

February 13, 2015

ADM 142

9:30-11:30am

**I. Roll Call**

() Arlene Schmuland  
 () Cindy Knall  
 () Jervette Ward  
 () Peter Olsson

() Anthony Paris  
 () Dennis Drinka  
 () Parker McWilliams

() Hsing-Wen Hu  
 () Clayton Trotter  
 () Sam Thiru

**Ex-Officio Members**

() David Yesner  
 () Lora Volden  
 () Scheduling and Publications

**II. Approval of Agenda** (pg. 1-2)**III. Approval of Meeting Summary** (pg. 3-4)**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		Master of Social Work (pg. 5-18)
Chg		Master of Arts, English (pg. 19-32)
Add	ENGL A635	Advanced Theory (stacked with ENGL A435)(3 cr)(3+0)(pg. 33-36)
Chg	ENGL A683	Composition Theory and Pedagogy (stacked with ENGL A483)(3 cr)(3+0)(pg. 37-45)
Chg		Master of Arts in Teaching (pg. 46-62)
Add	EDFN A641	Place, Culture and Responsibility (3 cr)(3+0)(pg. 63-68)
Chg	EDSY A648	Literacies in the 21 <sup>st</sup> Century Classroom (3 cr)(3+0)(pg. 69-74)
Chg	EDL A692A	Principal Seminar I (3 cr)(3+0)(pg. 75-81)
Chg	EDL A692B	Principal Seminar II (3 cr)(3+0)(pg. 82-88)
Chg	EDL A695	Principal Internship (3-6 cr)(0-3)(pg. 89-94)
Add		Prefix, EDTL for the Master of Education, Teaching and Learning (pg. 95-98)
Chg		Master of Education, Teaching and Learning (pg. 99-107)
Chg	EDTL A651	Curriculum Theory and Design (3 cr)(3+0)(pg. 108-113)
Add	EDTL A690	Selected Topics in Teaching and Learning (3 cr)(3+0)(pg. 114-118)
Add	EDTL A698	Teaching and Learning Research Project (1 cr)(1+9)(pg. 119-123)
Chg		Graduate Certificate, Special Education/EDSE (pg. 124-135)
Add	EDSE A635	Differentiation of Instruction Across School and Community Settings (3 cr)(3+0) (pg. 136-143)
Chg	EDSE A637	Inclusive Teaching and Learning in Content Area Classrooms (3 cr)(3+0) (pg. 144-151)
Chg		Master of Science, Project Management (pg. 152-167)
Chg	PM A601	Project Management Fundamentals (3 cr)(3+0)(pg. 168-172)
Add	PM A623	Stakeholder Engagement and Collaboration (3 cr)(3+0)(pg. 173-176)
Chg	PM A624	Advanced Project Risk Management (3 cr)(3+0)(pg. 177-182)
Add	PM A632	Advanced Project Controls (3 cr)(3+0)(pg. 183-186)
Add	PM A652	Project Definition and Research Methods (3 cr)(3+0)(pg. 187-190)
Add	PM A653	Project Management Application Tools (3 cr)(3+0)(pg. 191-193)

**VI. Old Business**

**VII. New Business**

- a. UAB Values Statement (pg. 194-199)

**VIII. Informational Items and Adjournment**

January 30, 2015

**ADM 142****9:30-11:30am****I. Roll Call**

(x) Arlene Schmuland  
 (x) Cindy Knall  
 (x) Jervette Ward  
 (x) Peter Olsson

(x) Anthony Paris  
 (x) Dennis Drinka  
 (x) Parker McWilliams

(e) Hsing-Wen Hu  
 (x) Clayton Trotter  
 (x) Sam Thiru

**Ex-Officio Members**

(x) David Yesner  
 (x) Lora Volden  
 (x) Scheduling and Publications

**II. Approval of Agenda (pg. 1-2)****Approved****III. Approval of Meeting Summary (pg. 3)***Amendment to David Yesner's report that the Provost search was closed**Amendment to the Doctor of Nursing Practice.***Approved as amended****IV. Administrative Reports****A. Associate Dean of the Graduate School David Yesner***The Doctor of Nursing Practice courses have been on hold in David's office, given another month the courses affiliated with the program will be able to proceed in the approval process.***B. University Registrar Lora Volden***The curriculum software is in the final details.**Summer registration opens on Monday, February 2, 2015.**Per federal regulations please let Lora know of any programs that require summer attendance.***C. GAB Chair Arlene Schmuland***Stacking courses does not require a motion from UAB and GAB because it is a change in practice, but not a change in policy.***V. Program/Course Action Request – Second Readings****VI. Program/Course Action Request - First Readings**

Chg	SWK A607	Social Welfare Policy and Services (3 cr)(3+0)(pg. 4-9)
Chg	SWK A608	Social Policy for Advanced Generalist Practice (3 cr)(3+0)(pg. 10-15)
Chg	SWK A624	Foundation Research Methods (4 cr)(4+0)(pg. 16-22)
Add	SWK A629	Advanced Generalist Practice IL Individuals (3 cr)(3+0)(pg. 23-28)
Chg	SWK A630	Practice I: Individuals (3 cr)(3+0)(pg. 29-35)
Chg	SWK A631	Introduction to Social Work Practice (3 cr)(3+0)(pg. 36-41)
Chg	SWK A632	Practice II: Families and Groups (3 cr)(3+0)(pg. 42-47)
Chg	SWK A633	Advanced Generalist Practice II: Families and Groups (3 cr)(3+0)(pg. 48-53)
Chg	SWK A634	Advanced Generalist Practice II: Organizations and Communities (3 cr)(3+0)(pg. 54-59)
Chg	SWK A635	Advanced Generalist Integrative Seminar (3 cr)(3+0)(pg. 60-63)
Chg	SWK A636	Practice III: Organizations and Communities (3 cr)(3+0)(pg. 64-69)
Add	SWK A638	Practice Evaluation Lab (1 cr)(0+2)(pg. 70-74)
Chg	SWK A639	Advanced Generalist Intensive Practicum (6 cr)(3+32)(pg. 75-82)
Chg	SWK A642	Human Behavior in the Social Environment (3 cr)(3+0)(pg. 83-87)
Chg	SWK A643	Human Diversity in Social Work Practice (3 cr)(3+0)(pg. 88-92)
Chg	SWK A644	Social Work Practicum I (3 cr)(3+16)(pg. 93-99)
Chg	SWK A645	Social Work Practicum II (3 cr)(3+16)(pg. 100-106)
Chg	SWK A646	Advanced Generalist Practicum I (3 cr)(3+16)(pg. 107-114)
Chg	SWK A647	Advanced Generalist Practicum II (3 cr)(3+16)(pg. 115-122)
Chg	SWK A698	Master of Social Work Seminar (3 cr)(1+6)(pg. 123-128)

**All SWK courses are waive first and approve for second**

Chg Master of Social Work (pg. 129-141)

**Postponed until further notice****VII. Old Business**

**VIII. New Business**

**IX. Informational Items and Adjournment**

10/31/14

MEMO

To: Curriculum Reviewers

From: Mary Dallas Allen, MSW Program Coordinator  
School of Social Work

Re: Curriculum revisions for the Master of Social Work Program

Attached are curriculum materials developed by the faculty of the School of Social Work in response to revisions to the standards of the Council on Social Work Education Commission on Accreditation Educational Policies. Social work faculty are engaged in a five year strategic process to revise, implement, assess and report on program outcomes in a self-study due to the Commission in June, 2017.

The revised standards have moved to a competency based curriculum format, requiring programs to demonstrate graduates are competent in defined competency areas (e.g., ethical and professional behavior, practice-informed research, policy practice, social justice and human rights) with accompanying prescribed practice behaviors. Each program is required to create a curriculum map that shows where in the curriculum each competency and specific practice behavior is being taught. We have revised our curriculum such that each required course includes student learning outcomes (SLO) related to competencies and practice behaviors. Please note that the Course Content Guides (CCG) include a note in the SLO section to reference the specific course, SLO, competency and practice behavior being addressed in the course. For example, in SWK A608 Social Policy for Advanced Generalist Practice, the first student learning outcome is cited as: "608.1(Sa) Develop and evaluate policies that advance social well-being". For the purposes of our curriculum map, the notation 608.1 (Sa) indicates the first student learning outcome in 608 addresses competency (Sa)- Competency #S-policy practice, and practice behavior a. "develop and evaluate policies that advance social well-being". Using this format serves us in two ways: 1) it provides a structure to map our courses onto the accreditation competencies and practice behaviors to demonstrate compliance with the standards, and 2) it informs instructors on how each course addresses content areas required in the curriculum for accreditation. We request that you permit us this notation system to guarantee compliance with curriculum requirements for the program.

The UAA MSW program will utilize a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. Courses in which a competency will be assessed will include a section in the CCG called

"Program Assessment," which will inform the instructor of the competency to be assessed and the means of assessing it. The MSW Assessment Plan includes a rubric for aggregating student performance in MSW courses to meet competencies and practice behaviors required in the curriculum. Please see the MSW Assessment Plan for further details.

In addition to the curriculum revision work, the faculty of the School of Social Work have decided to delete the Graduate Certificate in Clinical Social Work and the Graduate Certificate in Social Work Management due to low enrollment. Please accept these changes as part of the materials submitted.

A great deal of work has gone into preparing this curriculum package. We respectfully submit them for your review and appreciate the work that you're doing on our behalf. Thank you.



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

1a. School or College CH College of Health	1b. Department SWK		
2. Complete Program Title/Prefix Master of Social Work Program			
3. Type of Program  Choose one from the appropriate drop down menu:      Undergraduate:      or      Graduate: Other: specify type in box 2  Master of Social Work  This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes      or <input type="checkbox"/> No			
4. Type of Action: <b>PROGRAM</b> <b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate			
5. Implementation Date (semester/year) From: Fall/2015      To: Fall/9999			
6a. Coordination with Affected Units      Department, School, or College: UAA COH School of Social Work  Initiator Name (typed): <u>Mary Dallas Allen</u> Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )      Date: <u>10/28/14</u>			
6c. Coordination with Library Liaison      Date: <u>10/28/14</u>			
7. Title and Program Description - Please attach the following:  <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function			
8. Justification for Action Update program for compliance with accreditation requirements.			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;"><u>Mary Dallas Allen</u></div> <div style="margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Department Chair _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           College/School Curriculum Committee Chair _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> </div> </td> <td style="width: 50%; vertical-align: top;"> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Dean/Director of School/College _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Undergraduate/Graduate Academic Board Chair _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Provost or Designee _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> </div> </td> </tr> </table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;"><u>Mary Dallas Allen</u></div> <div style="margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Department Chair _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           College/School Curriculum Committee Chair _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> </div>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Dean/Director of School/College _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Undergraduate/Graduate Academic Board Chair _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div>           Provost or Designee _____ Date _____    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> </div>
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The mission of the UAA Master of Social Work (MSW) program is to prepare advanced generalist social workers who address health and social issues in Alaska. Alaska's unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social, economic, and environmental injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

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

### **Admission Requirements**

1. See [Admission Requirements for Graduate Degrees](#).
2. Deadline for application: January 15. This is the only application date for the year.



3. Submit the complete MSW admissions packet available through the School of Social Work.
4. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor's degree from an accredited college or university.
5. Submit UAA graduate application for admission with fee.

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

### **Liberal Arts Requirements for Admissions**

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

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

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

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

### **Academic Progress Requirements**

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

<a href="#">SWK A639</a>	Advanced Generalist Intensive Practicum	7
<a href="#">SWK A644</a>	Generalist Practicum I	3
<a href="#">SWK A645</a>	Generalist Practicum II	3
<a href="#">SWK A646</a>	Advanced Generalist Practicum I	3
<a href="#">SWK A647</a>	Advanced Generalist Practicum II	4

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

### **Transfer Credits**

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

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

1. Refer to [Advancement to Candidacy](#) criteria.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in [SWK A635](#) during spring semester of the concentration year of the program.

### **Graduation Requirements**

1. Satisfy the [General University Requirements for Graduate Degrees](#).
2. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B.

<a href="#">SWK A639</a>	Advanced Generalist Intensive Practicum	7
<a href="#">SWK A644</a>	Generalist Practicum I	3
<a href="#">SWK A645</a>	Generalist Practicum II	3
<a href="#">SWK A646</a>	Advanced Generalist Practicum I	3
<a href="#">SWK A647</a>	Advanced Generalist Practicum II	4

3. Successful completion of the Program Requirements below.

### **Program Requirements**

Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work. Students admitted to the program on a full-time basis may take up to 7 credits each summer, and 12 to 16 credits in fall and spring semesters for one to two years dependent upon prior academic preparation. A copy of the full-time program plan is available from the School of Social Work.

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

<b>Fall</b>	<b>Credits</b>
<a href="#">SWK A630</a> Practice I: Individuals	3
<a href="#">SWK A631</a> Foundation Practice	3
<a href="#">SWK A632</a> Practice II: Families and Groups *	3
<a href="#">SWK A642</a> Human Behavior in the Social Environment	3
<a href="#">SWK A643</a> Human Diversity in Social Work Practice	3
<a href="#">SWK A644</a> Generalist Practicum I	3
<b>Spring</b>	
<a href="#">SWK A607</a> Social Welfare Policy and Services	3
<a href="#">SWK A624</a> Foundation Research Methods *	4
<a href="#">SWK A636</a> Practice III: Organizations and Communities	3
<a href="#">SWK A645</a> Generalist Practicum II	3

Total Credits: 31

Advanced placement students are waived from taking SWK A607, SWK A630, SWK A631, SWK A632, SWK A636, SWK A642, SWK A643, SWK A644, SWK A645. Advanced placement students take 3 credits of MSW electives and [SWK A624](#) in the summer prior to

\*enrolling in the concentration curriculum.

**Concentration Curriculum:** All MSW students are required to complete the courses in the concentration curriculum. SWK 635 Advanced Generalist Integrative Seminar and SWK A698 MSW Research Seminar are selectives; students choose only one.

<b>Fall</b>		<b>Credits</b>
<a href="#">SWK A628</a>	Program Evaluation	
or <a href="#">HS A628</a>	or Program Evaluation	3
	Advanced Generalist Practice III: Families and	
<a href="#">SWK A633</a>	Groups	3
	Advanced Generalist Practice IV: Organizational	
<a href="#">SWK A634</a>	Practice	3
SWK A638	Practice Evaluation Lab	1
<a href="#">SWK A646</a>	Advanced Generalist Practicum I	3
<b>Spring</b>		
SWK A608	Social Policy for Advanced Generalist Practice	3
<a href="#">SWK A635</a>	Advanced Generalist Integrative Seminar	3
or SWK A698	MSW Research Seminar	3
<a href="#">SWK A647</a>	Advanced Generalist Practicum II	3
Graduate-level Social Work		
electives		6
Total Credits:		31

A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

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

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coh/schoolofsocialwork/msw/#sthash.tIJ6GS9Y.dpuf>

Catalog Copy Revisions 02/02/15

School of Social Work

Master of Social Work

The mission of the UAA Master of Social Work ([MSW](#)) program is to prepare advanced generalist social workers who ~~enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska~~[address health and social issues in Alaska](#). Alaska's unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social, ~~and economic, and environmental~~ injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program ~~will~~ have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of ~~32~~[31](#) semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take [SWK A6323 credits of MSW electives](#) and [SWK A624 Foundation Research Methods \(4 credits\)](#) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall. ~~The MSW program does not grant social work course credit for life experience or previous work experience.~~

### Admission Requirements

1. See [Admission Requirements for Graduate Degrees](#).

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

### **Academic Progress Requirements**

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

<a href="#">SWK A639</a>	Advanced Generalist Intensive Practicum	7
<a href="#">SWK A644</a>	Generalist Practicum I	3
<a href="#">SWK A645</a>	Generalist Practicum II	3
<a href="#">SWK A646</a>	Advanced Generalist Practicum I	3
<a href="#">SWK A647</a>	Advanced Generalist Practicum II	4

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

### **Transfer Credits**

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

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

1. Refer to [Advancement to Candidacy](#) criteria.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in [SWK A635](#) during spring semester of the concentration year of the program.

### **Graduation Requirements**

1. Satisfy the [General University Requirements for Graduate Degrees](#).

~~2. Successful completion of research project (SWK A698).~~

~~3.~~ 2. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B.

<a href="#">SWK A639</a>	Advanced Generalist Intensive Practicum	7
<a href="#">SWK A644</a>	Generalist Practicum I	3
<a href="#">SWK A645</a>	Generalist Practicum II	3
<a href="#">SWK A646</a>	Advanced Generalist Practicum I	3
<a href="#">SWK A647</a>	Advanced Generalist Practicum II	4

~~4.~~ 3. Successful completion of the Program Requirements below.

#### Program Requirements

~~The following outlines course requirements for the full-time program plan.~~ Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work. Students admitted to the program on a full-time basis may take up to 7 credits each summer, and 12 to 16 credits in fall and spring semesters for one to two years dependent upon prior academic preparation. A copy of the full-time program plan is available from the School of Social Work.

