by the committee. The graduate committee may also require a master’s thesis or research project.

5. The student presents the proposed Graduate Studies Plan and (if applicable) master’s thesis or research project proposal to the committee and chair for preliminary review and approval. If the committee and chair support the GSP, it will be forwarded to the Graduate School dean or designee for approval in consultation with the affected graduate programs.

6. Students work with their advisors and graduate committees to ensure that satisfactory progress is made toward completing degree requirements. Students are expected to be continuously registered throughout their graduate program (see Continuous Registration in this chapter).

7. The student must complete all requirements established in the official Interdisciplinary Graduate Studies Plan, and must pass a written and/or oral comprehensive examination, an evaluation of independent scholarship, and/or a project or thesis defense or similar final evaluation as established by the program. The examination, evaluation or defense must be approved by all graduate committee members as passing the requirement and by the dean of the Graduate School or designee. All theses and projects must have final approval by the dean or designee of the Graduate School.

8. When an oral comprehensive examination, evaluation of independent scholarship, or project or thesis defense is required, the student may select an outside reviewer approved by the dean or designee of the Graduate School to participate and ensure that the evaluation, examination or defense is fair and appropriate. Typically the outside reviewer is a faculty member from another department in the university or another qualified individual in the area in which the student is seeking a degree.

9. During the semester of the project or thesis defense or similar final evaluation, the student must apply for graduation in a timely fashion. The diploma will indicate that it is an interdisciplinary degree, as well as the applicable subjects/concentration.

10. All theses and projects must meet formatting requirements as established by the Graduate School.

**Cooperative Doctoral Programs**

**University of Alaska Fairbanks (UAF)**

Students may use specific courses from other University of Alaska campuses to satisfy requirements of cooperative graduate programs offered by UAF. The cooperative program must include an approved UAF Graduate Studies Plan (GSP). The student must complete a minimum of 12 semester resident credits at UAF.

The following guidelines are for collaborative Ph.D. programs offered by UAF, where students are enrolled at other UA campuses. Some degree programs have different requirements which are included in specific program descriptions in the graduate degree program section of the UAF catalog. The guidelines described here apply only to programs that have not established different requirements.

1. At least four faculty members shall serve on the graduate advisory committee for each Ph.D. student. At least two committee members shall be UAF faculty. When the student is enrolled at UAA the committee shall be chaired or co-chaired by a UAA faculty member.

2. The graduate advisory committee and its chair and/or co-chairs must be approved by the UAF program director and the dean of the UAF Graduate School.

3. UAF rules and regulations on graduate studies shall apply to all UAF graduate students, including those concurrently enrolled at UAA.

4. The graduate advisory committee must meet at least once a year to update the GSP and to review the student’s progress toward the degree. The annual progress report must be signed by all committee members and submitted to the dean of the UAF Graduate School.

5. The student’s advisory committee will administer the Ph.D. comprehensive exam for each student.

6. The Ph.D. thesis defense is conducted on the student’s home campus and can be done via distance technologies.

**Creighton University/UAA Occupational Therapy Program**

The Creighton University (CU)-UAA Occupational Therapy program is a hybrid format professional program that leads to the Occupational Therapy Doctorate (OTD). Students take classes in both traditional and distance formats with labs being held on the UAA campus.
Up to 10 students per year are accepted to this three-and-a-half year, full-time program. To be eligible for the program, applicants must have a bachelor’s degree and meet the required prerequisites. After successful completion of the program, students are be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination, and to apply for licensure.

Creighton University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), Inc.

For information on prerequisites, curriculum and application procedures, please visit www.uaa.alaska.edu/collegeofhealthandsocialwelfare/departments/ot.

Creighton University/UAU Pharmacy Program

The Creighton University (CU)/UAU Pharmacy program is an online professional program leading to the Doctorate in Pharmacy (PharmD) degree. The Creighton distance pathway allows students to take didactic coursework using the latest in distance education technology. Interactions with faculty and mentors occur via conferencing software, discussion boards, e-mail, telephone and other methods. Students complete two weeks of intensive labs in Omaha for each of three summers during the program. Clinical rotations may be arranged within Alaska.

