Graduate Academic Board

November 14, 2014
ADM 204
9:30 to 11:30

I. Roll Call
   () Arlene Schmuland  () Anthony Paris  () Peter Olsson  () Hsing-Wen Hu
   () Cindy Knall  () Dennis Drinka  () Clayton Trotter  () Sam Thiru
   () Jervette Ward  () FS at Large  () FS at Large  () FS at Large  

Ex-Officio Members
   () David Yesner
   () Lora Volden
   () Scheduling and Publications

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2)

IV. Administrative Reports
   A. Associate Dean of the Graduate School David Yesner
   B. University Registrar Lora Volden
   C. GAB Chair Arlene Schmuland

V. Program/Course Action Request - First Readings
   Chg BA A648 Business Intelligence and Data Mining (3 cr)(3+0)(pg. 3-6)
   Chg EDEN A695 Mentorship, Leadership and Advocacy (1-6cr)(0+3-18)(pg. 7-12)
   Chg EDEN A698 Research and Creative Scholarship (1-12cr)(1-6+0)(pg. 13-16)

VI. Program/Course Action Request - Second Readings
   Add Doctor of Education in Education, Culture, and Leadership (pg. 17-21)

VII. Old Business

VIII. New Business
   A. Curriculum Management System Demonstration
   B. Proposal for Designation Process for Community-Engaged Academic Courses (22-24)
   C. Graduate Academic Board Curriculum Review Discussion (pg. 25-26)
   D. Stacked Course Review (pg. 27-29)

IX. Informational Items and Adjournment
I. Roll Call
(x) Arlene Schmuland (x) Anthony Paris (x) Peter Olsson (x) Hsing-Wen Hu (x) David Yesner
(e) Cindy Knall (x) Dennis Drinka (x) Clayton Trotter (x) Sam Thiru (x) Lora Volden
(x) Jervette Ward () FS at Large (e) Scheduling and Publications
()

II. Approval of Agenda (pg. 1)
Approved

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

IV. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
The Chancellor and Provost signed off on the Master of Science in Computer Science and Engineering, it will proceed to the next SAC meeting and potentially will make the December BOR meeting. All nursing courses have been signed, the program changes will be held until the accreditation process has been completed.

B. University Registrar Lora Volden
Continuing to work with CourseLeaf on the electronic curriculum, new software is coming out. Received a pre-view on the agendas and will provide an update at the next meeting time allotting.

C. GAB Chair Arlene Schmuland

V. Program/Course Action Request - Second Readings
Add ANTH A654 Advanced Studies in Culture and Ecology (stacked with ANTH A454) (3 cr)(3+0)(pg. 4-19)
Approved for second

Chg AE A681 Frozen Ground Engineering (3 cr)(3+0)(pg. 20-23)
Chg AE A682 Ice Engineering (3 cr)(3+0)(pg. 24-27)
Chg AE A683 Arctic Hydrology and Hydraulic Engineering (3 cr)(3+0)(pg. 28-31)
Chg AE A684 Arctic Utility Distribution (3 cr)(3+0)(pg. 32-35)
Chg AE A685 Arctic Mass and Heat Transfer (3 cr)(3+0)(pg. 36-39)
Chg AE A689 Cold Regions Pavement Design (3 cr)(3+0)(pg. 40-43)
Add AE A698 Arctic Engineering Project (3 cr)(0+9)(pg. 44-47)
All AE courses approved for second

VI. Program/Course Action Request - First Readings
Chg BA A648 Business Intelligence and Data Mining (3 cr)(3+0)(pg. 48-51)
Faculty initiator not present, will be on the November 14, 2014 agenda

Add ME A651 Aerodynamics (stacked with ME A451)(3 cr)(3+0)(pg. 52-61)
Waived first, approved for second

Add Doctor of Education in Education, Culture, and Leadership (pg. 62-68)
Repeatability approved for EDEN A695
Accepted for first reading