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

	Fall	Credits
<a href="#">SWK A630</a>	<del>Practice Skills Lab</del> <u>Practice I: Individuals</u>	<del>4</del> 3
<a href="#">SWK A631</a>	Foundation Practice	3
<a href="#">SWK A632</a>	<del>Direct Practice I</del> <u>Practice II: Families and Groups</u> *	3
<a href="#">SWK A642</a>	Human Behavior in the Social Environment	3
<a href="#">SWK A643</a>	Human Diversity in Social Work Practice	3
<a href="#">SWK A644</a>	Generalist Practicum I	3
	Spring	
<a href="#">SWK A607</a>	Social Welfare Policy and Services	3
<a href="#">SWK A624</a>	Foundation Research Methods *	4
	<del>Community Practice</del> <u>Practice III: Organizations and Communities</u>	
<a href="#">SWK A636</a>		3
<a href="#">SWK A645</a>	Generalist Practicum II	3
<del>Graduate level Social Work elective</del>	-	3
	Total Credits:	321

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Advanced placement students are waived from taking SWK A607, SWK A630, SWK A631, SWK A632, SWK A636, SWK A642, SWK A643, SWK A644, SWK A645. Advanced placement students take 3 credits of MSW electives and take SWK A624 and SWK A632 in the  
 \*summer prior to enrolling in the concentration curriculum.

**Concentration Curriculum:** All MSW students are required to complete the courses in the concentration curriculum. SWK 635 Advanced Generalist Integrative Seminar and SWK A698 MSW Research Seminar are selectives; students choose only one.

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	Fall	Credits
<u>SWK A608</u>	<u>Social Policy for Advanced Generalist Practice</u>	<u>3</u>
<u>SWK A628</u>	Program Evaluation	
or <u>HS A628</u>	or Program Evaluation	3
<u>SWK A633</u>	<u>Direct Practice II/Advanced Generalist Practice III: Families and Groups</u>	3
<u>SWK A634</u>	<u>Organizational Practice/Advanced Generalist Practice IV: Organizational Practice</u>	3
<u>SWK A638</u>	<u>Practice Evaluation Lab</u>	<u>1</u>
<u>SWK A646</u>	Advanced Generalist Practicum I	3

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	Spring	
<u>SWK A608</u>	<u>Social Policy for Advanced Generalist Practice</u>	<u>3</u>
<u>SWK A635</u>	Advanced Generalist Integrative Seminar	3
or <u>SWK A698</u>	<u>MSW Research Seminar</u>	<u>3</u>
<u>SWK A647</u>	Advanced Generalist Practicum II	<u>4</u>
<u>SWK A698</u>	<u>MSW Research Project</u>	<u>3</u>

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Graduate-level Social Work  
 electives

6

Total Credits:

31

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

### **Research Project**

~~All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to~~

~~facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.~~

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

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coh/schoolofsocialwork/msw/#sthash.tIJ6GS9Y.dpuf>

TO: GAB/UAA Faculty

FROM: Jennifer Stone, Department of English

DATE: January 14, 2015

SUBJECT: Proposed Stacked Courses and Program Changes

The Department of English is proposing the following changes that will affect catalog copy for our MA program:

- Establishing an earlier deadline for applications for fall admission and TAships,
- Reducing the number of courses in the Distribution Requirements from 18 to 9 credits,
- Increasing the number of elective credits from 6-9 to 15-18, and
- Increasing the number of 400-level credits allowed from 6 to 9.

Second, we are proposing two stacked courses: (1) ENGL A683: Composition Theory and Pedagogy (will replace ENGL A687 and will be stacked with ENGL A483), (2) ENGL A635: Advanced Theory (will be stacked with ENGL A435).

These changes will allow for more flexibility in the program. The stacked courses will allow us to deal more effectively with fluctuating enrollments and respond proactively to budgetary constraints. The earlier deadline will allow us to be more competitive with other graduate programs.

Please direct any questions or comments to me at [jstone32@uaa.alaska.edu](mailto:jstone32@uaa.alaska.edu), 786-4373.

Attached: PAR for English MA; Catalog copy for English; ENGL A483/A683 CAR and CCG; ENGL A435/635 CAR and CCG



# 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 AS CAS	1b. Department English
2. Complete Program Title/Prefix Master of Arts, English / ENGL	
3. Type of Program  Choose one from the appropriate drop down menu:      Undergraduate: CHOOSE ONE      or      Graduate: Master of Arts  This program is a Gainful Employment Program: <input type="checkbox"/> Yes      or <input checked="" type="checkbox"/> No	
4. Type of Action: <b>PROGRAM</b> <b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate	
5. Implementation Date (semester/year) From: Fall/2015      To:      /9999	
6a. Coordination with Affected Units      Department, School, or College: English Initiator Name (typed): <u>Jennifer Stone</u> Initiator Signed Initials: _____      Date: _____	
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )      Date: <u>January 16, 2015</u>	
6c. Coordination with Library Liaison      Date: <u>January 16, 2015</u>	
7. Title and Program Description - Please attach the following:  <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Cover Memo</span> <span><input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. *</span> </div> <p style="text-align: right; font-size: small;">*Copy the text directly from the program website of the online catalog and paste into a Word document.</p>	
8. Justification for Action Changed the distribution requirements and electives to allow for more flexibility in the program. Changed the TA application deadline to be more competitive with other graduate programs.	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">           Initiator (faculty only) _____ Date _____  <u>Jennifer Stone</u>            Initiator (TYPE NAME)  <input type="checkbox"/> Approved _____  <input type="checkbox"/> Disapproved Department Chair _____ Date _____  <input type="checkbox"/> Approved _____  <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____         </div> <div style="width: 45%;"> <input type="checkbox"/> Approved _____  <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____  <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Disapproved _____  <input type="checkbox"/> Approved _____  <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____         </div> </div>	

The Department of English offers a 36-credit Master of Arts in English emphasizing balanced coursework in literature, rhetoric, composition and linguistics. This degree prepares students both to pursue a more specialized PhD program and to take a variety of jobs in teaching, writing, editing and related fields. Students take three required

courses: [ENGL A602](#), [ENGL A689](#) and [ENGL A699](#). Teaching assistants (TAs) also are required to take [ENGL A683](#). Otherwise, students enjoy significant flexibility in designing their degree. The degree culminates in the master's thesis, a thoroughly researched and carefully argued article-length work that demonstrates the student's academic achievement and enables students to take on a variety of professional roles or to pursue advanced study.

Competitive teaching assistantships and research assistantships are also available. Contact the English Department for details, deadlines and applications.

## **Admission Requirements**

See [Admissions Requirements for Graduate Degrees](#).

Admission to the MA in English requires a baccalaureate degree from a regionally accredited institution in the United States (or foreign equivalent) as defined by the Council of Higher Education, with at least a 3.00 undergraduate GPA. Complete application packets are due by May 1 for fall enrollment (February 1 if applying for a teaching assistantship) and November 1 for spring enrollment. Late applications will be reviewed for the following semester. TA/RA applications are due to the department by February 1 (for fall semester).

At the time of application, students must submit the following documents to the Master of Arts program, Department of English:

1. A three- to five-page application essay that addresses the student's background in English, reasons for applying to the Master of Arts program, specific area(s) of interest, learning goals and professional objectives.
2. A recent sample (from within the past five years) of the applicant's academic or professional writing.
3. Two letters of recommendation from faculty who know the applicant's academic work (or professional writing, when appropriate).
4. Official transcripts for all prior coursework.

Admission to the program is based upon the evaluation of the entire application packet in conjunction with the applicant's undergraduate GPA.

## **Under-Prepared Students/Admission for Students without an Undergraduate Degree in English (or Related Discipline)**

An applicant who does not have sufficient undergraduate experience in English, at the discretion of the department, may be required to take up to 9 credits of additional coursework at the undergraduate level. These preparatory courses do not count toward the MA degree and must be passed with a grade of B or better.

### **International Students**

According to the UAA [Admission Requirements for Graduate Degrees](#), applicants whose native language is not English must submit official Test of English as a Foreign Language (TOEFL) scores, and the department reserves the right to require TOEFL scores above the university requirement for graduate admission.

### **Teaching Assistantships**

Applicants to the graduate program who are also interested in an assistantship should contact the Department of English for an application packet. Students selected for teaching assistantships are required to attend all training, informational and evaluation sessions, and to meet the academic and professional standards set by faculty members. If these requirements are not met, students risk forfeiting their assistantships.

## **Advising**

Admitted students are assigned an initial advisor whose responsibility is to assist the student prior to initial enrollment. Students shall acquaint themselves with different faculty members during the first year and approach a faculty member to serve as a mentor for the duration of the student's program. It is also expected that the mentor will assist the student in course selection and should advise the student in selecting a thesis committee and thesis advisor. Students are advised to complete the required MA courses in the following sequence:

<a href="#">ENGL A602</a>	Contemporary Literary Theory	3
<a href="#">ENGL A689</a>	Advanced Research and Professional Practices	3
<a href="#">ENGL A699</a>	Thesis (final semester)	1-6

The thesis proposal, a requirement of [ENGL A689](#), must be approved by the graduate English coordinator; students will not be allowed to enroll for [ENGL A699](#) without completing [ENGL A689](#) and having an approved thesis proposal.

**Comment [C1]:** English no longer uses the GSP.

### **Thesis Requirements**

The thesis is the culmination of the MA program. It is an extended, article-length writing project that demonstrates MA students' ability to think creatively, research thoroughly, write effectively and argue analytically at the graduate level. Students are expected to have conversations with faculty members about possible thesis topics during their coursework, and the thesis committee and thesis chair should be chosen in conversation with the graduate English coordinator. Additional thesis requirements follow:

1. The thesis should focus upon, and fall within, a disciplinary specialty covered by a tenured or tenure-track UAA English Department faculty member. (See the faculty profiles on the English Department webpage for descriptions of faculty members' fields of expertise.)
2. The thesis should primarily address recognized disciplinary specialties (literary, rhetorical, linguistic, cinematic, or electronic texts, concepts, and perspectives) and methodologies (literary critical and rhetorical analysis, qualitative or quantitative research). Secondly, the project may incorporate cultural studies approaches, popular culture topics, or extra-canonical texts, if pertinent and approved by the thesis advisor.
3. The thesis should articulate a critical approach to the topic according to a clearly defined literary theory, rhetorical approach or linguistic consideration (a key question, idea, concept, theorist or school of thought).
4. The thesis may be an extension of coursework; however, under no circumstances is it permissible to turn in the same paper for both a course and the thesis.
5. The thesis must be developed out of the thesis proposal required in [ENGL A689](#) and approved by the graduate English coordinator.
6. The completed thesis should be submitted to the thesis committee at least two weeks prior to the thesis defense. See the English Department for specific dates and deadlines. If the thesis is not submitted with adequate lead time, and revisions are required, it is unlikely that the thesis can be completed in time to meet graduation deadlines. See the UAA Graduate School website for thesis deadlines.
7. Students must be aware that after the thesis defense is completed, and before the degree can be awarded, the thesis must also be:
  - o Revised according to the instructions of the thesis defense committee (if any);
  - o Submitted, reviewed and approved by the chair of the Department of English;
  - o Revised according to the chair's instructions (if any);

- Submitted, reviewed and approved in the College of Arts and Sciences Dean's Office;
- Revised according to the CAS Dean's Office's instructions (if any);
- Submitted, reviewed and approved by the Graduate School;
- Revised according to the Graduate School instructions (if any); and
- Submitted to the Graduate School for binding and archiving (required), and copyrighting (optional) according to current requirements.

Please see the English Department support staff for a detailed description of the procedures to follow after the thesis defense. The degree can be posted, and a student can officially graduate, only after meeting all additional paperwork and administrative requirements as determined by the Graduate School. The Office of the Registrar completes the final degree check to ensure that all degree requirements have been met, including the resolution of any incomplete (I) or deferred (DF) grades.

### **Continuous Registration and Leaves of Absence**

Students have seven years to complete all requirements for the MA in English, and continuous registration is expected of all students throughout their courses of study. Students planning not to take coursework or register for thesis credit during any fall or spring semester (or summer, if they plan to use university facilities or consult with faculty during that time) prior to completion of their degree must submit the appropriate continuous registration paperwork and fee to ensure continuous enrollment during the degree-seeking period. Students not continually registered or on an approved leave of absence risk being removed from degree-seeking status. See [Graduate Degree Policies](#) for additional details.

### **Academic Progress**

Students enrolled in the program must:

- Achieve at least a 3.00 (B) in each of the program's required courses.
- Receive no more than one 2.00 (C) grade in any elective course
- Demonstrate continuous progress toward completing the degree by completing a minimum of 9 credits per semester of coursework applicable to the program, or 3 credits per semester for part-time students.
- Complete their thesis projects within 2 semesters after completion of coursework. Students who take more than 2 semesters to complete their thesis may be required to make alternative arrangements for thesis supervision.
- TAs must also abide by the specific terms of their contracts.



Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the [Academic Good Standing policy](#) for more information.

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Complete the Program Requirements below.
- Application for Graduation deadlines are on the Friday before finals each semester. Late or incomplete applications are processed the following term, and students who apply for graduation but do not complete the requirements must reapply with the appropriate fee in a subsequent semester.

### Program Requirements

In general, the MA in English should follow the guidelines below.

A tentative course rotation schedule is available from the English Department.

#### Core Courses \*

<a href="#">ENGL A602</a>	Contemporary Literary Theory	3
<a href="#">ENGL A689</a>	Advanced Research and Professional Practices	3
<a href="#">ENGL A699</a>	Thesis	3

#### Distribution Requirements

##### Literature

Complete 3 credits of the following: 3

<a href="#">ENGL A610</a>	Studies in Literary Periods and Movements
<a href="#">ENGL A611</a>	Studies in Genre

##### Linguistics 3

<a href="#">ENGL A612</a>	Studies in English Linguistics
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##### Rhetoric and Composition 3

<a href="#">ENGL A613</a>	Studies in Rhetoric and Composition
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15-

#### Elective Courses

18

Electives may include, with the approval of the committee chair:

All 600-level ENGL courses including courses that count for Distribution Requirements with change of subtitle.

Up to 9 credits of 400-level ENGL courses

Up to 6 credits of approved coursework outside the department

\*TAs are also required to take [ENGL A683](#) Composition Theory and Pedagogy.

A minimum of 36 credits is required for the MA in English.

- See more at: <http://catalog.uaa.alaska.edu/graduateprograms/cas/english/ma-english/#sthash.cuziYAoJ.dpuf>

The Department of English offers a 36-credit Master of Arts in English emphasizing balanced coursework in literature, rhetoric, composition and linguistics. This degree prepares students both to pursue a more specialized PhD program and to take a variety of jobs in teaching, writing, editing and related fields. Students take three required

courses: [ENGL A602](#), [ENGL A689](#) and [ENGL A699](#). Teaching assistants (TAs) also are required to take [ENGL A6837](#). Otherwise, students enjoy significant flexibility in designing their degree. The degree culminates in the master's thesis, a thoroughly researched and carefully argued article-length work that demonstrates the student's academic achievement and enables students to take on a variety of professional roles or to pursue advanced study.

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At the time of application, students must submit the following documents to the Master of Arts program, Department of English:

1. A three- to five-page application essay that addresses the student's background in English, reasons for applying to the Master of Arts program, specific area(s) of interest, learning goals and professional objectives.
2. A recent sample (from within the past five years) of the applicant's academic or professional writing.
3. Two letters of recommendation from faculty who know the applicant's academic work (or professional writing, when appropriate).
4. Official transcripts for all prior coursework.

Admission to the program is based upon the evaluation of the entire application packet in conjunction with the applicant's undergraduate GPA.

## Under-Prepared Students/Admission for Students without an Undergraduate Degree in English (or Related Discipline)

An applicant who does not have sufficient undergraduate experience in English, at the discretion of the department, may be required to take up to 9 credits of additional coursework at the undergraduate level. These preparatory courses do not count toward the MA degree and must be passed with a grade of B or better.

## International Students

According to the UAA [Admission Requirements for Graduate Degrees](#), applicants whose native language is not English must submit official Test of English as a Foreign Language (TOEFL) scores, and the department reserves the right to require TOEFL scores above the university requirement for graduate admission.

## Teaching Assistantships

Applicants to the graduate program who are also interested in an assistantship should contact the Department of English for an application packet. Students selected for teaching assistantships are required to attend all training, informational and evaluation sessions, and to meet the academic and professional standards set by faculty members. If these requirements are not met, students risk forfeiting their assistantships.

## Advising

Admitted students are assigned an initial advisor whose responsibility is to assist the student prior to initial enrollment. Students shall acquaint themselves with different faculty members during the first year and approach a faculty member to serve as a mentor for the duration of the student's program. It is also expected that the mentor will assist the student in course selection and should advise the student in selecting a thesis committee and thesis advisor. Students are advised to complete the required MA courses in the following sequence:

<a href="#">ENGL A602</a>	Contemporary Literary Theory	3
<a href="#">ENGL A689</a>	Advanced Research and Professional Practices	3
<a href="#">ENGL A699</a>	Thesis (final semester)	1-6

The thesis proposal, a requirement of [ENGL A689](#), must be approved by the graduate English coordinator; students will not be allowed to enroll for [ENGL A699](#) without completing [ENGL A689](#) and having an approved thesis proposal.