The Creighton PharmD program is an established distance program that admits 75 students per year. An Alaska admission cohort is being added with up to five slots. To be eligible for the program, applicants must complete 90 credits of prerequisites.

Creighton University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the accrediting agency for the region in which the university is located. The pharmacy program, accredited by the Accreditation Council on Pharmacy Education (ACPE), is a member of the American Association of Colleges of Pharmacy.

For information on prerequisites, curriculum and application procedures, please visit the Creighton program website at http://spahp2.creighton.edu/admission/Pharmacy/Pharmacy_UAA.htm, call (402) 280-2662, or contact the UAA Pharmacy Technology department at (907) 786-4495 or afdas@uaa.alaska.edu.

University of Washington School of Medicine WWAMI School of Medical Education

Each year, 20 certified Alaska residents begin their medical education in a collaborative medical school that operates among the campuses of five northwestern states: Washington, Wyoming, Alaska, Montana and Idaho (WWAMI). First-year classes for Alaskans are held at UAA. Second-year students from all five states attend classes at the University of Washington in Seattle. The six-week blocks of clinical experiences, called clerkships, that occupy the third and fourth years can be taken in any of the five states, and an Alaska track allows nearly all of these to be completed in Alaska.

Eligibility

Alaska residents are eligible to apply for admission. Detailed eligibility information is available at www.uaa.alaska.edu/wwami/apply/akwwamieligibility.cfm. Applicants must meet common requirements established by the institutions in the five WWAMI states. These requirements include prerequisites in biology, chemistry and physics and submission of scores from the Medical College Admission Test (MCAT). Program details can be found at www.uwmedicine.org or by contacting the WWAMI office.

Admissions

Applications are accepted through the American Medical College Application Service (AMCAS). WWAMI applications are submitted to the University of Washington School of Medicine (UWSOM). All applications received by UWSOM from Alaska residents will be considered for the WWAMI program in Alaska. Complete application information, including details about the selection procedure, can be found at www.uwmedicine.org or by contacting the WWAMI office.

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Graduate Certificates

A graduate-level certificate program is a coherent sequence of related graduate courses. These programs are designed to provide graduate education past the baccalaureate level and/or to enhance the education of students who have already completed a master’s degree. Students will complete a linked series of courses, which may include a capstone experience or project that focuses their intellectual experience. Upon completion of a certificate, students will have acquired an area of specialization or an interdisciplinary perspective. Success in graduate-level certificate programs prepares students to better accomplish the goals of their discipline.

Admissions

(907) 786-1480
www.uaa.alaska.edu/admissions

All students intending to register for one or more courses must apply for admission. Applications for admission are available from the UAA One Stop or online at www.uaa.alaska.edu/admissions.

Admission Requirements for Graduate Certificates

To qualify for admission to graduate certificate programs, a student must have earned a baccalaureate or master’s degree from a regionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate or master’s degree within two semesters may also apply for graduate admission (see Incomplete Admission in this chapter). Admission is granted to applicants who have received their baccalaureate or master’s degree and whose credentials indicate their ability to pursue graduate work. In general, applicants must either have a cumulative grade point average (GPA) of 3.00 (B average on a 4.00 scale) or meet the GPA requirements of the specific graduate certificate program to which they are applying.

All graduate students must submit official transcripts showing completion and conferral of all baccalaureate and/or graduate degrees and any transcripts reflecting graduate-level courses. (Exception: Students do not need to request transcripts from any University of Alaska campus.) Individual programs may also require additional transcripts and/or specific entrance examinations such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) See individual program requirements later in this chapter for details.

Applicants with transcripts from institutions outside the U.S. or Canada must submit official transcripts and English translations as well as an official statement of educational equivalency from a recommended international credentials evaluation service. A list of approved international credential evaluation services may be found on the International Student Services website at www.uaa.alaska.edu/iss/upload/International-Transfer-Credit-Evaluation-Agencies.pdf. Fees depend upon the agency performing the evaluation. The evaluation service will require a separate transcript and copy of the English translation. Applicants whose native language is not English or whose baccalaureate degree was conferred by an institution where English was not the language of instruction must also submit scores from the Test of English as a Foreign Language (TOEFL). TOEFL scores may be waived if the applicant has been a long-term resident of the U.S. or demonstrates fluency in reading, writing and speaking in English.