VII. Old Business

VIII. New Business

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

1a. School or College
CB CBPP

1b. Division
ADBP Division of Business Programs

1c. Department
BA

2. Course Prefix
BA

3. Course Number
A648

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

5b. Contact Hours
(3+0)

6. Complete Course Title
Business Intelligence and Data Mining
Bus. Intel. & Data Mining
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 ☐ Cross-Listed/Stacked
☐ Grading Basis ☐ Contact Hours ☐ Repeat Status ☐ Course Prerequisites
☐ Test Score Prerequisites ☐ Co-requisites ☐ Registration Restrictions
☐ Automatic Restrictions ☐ College ☐ Level ☐ General Education Requirement
☐ Class ☐ Major ☐ Other (please specify)

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

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Spring/2015 To: /9999

12. Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Business Administration</td>
<td>09/09/2014</td>
<td>Minnie Yen</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

Initiator Name (typed): Yonggang Lu
Initiator Signed Initials: Yonggang Lu
Date: 9/16/2014

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

13c. Coordination with Library Liaison
Date: 9/16/2014

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

15. Course Description (suggested length 20 to 50 words)
Covers basic business intelligence and data mining including Data Warehousing and Querying. Applies business intelligence and data mining techniques to marketing campaigns, fraud detection, and terrorism detection. Uses SAS Enterprise Miner to illustrate decision trees, classification algorithms, and other data mining techniques. Students may apply for SAS Data Mining Certification.

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

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

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

16d. Registration Restriction(s) (non-codable)
Graduate Standing and undergraduate statistics course with a minimum grade of C

17. ☒ Mark if course has fees Standard CBPP computer lab fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Change contact hours as this is not a lab course. Update registration restrictions.

Initiator (faculty only)
Yonggang Lu
Initiator (TYPE NAME)

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<tr>
<th>Approved</th>
<th>Disapproved</th>
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<th>Approved</th>
<th>Disapproved</th>
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<th>Dean/Director of School/College</th>
<th>Date</th>
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<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
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<th>Board Chair</th>
<th>Date</th>
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<th>Provost or Designee</th>
<th>Date</th>
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3
I. Date Initiated
   November 10, 2014

II. Course Information
   College/School: College of Business and Public Policy
   Department: Business Administration
   Program: Master of Business Administration, General Management
   Course Title: Business Intelligence and Data Mining
   Course Number: BA A648
   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: Covers basic business intelligence and data mining
                      including Data Warehousing and Querying. Applies business intelligence and data
                      mining techniques to marketing campaigns, fraud detection, and terrorism
                      detection. Uses SAS Enterprise Miner to illustrate decision trees, classification
                      algorithms, and other data mining techniques. Students may apply for SAS Data
                      Mining Certification.
   Course Prerequisites: N/A
   Registration Restrictions: Graduate Standing and undergraduate statistics course
                            with a minimum grade of C
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Discussion
   B. Case studies
   C. Lecture

IV. Course Level Justification
   This course requires rigorous data analysis and synthesis of quantitative and logical
   thinking skills gained at the undergraduate level.
V. Outline

A. Business Decision Modeling
   1. Decision making process
   2. Decision making with uncertainty

B. Business Data Environment
   1. Database and data warehousing
   2. Data reporting and querying
   3. Online analytical processing
   4. Data preprocessing and transformation

C. Introduction to Business Intelligence (BI)
   1. The BI Lifecycle
   2. BI implementation
   3. BI and technology

D. Data Mining Techniques
   1. Unsupervised learning methods
      a. Decision trees
      b. Association rule learning
      c. K-Mean cluster analysis
   2. Supervised learning methods
      a. Classification analysis
      b. Neural network
      c. Regression analysis

VI. Suggested Texts


VII. Bibliography


VIII. Instructional Goals and Student Outcomes

A. Instructional Goals.

The instructor will:

1. Introduce students to business intelligence and data mining
2. Present the role and significance of business intelligence organizations
3. Introduce classical data mining techniques used in business intelligence projects
4. Describe how to use data mining techniques and business intelligence concepts to solve various business decision making problems
5. Demonstrate how to use popular data mining software

B. Student Outcomes.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the role of business intelligence in everyday business decision making</td>
<td>Exams and written assignments</td>
</tr>
<tr>
<td>2. Explain the BI implement process</td>
<td>Exams and written assignments</td>
</tr>
<tr>
<td>3. Explain mechanisms of some popular data mining techniques</td>
<td>Exams and written assignments</td>
</tr>
<tr>
<td>4. Apply selected data mining techniques</td>
<td>Case studies and presentations</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>EA COE</td>
<td>No Division</td>
<td>N/A</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>EDEN</td>
<td>A695</td>
<td>N/A</td>
<td>1-6</td>
<td>(0+3-18)</td>
</tr>
</tbody>
</table>

**Complete Course Title**

Mentorship, Leadership and Advocacy

Abbreviated Title for Transcript (30 character): Mentorship, Ldship and Advoc

**Type of Course**

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

**Type of Action:**

- Add
- Change
- Delete

**Repeat Status:**

- Yes
- No

**Max Credits:**

- 6

**Implementation Date:**

From: Fall/2015

To: 9999

**Cross Listed with**

- Yes
- No

**Mark if course has fees**

- Yes
- No

**Mark if course is a selected topic course**

- Yes
- No

**Course Description**

(suggested length 20 to 50 words)

Advanced mentorship, leadership, and/or advocacy experience in an approved organizational setting.

**Course Prerequisite(s)**

- EDEN A600

**Co-requisite(s)**

- EDEN A695

**Course Description**

This course is designed to provide increased depth in leadership skills. Experiences must focus on cultural diversity, leadership, collaboration and engagement in the community.

---

**Initiator Name (typed):**

Ed McLain and Tim Jester

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:__________

II. Information for the Course Action Request

College/School: College of Education
Course Prefix: EDEN
Course Number: A695
Title: Mentorship, Leadership and Advocacy
Credits: 1-6 (variable)
Grading Basis: Pass/No Pass
Implementation Date: Spring 2015
Course Description: Advanced mentorship, leadership, and/or advocacy experience in an approved organizational setting.
Course Prerequisites(s): EDEN A600
Test Scores(s): N/A
Corequisite(s): N/A
Registration Restrictions: Advancement to Candidacy required and Instructor Approval
Course Fee: No
### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will facilitate:

<table>
<thead>
<tr>
<th>Selection of an appropriate mentorship site and the development of a mentorship proposal that addresses one or more elements of the core content of engaged leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration with the student to set specific learning goals and measures for assessing attainment of these goals</td>
</tr>
<tr>
<td>Discussions about selected literature and its application to the mentorship experiences</td>
</tr>
<tr>
<td>Reflective inquiry that addresses knowledge, skills, and dispositions while emphasizing the connections among principles of leadership within the educational realm, the context of Alaska, and the College of Education Core Values</td>
</tr>
<tr>
<td>Critical analysis of the student’s development for professional growth in leadership within the context of Alaskan Educational systems</td>
</tr>
</tbody>
</table>

#### B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</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>
</tr>
<tr>
<td>Develop a proposal that includes: a) personal and professional learning goals related to core content of leadership, education and culture b) activities and projects that support the learning goals c) assessment measures that provide evidence of goal attainment</td>
<td>Portfolio Proposal Dissertation in Practice Proposal</td>
</tr>
<tr>
<td>Analyze current literature and apply to the mentorship setting</td>
<td>Literature Review</td>
</tr>
<tr>
<td>Reflect and document on critical issues and propose effective solutions for dilemmas experienced during the mentorship</td>
<td>Critical Issue Reflection Impact/Solution Presentation</td>
</tr>
<tr>
<td>Demonstrate knowledge, skills, and dispositions relevant to leadership in the Alaskan educational context</td>
<td>Mentorship Evaluation Impact/Solution Presentation</td>
</tr>
<tr>
<td>Articulate, record, and defend a 5-year growth plan for continued leadership development</td>
<td>Professional Growth Plan Presentation</td>
</tr>
</tbody>
</table>
IV. **Course Level Justification**  
This course requires admission to the Doctoral program.  
It also requires the following:  
- Application of expert knowledge of research  
- Critical thinking skills to synthesize new information  
- Mastery of theoretical knowledge  
- Ability to read, interpret, and evaluate literature and research  
- Ability to collaborate with other leaders or professionals in field