**Comment [C1]:** English no longer uses the GSP.

~~Developed in consultation with the mentor and in reference to the program requirements (see below), the Graduate Studies Plan (GSP) detailing the student's actual coursework should be submitted during the semester that the student takes ENGL A689. See the [Graduate Programs](#) page for a description of the GSP and other university requirements. The GSP and other paperwork may be found on the [UAA Graduate School webpage](#).~~

### **Thesis Requirements**

The thesis is the culmination of the MA program. It is an extended, article-length writing project that demonstrates MA students' ability to think creatively, research thoroughly, write effectively and argue analytically at the graduate level. Students are expected to have conversations with faculty members about possible thesis topics during their coursework, and the thesis committee and thesis chair should be chosen in conversation with the graduate English coordinator. Additional thesis requirements follow:

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3. The thesis should articulate a critical approach to the topic according to a clearly defined literary theory, rhetorical approach or linguistic consideration (a key question, idea, concept, theorist or school of thought).
4. The thesis may be an extension of coursework; however, under no circumstances is it permissible to turn in the same paper for both a course and the thesis.
5. The thesis must be developed out of the thesis proposal required in [ENGL A689](#) and approved by the graduate English coordinator.
6. The completed thesis should be submitted to the thesis committee at least two weeks prior to the thesis defense. See the English Department for specific dates and deadlines. If the thesis is not submitted with adequate lead time, and revisions are required, it is unlikely that the thesis can be completed in time to

meet graduation deadlines. See the UAA Graduate School website for thesis deadlines.

7. Students must be aware that after the thesis defense is completed, and before the degree can be awarded, the thesis must also be:
- Revised according to the instructions of the thesis defense committee (if any);
  - Submitted, reviewed and approved by the chair of the Department of English;
  - Revised according to the chair's instructions (if any);
  - Submitted, reviewed and approved in the College of Arts and Sciences Dean's Office;
  - Revised according to the CAS Dean's Office's instructions (if any);
  - Submitted, reviewed and approved by the Graduate School;
  - Revised according to the Graduate School instructions (if any); and
  - Submitted to the Graduate School for binding and archiving (required), and copyrighting (optional) according to current requirements.

Please see the English Department support staff for a detailed description of the procedures to follow after the thesis defense. The degree can be posted, and a student can officially graduate, only after meeting all additional paperwork and administrative requirements as determined by the Graduate School. The Office of the Registrar completes the final degree check to ensure that all degree requirements have been met, including the resolution of any incomplete (I) or deferred (DF) grades.

### **Continuous Registration and Leaves of Absence**

Students have seven years to complete all requirements for the MA in English, and continuous registration is expected of all students throughout their courses of study. Students planning not to take coursework or register for thesis credit during any fall or spring semester (or summer, if they plan to use university facilities or consult with faculty during that time) prior to completion of their degree must submit the appropriate continuous registration paperwork and fee to ensure continuous enrollment during the degree-seeking period. Students not continually registered or on an approved leave of absence risk being removed from degree-seeking status. See [Graduate Degree Policies](#) for additional details.

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Students enrolled in the program must:

- Achieve at least a 3.00 (B) in each of the program's required courses.
- Receive no more than one 2.00 (C) grade in any elective course

- Demonstrate continuous progress toward completing the degree by completing a minimum of 9 credits per semester of coursework applicable to the program, or 3 credits per semester for part-time students.
- Complete their thesis projects within 2 semesters after completion of coursework. Students who take more than 2 semesters to complete their thesis may be required to make alternative arrangements for thesis supervision.
- TAs must also abide by the specific terms of their contracts.

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing policy for more information.

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Complete the Program Requirements below.
- Application for Graduation deadlines are ~~July 1 for summer graduation, November 1 for fall graduation, and March 1 for spring graduation~~ on the Friday before finals each semester. Late or incomplete applications are processed the following term, and students who apply for graduation but do not complete the requirements must reapply with the appropriate fee in a subsequent semester.

### Program Requirements

In general, the MA in English should follow the guidelines below, ~~but graduation requirements for individual students are based upon each student's approved GSP.~~

A tentative course rotation schedule is available from the English Department.

#### Core Courses \*

<a href="#">ENGL A602</a>	Contemporary Literary Theory	3
<a href="#">ENGL A689</a>	Advanced Research and Professional Practices	3
<a href="#">ENGL A699</a>	Thesis	3

Distribution Requirements-<sup>\*\*</sup> ~~18~~

#### Literature

Complete 3 credits of the following: 3

<a href="#">ENGL A610</a>	Studies in Literary Periods and Movements
<a href="#">ENGL A611</a>	Studies in Genre

<b><u>Linguistics</u></b>	<b><u>3</u></b>
<b><u>ENGL A612</u></b> Studies in English Linguistics	
<b><u>Rhetoric and Composition</u></b>	<b><u>3</u></b>
<b><u>ENGL A613</u></b> Studies in Rhetoric and Composition	
Elective Courses	<b><u>6-915-18</u></b>

Electives may include, with the approval of the committee chair:

~~3-6 credits of additional~~All 600-level ENGL courses including courses that count for Distribution Requirements with change of subtitle.

~~3-6~~Up to 9 credits of 400-level ENGL courses

~~3-6~~Up to 6 credits of approved coursework outside the department

TAs are also required to take ~~ENGL A687, ENGL A683~~ Composition Theory and

\* ~~Practice~~Pedagogy.

~~\*\*All courses are repeatable up to 6 credits with a change of subtitle.~~

A minimum of 36 credits is required for the MA in English.

- See more at: <http://catalog.uaa.alaska.edu/graduateprograms/cas/english/ma-english/#sthash.cuziY AoJ.dpuf>

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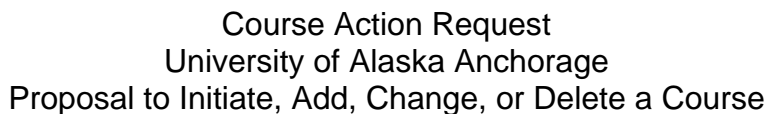
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33

**University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide**

**I. Date of Initiation:** Spring 2015

**II. Curriculum Action Request**

A. College: College of Arts and Sciences  
 B. Course Prefix: ENGL  
 C. Course Number: A635  
 D. Number of Credits: 3  
 E. Contact Hours: 3+0  
 F. Course Title: Advanced Theory  
 G. Grading Basis: A-F  
 H. Implementation Date: Fall 2015  
 I. Cross-listed/Stacked: Stacked with ENGL A435  
 J. Course Description: Advanced study of critical theory with an emphasis on recent developments in the field.  
 K. Course Prerequisites: None  
 L. Course Co-requisites: None  
 M. Other Restrictions: None  
 N. Registration Restrictions: Graduate Standing  
 O. Course Fees: None

**III. Instructional Goals and Student Learning Outcomes**

- A. Instructional Goals. The instructor will:
1. Clarify the distinction between analysis and evaluation of literary texts.
  2. Articulate the varied premises from which critical analysis may begin.
  3. Elucidate the historical relation among differing critical schools and their individual proponents.
  4. Synthesize recent developments in theory with parallel developments in cultural studies and postmodernism
  5. Examine the concept of theory in relation to belatedness
  6. Problematize the concept of textuality in the age of technology and globalization.

**B. Student Learning Outcomes and Assessment Measures**

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Distinguish between analysis and evaluation of literary texts.	Study guides, papers, examinations
2. Discuss the different premises from which critical analysis may begin.	Study guides, papers, examinations
3. Evaluate the historical relationships among differing critical schools and their individual proponents.	Study guides, papers, examinations
4. Synthesize an understanding of theory in its relation to cultural studies and the definitions	Presentation and literature review

of postmodernity.	
5. Critique and apply the concept of belatedness in its relation to literary studies.	Definitional paper
6. Hypothesize the direction of textuality in the coming decades.	In-depth research paper

#### IV. Course Level Justification

This course involves the student in complex forms of argument, analysis, and evaluation. The texts studied are themselves consistently sophisticated in ideological, semantic, and epistemological ways. If or when the course is stacked with ENGL A435, graduate students will have considerably more written and presentational work to undertake than will undergraduate students. That work will be integrated into the teaching of the stacked course so that all students will benefit from the stringencies of the graduate course. The additional student learning outcomes and assessment measures reflect the greater stringency.

#### V. Topical Course Outline

##### A. Philosophical Assumptions Affecting Critical Practice

1. Essentialism
2. Constructionism
3. Canonicity

##### B. Orientation of Critical Theories

1. Mimetic Theories
2. Pragmatic Theories
3. Expressive Theories
4. Objective Theories

##### C. Application of Critical Theories

1. Literary Works and the Nature of Representations
2. Literary Works and the Question of Audience
3. Literary Works and the Question of Authorial Intent
4. Literary Works as Self-Reflexive Artefacts

##### D. Contextualization of Critical Theories

1. Literary Theory in its relation to Cultural Studies and the Definition of Postmodernity.
2. Literary Theory and Belatedness in the Age of Textual Overabundance
3. Literary Theory and the Definition of Textuality in the Future.

#### VI. Suggested Texts

(Note: The entry in **boldface** is additional to those cited in the ENGL A435 CCG).

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2<sup>nd</sup> ed. New York: Oxford, 2011.

**Iser, Wolfgang. *How to Do Theory*. Malden, MA; Blackwell, 2006.**

Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. 2<sup>nd</sup> ed. New York: W.W. Norton, 2010.

Richter, Vincent B., ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. New York: St. Martin's P, 2006.

#### VII. Bibliography

(Note: The entries in **boldface** are additional to those cited in the ENGL A435 CCG).

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: W.W. Norton, 1953.

- Allen, Chadwick.** *Trans-Indigenous: Methodologies for Global Native Literary Studies*. Minneapolis: U of Minnesota P, 2012.
- Armstrong, Paul B. "The Conflict of Interpretations and the Limits of Pluralism." *PMLA* 98.3 (May 1983): 341-352.
- Attridge, Derek and Jane Elliott.** *Theory After Theory*. London: Routledge, 2011.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, Engl.: Manchester UP, 2009.
- Bhabha, Homi.** *The Location of Culture*. New York: Routledge, 1994.
- Bryant, Levi, Nick Srnicek, and Graham Harman.** *The Speculative Turn: Continental Materialism and Realism*. Melbourne: re.press, 2011.
- Davies, Ioan.** *Cultural Studies and Beyond: Fragments of Empire*. London: Routledge, 1995.
- Derrida, Jacques.** "This Strange Institution Called Literature." *Acts of Literature*. Ed. Derek Attridge. New York: Routledge, 1992. 33-75.
- Eagleton, Robert.** *Ethical Criticism: Reading after Levinas*. Edinburgh: Edinburgh UP, 2008.
- Eagleton, Terry. *Literary Theory: An Introduction*. 3<sup>rd</sup> ed. Minneapolis: U of Minnesota P, 2008.
- Easthope, Antony.** *Literary into Cultural Studies*. London: Routledge, 1991.
- Gibson, Andrew.** *Postmodernity, Ethics, and the Novel*. London: Routledge, 1999.
- Graves, Herbert. "Constructing a Usable Literary Past: Literary History and Cultural Memory." *The Yearbook of Research in English and American Literature* 21 (2005): 129-143.
- Hallberg, Robert von, ed.** *Canons*. Chicago: The U of Chicago P, 1984.
- Hayles, N. Katherine.** *My Mother Was a Computer: Digital Subjects and Literary Texts*. Chicago: The U of Chicago P, 2005.
- Hiltner, Ken.** *Ecocriticism: The Essential Reader*. London: Routledge, 2014.
- Hume, Robert D. "Construction and Legitimation in Literary History." *Review of English Studies* 56 (2005): 632-661.
- Lane, Richard.** *Global Literary Theory: An Anthology*. London: Routledge, 2013.
- Lipking, Lawrence. "Literary Criticism and the Rise of a National Literary History." *The Cambridge History of English Literature, 1660-1780*. Ed. John Richetti. Cambridge: Cambridge UP, 2005.
- Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. London: Verso, 2005.
- Perkins, David. *Is Literary History Possible?* Baltimore: Johns Hopkins UP, 1992.
- Richter, David, ed. *Falling into Theory: Conflicting Views on Reading Literature*. Boston: St. Martin's P—Bedford, 2001.
- Rorty, Richard.** "Looking Back at Literary Theory." *Comparative Literature in an Age of Globalization*. Ed. Haun Saussy. Baltimore: Johns Hopkins UP, 2006. 63-67.
- Smallwood, Philip, ed. *Critical Past: Writing Criticism, Writing History*. Lewisburg, PA: Bucknell UP, 2004.
- Wolfe, Cary.** *What is Posthumanism?* Minneapolis: Minneapolis UP, 2010.



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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department English	
2. Course Prefix ENGL	3. Course Number A683	4. Previous Course Prefix & Number ENGL A687	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Composition Theory and Pedagogy  Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  If a change, mark appropriate boxes:  <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input checked="" type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College    <input type="checkbox"/> Major  <input type="checkbox"/> Other    (please specify) </div> </div> <div> <input checked="" type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input checked="" type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats    Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Fall/2015    To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with _____  <input checked="" type="checkbox"/> Stacked    with    ENGL A483    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 <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. English MA		1/16/2015		Dan Kline	
2.					
3.					
Initiator Name (typed): <u>Jacqueline Cason</u> Initiator Signed Initials: _____    Date: _____					
13b. Coordination Email    Date: <u>1/20/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>1/20/2015</u>		
14. General Education Requirement Mark appropriate box:			<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone		
15. Course Description (suggested length 20 to 50 words) Investigates origins, foundational philosophies, theoretical movements, and pedagogical practices in composition studies, including direct observation in college classrooms and tutorial settings. Special Note: Required course for Teaching Assistants.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) graduate standing			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Graduate Standing		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Revision of CCG and course description in line with planned curriculum revisions. This class is stacked with ENGL A483. This will allow us to boost enrollments in the class and respond to current budgetary constraints. The course stacking will connect students who will be teaching writing at various levels (e.g., secondary and post-secondary) and thus promotes a pedagogy that supports a vertical transfer of learning. It also will provide insights into the curricular and developmental pathways of students across various sites. Additionally, the stacking provides an opportunity for graduate students to develop leadership through course participation and teaching and introduces upper-level undergraduates to graduate-level work, which potentially will motivate undergraduates to pursue graduate work, especially at UAA. Because this course is stacked with ENGL 483, changing the number from 687 to 683 allows for alignment.					

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

**University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide**

**I. Date of Initiation:** Fall 2015

**II. Curriculum Action Request**

A. College: College of Arts and Sciences  
 B. Course Prefix: ENGL  
 C. Course Number: A683  
 D. Number of Credits: 3  
 E. Contact Hours: 3+0  
 F. Course Title: Composition Theory and Pedagogy  
 G. Grading Basis: A-F  
 H. Implementation Date: Fall 2015  
 I. Cross-listed/Stacked: ENGL A483  
 J. Course Description: Investigates origins, foundational philosophies, theoretical movements, and pedagogical practices in composition studies, including direct observation in college classrooms and tutorial settings. Special Note: Required course for Teaching Assistants.  
 K. Course Prerequisites: None  
 L. Course Co-requisites: N/A  
 M. Other Restrictions: N/A  
 N. Registration Restrictions: Graduate standing  
 O. Course Fees: Yes

**II. Instructional Goals, Student Learning Outcomes, and Assessment Measures**

<b>Instructional Goals</b> The instructor will	<b>Student Learning Outcomes</b> Students will be able to	<b>Assessment Methods</b>
Provide necessary background, key concepts, and terminology for extended discussions of composition theories and writing practices in the context of contemporary issues.	Synthesize and critique philosophical and theoretical foundations of composition as they apply to contemporary issues in the teaching of writing.	Reading Responses Discussion Literature Review Annotated Bibliography
Introduce, model, and analyze course design for first-year writing classes.	Design and implement pedagogically sound curricula following a backward design protocol.	Curriculum Unit Design Annotated Syllabus Annotated Assignments and Lessons Assessment Plan
Guide inquiry into classroom practices; facilitate sessions for the review of student writing.	Acquire a repertoire of classroom teaching practices such as responding to and grading written assignments, conducting peer review, and holding conferences.	Mock conferences Response to student writing Grading of student writing Portfolio

Provide necessary background, key concepts, and terminology for extended discussions of transfer theory and institutional design of composition curricula.	Investigate and identify threshold concepts that move across the curricular transitions students make between basic writing, first-year composition, and discipline-specific writing classrooms within our institution.	Reading Responses Analytical report Direct observation report
Provide models and guide discussion of the teaching philosophy genre.	Research, theorize, and articulate a pedagogical position for teaching writing.	Statement of Teaching Philosophy

#### IV. Course Level Justification

As a course that deals with advanced rhetorical theories and practices, this course is most appropriate for graduate students in English. The course fulfills a requirement for Teaching Assistants enrolled in the MA in English and serves as an elective for other students in the MA program. In this course, stacked with an undergraduate course, graduate students are expected to synthesize, apply, and present on original research with a theoretical component, at times leading discussion among undergraduates.