Applications, official transcripts and required test scores (if any) must be submitted to the Office of Admissions. All of these materials become the property of UAA and are only released or copied for use within the University of Alaska system. Additional information such as goal statements, letters of recommendation, research proposals, writing samples and/or personal interviews may be required by specific programs. When required, these materials must be submitted directly to the department chair or designee.

Deadlines for submission of materials vary by program. No more than one-third of the credits may be completed in the student’s certificate program before application for admission. See individual program listings for additional information.

International Graduate Certificate Students

Office of Admissions

(907) 786-1573
www.uaa.alaska.edu/iss

International students who intend to reside in the U.S. for the purpose of pursuing a certificate or degree as F-1 visa students and need a form I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status must meet university and degree program admission requirements and submit the following:

1. Official TOEFL (minimum score of 79-80 IBT) or IELTS (International English Language Testing System) (minimum score of 6-6.5) scores, sealed by the issuing agency. Alternate documentation of English proficiency, such as previous study in a U.S. institution or alternate test
scores may be considered on a case-by-case basis. International students from English-speaking countries should contact the Office of Admissions to request a waiver of the test score requirement.

2. A notarized affidavit of financial support from the student or the student’s financial sponsor and documentation of financial resources to cover one full academic year of study.

3. A completed Admissions Agreement for Prospective F-1 Students.

4. For students who earned their baccalaureate degree outside the U.S. or Canada — an international credential evaluation from a recommended agency stating that they have earned the equivalent of a US baccalaureate degree. A list of approved international credential evaluation services may be found on the International Student Services website at www.uaa.alaska.edu/iss/upload/International-Transfer-Credit-Evaluation-Agencies.pdf.

5. For students transferring from other institutions in the U.S. — an F-1 Transfer Eligibility Form.

International students in F-1 visa status must be formally admitted, full-time, degree-seeking students. Health insurance is mandatory. Visit the International Student Services website at www.uaa.alaska.edu/iss for details and forms.

**Application and Admission Status Definitions for Graduate Certificate-Seeking Students**

**Application Status**

- **Incomplete Application**: An incomplete application is one that is not accompanied by all required documents; generally, an application is considered incomplete until all required official transcripts and test scores have been received.

- **Pending Application**: A pending application has met university requirements and is awaiting departmental recommendation for admission.

- **Postponed Application**: Students may postpone their applications to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

- **Withdrawn Before Admission**: Students must complete or postpone their admission by the end of the semester for which they have applied. At the end of each semester, all applications still incomplete or not postponed will be withdrawn. Students whose applications have been withdrawn must re-apply for admission if they later choose to attend UAA.

**Admission Status**

- **Complete Admission**: All required documents have been received and all admission standards met.

- **Incomplete Admission**: Students who expect to receive their baccalaureate or master’s degree from a regionally accredited institution within two semesters (three if including summer) may apply for graduate admission. Formal acceptance becomes final only after the baccalaureate or master’s degree is completed and conferred, and all other admission requirements are met. All admission requirements must be satisfied prior to advancement to candidacy.

- **Provisional Admission**: Students who show potential for success in graduate studies but do not meet all the admission requirements for a program may be provisionally admitted. Provisions are established and monitored by the chair or designee, and faculty of the program. If the provisions are not met within specified deadlines, the student may be removed from graduate certificate-seeking status. All terms of provisional admission must be satisfied prior to advancement to candidacy.

- **Postponed Admission**: Students may postpone their admission to a future semester by notifying the Office of Admissions prior to the end of the semester for which they originally applied.

- **Withdrawn After Admission**: Admission will be withdrawn when students do not attend classes during or postpone their admission before the end of their admission semester. Students whose admissions have been withdrawn must re-apply for subsequent admission to UAA.