V. **Course Outline**  
1. Mentorship development  
2. Proposal development  
3. Literature review and analysis  
4. Reflective inquiry  
5. Knowledge, skills, and dispositions  
6. Professional growth plan

VI. **Suggested Text**  


VII. **Bibliography**  


*Classic texts and references*
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: N/A

2. Course Prefix: EDEN
3. Course Number: A698
4. Previous Course Prefix & Number: N/A
5a. Credits/CEUs: 1-12
5b. Contact Hours (Lecture + Lab): (1-6+0)

6. Complete Course Title:
Research and Creative Scholarship
Research and Creative Sch
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 ☐ Grading Basis ☐ Repeat Status
☐ Title ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites
☐ Test Score Prerequisites ☐ Co-requisites ☐ Registration Restrictions
☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major
☐ Other (please specify)

9. Repeat Status Yes ☐ No ☐ # of Repeats 1-6 ☐ Max Credits 6

10. Grading Basis:
☐ A-F ☑ P/NP ☐ NG

11. Implementation Date:
From: Fall/2015 ☐ 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.

13b. Coordination Email:
Date: 2/14/11
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison:
Date: 2/14/11

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):
Research and scholarly activities leading to a professional portfolio of exemplary work, including a dissertation in practice, conducted under faculty and/or committee supervision. Special note: 6 credits are required.

16a. Course Prerequisite(s) (list prefix and number):
EDEN A600

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):
Advancement candidacy required. Instructor approval.

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action:
This course will be the culminating required core course for the Doctoral Program.

Initiator Name (typed): Jester/McLain
Initiator Signed Initials: _________
Date: __________________

Ed McLain and Tim Jester
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved
Provost or Designee Date

13
I. Date Initiated: October 29, 2014

II. Information for the Course Action Request

College/School: College of Education
Course Prefix: EDEN
Course Number: A698
Title: Research and Creative Scholarship
Credits: 1-6 (variable)
Grading Basis: Pass/No Pass
Implementation Date: Fall 2015
Course Description: Research and scholarly activities leading to a professional portfolio of exemplary work, including a dissertation in practice, conducted under faculty and/or committee supervision. Special note: 6 credits are required.

Course Prerequisite(s): EDEN A600
Test Scores(s): N/A
Corequisite(s): N/A
Registration Restrictions: Advancement to Candidacy required and Instructor Approval
Course Fee: ☐ Yes ☒ No
III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

| Review strategies for conducting a literature review on a topic for research/scholarly inquiry relevant to Alaska’s education context |
| Explain the process of research/scholarly activity leading to the professional portfolio and a dissertation in practice project |
| Guide candidate in completing a research/scholarly activity that produces a professional portfolio that includes a dissertation of practice |
| Demonstrate strategies for disseminating research/scholarly activity findings to a professional audience |

B. Student Outcomes/Assessment Procedures

| Student Outcomes | Assessment Procedures |
| Synthesize relevant literature to formulate and refine research/scholarly activity relevant to Alaska’s education context | Literature review for dissertation in practice project |
| Demonstrate knowledge and skills in conducting research/scholarly activity | Professional portfolio Dissertation in practice project |
| Demonstrate ability to complete a research/scholarly activity project under the guidance and supervision of a research advisor and/or committee | Professional Portfolio Dissertation in practice |
| Disseminate research/scholarly activity findings | Present professional portfolio to faculty and professional audience |