#### V. Topical Course Outline

##### A. Origins and Evolution of Composition Studies

1. 19th century: First year composition at Harvard
2. Early 20<sup>th</sup> century: Progressive education and teaching writing
3. The 1960s: Classical rhetoric, writing processes, and authentic voice
4. The 1970s: Cognitive processes, basic writing, and writing across the curriculum
5. The 1980s: Social and historical approaches to rhetoric
6. 1990s: The challenges of diversity
7. Twenty-First century: Post-process perspectives and new media literacies

##### B. Theoretical Bases for Pedagogical Strategies

1. Expressive
2. Process and post-process
3. Collaborative
4. Community-engaged
5. Critical and cultural studies
6. Feminist
7. Genre
8. Composition and literature
9. Online and hybrid
10. Researched writing and argumentation

##### C. Contemporary Issues in Writing Classrooms

1. Basic writing
2. Learning transfer and portfolio pedagogy
3. Multiple literacies and multimodality
4. Placement, standards, and assessment
5. Information literacy—writing from experience, primary inquiry, and secondary sources
6. Writing in the disciplines and across the curriculum
7. Writing centers, studios, and third spaces
8. Language variety, grammar, and style
9. Service learning



D. Curriculum Development and Reflective Teaching

1. Backward design
2. Learning Outcomes
3. Syllabus design
4. Observations
5. Assignment design
6. Lesson planning
7. Textbook and text selection

E. Classroom Practices

1. Responding, Grading, Minimal Marking
2. Dialogic discussion
3. Conferencing
4. Peer review

VI. **Suggested Texts** (bold-faced items in the list below are sources that appear on the graduate level course but not on the undergraduate level course)

Coxwell-Teague, Deborah, and Ronald F. Lunsford, eds. *First-year Composition: From Theory to Practice*. Anderson, SC: Parlor Press, 2014.

Haussamen, Brock, Amy Benjamin, Martha Kolln, and Rebecca S. Wheeler. *Grammar Alive!: A Guide for Teachers*. Urbana: NCTE, 2003.

**Miller, Susan, ed. *The Norton Book of Composition Studies*. New York: Norton, 2009.**

Roen, Duane, et al., eds. *Strategies for Teaching First-Year Composition*. Urbana: NCTE, 2002.

**Tate, Gary, Amy Rupiper, Kurt Schick, and Brooke Hessler, eds. 3rd. *A Guide to Composition Pedagogies*. New York: Oxford, 2014.**

**Vandenberg, Peter, Sue Hum, and Jennifer Clary-Lemon. *Relations, Locations, Positions: Composition Theory for Writing Teachers*. Urbana: NCTE, 2006.**

**Villanueva, Victor, and Kristin L. Arola, eds. *Cross-Talk in Comp Theory: A Reader*. 3rd ed. Urbana: NCTE, 2011.**

VII. **Bibliography** (bold-faced items in the list below are sources that appear on the graduate level course but not on the undergraduate level course)

Adler-Kassner, Linda. "Structure and Possibility: New Scholarship about Students-Called-Basic-Writers." *College English*, 63.2 (2000): 229-243.

Adler-Kassner, Linda, and Susanmarie Harrington. "Responsibility and Composition's Future in the Twenty-first Century: Reframing" Accountability." *CCC*, 62.1 (2010): 73-99.

**Anson, Chris M. et al. *Scenarios for Teaching Writing: Contexts for Discussion and Reflective Practice*. Urbana: NCTE, 1993.**

- Ball, Kevin, and Goodburn, Amy M., "Composition Studies and Service Learning: Appealing to Communities?" (2000). Faculty Publications -- Department of English. Paper 15. <http://digitalcommons.unl.edu/englishfacpubs/15>
- Beach, Richard, Chris M. Anson, Lee-Ann Kastman Breuch, and Thom Swiss. *Teaching Writing Using Blogs, Wikis, and Other Digital Tools*. Norwood, MA: Christopher-Gordon Publishers, 2009.**
- Beaufort, Anne. *College Writing and Beyond: A New Framework for University Writing Instruction*. Logan: Utah State UP, 2007.**
- Berlin, James A. *Rhetoric and Reality: Writing Instruction in American Colleges, 1900–1985*. Carbondale: Southern Illinois UP, 1987.**
- . *Writing Instruction in Nineteenth-Century American Colleges*. Carbondale: Southern Illinois UP, 1984.**
- Brandt, Deborah. *Literacy and Learning: Reflections on Writing, Reading, and Society*. Hoboken, NJ: Jossey-Bass, 2009.**
- Brandt, Deborah. *The Rise of Writing: Redefining Mass Literacy*. New York: Cambridge UP, 2014.
- Butler, Paul, ed. *Style in Rhetoric and Composition: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2010.
- Clark, Irene. *Concepts in Composition: Teaching and Practice in the Teaching of Writing*. New York: Routledge, 2011.
- Cooper, Charles, and Lee Odell, eds. *Evaluating Writing: The Role of Teachers' Knowledge about Text, Learning, and Culture*. Urbana: NCTE, 1999.**
- Corbett, Edward P. J., Nancy Myers, and Gary Tate, eds. *The Writing Teacher's Sourcebook*. 4th ed. New York: Oxford UP, 2000.
- Cushman, Ellen, Eugene Kintgen, Barry M. Kroll, and Mike Rose, eds. *Literacy: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2001.
- DeJoy, Nancy C., *Process This: Undergraduate Writing in Composition Studies*. Logan: Utah State UP, 2004.**
- Darder, Antonio, Rodolfo Torres, and Marta Baltodano, eds. *The Critical Pedagogy Reader*. 2nd ed. New York: Routledge 2003.
- Davis, Matt. "Notes toward the Role of Materiality in Composing, Reviewing, and Assessing Multimodal Texts," *Computers and Composition* 31 (Spring 2014): 13-28.**
- Downs, Douglas, and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)Envisioning 'First-Year Composition' as 'Introduction to Writing Studies.'" *CCC* 58.4 (June 2007): 552-84.

- Faigley, Lester, *Fragments of Rationality: Postmodernity and the Subject of Composition*. Pittsburgh: University of Pittsburgh P, 1994.**
- Flower, Linda. *The Construction of Negotiated Meaning: A Social Cognitive Theory of Writing*. Carbondale: Southern Illinois UP, 1994.**
- Freire, Paulo. "The Banking Concept of Education." In *Pedagogy of the Oppressed*. New York: Continuum. 2000. 71-86.
- Glenn, Cheryl, and Melissa Goldthwaite, eds. *The St. Martin's Guide to Teaching Writing*. 6th ed. Boston: Bedford/St. Martin's, 2008.
- Graham, Steve, Charles A. MacArthur, and Jill Fitzgerald, eds. *Best Practices in Writing Instruction*. 2<sup>nd</sup> ed. New York: Guilford Press, 2013.
- Handa, Carolyn, ed. *Visual Rhetoric in a Digital World: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2004.**
- Heath, Shirley Brice. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. New York: Cambridge UP, 1983.
- Heilker, Paul, & Peter Vandenberg, eds. *Keywords in Composition Studies*. Portsmouth, NH: Boynton/Cook, 1996.**
- Hillocks, George. *Teaching Writing as Reflective Practice*. New York: Teachers College P, 1995.
- Huot, Brian, and Pamela Takayoshi, eds., *Teaching Writing With Computers: An Introduction*. Boston: Houghton Mifflin, 2003.
- Jackson, Karen Keaton, and Sandra Vavra, eds. *Closing the Gap: English Educators Address the Tensions between Teacher Preparation and Teaching Writing in Secondary Schools*. Charlotte, NC: Information Age Publishing, 2007.
- Johnson, T. R., and Tom Pace, eds. *Refiguring Prose Style: Possibilities for Writing Pedagogy*. Logan: Utah State UP, 2005.**
- Kent, Thomas. *Post-Process Theory: Beyond the Writing Process Paradigm*. Carbondale: Southern Illinois UP. 1999.**
- Lutewite, Claire. *Multimodal Composition: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2013.
- Malencyk, Rita, ed. *A Rhetoric for Writing Program Administrators*. Anderson, SC: Parlor Press, 2013.**
- Manley, Robert J. *Making the Common Core Standards Work: Using Professional Development to Build World-Class Schools*, Newbury Park, CA: Corwin, 2012.

- McComiskey, Bruce.** *Teaching Composition as a Social Process.* Logan: Utah State UP, 2000.
- Moore, Jessie. "Mapping Questions: The State of Writing-Related Transfer Research." *Composition Forum* 26 (Fall 2012): n. pag. Web. 15 January 2015.
- Nickoson, Lee, and Mary P. Sheridan, eds.** *Writing Studies Research in Practice: Methods and Methodologies.* Carbondale: Southern Illinois UP, 2012.
- North, Stephen.** *The Making of Composition: Portrait of An Emerging Field.* Upper Montclair, NJ: Boynton/Cook Publishers, 1987.
- Nowacek, Rebecca S.,** *Agents of Integration: Understanding Transfer as a Rhetorical Act.* Carbondale: Southern Illinois UP, 2011.
- Perl, Sondra, ed.** *Landmark Essays on Writing Process.* Davis, CA: Hermagoras, 1994.
- Pytlik, Betty P., and Sarah Leggett, eds. *Preparing College Teachers of Writing: Histories, Theories, Programs, Practices.* New York: Oxford UP 2002.
- Rose, Mike. *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared.* New York: Penguin 2005.
- Selber, Stuart.** *Multiliteracies for a Digital Age.* Carbondale: Southern Illinois UP, 2004.
- Selfe, Cynthia L., ed. *Multimodal Composition: Resources for Teachers* Cresskill, NJ: Hampton Press, 2007.
- Shaughnessy, Mina. *Errors and Expectations: A Guide for the Teachers of Basic Writing.* New York: Oxford UP, 1979.
- Sidler, Michelle, Richard Morris, and Elizabeth Overman Smith, eds. *Computers in the Composition Classroom: A Critical Sourcebook.* Boston: Bedford St. Martin's, 2008.
- Slevin, James F.** *Introducing English: Essays in the Intellectual Work of Composition.* Pittsburgh: U of Pittsburgh P, 2001.
- Straub, Richard, ed. *A Sourcebook on Responding to Student Writing.* Norwood, NJ: Hampton, 2000.
- Sullivan, Patrick, and Howard Tinberg, eds. *What Is "College-Level" Writing?* Urbana: NCTE, 2010.
- Heilker, Paul, and Peter Vandenberg, eds. *Keywords in Composition Studies.* Portsmouth, NH: Boynton/Cook, 1996.
- White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide.* 4<sup>th</sup> ed. Boston: Bedford/ St. Martin's, 2007.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design* New York: Pearson, 2005.

**Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc,**  
**eds. *Writing New Media: Theory and Applications for Expanding the Teaching of***  
***Composition*. Logan: Utah State UP, 2004. 67-110.**

Yagelski, Robert P. *Literacy Matters: Writing and Reading the Social Self*. New York:  
Teachers College P, 2000.

TO: Graduate Academic Board, University of Alaska Anchorage  
FR: Mike Mueller, Chair, Secondary Education  
SB: Master of Arts in Teaching Degree Changes  
DT: February 6, 2015

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The Master of Arts in Teaching (MAT) Degree is proposing the following program changes:

- 1) Revise program to meet current trends and practices in secondary teacher preparation.
- 2) Respond to the Prioritization report that noted the need to align with the RTEA plan.

#### Summary of Proposed Changes

- 1) Catalog Copy highlights:
  - a. Update approved secondary (7-12) teaching endorsement areas.
  - b. Require verification of baccalaureate with an expected minimum of a 3.00 GPA.
  - c. Revise and require EDFN A648 for all students, which joins two one-hour courses, to ensure students are better prepared to address the current state of literacy theory and research.
  - d. Revise EDSE A637 to ensure students are better prepared to address exceptionalities.
  - e. Replace EDSY A630 with a new course EDFN A641 to ensure students are better prepared to address multiculturalism, place-based education, and community engagement.
  - f. Change degree credits from 35 to 38 credits. The MAT degree includes secondary education certification, which is aligned with state/national accreditation standards, and which require advanced practicum and internships in (elementary, K-12 PE/Music) and secondary schools. A more robust program is required to address Prioritization and align with the RTEA plan.
- 2) *EDSY A648: Literacies in the 21<sup>st</sup> Century Classroom*: Currently an option for K-12 PE/Music, now required for all endorsements, we are joining two one-hour courses (EDFN A647 and EDSY A648), which had a significant amount of overlapping content for the purposes of updating and expanding to reflect the current state of literacy theory and research. A 3-credit course allows for new content to better address the state/national core education standards for teacher preparation.
- 3) *EDSE A637: Inclusive Teaching and Learning in Content Area Classrooms*. We are updating and expanding this course from 2 to 3-credits with new content to better address the state/national core education standards for teacher preparation for teaching students with exceptionalities.
- 4) *EDFN A641: Place, Culture and Responsibility*. We are replacing the 2-credit EDSY A630 (*Language, Culture, and Teaching in Secondary Schools*) with a new 3-credit course that will better address the state/national core education standards for teacher preparation for emphasizing local heritage, culture, landscapes, and opportunities in interdisciplinary learning and curriculum. Additionally, this course prepares teachers with community engagement, advocacy, and activism.



# 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 Secondary Education						
2. Complete Program Title/Prefix Master of Arts in Teaching							
3. Type of Program  Choose one from the appropriate drop down menu:      Undergraduate: CHOOSE ONE      or      Graduate: Master of Arts							
This program is a Gainful Employment Program: <input type="checkbox"/> Yes      or <input checked="" type="checkbox"/> No							
4. Type of Action: <b>PROGRAM</b> <b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate							
5. Implementation Date (semester/year) From: Fall/2015      To:      /9999							
6a. Coordination with Affected Units      Department, School, or College: Secondary Education Initiator Name (typed): <u>J. Bartels and M. Mueller</u> Initiator Signed Initials: _____ Date: _____							
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uua-faculty@lists.uua.alaska.edu">uua-faculty@lists.uua.alaska.edu</a> )      Date: _____							
6c. Coordination with Library Liaison      Date: _____							
7. Title and Program Description - Please attach the following:  <input type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function							
8. Justification for Action Revise program to meet current trends and practices in secondary teacher preparation.							
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Approved            Initiator (faculty only) _____ Date _____  <u>Jonathan Bartels and Mike Mueller</u>                                             Initiator (TYPE NAME)         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Disapproved      Dean/Director of School/College _____ Date _____         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved      Department Chair _____ Date _____         </td> <td style="border: none;"> <input type="checkbox"/> Approved      Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Disapproved              </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved      College/School Curriculum Committee Chair _____ Date _____         </td> <td style="border: none;"> <input type="checkbox"/> Approved      Provost or Designee _____ Date _____  <input type="checkbox"/> Disapproved              </td> </tr> </table>		<input type="checkbox"/> Approved Initiator (faculty only) _____ Date _____ <u>Jonathan Bartels and Mike Mueller</u> Initiator (TYPE NAME)	<input type="checkbox"/> Disapproved      Dean/Director of School/College _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      Department Chair _____ Date _____	<input type="checkbox"/> Approved      Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Disapproved	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved      College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved      Provost or Designee _____ Date _____ <input type="checkbox"/> Disapproved
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## OVERVIEW

### Secondary Education

#### Master of Arts in Teaching

The Secondary Education certification program, Master of Arts in Teaching degree is intended to prepare students for a career in teaching. It is an intensive experience for the dedicated graduate student who has both academic preparation in a content area taught in the public schools and significant life experience. The Secondary Education certification program integrates coursework and field experiences to meet Alaska and national teacher education standards. Graduates of the Secondary Education program are prepared to become educators who are:

- Excited about teaching and learning in content-based classrooms.
- Committed to a life of thoughtful practice.
- Dedicated to working with all children, their families and support personnel.
- Knowledgeable in the appropriate subject matter and skilled in how to teach it.
- Committed to the highest standards of professional ethics.

## MASTER OF ARTS IN TEACHING

### Secondary Education

#### Master of Arts in Teaching

The Secondary Education certification program, Master of Arts in Teaching degree is intended to prepare students for a career in teaching. It is an intensive experience for the dedicated graduate student who has both academic preparation in a content area taught in the public schools and significant life experience. The Secondary Education Certification program integrates coursework and field experiences to meet Alaska and national teacher education standards. Graduates of the Secondary Education certification program are prepared to become educators who are:

- Excited about teaching and learning in content-based classrooms.
- Committed to a life of thoughtful practice.
- Dedicated to working with all children, their families and support personnel.
- Knowledgeable in the appropriate subject matter and skilled in how to teach it.
- Committed to the highest standards of professional ethics.

## Admission Requirements

Satisfy the [Admissions Requirements for Graduate Degrees](#).

The application deadline for the Secondary Education certification Program is April 15. Students must apply for admission to both the University of Alaska Anchorage and the College of Education. Students are admitted and proceed through the Secondary Education certification program as a cohort. An application packet is on the website.