**Related Graduate Certificate Policies**

**Graduate Certificate Transfer Credits**

Up to one-third of the semester credits (e.g., 4 credits for a 12-credit certificate program or 9 credits for a 27-credit certificate program) or the equivalent earned at a regionally accredited institution and not previously used to obtain any undergraduate degree or certificate may be transferred to UAA and accepted toward a graduate certificate. Acceptance of transfer credits toward program requirements is at the discretion of individual programs.

**Change of Graduate Certificates**

Graduate students who wish to change certificate programs within a college or program must complete a Change of Graduate Degree or Emphasis Area form and pay the appropriate fee. This applies both to changes between schools or colleges and to different certificates within the same school or college. Students will be expected to meet all admission and program requirements of their new major or emphasis area.
**Concurrent Graduate Certificates**

Students may pursue concurrent graduate certificates as long as they have formally applied and been accepted to each program through the Office of Admissions.

**Additional Graduate Certificates**

Students who have received a graduate certificate or master’s degree from UAA or another regionally accredited college or university may earn a UAA graduate certificate by completing at least one-third of the certificate credit requirements (e.g., 4 credits for a 12-credit certificate program or 9 credits for a 27-credit certificate program) in residence at UAA and after admission to the certificate program. Credits previously used for any undergraduate certificate or degree may not be used to satisfy graduate certificate program requirements. Multiple graduate certificates may be awarded only if they differ by at least one-third of their credit requirements.

**Formal Acceptance to Graduate Certificate Programs**

Once all required admission documents have been received by the Office of Admissions, the student’s admission packet is forwarded to the chair or designee of the specific program. The acceptance decision is made by the chair or designee, subject to review by the Graduate School. The Graduate School then informs the Office of Admissions of the decision. The Office of Admissions sends the official Certificate of Admission directly to the applicant, accompanied by a letter of acceptance from the Graduate School. Acceptance to a graduate certificate program does not guarantee later admission to other graduate certificates or degrees.

**Non-Degree-Seeking Students**

Non-degree-seeking students who wish to register for graduate courses must have the department chair’s or faculty member’s signature for each course taken. Registration as a non-degree-seeking student implies no commitment by the university to the student’s later admission to a graduate certificate program. Up to one-third of the credits of graduate certificate coursework may be completed in the student’s graduate certificate program before program admission. Non-degree-seeking students do not qualify for federal or state financial aid benefits, nor do they qualify to receive a Form I-20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status.

**Full-Time/Part-Time Status for Graduate Certificate-Seeking Students**

A student who has been admitted to a UAA graduate certificate program and is enrolled at UAA for 9 or more 600-level credits is classified as full-time. Courses at the 400 level will count toward full-time status only if they are applicable to the graduate certificate program (i.e., listed on the Graduate Studies Plan). A graduate certificate student enrolled at UAA for fewer than 9 credits is classified as part-time. Audited courses, continuing education units (CEUs) and professional development courses (500 level) are not included in the computation of the student’s full-time or part-time status.

**Catalog Year for Graduate Certificate Programs**

Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a graduate certificate program or the catalog in effect at the time of graduation. If the requirements for a graduate certificate program as specified in the entry-year catalog are not met within seven years of formal acceptance into the program, admission expires and the student must re-apply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.

All credits counted toward the certificate, including transfer credit, must be earned within the consecutive seven-year period prior to graduation.

**Good Standing for Graduate Certificate-Seeking Students**

A graduate certificate-seeking student who maintains a 3.00 (B) cumulative GPA in courses on their official Graduate Studies Plan is considered in good standing.

**Removal from Graduate Certificate-Seeking Status**

A graduate certificate student’s academic status may be changed to non-certificate-seeking if the requirements to remove provisional admission are not satisfied or if minimum academic standards are not met.

A graduate certificate student whose cumulative GPA falls below 3.00 (B) in courses applicable to his/her graduate certificate program, or a graduate certificate student who, for reasons specified in writing, is not making satisfactory progress toward completing the program requirements, may be removed from graduate certificate-seeking status. Each school or college has developed procedures to deal with appeals arising from removal from graduate certificate-seeking status.