IV. Course Level Justification

This course requires admission to the Doctoral program. It also requires the following:

- Application of expert knowledge of research
- Critical thinking skills to synthesize new information
- Mastery of theoretical knowledge
- Ability to read, interpret, and evaluate literature and research
- Ability to collaborate with other leaders or professionals in field

V. Course Outline

This course is designed to support the individualized nature of research and creative scholarship. Therefore, it does not have a fixed outline. At the beginning of each
semester, the student and supervising faculty member will develop a written contract outlining the specific tasks to be performed by the student over the course of the semester. The student and supervising faculty member will meet on a regular basis to discuss the progress of the written contract. The student will receive a Deferred Grade (DF) until the total number of required credits (6) has been successfully completed.

VI. Suggested Text

VII. Bibliography


# Program/PREFIX Action Request

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

## 1a. School or College

EA COE

## 1b. Department

COE - Teaching & Learning

## 2. Complete Program Title/PREFIX

Doctor of Education in Education, Culture, and Leadership

## 3. Type of Program

Choose one from the appropriate drop down menu:

- Undergraduate: __________
- Graduate: __________
- Other: specify type in box 2

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

## 4. Type of Action:

- **PROGRAM**
  - [X] Add
  - [ ] Change
  - [ ] Delete

- **PREFIX**
  - [X] Add
  - [ ] Change
  - [ ] Inactivate

## 5. Implementation Date (semester/year)

From: Fall/2015  
To: 9999

## 6a. Coordination with Affected Units

Department, School, or College: COE

Initiator Name (typed): Ed McLain

Initiator Signed Initials: ______ Date: __________

## 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 3/31/14

## 6c. Coordination with Library Liaison  
Date: 3/28/14

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

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

## 8. Justification for Action

The Ed.D. in Education, Culture, and Leadership is a professional doctorate. The UAA Ed.D program is a practice-based program intended to prepare future leaders in P-12, higher education, and community-based educational contexts. A focus of this degree program is to prepare leaders who have a greater understanding of and who develop the knowledge and skills necessary to provide leadership and support in the Alaskan context, serving and working with diverse populations, and committed to equity for all students in these environments.

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**Initiator (faculty only) Date**

Ed McLain  
Initiator (TYPE NAME)

- [ ] Approved  
- [X] Disapproved  
- [ ] Date

---

**Dean/Director of School/College Date**

- [X] Approved  
- [ ] Disapproved  
- [ ] Date

---

**Undergraduate/Graduate Academic Date**

- [X] Approved  
- [ ] Disapproved  
- [ ] Date

---

**Board Chair Date**

- [ ] Approved  
- [ ] Disapproved  
- [ ] Date

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**Provost or Designee Date**

- [X] Approved  
- [ ] Disapproved  
- [ ] Date
DOCTOR OF EDUCATION (EdD) in Education, Culture, and Leadership

The EdD in Education, Culture, and Leadership is a professional doctorate. The UAA EdD program is a practice-based program intended to prepare future leaders in P-12, higher education, and community-based educational contexts who can effectively translate research into practice, use data to inform decision-making, influence policy, and organize individuals and groups to collaboratively address challenges. A focus of this degree program is to prepare leaders who have a greater understanding of and who develop the knowledge and skills necessary to provide leadership and support in the Alaskan context, serving and working with diverse populations, and committed to equity for all students in these environments.

The doctoral degree requires completion of 52 credit hours. It is offered in cohort, part-time, and distance education modes and has a residency requirement. The program does not provide State certification or licensure.

STUDENT (Scholar-practitioners) LEARNING OUTCOMES

Scholar-Practitioners who complete this program will be able to:
1. Inquire about issues surrounding education, equity and social justice to bring about solutions to complex challenges in practice.