Applicants for the Secondary Education certification program must meet subject area requirements for a teaching endorsement.



## e-catalog (11-25-14)

Approved secondary (7-12) teaching endorsement areas for the Secondary Education certification program are:

- Biology
- Chemistry
- Earth Science
- English/Language Arts
- Mathematics
- Physics
- Social Studies
- World Languages (this endorsement is for a specific language)

Approved K-12 teaching endorsement areas for the Secondary Education certification program are:

- Music
- Physical Education

*Note: Teaching endorsements must be completed in accordance with the approved standards-based Initial Endorsement Content Preparation Review on file in the College of Education. With faculty advisor approval, coursework may be taken before formal admission to the Secondary Education certification Program.*

Undergraduates interested in applying to the Secondary Education certification Program should see a College of Education faculty advisor early in their program to ensure that subject matter courses taken to fulfill undergraduate degree requirements meet the content preparation standards required by the college's accrediting association. Additional subject matter coursework may be required before an applicant can be accepted to the program. Therefore, individuals with baccalaureate degrees who are considering a career change to become a teacher should see a faculty advisor at least one year before applying to the program.

Admission to the Secondary Education certification program is competitive and based on a review of the applicant's credentials. Applicants must complete the Secondary Education certification program application packet available from the College of Education. It must include the following:

1. Verification of a baccalaureate with an expected minimum of a 3.00 GPA in the baccalaureate degree or subsequent graduate-level coursework. Undergraduates may apply during senior year with anticipated graduation in May.
2. Passing scores on the Praxis Core Academic Skills for Educators examination or other Alaska Early Education and Development (EED) approved basic competency exam requirement ([www.eed.state.ak.us/TeacherCertification](http://www.eed.state.ak.us/TeacherCertification)).
3. Scores from the relevant content knowledge Praxis II examination. Contact the College of Education for details.
4. Demonstrated evidence of content area preparation in the teaching area for which the applicant is seeking endorsement, including the "Initial Endorsement Content Preparation Review" that has been signed by an appropriate College of Education faculty advisor.
5. An essay addressing questions based on the Secondary Education certification program purpose and outcomes, as described in the application packet.
6. Two letters of recommendation that speak directly to the applicant's qualifications and experience with children and adolescents to be admitted to the Secondary Education certification program and her/his choice of teaching as a career. At least one of the letters should address the academic expertise in the endorsement area.

### ***Additional Requirements***

Applicants accepted for admission must provide the following documents:

7. Submit an application form for admission to the advanced practicum and internship. Contact the College of Education for appropriate deadlines.
8. Demonstrate relevant content knowledge competency through successful completion of a baccalaureate degree and a passing score on the Praxis II examination. Contact the College of Education for details.
9. A completed State of Alaska Student Teacher Certification Authorization application form. The State of Alaska requires fingerprinting and a background check prior to internships in the public schools. The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork. Failure to pass the criminal history background check or failure to comply with the College of Education background check requirements will result in removal from the program. For more information see the [College of Education website](#).
10. Documentation of a current physical examination.
11. Maintain health insurance throughout advanced practicum and internship. Candidates may purchase insurance through UAA.

*Note: Qualified applicants are accepted on a space-available basis. Admission to the Secondary Education certification program does not guarantee admission to the advanced practicum or internship.*

## Academic Progress

Students enrolled in the Secondary Education certification program must maintain a minimum GPA of 3.00, with no individual course grade lower than a C, or B where specified. [EDFN A478](#) and [EDFN A649](#) require a minimum grade of B. Courses with grades less than a C, including those used to demonstrate content knowledge on the Initial Endorsement Content Preparation Review, may not be applied to meet certification or endorsement requirements. Satisfactory progress on all standards must be demonstrated in the internship courses to remain in the program.

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Complete the Program Requirements below.

## Program Requirements

There are two grade level options in the Secondary Education certification program: Secondary Education (7-12) and K-12.

The grade level option an applicant selects is based on the teaching endorsement area.

### Secondary Education 7-12

Teaching endorsement areas are:

- Biology,
- Chemistry,
- Earth Science,
- English/Language Arts,
- Mathematics,

## e-catalog (11-25-14)

- Physics,
- Social Studies or
- World Languages.

Foundations Courses *		
<a href="#">EDFN A478</a>	Issues in Alaska Native Education, K-12	3
<a href="#">EDFN A601</a>	Foundations: Philosophy of Education	2
<a href="#">EDFN A602</a>	Foundations: Educational Psychology	2
<a href="#">EDFN A603</a>	Foundations: Educational History and Sociology	2
Core Courses		
<a href="#">EDFN A649</a>	Capstone Seminar: Inquiry in Teaching and Learning (minimum grade of B required)	2
<a href="#">EDSE A637</a>	Inclusive Teaching and Learning in Content Area Classrooms	3
<a href="#">EDFN A641</a>	Place, Culture, and Responsibility	3
<a href="#">EDSY A644</a>	Community of Learners in Content Area Classrooms	3
<a href="#">EDSY A648</a>	Literacies in the 21 <sup>st</sup> Century Classroom	3
Methods Courses		
<a href="#">EDSY A661</a>	General Methods for Secondary Classrooms	3
Select one of the following content specific methods courses:		3
<a href="#">EDSY A663</a>	Teaching English/Language Arts in Secondary Schools	
<a href="#">EDSY A664</a>	Teaching Social Studies in Secondary Schools	
<a href="#">EDSY A665</a>	Teaching Mathematics in Secondary Schools	
<a href="#">EDSY A667</a>	Teaching World Language in Secondary Schools	
<a href="#">EDSY A669</a>	Teaching Science in Secondary Schools	
Field Experiences		
<a href="#">EDFN A695</a>	Internship	9

\* Minimum grade of B required in [EDFN A478](#). With departmental approval, courses may be taken before formal admission to the Secondary Education certification program. If [EDFN A478](#) is taken as part of an undergraduate program, it may be waived for the program.

Candidates must also successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

A total of 38 credits is required for the degree.

## K-12

Teaching endorsement areas are:

- Music or
- Physical Education

Foundations Courses *		
<a href="#">EDFN A478</a>	Issues in Alaska Native Education, K-12	3
<a href="#">EDFN A601</a>	Foundations: Philosophy of Education	2

<a href="#">EDFN A602</a>	Foundations: Educational Psychology	2
<a href="#">EDFN A603</a>	Foundations: Educational History and Sociology	2
Core Courses		
<a href="#">EDFN A649</a>	Capstone Seminar: Inquiry in Teaching and Learning (minimum grade of B required)	2
<a href="#">EDSE A637</a>	Inclusive Teaching and Learning in Content Area Classrooms	3
<a href="#">EDFN A641</a>	Place, Culture, and Responsibility	3
<a href="#">EDSY A644</a>	Community of Learners in Content Area Classrooms	3
<a href="#">EDSY A648</a>	Literacies in the 21 <sup>st</sup> Century Classroom	3
Methods Courses		
Select one of the following sequences:		6
<a href="#">MUS A668A</a> & <a href="#">MUS A668B</a>	Methods for Teaching Music I, K-12 and Methods for Teaching Music II, K-12	
<a href="#">PEP A645</a> & <a href="#">PEP A646</a>	Methods in Elementary Physical Education and Methods in Secondary Physical Education	
Field Experiences		
<a href="#">EDFN A695</a>	Internship	9

\* Minimum grade of B required in [EDFN A478](#). With departmental approval, courses may be taken before formal admission to the Secondary Education certification program. If [EDFN A478](#) is taken as part of an undergraduate program, it may be waived for the program.

Candidates must also successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

A total of 38 credits is required for the degree.

## Professional Field Experiences

The Secondary Education program includes a comprehensive internship experience in an educational setting. Internship placements are arranged and supervised by university faculty in partnership with the principal and staff from the public school. University coursework and classroom practice are closely linked and communication about performance in both the coursework and classroom practice is shared among the partners. Internships follow the K-12 school year calendar and not the university academic year calendar.

Performance in the internship must meet stated competencies and individual outcomes. Performance evaluations determine the candidate's progress toward meeting the State of Alaska Standards for Beginning Teachers, the Alaska Standards for Culturally Responsive Schools, and the specialized professional associations.

It is expected that interns will demonstrate appropriate professional dispositions with respect to their actions, attitudes, and performance. Teacher candidates are required to abide by the State of Alaska Code of Ethics of the Education Profession. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field experience, the program, and denial of the institutional recommendation for teacher certification.

Internship placements are made in partnership with participating school districts, which may request additional information and/or preparation from university candidates according to the district's established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placement may become competitive if the number of applicants exceeds the number of spaces.

Districts also reserve the right to refuse or terminate placements when candidates do not meet a minimum standard of performance. While the university will make every effort to identify appropriate field experiences, admission to the Secondary Education program does not guarantee an internship placement.

## Institutional Recommendation

To obtain an institutional recommendation for teacher certification, candidates must have:

1. Completed all program courses with a minimum grade of C, or B where specified;
2. Maintained a cumulative 3.00 GPA in the Secondary Education certification program;
3. Achieved passing scores on the Praxis Core Academic Skills for Educators and II examinations or other EED approved highly qualified exams requirement ([www.eed.state.ak.us/TeacherCertification](http://www.eed.state.ak.us/TeacherCertification));
4. Satisfactorily completed internships; and
5. Met all standards listed in the standards-based Initial Endorsement Content Preparation Review.

*Alaska certification note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for certificate.*

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coe/secondaryeducation/mat/#sthash.AgvpNN5Z.dpuf>

## LEARNING OUTCOMES

## Program Student Learning Outcomes

Student outcomes for the program are based on the Alaska Beginning Teacher Standards (ABTS) located at [www.eed.state.ak.us/standards/pdf/beginning\\_teachers.pdf](http://www.eed.state.ak.us/standards/pdf/beginning_teachers.pdf) and Alaska Standards for Culturally Responsive Schools (CS) located at <http://www.ankn.uaf.edu/publications/standards.html> and the specialized professional associations. Students graduating with a Master of Arts in Teaching will be able to:

- Demonstrate and examine how their educational philosophy affects their teaching in the classroom. (ABTS 1, CS I)
- Demonstrate application of learning theory, effective instructional planning and practice, and assessment processes for all students. (ABTS 2, 5, CS II, V)
- Demonstrate knowledge of the individual and cultural diversity in Alaskan communities and schools and apply that knowledge in educational practice. (ABTS 3, CS III)
- Demonstrate content and pedagogical knowledge in the endorsement area as specified by the appropriate Specialized Professional Association (SPA) - NCTM, NSTA, NCSS, NCTE, ACTFL, NASM, etc. (ABTS 4, CS IV)
- Demonstrate technological knowledge and proficiency to enhance instructional practice. (ABTS 5, CS V)
- Demonstrate an appropriate learning environment including effective classroom management. (ABTS 6, CS VI)
- Demonstrate participation in and contribution to the profession by maintaining high professional standards, including collaboration and

- communication (both oral and written), with all stakeholders in the university and school community. (ABTS 7, 8, CS III, VII, VIII)
- Complete the Secondary Education certification program and receive an Institutional Recommendation for initial licensure. (ABTS 1-8, CS I-VIII)

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coe/secondaryeducation/mat/#learningoutcomestext>

## OVERVIEW [tab]

### Secondary Education

#### Master of Arts in Teaching

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The [Secondary Education certification program](#), Master of Arts in Teaching (~~MAT~~)degree is intended to prepare students for a career in teaching. It is an intensive experience for the dedicated graduate student who has both academic preparation in a content area taught in the public schools and significant life experience. The Secondary Education ~~Certificate~~certification program integrates coursework and field experiences to meet Alaska and national teacher education standards. Graduates of the Secondary Education program are prepared to become educators who are:

- Excited about teaching and learning in content-based classrooms.
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- Dedicated to working with all children, their families and support personnel.
- Knowledgeable in the appropriate subject matter and skilled in how to teach it.
- Committed to the highest standards of professional ethics.

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## MASTER OF ARTS IN TEACHING [tab]

### Secondary Education

#### Master of Arts in Teaching

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- Excited about teaching and learning in content-based classrooms.
- Committed to a life of thoughtful practice.
- Dedicated to working with all children, their families and support personnel.
- Knowledgeable in the appropriate subject matter and skilled in how to teach it.
- Committed to the highest standards of professional ethics.

## Admission Requirements

Satisfy the [Admissions Requirements for Graduate Degrees](#).

The application deadline for the [Secondary Education certification Program](#)~~MAT~~ is ~~October 1 for applicants seeking spring admission and February 20 for applicants seeking summer admission~~[April 15](#). Students must apply for admission to both the University of Alaska Anchorage and the College of Education. Students are admitted and proceed through the [Secondary Education C](#)ertificat~~ion~~ program as a cohort. An application packet is on the website.

Applicants for the ~~MAT degree~~[Secondary Education certification program](#) must meet subject area requirements for a teaching endorsement.

## e-catalog (11-25-14)

Approved secondary (7-12) teaching endorsement areas for the [MAT Secondary Education certification program](#) are:

- ~~Business Education~~ [Biology](#)
- ~~Chemistry~~
- ~~Earth Science~~
- ~~English as a Second Language~~
- English/Language Arts
- ~~Family and Consumer Science~~
- ~~General Science~~
- ~~Mathematics~~
- ~~Physics~~
- Social Studies
- ~~Technology Education~~
- World Languages (this endorsement is for a specific language)

Approved K-12 teaching endorsement areas for the [Secondary Education certification program](#) ~~MAT~~ are:

- Music
- Physical Education

*~~Note: Teaching endorsements must be completed in accordance with the approved standards-based Initial Endorsement Content Preparation Review on file in the College of Education. With faculty advisor approval, coursework may be taken before formal admission to the [Secondary Education certification Program](#) ~~MAT~~.~~*

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Undergraduates interested in applying to the [Secondary Education certification Program](#) ~~MAT~~ should see a College of Education faculty advisor early in their program to ensure that subject matter courses taken to fulfill undergraduate degree requirements meet the content preparation standards required by the college's accrediting association. Additional subject matter coursework may be required before an applicant can be accepted to the [MAT program](#). Therefore, individuals with baccalaureate degrees who are considering a career change to become a teacher should see a faculty advisor at least one year before applying to the program.

~~Applicants are expected to have basic technology skills such as general computer use, email, word processing, Internet research, etc.~~

~~Applicants must also provide documentation to the College of Education of qualifications in the following three areas:~~

- ~~1. Academic preparation and demonstrated content knowledge competency in the endorsement area sought.~~
- ~~2. Successful experience with adolescents.~~
- ~~3. Dispositions for teaching, including collaborative skills, fairness, the belief that all students can learn, and the ability to work with adolescents and families from diverse backgrounds.~~

Admission to the [Secondary Education Certification](#) program is competitive and based on a ~~two-part~~ review of the applicant's credentials. ~~The first committee review is preliminary and based on the documentation submitted by the applicant. If the applicant is recommended as a strong potential candidate for admission, then an admissions interview is scheduled. Applicants' knowledge, skills and dispositions as documented in the MAT application packet and demonstrated in the admissions interview will be holistically evaluated with two exceptions:~~



~~• Passing scores on the Praxis I examination. Scores are determined by the Alaska State Board of Education and Early Development.~~

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~~• Demonstrated writing ability. Because the MAT is a graduate program, and because teachers are required to communicate effectively with a wide audience, applicants must demonstrate that they are able to meet high expectations for written work.~~

~~If the candidate is recommended for admission based on the preliminary review and admissions interview, a physical examination and a background check must be passed prior to admission to the internships.~~

## Stage I: Preliminary Review

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Applicants must complete the [Secondary Education certification program](#) MAT application packet available from the College of Education. It must include the following:

1. Verification of a baccalaureate with an expected minimum of a [2.75/3.00 GPA](#) in ~~the last 30 credits of the baccalaureate degree~~ or subsequent graduate-level coursework ~~and 3.00 GPA in the teaching endorsement area~~. Undergraduates may apply during senior year with anticipated graduation in May.
2. Passing scores on the Praxis [Core Academic Skills for Educators examination](#) or other [Alaska Early Education and Development \(EED\) approved basic competency exam requirement \(www.eed.state.ak.us/TeacherCertification\)](#). ~~I, a test of basic skills in reading, writing, and mathematics. This test is also required by the state of Alaska; the Alaska State Board of Education and Early Development determines passing scores. Contact the College of Education for the passing scores.~~
3. Scores from the relevant content knowledge Praxis II [examination](#). ~~test. Competitive scores will be at the national median or higher. Contact the College of Education for details.~~
4. Demonstrated evidence of content area preparation in the teaching area for which the applicant is seeking endorsement, including the ~~standards-based~~ Initial Endorsement Content Preparation Review that has been signed by an appropriate College of Education faculty advisor.
5. An essay addressing questions based on the [MAT Secondary Education Certification](#) program purpose and outcomes, as described in the application packet.
- ~~6. Documentation of experience with school-aged children and adolescents.~~
- ~~7.6.~~ Two letters of recommendation that speak directly to the applicant's qualifications [and experience with children and adolescents](#) to be admitted to the [Secondary Education certification program](#) [MAT degree](#) and her/his choice of teaching as a career. At least one of the letters should address the academic expertise in the endorsement area.