**Reinstatement to Graduate Certificate-Seeking Status**

Students who have been removed from graduate certificate-seeking status for failure to make satisfactory progress must re-apply for a graduate certificate program and pay the appropriate fee after one calendar year from the semester in which they were removed. When re-applying for a graduate certificate program, it is the student’s responsibility to demonstrate ability to succeed in that program. Readmission may be conditional on maintaining minimum academic standards within the first semester of study.
Academic Appeals
Students have the right to appeal academic actions related to graduate certificates. See Academic Dispute Resolution Procedure in Chapter 5, Student Freedoms, Rights and Responsibilities; or in the UAA Fact Finder/Student Handbook for more information.

Graduate Certificate Advisor
The chair or designee of the department offering the graduate program, with the approval of the Graduate School, appoints a graduate advisor for each student accepted to the program.

Responsibilities of the Graduate Certificate Advisor/Committee
The division of responsibility between the advisor and/or committee is determined at the program level. The graduate certificate advisor and/or committee will do the following:

1. Review and approve the student’s Graduate Studies Plan, ensuring that it includes the Graduate Certificate University Requirements; all courses required for the certificate; any special program requirements; and a capstone experience or project, if required.
2. Arrange to remove any deficiencies in the student’s admission or academic background.
3. Monitor the student’s progress and timely completion of all requirements.
4. Monitor the timely submission of the official Graduate Studies Plan and other documents to the Graduate School.
5. Review and approve any changes to the official Graduate Studies Plan. The Graduate School will forward the original and final documents to the Office of the Registrar.
6. Review and approve the capstone experience or project according to procedures established by the individual program.
7. Administer and assess a comprehensive examination, if required.

Graduate Certificate University Requirements
University requirements for all graduate certificates are as follows:

1. A student must be admitted to the certificate program and establish an approved Graduate Studies Plan. Students must fulfill all General University Requirements, college requirements and certificate program requirements.
2. No fewer than 12 nor more than 29 credits may be required for any graduate certificate.
3. The student must complete all requirements established by individual programs, as specified in the current UAA catalog.
4. A cumulative GPA of at least 3.00 (B) must be earned in courses identified on the official Graduate Studies Plan.
5. Only 400- and 600-level courses approved by the student’s graduate certificate advisor/committee and the dean or designee, may be counted toward graduate certificate requirements.
6. In 400-level courses, a minimum grade of B is required for the course to count toward the certificate program requirements.
7. Courses at the 500 level are for professional development and are not applicable toward any certificate, even by petition.
8. In 600-level courses, a grade of C is minimally acceptable, provided the student maintains a cumulative GPA of 3.00 (B) in all courses applicable to the graduate certificate program. At least two thirds of the credits required for the certificate must be taken at the graduate level (600). For performance comparison only, in 600 level courses a grade of P (pass) is equivalent to a B or higher, but does not enter into the GPA calculation.
9. Up to one-third of the semester credits used to complete the requirements of a graduate certificate may be transferred to UAA from a regionally accredited institution. Acceptance of transfer credit toward program requirements is at the discretion of the individual program.
10. At least one third of the credits used to satisfy graduate certificate requirements must be UAA resident credit completed after acceptance into the program.
11. Courses taken by correspondence, credit by examination or graded credit/no credit (CR/NC) do not count toward graduate certificate requirements. They may, however, be used to satisfy prerequisites or to establish competency in a subject, thus allowing the advisor or committee to waive certain courses in an established program, as long as the total credits in the graduate certificate program remain the same.
12. All credits counted toward the graduate certificate, including transfer credits, must be earned within the consecutive seven-year period prior to graduation.
13. If the requirements for a graduate certificate as specified in the entry-year catalog are not met within seven years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of readmission or graduation.

Application for Graduation
Graduate certificate students must submit an Application for Graduation, accompanied by the required fee, to the Office of the Registrar. Students must apply for graduation no later than the last day of the semester, although they need to apply by April 1 to be included in the Commencement program.
Current Application for Graduation deadlines are July 1 for summer graduation, November 1 for fall graduation and March 1 for spring graduation. Students who apply for graduation but do not complete the graduate certificate requirements by the end of the semester must re-apply for graduation. A new application fee must be paid with each Application for Graduation.