2. Construct and apply knowledge to make positive difference in the lives of individual, families, organizations, and communities.

3. Develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

4. Analyze context and practice, and use multiple frames to develop meaningful, systemic systems that promote positive change.

5. Integrate both practical and research knowledge linking theory with systemic inquiry.

6. Emphasize transformation and use of professional knowledge and practice.

ADMISSION REQUIREMENTS

The College of Education requirements for admission to the doctoral program include the following:
1. Provide evidence of an earned master's degree, with evidence of successful research and study, or the equivalent from a regionally accredited institution or foreign equivalent.

2. Provide transcripts documenting a minimum grade point average in graduate study of 3.5; transcription of earned Master Degree; and six credits of
approved graduate-level research courses with a minimum GPA of 3.0. (The six credits in research will often be part of the candidate’s Masters degree program.)

3. Submit professional resume documenting appropriate preparation and experience pertinent to educational and/or organizational leadership and potential to benefit from the program.

4. Submit two professional letters of reference attesting to the leadership ability and scholarship of the applicant.

5. Submit a goal statement that reflects on career goals and how they relate to the EdD.

6. Meet all applicable admission requirements for graduate study as established by UAA and the UAA Graduate School.

7. Successfully pass an interview by a College of Education graduate admission committee (if requested by the Admission Committee).

**ACADEMIC PROGRESS**

All doctoral course work must be completed with a minimum cumulative GPA of 3.0. No more than two courses may be completed with a grade of C. Candidates must successfully complete all program course work prior to enrollment in the Scholarship courses - Research and Creative Scholarship (EDEN A698), and Internship in Engaged Leadership (EDEN A695).

**GRADUATION REQUIREMENTS**

See the beginning of this chapter for University Requirements for Doctoral Degrees.

**PROGRAM REQUIREMENTS**

This program includes courses delivered by distance technology. Admitted students must have the technological knowledge and skills to engage in distance learning. An initial intensive summer residency is required as the entry point and grounding experience for all members of the EdD program.

1. **Initial Program Residency-Intensive**  
   EDEN A600 Education, Culture, and Leadership Residency 4  

2. **Inquiry-Based Scholarship Foundation**  
   STAT A601 Statistical Methods 3  
   EDEN A601 Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I 3  
   EDEN A602 Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II 3  

3. **Education, Culture, and Leadership Core**  
   EDEN A611 Engaged Leadership: Ethics and Stewardship 3  
   EDEN A612 Indigenous Epistemologies in Alaska 3  
   EDEN A613 Leading Change & Innovation (transformation and innovation) 3  
   EDEN A615 Law, Policy, and Advocacy 3  
   EDEN A616 Building Responsive Organizational Capacity 3
4. **Focused Inquiry**  
Cognate in the candidate’s field of engagement and study by advisement.  

(9 credits)

5. **Final Scholarship**  
(12 credits)  
EDEN A695 Mentorship, Leadership and Advocacy  
6  
EDEN A698 Research and Creative Scholarship  
6

6. **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.

To be approved for candidacy, a student must:

1. Be in good academic standing – i.e., have successfully completed 40 credits of doctoral program course work with a minimum cumulative GPA of 3.0. No more than two courses may be completed with a grade of C.
2. Successfully pass a qualifying exam and receive approval of the student’s scholarship and research project proposal from the student’s graduate committee.
3. Satisfy all prerequisites, remove all academic deficiencies and satisfy all terms of provisional admission.

The final step in a student’s Advancement to Candidacy is the student’s submission of an approved, final official Graduate Studies Plan.