## Stage II: Admissions Interview

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*After the preliminary review of the required application materials is completed, all applicants who are recommended as potential candidates will be interviewed by an admissions committee. Admission to the MAT degree program is competitive, and final decisions will be based upon consideration of all data. Admission to the MAT program does not guarantee an internship placement (see note under Professional Field Experiences).*

## Additional Requirements

Applicants accepted for admission must provide the following documents:

7. [Submit an application form for admission to the advanced practicum and internship. Contact the College of Education for appropriate deadlines.](#)

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8. Demonstrate relevant content knowledge competency through successful completion of a baccalaureate degree and a passing score on the Praxis II examination. Contact the College of Education for details.

4.9. A completed State of Alaska Student Teacher Certification Authorization application form. The State of Alaska requires fingerprinting and a background check prior to internships in the public schools. The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork. Failure to pass the criminal history background check or failure to comply with the College of Education background check requirements will result in removal from the program. For more information see the [College of Education website](#).

10. Documentation of a current physical examination.

11. Maintain health insurance throughout advanced practicum and internship. Candidates may purchase insurance through UAA.

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2. *Note: Qualified applicants area accepted on a space-available basis. Admission to the Secondary Education certification program **MAT** does not guarantee admission to the advanced practicum or internship.*

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## Academic Progress Requirements

Students enrolled in the [Secondary Education certification program \*\*MAT\*\*](#) must maintain a minimum GPA of 3.00, with no individual course grade lower than a C, or B where specified. [EDFN A478](#) and [EDFN A649](#) require a minimum grade of B. Courses with grades less than a C, including those used to demonstrate content knowledge on the Initial Endorsement Content Preparation Review, may not be applied to meet certification or endorsement requirements. Satisfactory progress on all standards must be demonstrated in the internship courses to remain in the program.

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Complete the Program Requirements below.

## Program Requirements

There are two grade level options in the [Secondary Education certification program \*\*MAT\*\*](#): Secondary Education (7-12) and K-12.

The grade level option an applicant selects is based on the teaching endorsement area.

### Secondary Education 7-12

with a Teaching endorsement in areas are: ~~Business Education~~

- ~~Biology.~~
- ~~Chemistry.~~
- ~~Earth Science, English as a Second Language,~~
- ~~English/Language Arts, Family and Consumer Science, General Science,~~
- ~~Mathematics,~~
- ~~Physics,~~
- ~~Social Studies, Technology Education or~~
- ~~World Languages.~~

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## e-catalog (11-25-14)

Foundations Courses *		
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<a href="#">EDFN A602</a>	Foundations: Educational Psychology	2
<a href="#">EDFN A603</a>	Foundations: Educational History and Sociology **	2
Core Courses		
<a href="#">EDFN A647</a>	<del>Developing Literacies Across the K-12 Continuum</del>	4
<a href="#">EDFN A649</a>	Capstone Seminar: Inquiry in Teaching and Learning (minimum grade of B required)	2
<a href="#">EDSE A637</a>	Inclusive Teaching and Learning in Content Area Classrooms	32
<del>EDSY A630</del> <a href="#">EDFN A641</a>	<del>Place</del> <del>Language</del> , Culture, and <del>Teaching in Secondary Schools</del> <del>Responsibility</del>	32
<a href="#">EDSY A644</a>	Community of Learners in Content Area Classrooms	3
<a href="#">EDSY A648</a>	<del>Developing Literacies in the Secondary Content Areas</del> <del>Literacies in the 21<sup>st</sup> Century Classroom</del>	34
Methods Courses <del>lasses</del>		
<a href="#">EDSY A661</a>	General Methods for Secondary Classrooms	3
Select one of the following content <u>specific methods</u> courses:		3
<del>CTE A643</del>	<del>Teaching in Career and Technical Education</del>	
<a href="#">EDSY A663</a>	Teaching English/Language Arts in Secondary Schools	
<a href="#">EDSY A664</a>	Teaching Social Studies in Secondary Schools	
<a href="#">EDSY A665</a>	Teaching Mathematics in Secondary Schools	
<a href="#">EDSY A667</a>	Teaching World Language in Secondary Schools	
<a href="#">EDSY A668</a>	<del>Teaching English as a Second Language in Secondary Schools</del>	
<a href="#">EDSY A669</a>	Teaching Science in Secondary Schools	
Field Experiences ***		
<a href="#">EDFN A695</a>	Internship	9

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\* Minimum grade of B required in [EDFN A478](#). With departmental approval, ~~the foundations~~-courses may be taken before formal admission to the ~~MAT~~-~~Secondary Education~~ ~~C~~ertification program. If [EDFN A478](#) is taken as part of an undergraduate program, it may be waived for the ~~MAT~~program.

\*\*\* ~~Career and technical education candidates may take CTE A611 instead of EDFN A601 and EDFN A603.~~

\*\*\* ~~Career and Technical Education candidates may take CTE A695.~~

Candidates must also successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

A total of ~~32-38~~5 credits is required for the degree.

## K-12

with a Teaching endorsement areas are in

- Music or
- Physical Education

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## e-catalog (11-25-14)

Foundations Courses *			
<a href="#">EDFN A478</a>	Issues in Alaska Native Education, K-12		3
<a href="#">EDFN A601</a>	Foundations: Philosophy of Education		2
<a href="#">EDFN A602</a>	Foundations: Educational Psychology		2
<a href="#">EDFN A603</a>	Foundations: Educational History and Sociology		2
Core Courses			
<a href="#">EDFN A647</a> <a href="#">EDSY A648</a>	<del>Developing Literacies Across the K-12 Continuum</del> <a href="#">Literacies in the 21<sup>st</sup> Century Classroom</a>		<del>3</del> <a href="#">3</a>
<a href="#">EDFN A649</a>	Capstone Seminar: Inquiry in Teaching and Learning (minimum grade of B required)		2
<a href="#">EDSE A637</a>	Inclusive Teaching and Learning in Content Area Classrooms		<del>3</del> <a href="#">3</a>
<del><a href="#">EDSY A630</a></del> <a href="#">EDFN A641</a>	<del>Place</del> <a href="#">Language, Culture, and Teaching in Secondary Schools</a> <del>Responsibility</del>		<del>3</del> <a href="#">3</a>
<a href="#">EDSY A644</a>	Community of Learners in Content Area Classrooms		3
<a href="#">EDSY A648</a>	<a href="#">Literacies in the 21<sup>st</sup> Century Classroom</a>		<a href="#">3</a>
Methods <del>Courses</del> classes			
Select one of the following sequences:			6
<a href="#">MUS A668A</a> & <a href="#">MUS A668B</a>	Methods for Teaching Music I, K-12 and Methods for Teaching Music II, K-12		
<a href="#">PEP A645</a> & <a href="#">PEP A646</a>	Methods in Elementary Physical Education and Methods in Secondary Physical Education		
Field Experiences			
<a href="#">EDFN A695</a>	Internship		9

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Candidates must also successfully complete a comprehensive portfolio demonstrating that they have met all of the applicable standards.

A total of ~~31-3~~[8](#)4 credits is required for the degree.

### Program Options

#### Fast Track Option

~~The Fast Track option is an intensive three semester program that allows candidates to complete the MAT as full time students in 12 to 18 months. Candidates admitted in the fall take classes "spring fall spring." Candidates admitted in the spring take classes "summer fall spring." The yearlong internship is during the fall and spring semesters.~~

#### Two-Year Option

~~The Two-Year option allows candidates to complete the MAT as part-time students over a period of 24 to 30 months. Depending on admission, candidates take the 9 credits of foundations courses either during the spring or summer semester. Beginning in the fall semester when candidates are enrolled in the core courses and/or methods courses, their schedule includes a required field experience component (internship).~~

### **Alternate Route to Certification Option**

The Alternate Route Option is for candidates who have secured a teaching position with an Alaska school district. Generally this option is available only to those candidates in areas of teacher shortage. Candidates will complete the MAT in 24 to 30 months. Please contact the College of Education for further information about this option.

### **Professional Field Experiences**

The ~~Master of Arts in Teaching~~[Secondary Education](#) program includes a comprehensive internship experience in an educational setting. Internship placements are arranged and supervised by university faculty in partnership with the principal and staff from the public school. University coursework and classroom practice are closely linked and communication about performance in both the coursework and classroom practice is shared among the partners. Internships follow the K-12 school year calendar and not the university academic year calendar.

Performance in the internship must meet stated competencies and individual outcomes. Performance evaluations determine the candidate's progress toward meeting the State of Alaska Standards for Beginning Teachers, the ~~Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools~~[Alaska Standards for Culturally Responsive Schools](#), and the ~~specialized professional associations~~[International Society for Technology in Education's National Education Technology Standards and Performance Indicators for All Teachers](#).

It is expected that interns will demonstrate appropriate professional dispositions with respect to their actions, attitudes, and performance. Teacher candidates are required to ~~adhere to the characteristics of professionalism as published in the MAT Program Handbook, and to~~ abide by the State of Alaska Code of Ethics of the Education Profession. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field experience, [the program](#), and denial of the institutional recommendation for teacher certification.

Internship placements are made in partnership with participating school districts, which may request additional information and/or preparation from university candidates according to the district's established policies and practices. Because cooperating districts also determine the number of placements available for candidates, placement may become competitive if the number of applicants exceeds the number of spaces. Districts also reserve the right to refuse or terminate placements when candidates do not meet a minimum standard of performance. ~~Thus, w~~While the university will make every effort to identify appropriate field experiences, admission to the ~~Master of Arts in Teaching~~[Secondary Education](#) program does not guarantee an internship placement.

### **Institutional Recommendation**

To obtain an institutional recommendation for teacher certification, candidates must have:

1. Completed all program courses with a minimum grade of C, or B where specified;
2. Maintained a cumulative 3.00 GPA in the [Secondary Education certification program](#)~~MAT~~;
3. Achieved passing scores on the Praxis ~~Core Academic Skills for Educators - I~~ and II examinations ~~or other EED approved highly qualified exams requirement~~  
([www.eed.state.ak.us/TeacherCertification](http://www.eed.state.ak.us/TeacherCertification));
4. Satisfactorily completed internships; and
5. Met all standards listed in the standards-based Initial Endorsement Content Preparation Review.

e-catalog (11-25-14)

*Alaska certification note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for certificate.*

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- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coe/secondaryeducation/mat/#sthash.AgvpNNSZ.dpuf>

## LEARNING OUTCOMES [tab]

### Program Student Learning Outcomes

Student outcomes for the program are based on the Alaska Beginning Teacher Standards (ABTS) located at [www.eed.state.ak.us/standards/pdf/beginning\\_teachers.pdf](http://www.eed.state.ak.us/standards/pdf/beginning_teachers.pdf) and Alaska Standards for Culturally Responsive Schools (CS) located at <http://www.ankn.uaf.edu/publications/standards.html> and the specialized professional associations. Students graduating with a Master of Arts in Teaching will be able to:

Field Code Changed

- Demonstrate and examine how their educational philosophy affects their teaching in the classroom. (~~AK Standard~~ABTS 1, ~~CS I~~)
- Demonstrate application of learning theory, effective instructional planning and practice, and assessment processes for all students. (~~AK Standards~~ABTS 2, 5, ~~CS II, V~~)
- Demonstrate knowledge of the individual and cultural diversity in Alaskan communities and schools and apply that knowledge in educational practice. (~~AK Standard~~ABTS 3, ~~CS III~~)
- Demonstrate content and pedagogical knowledge in the endorsement area as specified by the appropriate Specialized Professional Association (SPA) - NCTM, NSTA, NCSS, NCTE, ACTFL, ~~TESOL~~, NASM, etc. (~~AK Standard~~ABTS 4, ~~CS IV~~)
- Demonstrate technological knowledge and proficiency to enhance instructional practice. (~~AK Standard~~ABTS 5, ~~CS V~~)
- Demonstrate an appropriate learning environment including effective classroom management. (~~AK Standard~~ABTS 6, ~~CS VI~~)
- Demonstrate participation in and contribution to the profession by maintaining high professional standards, including collaboration and communication (both oral and written), with all stakeholders in the university and school community. (~~AK Standards~~ABTS 7, 8, ~~CS III, VII, VIII~~)
- Complete the ~~MAT~~ Secondary Education ~~C~~certification program and receive an Institutional Recommendation for initial licensure. (~~AK Standards~~ABTS 1-8, ~~CS I-VIII~~)

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coe/secondaryeducation/mat/#learningoutcomestext>



# 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 Secondary Education													
2. Course Prefix EDFN	3. Course Number A641	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Place, Culture and Responsibility Place, Culture, Responsibility <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College    <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify)         </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement         </div> </div>			9. Repeat Status No    # of Repeats 0    Max Credits n/a														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
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3.																	
Initiator Name (typed): <u>Mike Mueller</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>11/18/14</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>11/18/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Immerses students in local heritage, culture, landscapes, opportunities and experiences as the foundation for the study of interdisciplinary learning and curriculum. Emphasizes place-based learning through participation in community advocacy and activism.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) N/A			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Departmental approval required														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action New course to emphasize multicultural education, place-based education, and community engagement.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Initiator (faculty only)    Date</small>  <u>Mike Mueller</u> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Initiator (TYPE NAME)    Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Department Chair    Date</small> </div> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>College/School Curriculum Committee Chair    Date</small> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Dean/Director of School/College    Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Undergraduate/Graduate Academic Board Chair    Date</small> </div> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  <small>Provost or Designee    Date</small> </div> </div> </div>																	

**Course Content Guide  
University of Alaska Anchorage  
College of Education**

**I. Date Initiated:** 8/8/13

**II. Information for the Course Action Request**

College/School: EA College of Education

Subject: EDFN

Course Number: A641

Title: Place, Culture, and Responsibility

Credits: 3

Grading Basis: A-F

Implementation Date: 9-1-14

Course Description: Immerses students in local heritage, culture, landscapes, opportunities and experiences as the foundation for the study of interdisciplinary learning and curriculum. Emphasizes place-based learning through participation in community advocacy and activism.

Course Prerequisites(s): None

Test Scores(s): None

Corequisite(s) None

Registration  
Restrictions: None

Course Fee: ☐ Yes ☒ No

**III. Instructional Goals, Student Outcomes, and Assessment Procedures**

**A. Instructional Goals**

The instructor will:

1.	Facilitate an analysis of students' cultural backgrounds and assumptions
2.	Promote inquiry skills, and explore knowledge systems and ecosystems



3.	Organize involvement with cultural events and local community groups
4.	Encourage the evaluation of family and community partnerships, sustainability, and learning through local resources and connections
5.	Support the exploration and discrimination of learning environments organized around advocacy, activism, fairness and justice

**B. Student Learning Outcomes/Assessment Procedures**

	<b><i>Student Learning Outcomes</i></b> <i>Upon successful completion of the course, the student will be able to do the following:</i>	<b><i>Assessment Procedures</i></b> <i>This outcome will be assessed by one or more of the following:</i>	<b><i>Standards</i></b> <i>This outcome meets the following state and/or national standard:</i>	<b><i>Core Values</i></b> <i>This outcome addresses the following core value:</i>
1.	Analyze personal and shared ways of knowing, cultural background and assumptions	Sociocultural autobiography  Cultural continuum survey	Standard A., A.1 (May, 2012 Guide to Implementing the Alaska Cultural Standards for Educators)	Inclusiveness and equity  Intellectual vitality
2.	Develop inquiry skills and determine the value of local knowledge systems (urban and rural), subsistence, and the ecosystems	School Community study  Case study  Citizen science	Standard B.	Inclusiveness and equity  Intellectual vitality  Collaborative spirit
3.	Plan and integrate community engagement experiences and opportunities	Narrative and reflective experience  Social strategies and communication plan  Advocacy campaign	Standard C.	Inclusiveness and equity  Collaborative spirit  Leadership
4.	Measure the value and sustainability of family and community partnerships, and learning through local resources and connections to place and culture	Community engagement metrics  Practitioner publication	Standard D.	Inclusiveness and equity  Collaborative spirit  Leadership  Intellectual vitality

5.	Design responsive and relevant learning and curriculum that support advocacy, activism, fairness and justice, and that provide meaningful experiences	Logic model  Problem-based curriculum model  Mitigation campaign  Education strategy for engaging students in place-based learning and community service	Standard E.	Inclusiveness and equity  Collaborative spirit  Leadership  Intellectual vitality
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#### IV. Course Level Justification

The course entails use of critical analysis of foundations of place, culture and responsibility in relation to pedagogy, curriculum and assessment. Supports both beginning and experienced teachers in understanding, valuing and incorporating local ways of knowing, partnerships in the community, and environmental systems in education.