See more at:  
http://catalog.uaa.alaska.edu/graduateprograms/degreerequirements/#sthash.WG0tvQ60.dpuf

7. **Professional Portfolio – including the Dissertation in Practice (DiP)**

The Professional Portfolio consists of exemplary work selected by the student to document the student's refined mastery of target knowledge/skill sets. It also includes the Dissertation in Practice (DiP). The Professional Portfolio serves as the organizing tool for the summative or culminating assessment of the student’s work in the program. This portfolio is constructed by each student in the program for the review and approval of the student’s advisor and doctoral committee.
The Dissertation in Practice serves as a demonstration of the scholarly practitioner’s ability to solve problems of practice and a defense of the project. “The Dissertation in Practice [DiP] exhibits the doctoral candidate’s ability “to think, to perform, and to act with integrity” (Shulman, 2005). As such, the student’s Dissertation in Practice (DiP) and documentation relating to the student’s successful defense of the DiP comprise essential and integral components of the Professional Portfolio.

8. **Total credits for degree:** (52 credits)
The Faculty Senate approved new definitions for community engaged academic curriculum in February 2014. The approved modifications will better distinguish between courses that generally include community engagement in the course objectives and more stringently-defined service-learning courses. The Community Engagement designation (CE) encompasses a broad range of ways that courses might engage students in learning about and taking action for the public good. Courses with the Service-Learning designation (SL) are a subset of that broad range meeting additional criteria. A course may be designated as either CE or SL but not both.¹

This request addresses a deficiency noted in the CCEL’s recent self-evaluation for the Carnegie Institute – the absence of accurate data on classroom engagement. The course designation process is critical to the CCEL’s ability to adequately assess the efficacy of engagement at the course level. Absent course designation, there is no mechanism for capturing, assessing, and reporting these efforts. Capturing this data, assessing it, and reporting out are integral to UAA’s accreditation reports and to our continued status as a Carnegie Engaged University. Assessment to date has been hampered by difficulty identifying classroom initiatives across campus; the alternative processes described below are suggested as methods that will allow data collection to begin as quickly as possible.

Following the October 2014 E-Board meeting, the Faculty Senate requested that the Community Engagement Task Force propose a process for the designation of courses. The following proposal recommends that both designations be self-imposed by individual faculty for a period of three semesters: Fall 2015-Fall 2016. In Summer 2016, a CCEL research project will assess the workability of the self-designations with two semesters of data and make recommendations to both the Faculty Senate and the Community Engagement Task Force.

Self-Designation for both Community Engaged (CE) and Service Learning (SL)

The attribution of a community-engaged course may apply to a broad spectrum of courses that could include a wide variety of experiences and activities. There may be a portion of the course or set of assignments that require the students’ interaction with community and/or community issues that does not carry throughout the semester. Activities might be indirect or direct service to a community organization or individuals and could potentially take place entirely in the classroom. This broad definition may sometimes capture work that is exploratory for faculty beginning to engage with community in their courses, brings an application of theory to practice that is appropriate for only part of a course, or requires a relatively low level of community interaction due to large course size or other practical considerations that make more intensive engagement difficult.

In any case, with the new Faculty Evaluation Guidelines (FEGs), we want to make it as easy as possible for faculty to document the work they are doing, describe it accurately, and to look for guidance in how to do the best engaged teaching and engaged scholarship that is possible in their individual circumstances. We suggest

¹Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).
that faculty can be thoughtful about the designator they choose for their courses, and in fact, that the FEGs and the preparation of their faculty files are best served by faculty describing accurately what they are doing that can be called engaged teaching and engaged scholarship.

The SL designation, by definition, asks more of the faculty and the students in designing a more significant experience based in the community and asks that issues of impact, sustainability and reciprocity be addressed with the community partner, in addition to the requirements that students be prepared for the service roles, that reflection be more structured, and that there be some attempt at evaluation of impact for students and community.

We propose that a pilot project of three semesters be established with self-designators for both CE & SL. Each semester, Fall 2015 & Spring 2016, the course schedule forms will be designated in concert with faculty by whomever in that department completes the forms, similar to the process for designating distance learning courses. In Spring and Summer of 2016, a faculty research project will begin to review the designations for each semester, assessing for the workability of self-designation and the validity and reliability of the process. A mid-term report of the pilot project will be submitted to the Faculty Senate and the Community Engagement Task Force in April 2016 with a final report in August 2016. It is likely that the process would not be able to be changed substantially in time for the Fall 2016 semester, which is the reason it was extended to three semesters, rather than the one academic year. Changes could be proposed, if needed, for Spring 2017.

The Registrar’s Office is prepared to implement this process for Fall 2015 with the CE or SL designation being entered on the Final Schedule Proofs in the “attendance method” column. The final Fall 2015 Schedule Proofs are due to the Curriculum Office on 2/6/15. This will hold true for the main campus in Anchorage and for courses taught in Eagle River. If Mat-Su, Kodiak and Kenai Peninsula faculty wish to code their courses in this way, Lora Volden is willing to work with the appropriate office on adapting or adopting the process that we’ve set in place.

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*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).
Proposal for Designation Process for Community-Engaged Academic Courses  October, 2014

The two definitions that were approved by the Faculty Senate March 7, 2014 are:

**CE**  A **Community Engaged course** involves the student(s) in some kind of work outside of the classroom that contributes to the public good. At a minimum, the course should:

- Design and implement the community work with appropriate community input so that the students’ efforts will provide an identifiable public benefit rather than a community burden.
- Clearly link the community work to student learning outcomes in the syllabus.
- Engage students in some oral or written reflection that explores their experience of engagement and connects it with the course learning goals.

**SL**  A **Service-Learning course** is a Community-Engaged course which integrates the service and learning more deeply and more intentionally. At a minimum, the course should have:

- Service: significant community-based work defined in response to a need or aspiration presented by one or more partnering community organizations and for which core issues of impact, sustainability and reciprocity have been addressed.
- Clear linkage between the service and student learning outcomes: both academic and civic learning are addressed, and this is communicated in the syllabus.
- Preparation for service: students are prepared for the roles they will play, including engaging respectfully with a community that may differ significantly in race, class, age, or other elements of social identity.
- Structured reflection: intentional, systematic reflection on students’ experience in the community is integrated throughout the course, not added as a one-time or final assignment. Reflection activities may include talking, writing or other means, and may be individual, group-based, or both.
- Evaluation: assessment of student learning and community impact has been planned. This could consist of asking the CCEL to survey the community partner and students, or could be instructor-designed assessment activities.

*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).
Curriculum review (from both CAR and CCG)
What do GAB members expect to review? What do we expect college curriculum committees, Deans, Registrar’s Office, or others to review?

<table>
<thead>
<tr>
<th>Element from CAR</th>
<th>Other levels of review (Who?)</th>
<th>UAB/GAB review</th>
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**Element from CCG**

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<td>Topical course outline</td>
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<td>Faculty</td>
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<tr>
<td><strong>Other considerations?</strong></td>
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</table>
2.1.2 Academic Considerations Addressed in Review
The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   v. Justification for stacking or cross listing

Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

I. Stacking (if applicable)
   i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
   ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
   iii. Courses may not be stacked informally for scheduling purposes.
   iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.
   v. Courses that are at the 500 level may not be stacked with any other course.
   vi. If stacking status is requested, rationale must be provided.
   vii. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:
   i. Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?
It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

ii. Is the course format predominantly discussion- or seminar-based?

This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

iii. Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)

a. Is the PRIMARY source of information/reading the primary research literature of the field?

This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

b. Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?

This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student’s own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:
### Student Learning Outcomes

<table>
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<tr>
<th>Typical Assessments</th>
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<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
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<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of the how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
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### Section 10 - Step-By-Step Instructions for the Course Action Request

#### Box 12. Cross-Listed or Stacked

2. Stacked

A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
C. Courses may not be stacked informally for scheduling purposes.
D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
E. Courses at the 300 level may not be stacked with 600-level courses.
F. A500-A599 level (professional development) courses may not be stacked with any other course.
G. If stacking status is requested, rationale must be provided.

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)