#### V. Course Outline

##### 1. Foundations

1.1	Foundations of place, culture, and responsibility
1.2	Place-based and community engagement
1.3	Theoretical perspectives
1.4	Compare and contrast approaches
1.5	Promising practices

##### 2. Pedagogy

2.1	Place-based learning and service in your community
2.2	Foundation of understanding, engagement, and support
2.3	Family and community partnerships
2.4	Positive relationships in communities
2.5	Observation, documentation, and inquiry skills

##### 3. Curriculum

3.1	Place-based learning and service
3.2	Current practices
3.3	Funds of Knowledge (families, community and the environment)
3.4	Responsibility and reflection of curricular practices
3.5	Place-based learning and community engagement sustainability

##### 4. Assessments

4.1	Assessment and evaluation perspectives
-----	--

4.2	Controversies around evaluation
4.3	Balance of formal and informal assessments
4.4	Collaboration with families and communities in assessment
4.5	Professional learning communities and responsibilities

## VI. Suggested Text(s)

- Banks, J.A., & McGee Banks, C.A. (2012). *Multicultural education: Issues and perspectives*. New York, NY: Wiley.
- Bentley, M.L., Mueller, M.P., & Bruce, M. (Eds.). (2014). *Connecting Children to Nature: Ideas and Activities for Parents and Educators*. Bethany, OK: Wood N' Barnes.
- Gruenewald, D.A., & Smith, G.A. (Eds.). (2008). *Place-based education in the global age*. New York, NY: Lawrence Erlbaum Associates.
- Leslie, C.W., & Roth, C.E. (2000). *Keeping a nature journal: Discover a whole new way of seeing the world around you*. New York: Storey Press. \*
- Madsen, E. (Ed.). (1996). *Yuuyaraq: The Way of the Human Being*. Fairbanks: Alaska Native Knowledge Network. \*
- Sobel, D. (2005). *Place-based education: Connecting communities and classrooms*. Great Barrington: The Orion Society.

## VII. Bibliography

- Barnhardt, R & Kawagley, A. O. Eds. (2010). *Alaska native education: Views from within*. Alaska Native Knowledge Network, Center for Cross Cultural Studies: University of Alaska Fairbanks.
- Deyhle, D., & Gayton K. (2009). Connecting the circle in American Indian education. In J. Banks (Ed.), *The Routledge International Companion to Multicultural Education* (pp. 265-275). New York, NY: Routledge, Taylor and Francis.
- Ginsberg, M., & Wlodkowski, R. (2013). *Creating highly motivating classrooms for all students*. Thousand Oaks, CA: Sage Publications.
- Grant, K., & Ray, J. (2010). *Home, school, and community collaboration: Culturally responsive family involvement*. Thousand Oaks, CA: Sage Publications.

- Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann Press. \*
- Kawagley, A.O. (2006). *A Yupiaq worldview: A pathway to ecology and spirit*. Prospect Heights, IL: Waveland Press.
- Kleinfield, J., McDiarmid, W., & Parrett, W. (1992). *Inventive teaching: The heart of the small school*. Fairbanks, AK: University of Alaska Fairbanks. \*
- Louv, R. (2005). *Last child in the woods: Saving our children from nature deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Martusewicz, R.A., Edmundson, J., & Lupinacci, J. (2011). *Ecojustice education: Towards diverse, democratic, and sustainable communities*. New York, NY: Routledge.
- McClanahan, A. (Ed.). (2000). *Growing up native in Alaska*. Anchorage, AK: The CIRI Foundation. \*
- Mueller, M.P. (2009). Educational Reflections on the “Ecological Crisis”: EcoJustice, Environmentalism, and Sustainability. *Science & Education*, 18(8), 1031-1055.
- Mueller, M.P., Tippins, D.J., & Stewart, A.J. (Eds.). (2014). *Assessing Schools for Generation R (Responsibility) A Guide to Legislation and School Policy in Science Education*. Dordrecht: Springer.
- Noddings, N. (2003). *Happiness and education*. Cambridge, NJ: Cambridge University Press.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Spatz, R. (Ed.). (2001). *Alaska native writers, storytellers and orators*. Alaska Quarterly Review: University of Alaska Anchorage. \*
- Tippins, D.J., Mueller, M.P., van Eijck, M., & Adams, J.D. (Eds.). (2010). *Cultural Studies and Environmentalism: The Confluence of EcoJustice, Place-based (Science) Education, and Indigenous Knowledge Systems*. Dordrecht: Springer.

\* An important or classic publication.



# 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 Secondary Education													
2. Course Prefix EDSY	3. Course Number A648	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Literacies in the 21 <sup>st</sup> Century Classroom Literacies in the 21 <sup>st</sup> Century <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input checked="" type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College    <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input checked="" type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats 0    Max Credits n/a														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
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Initiator Name (typed): <u>Jonathan T. Bartels</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>11/18/2014</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>11/18/2014</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) Analysis and evaluation of current learning theories, models, and best practices for developing multiple forms of 21st century literacies in the secondary classroom.																	
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) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Departmental approval required														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action The course content is being updated and expanded to reflect the current state of literacy theory and research. New content (sociocultural literacy, new literacies, & 21 <sup>st</sup> century literacies) is also being added in order to meet new core education standards for pre-service teachers.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    <u>Dr. Jonathan T. Bartels</u>    Date _____  <small>Initiator (TYPE NAME)</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____    Date _____  <small>Department Chair</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____    Date _____  <small>College/School Curriculum Committee Chair</small> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____    Date _____  <small>Dean/Director of School/College</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____    Date _____  <small>Undergraduate/Graduate Academic Board Chair</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____    Date _____  <small>Provost or Designee</small> </div> </div> </div>																	

**Course Content Guide  
University of Alaska Anchorage  
College of Education**

**I. Date Initiated:** 2/1/2014

**II. Information for the Course Action Request**

College/School: EA College of Education

Subject: EDSY

Course Number: A648

Title: Literacies in the 21<sup>st</sup> Century Classroom

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Analysis and evaluation of current learning theories, models, and best practices for developing multiple forms of 21<sup>st</sup> century literacies in the secondary classroom.

Course Prerequisites(s): None

Test Scores(s): None

Corequisite(s) None

Registration Restrictions: Departmental approval required

Course Fee: ☐ Yes ☒ No

**III. Instructional Goals, Student Outcomes, and Assessment Procedures**

**A. Instructional Goals**

The instructor will:

1.	Facilitate the interpretation of major concepts, models, and research of traditional literacy development in secondary schools.
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2.	Promote inquiry into the sociocultural-turn in literacy research leading to New Literacy Studies and its pedagogical implications.
3.	Encourage the evaluation of the current positioning of literacy in secondary schools in relation to content specific literacy strategies to meet the needs of adolescent learners.
4.	Support the exploration of the digital turn in literacy studies leading to the field of new literacies and the changing notion of what it means to be literate in the 21 <sup>st</sup> century.
5.	Present and interrogate current and emerging themes, theories, and approaches to the integration of technology in the 21 <sup>st</sup> century classroom.

## B. Student Learning Outcomes/Assessment Procedures

	<b><i>Student Learning Outcomes</i></b> <i>Upon successful completion of the course, the student will be able to do the following:</i>	<b><i>Assessment Procedures</i></b> <i>This outcome will be assessed by one or more of the following:</i>	<b><i>Standards</i></b> <i>This outcome meets the following state and/or national standard:</i>	<b><i>Core Values</i></b> <i>This outcome addresses the following core value:</i>
1.	Assess the positioning of traditional literacy skills in secondary schools and integrate traditional literacy skill into content-specific instructional plans in ways that address the needs of adolescent learners.	Written and oral responses to readings.  Literacy infused instructional lesson plan.	ABTS*: 1 & 5  NCTE**: 3 & 4	Intellectual vitality
2.	Evaluate how the sociocultural turn has potential to shift the ways literacy is addressed in schools and	Written and oral responses to readings.  Self-study of new literacy practices.	ABTS: 3  NCTE: 2, 3, & 4	Inclusiveness and equity

	society.			
3.	Develop ways to integrate new literacies practices into content-specific classroom settings to address the needs of adolescent learners.	Written and oral responses to readings.  Literacy infused instructional lesson plan.	ABTS: 1, 2, & 5  NCTE: 3 & 4	Inclusiveness and equity
4.	Critically evaluate ways that literacies are changing and predict possible implications these changes will have on classroom practice with adolescent learners.	Written and oral responses to readings.  Literacy infused instructional lesson plan.  Self-study of new literacy practices.	ABTS: 3  NCTE: 2, 3, & 4	Intellectual vitality
5.	Integrate 21 <sup>st</sup> century technologies into content-specific instruction in ways that address the needs of adolescent learners.	Written and oral responses to readings.  Instructional technology portfolio.	ABTS: 4.B.ii  NCTE: 3.6	Intellectual vitality

\*Alaska Beginning Teacher Standards

\*\*National Council of Teachers of English Standards

#### IV. Course Level Justification

This course is part of a graduate-level professional preparation program that assumes a baccalaureate degree in a content area. This course will engage students in critical analysis and evaluation of the positioning of literacy and technology in today's educational system. The students' expertise in content knowledge will be used as a foundation to build individual concepts of literacy for classroom practice.



## **V. Course Outline**

1. Traditional Literacy
  - 1.1 History of literacy education
  - 1.2 Reading theories
  - 1.3 Writing theories
2. Sociocultural Approach to Literacy
  - 2.1 Language usage
  - 2.2 Discourse Theory
  - 2.3 Semiotics
  - 2.4 Critical Pedagogy
3. Literacy in Today's Classroom
  - 3.1 Adolescent literacy
  - 3.2 Content area literacy
  - 3.3 Cross-curricular literacy
  - 3.4 Current literacy standards
4. New Literacies
  - 4.1 Theoretical perspectives on new literacies
  - 4.2 Multimodal literacy
  - 4.3 Media literacy
  - 4.4 Information literacy
  - 4.5 Digital literacy
5. Technology in Education
  - 5.1 Theoretical approaches to technology in education
  - 5.2 Current technology standards (for teachers and students)
  - 5.3 Technological, Pedagogical, and Content Knowledge (TPACK)

## **VI. Suggested Text(s)**

Beach, R. (2010). *Literacy tools in the classroom: teaching through critical inquiry, grades 5-12*. New York, NY: Teachers College Press.

Gee, J. P. (2010). *New digital media and learning as an emerging area and "worked examples" as one way forward*. Cambridge, MA: The MIT Press.

Koehler, M. J., & Mishra, P. (2008). *Handbook of technological pedagogical content knowledge (TPCK) for educators*. New York, NY: Routledge.

Lankshear, C. & Knobel, M. (2011). *New literacies: Everyday practices and social learning*. New York, NY: Open University Press.

## VII. Bibliography

Coiro, J., Knobel, M., Lankshear, C., & Leu, D. (2008). Central Issues in New Literacies and New Literacies Research. In *Handbook of research on new literacies* (pp. 1-21). New York, NY: Routledge.

Knobel, M., & Lankshear, C. (2010). *DIY media: creating, sharing and learning with new technologies*. New York, NY: Peter Lang.

Leu, D.J., Jr., Kinzer, C.K., Coiro, J., Cammack, D. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. In R.B. Ruddell & N. Unrau (Eds.), *Theoretical Models and Processes of Reading*, (5th ed.) (pp. 1568-1611). Newark, DE: International Reading Association.

The New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.\*

\*An important or classic publication.



# 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 A692A	4. Previous Course Prefix & Number A642	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Principal Seminar I PrinSeminar I <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input checked="" type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Other Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College    <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div> <input checked="" type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No    # of Repeats    Max Credits 3														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): <u>Robyn Rehmann</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>1/21/15</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>1/21/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Provides structured discussions, reflections, and presentations of internship topics in a seminar setting. Facilitates the application of theory to practice through the internship field work with an emphasis in school/community relations and public school facilities. Promotes professional networking with current administrators.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> )			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) EDL A695 Principal Internship Program														
16c. Other Restriction(s) <input checked="" type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Admittance to the EDL Internship required														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update content to address current trends and practices																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ </div> <div style="margin-bottom: 10px;"> Initiator (TYPE NAME)  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div> </div>																	

**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Education**

- I.     Date Initiated:                   November 3, 2014
- II.    Information for the Course Action Request
- College/School:               College of Education
- Department:                   Educational Leadership
- Subject:                       EDL
- Course Number:               A692A
- Title:                         Principal Seminar I
- Credits:                       3 credits
- Grading Basis:               Graded A-F
- Implementation Date:         Fall 2015
- Course Description:           Provides structured discussions, reflections, and presentations of internship topics in a seminar setting. Facilitates the application of theory to practice through the internship field work with an emphasis in school/community relations and public school facilities. Promotes professional networking with current administrators.
- Course Prerequisite(s):       Admit to the EDL Principal Internship Program
- Test Score(s):                N/A
- Co-requisite(s):              EDL A695 Principal Internship
- Registration  
        Restrictions:                 N/A
- Course Fee:                   No

### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will facilitate:

1.	Synthesis of current internship challenges and issues with a focus on social justice, school/community relations and facility management
2.	Analysis of problem solving strategies through the use of case studies as applied to the internship
3.	Examination of the role of school principal in development, facilitation and stewardship of a shared school vision and culture
4.	Analysis of instructional leadership to promote student achievement and positive school climate
5.	Development of capstone research project with a focus on data analysis and school improvement process

#### B. Student Learning Outcomes/Assessment Procedures

	<b>Student Learning Outcomes</b> <i>Upon successful completion of the course, the student will be able to:</i>	<b>Assessment Procedures</b> <i>This outcome will be assessed by one or more of the following:</i>	<b>Standards</b> <i>This outcome will be the following state and/or national standard:</i>	<b>Core Values</b> <i>This outcome addresses the following core values:</i>
<b>1</b>	Synthesize current challenges and issues for interns in the field with a focus on social justice, school/community relations and facility management	Critical analysis of challenges and/or issues  School community relations analysis  School facility design demonstration	Alaska State Administrator Standards (AK): 1-10 Educational Leaders Constituents Council (ELCC): 1-6	Collaboration  Equity and Inclusion
<b>2</b>	Analyze internship experiences to determine viable, research-based solutions to problems/issues centered on school/community relations with urban/rural focus, instructional leadership and	Analysis of case studies	AK: 1-10 ELCC: 1-6	Intellectual Vitality  Collaboration

	school management			
<b>3</b>	Examine the role of school principal in development, facilitation and stewardship of a shared school vision and culture	School vision and leadership philosophy presentation	AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards (ACRTS)	Intellectual Vitality
<b>4</b>	Synthesize instructional leadership attributes needed to promote student achievement and a positive school climate	Reflective Writings	AK: 1-10 ELCC: 1-6 ACRTS	Collaboration  Leadership
<b>5</b>	Originate a study to demonstrate how school leadership can facilitate and promote continuous school improvement	Capstone Prospectus Critical analysis	AK: 1-10 ELCC: 1-6 ACRTS	Intellectual Vitality  Leadership

#### IV. Course Level Justification

This course requires admission to the graduate school and completion of the prerequisite courses in the program. Students will be required to demonstrate leadership competency through a field-based public school internship with application of expert knowledge and skills acquired throughout the program. There is a focus on stewardship of a school vision, climate and culture, school/community relations and facility management.

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

1. Stewardship for a shared vision of learning
  - 1.1 Collaboration in the development, articulation, implementation, and stewardship of the vision
  - 1.2 Collection and use of data to identify school goals, assess effectiveness, and implement plans
  - 1.3 Promotion of continual and sustainable school improvement efforts
  - 1.4 Evaluation and revision of school plans supported by stakeholders
2. Promotion of a positive school culture and effective instructional program
  - 2.1 Development of culture through collaboration, trust, and personalization of the learning climate
  - 2.2 Creation and evaluation of a comprehensive, rigorous, and coherent instructional program
  - 2.3 Development and supervision of the instructional and leadership capacity of school staff
  - 2.4 Promotion of most effective and appropriate technologies to support teaching and learning

3. Management of operations and resources through continual monitoring and evaluating of systems with a focus on school facility management
  - 3.1 Evaluation of school management and operational systems
  - 3.2 Management of operations through efficient use of human, fiscal, and technology resources
  - 3.3 Promotion of school-based policies and procedures to protect the welfare and safety of students
  - 3.4 Development of school capacity for distributed leadership
  - 3.5 Management of organizational time to focus on school instruction and student learning
4. Collaboration to promote organizational outcomes by responding to diverse community interests
  - 4.1 Collection and analysis of data pertinent to the improvement of the school's educational plan
  - 4.2 Mobilization of resources through the use of diverse cultural, social, and intellectual interests
  - 4.3 Promotion of community interests and needs by sustaining positive school relationships
  - 4.4 Promotion of community partnerships to respond to community interests and needs
5. Actions which demonstrate integrity, fairness, and ethics with a focus on social justice
  - 5.1 Actions with integrity and fairness to ensure a system of school accountability
  - 5.2 Demonstrations of ethical behavior through reflective practice and transparency
  - 5.3 Protection of the values of democracy, equity, and diversity within the school
  - 5.4 Evaluation of potential moral and legal consequences of decision-making
  - 5.5 Promotion of social justice within the school to ensure that students' needs inform decision
6. Advocacy in political, social, economic, legal, and cultural contexts for students and families
  - 6.1 Advocacy for school students, families, and caregivers
  - 6.2 Actions to influence local, district, state, and national decisions affecting student learning
  - 6.3 Anticipation and assessment of emerging trends and initiatives to adapt school-based strategies

## VI. Suggested Text(s)

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

Stronge, J.H., Richard, H.B. & Catano, N.(2008). *Qualities of effective principals*. Alexandria, VA: Association of Supervision and Curriculum Development.

## VII. Bibliography

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

Blankstein, A. M., Houston, P. D., (Eds.). (2011). *Leadership for social justice and democracy in our*

- schools*, Thousand Oaks, CA: Corwin / Sage.
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the frame for teaching in your school*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Dufour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Essex, N. L. (2008). *School law and the public schools: A practical guide for educational leaders* (5<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Gorton, R. & Alston, J.A. (2012). *School leadership and administration: Important concepts, case studies, & simulations* (9<sup>th</sup> ed.). New York, NY: McGraw Hill.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
- Heifetz, R. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.
- Kouzes, P., & Posner, B. (2007). *The leadership challenge* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
- Lindsey, R., Roberts, L., & Campbell-Jones, F. (2005). *The culturally proficient school*. Thousand Oaks, CA: Sage.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Robbins, P. & Alvy, H. ((2004). *The new principal's fieldbook*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Robins, K. N., Lindsey R. B., Lindsey D. B., & Terrell R. D. (2006). *Cultural proficient instruction: A guide to people who teach* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.
- Saifer, S., Edwards, K., Ellis, D., Ko, L., & Stuczynski, A. (2011). *Culturally responsive standards-based teaching classroom to community and back* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.
- Sapon-Shevin, M., & Schniedewind, N. (2012). *Educational courage: Resisting the ambush on public education*. Boston, MA: Beacon Press.
- Senge, P., Cameron-McCabe, N., Lucas, T., & Smith, B. (2012). *Schools that learn* (Updated and Revised): *A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York, NY: Crown Business.
- Senge, P., Scharmer, C., Jaworski, J., & Flowers, B. (2004). *Presence: An exploration of profound change in people, organizations on society*. New York, NY: Doubleday.



- Singleton, G. E., Linton, C. W. (2005). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin/Sage.
- Spring, J. (2008). *American education* (13<sup>th</sup> ed.). New York, NY: McGraw Hill.
- Stader, D. (2012). *Law and ethics in educational leadership* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Wheatley, M. (2006). *Leadership and the new science: Learning about organizations from an orderly universe*. San Francisco, CA: Berrett-Kohler.



# Course Action Request

## University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code		1c. Department EDL													
2. Course Prefix EDL	3. Course Number A692B	4. Previous Course Prefix & Number A643	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Principal Seminar II Prin Seminar II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input checked="" type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Other Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College    <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div> <input checked="" type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No    # of Repeats    Max Credits 3														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Spring/2016    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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1.																	
2.																	
3.																	
Initiator Name (typed): <u>Robyn Rehmman</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>1/21/15</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>1/21/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
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16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) EDL A692A.			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) EDL A695 Principal Internship														
16c. Other Restriction(s) <input checked="" type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Admittance to the EDL Principal Internship Program														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update content to address current trends and practices																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ </div> <div style="margin-bottom: 10px;"> Initiator (TYPE NAME)  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div> </div>																	

**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Education**

- I.     Date Initiated:                   November 3, 2014
- II.    Information for the Course Action Request
- College/School:               College of Education
- Department:                  Educational Leadership
- Subject:                      EDL
- Course Number:               A692B
- Title:                         Principal Seminar II
- Credits:                      3 credits
- Grading Basis:               Graded A-F
- Implementation Date:         Spring 2016
- Course Description:           Provides structured discussions, reflections, and presentations of  
  internship topics in a seminar setting. Facilitates the application  
  of theory to practice through the internship field work with an  
  emphasis in human and fiscal resource management and  
  instructional leadership.
- Course Prerequisite(s):       Admit to the EDL Principal Internship Program
- Test Score(s):                N/A
- Co-requisite(s):              EDL A695 Principal Internship
- Registration  
        Restrictions:                 N/A
- Course Fee:                  No

### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will facilitate:

1	Examination of current internship challenges and issues with a focus on human/fiscal resource management and instructional leadership
2.	Analysis of leadership problem solving strategies through the use of case studies as applied to the internship
3.	Analysis of resource management strategies to support school improvement for student growth to include human resources and public school finance
4.	Examination and application of educator supervision and evaluation practices to build practitioner capacity
5.	Synthesis of internship acquisition and demonstration of skills, pedagogy and dispositions of school principal leadership
6.	Production and finalization of the internship capstone research project centered on the school improvement process

#### B. Student Learning Outcomes/Assessment Procedures

	<b>Student Learning Outcomes</b> <i>Upon successful completion of the course, the student will be able to:</i>	<b>Assessment Procedures</b> <i>This outcome will be assessed by one or more of the following:</i>	<b>Standards</b> <i>This outcome will be the following state and/or national standard:</i>	<b>Core Values</b> <i>This outcome addresses the following core values:</i>
<b>1</b>	Examine current challenges and issues during the internship with a focus on human /fiscal resource management and instructional leadership	Critical analysis of challenges and/or issues	Alaska State Administrator Standards (AK): 1-10 Educational Leaders Constituents Council (ELCC): 1-6	Collaboration  Equity and Inclusion
<b>2</b>	Analyze internship experiences to determine viable solutions to problems/issues with a focus on instructional leadership and resource management	Analysis of case studies	AK: 1-10 ELCC: 1-6	Intellectual Vitality  Collaboration

<b>3</b>	Analyze resource management strategies to support school improvement to include human/fiscal resources	Reflective writing	AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards (ACRTS)	Intellectual Vitality
<b>4</b>	Examination and application of educator supervision and evaluation practices that support student growth and quality instruction	Model observations	AK: 1-10 ELCC: 1-6 ACRTS	Intellectual Vitality
<b>5</b>	Synthesis of intern acquisition of skills, pedagogy and dispositions for effective school principal leadership	Reflective essay	AK: 1-10 ELCC: 1-6 (ACRTS)	Leadership
<b>6</b>	Implement and evaluate the internship capstone research project centered on the school improvement process	Research project Artifacts Presentation	AK: 1-10 ELCC: 1-6	Leadership  Collaboration

#### IV. Course Level Justification

This course requires admission to the graduate school and completion of the prerequisite courses in the program. Students will be required to demonstrate leadership competency through a field-based public school internship with application of expert knowledge and skills acquired throughout the program. This will be demonstrated with a focus on human and fiscal resource management, and instructional leadership to include the educator evaluation system. This will be applied within the larger context in an ethical and moralistic manner.

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

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

2. Promotion of a positive school culture and effective instructional program
  - 2.1 Development of culture through collaboration, trust, and personalization of the learning climate
  - 2.2 Creation and evaluation of a comprehensive, rigorous, and coherent instructional program
  - 2.3 Development and supervision of the instructional and leadership capacity of school staff
  - 2.4 Promotion of most effective and appropriate technologies to support teaching and learning
3. Management of operations and resources by continual monitoring and evaluating of systems
  - 3.1 Evaluation of school management and operational systems
  - 3.2 Management of operations through efficient use of human, fiscal, and technology resources
  - 3.3 Promotion of school-based policies and procedures to protect the welfare and safety of students
  - 3.4 Development of school capacity for distributed leadership
  - 3.5 Management of organizational time to focus on school instruction and student learning
4. Collaboration to promote organizational outcomes by responding to diverse community interests
  - 4.1 Collection and analysis of data pertinent to the improvement of the school's educational plan
  - 4.2 Mobilization of resources through the use of diverse cultural, social, and intellectual interests
  - 4.3 Promotion of community interests and needs by sustaining positive school relationships
  - 4.4 Promotion of community partnerships to respond to community interests and needs
5. Actions which demonstrate integrity, fairness, and ethics
  - 5.1 Actions with integrity and fairness to ensure a system of school accountability
  - 5.2 Demonstrations of ethical behavior through reflective practice and transparency
  - 5.3 Protection of the values of democracy, equity, and diversity within the school
  - 5.4 Evaluation of potential moral and legal consequences of decision-making
  - 5.5 Promotion of social justice within the school to ensure that students' needs inform decision
6. Advocacy in political, social, economic, legal, and cultural contexts for students and families
  - 6.1 Advocacy for school students, families, and caregivers
  - 6.2 Actions to influence local, district, state, and national decisions affecting student learning
  - 6.3 Anticipation and assessment of emerging trends and initiatives to adapt school-based strategies

#### VI. Suggested Text(s)

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

Stronge, J.H., Richard, H.B. & Catano, N.(2008). *Qualities of effective principals*. Alexandria, VA: Association of Supervision and Curriculum Development.

#### VII. Bibliography

Barnhardt, R., and Kawagley, A. (2008). *Culture, chaos and complexity: Catalysts for change in*

*Indigenous education*. Retrieved from <http://ankn.uaf.edu/curriculum/Articles/BarnhardtKawagley>

- Blankstein, A. M., Houston, P. D., (Eds.). (2011). *Leadership for social justice and democracy in our schools*, Thousand Oaks, CA: Corwin / Sage.
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the frame for teaching in your school*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Dufour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Essex, N. L. (2008). *School law and the public schools: A practical guide for educational leaders* (5<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Gorton, R. & Alston, J.A. (2012). *School leadership and administration: Important concepts, case studies, & simulations* (9<sup>th</sup> ed.). New York, NY: McGrawHill.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
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- Senge, P., Scharmer, C., Jaworski, J., & Flowers, B. (2004). *Presence: An exploration of profound change in people, organizations on society*. New York, NY: Doubleday.
- Singleton, G. E., Linton, C. W. (2005). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin/Sage.
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- Stader, D. (2012). *Law and ethics in educational leadership* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Wheatley, M. (2006). *Leadership and the new science: Learning about organizations from an orderly universe*. San Francisco, CA: Berrett-Kohler.





# Course Action Request

## University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code		1c. Department EDL													
2. Course Prefix EDL	3. Course Number A695	4. Previous Course Prefix & Number A641	5a. Credits/CEUs 3-6	5b. Contact Hours (Lecture + Lab) (0+27-54)													
6. Complete Course Title Principal Internship Prin Internship <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Other Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College    <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify)         </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions         </div> </div>			9. Repeat Status Yes    # of Repeats 2    Max Credits 6														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____  <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small> <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): <u>Robyn Rehmann</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>1/21/15</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>1/21/15</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Provides structured/supervised fieldwork in a P-12 public education setting. Integration of theory into practice through the demonstration of leadership in authentic principal responsibilities.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) Admit to EDL internship			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )														
16c. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Graduate Status														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update content to address current trends and practices																	
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**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Education**

I.      Date Initiated:                      October 30, 2014

II.     Information for the Course Action Request

College/School:                      College of Education

Department:                          Educational Leadership

Subject:                                EDL

Course Number:                      A695

Title:                                    Principal Internship

Credits:                                3-6 credits

Grading Basis:                        Pass/Fail

Implementation Date:                Fall 2015

Course Description:                Provides supervised, structured fieldwork in a P-12 public educational setting. Integration of theory into practice through the demonstration of leadership in authentic principal responsibilities.

Course Prerequisite(s):              Admit into the EDL Principal Internship

Test Score(s):                        N/A

Co-requisite(s):                      N/A

Registration

Restrictions:                        N/A

Course Fee:                          No

### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will facilitate:

1.	Reflection and documentation of internship hours/experiences as they relate to ELCC standards
2.	Translation of the ELCC standards into professional field practice
3.	Reflection of personal ELCC skill acquisition and application to authentic practice
4.	Development of leadership attributes through practice & authentic performances
5.	Articulation of leadership vision and philosophy aligned with seminal sources and personal reflection

#### B. Student Learning Outcomes/Assessment Procedures

	<b>Student Learning Outcomes</b>	<b>Assessment Procedures</b>	<b>Standards</b>	<b>Core Values</b>
	<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome will be the following state and/or national standards:</i>	<i>This outcome addresses the following COE core value:</i>
1.	Correlate state and national standards for public school administration to demonstrate competency during the 336 hours of field internship.	Log of internship activities	Alaska State Administrator Standards (AK): 1-10 Educational Leaders Constituents Council (ELCC): 1-6	Collaboration  Equity and Inclusion
2.	Assess the presence of the ELCC standards and the Alaska Culturally Responsive Standards in the authentic activities of the principal internship	Log of internship activities	AK: 1-10 ELCC: 1-6 Alaska Culturally Responsive Teaching Standards (ACRTS)	Intellectual Vitality  Leadership
3.	Develop a leadership habit of reflection of the learning process and application to practice	Reflective essay  Critical Incidents	AK: 1-10 ELCC: 1-6 ACRTS	Intellectual Vitality  Leadership

4.	Appraise leadership attributes as reflected in daily performance of principal responsibilities	Critical incident Reflection	ELCC: 1-6	Leadership
5.	Articulate leadership vision and philosophy supported with seminal sources	Vision statement  Leadership philosophy essay	AK: 1-10 ELCC: 1-6 ACRTS	Leadership Collaboration

#### IV. Course Level Justification

This course requires admission to the graduate school and completion of the prerequisite courses in the program. Students will be required to demonstrate leadership competency through a field-based public school internship with application of expert knowledge and skills acquired throughout the program.

#### V. Course Outline

1. Substantial and sustained educational leadership experiences
  - 1.1 Synthesis and application of content knowledge is demonstrated
  - 1.2 Development of professional skills through authentic practice
  - 1.3 Alignment of field experiences to the building level program standards and Alaska State Standards for Administrators
2. School-based field experiences and clinical internship practice
  - 2.1 Concentration of internship responsibilities increased over a two semester period of time
  - 2.2 Provision for field experiences in a school-based environment
3. Monitoring of the internship by a qualified, on-site mentor
  - 3.1 Selection of mentor to be collaboratively determined by the intern, school district and UAA faculty
  - 3.2 Effective collaboration with the mentor principal and mentee

#### VI. Suggested Text(s)

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


Stronge, J.H., Richard, H.B. & Catano, N.(2008). *Qualities of effective principals*. Alexandria, VA: Association of Supervision and Curriculum Development.

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

TO: Graduate Academic Board

FR: Tim Jester, Chair, M.Ed Teaching & Learning 

SB: M.Ed Teaching and Learning Program Changes

DT: February 6, 2015

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Rationale, Goals, and Summary of Changes

	Rationale/Goals	Summary of Changes that Address Rationale/Goals
1)	<p>Respond to the Prioritization report that identified need to</p> <ul style="list-style-type: none"> <li>a) make visible the program's focus on Alaska context, including Alaska Native education, and culturally responsive education;</li> <li>b) clarify the process/options for course selection which will help with student advising;</li> <li>c) address education needs in rural Alaska.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alaska context and CRT</i>: Change EDTL A651 to clearly address themes relevant to Alaska context (e.g., culturally responsive teaching, decolonizing approaches) and requiring A651 as a core T/L course.</li> <li>• <i>Alaska context and CRT</i>: Require EDL A620 as a core T/L course; this courses focuses on leadership, social justice, cultural responsive practices, and Alaska Native education.</li> <li>• <i>Advising and Course Selection</i>: Require two core courses in Teaching and Learning principles (EDTL A651 and EDL A620); specify required research courses: EDRS A660, EDRS A664, and EDTL A698.</li> <li>• <i>Rural Alaska connection</i>: The changes to EDTL A651 and requiring A651 and EDL A620 for all M.Ed. students address themes relevant to teaching in rural Alaska (e.g., CRT). Also, to ensure the program is available to teachers in rural Alaska, we will continue offering the courses in distance format on a regularly scheduled basis.</li> </ul>
2)	<p>Respond to the Plan to Revitalize Teacher Education in Alaska (RTEA) (Fall 2014). Examples of areas relevant to the M.Ed. program:</p> <ul style="list-style-type: none"> <li>a) aim to prepare culturally responsive teachers;</li> <li>b) increase retention rates of teachers in rural Alaska;</li> <li>c) develop graduate courses in ESL teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Culturally Responsive Teaching</i>: As noted above, EDTL A651 and EDL A620 include a focus on CRT; translating theory into culturally responsive practice remains a program outcome.</li> <li>• <i>Increase teacher retention rates in rural Alaska</i>: The revised program aims to support the increase in retention rates in rural Alaska by focusing on education in the</li> </ul>

		<p>Alaska context and culturally responsive practices, relevant topics for teaching in rural Alaska. Also, the distance format will allow teachers can earn the degree while teaching in rural Alaska.</p> <ul style="list-style-type: none"> <li>• <i>Graduate courses in *ESL teaching.</i> The revised program creates a pathway for students in the College of Education's Graduate Certification program in teaching English Language Learners (Project LEAP) to smoothly transition into the M.Ed. For example, LEAP students can apply the 18 credits to the M.Ed. program (12 credits to the Professional Concentration area, 3 credits to the Teaching and Learning Core, and EDFN A689 to research). In addition, M.Ed. students not in the LEAP program can also complete 12 ELL/LEAP credits and apply these to the Professional Concentration area. (*Alternative term used in the field: ELL, English Language Learner)</li> </ul>
3)	Enhance the program's cohesion and effectiveness in tracking students' progress in meeting program outcomes.	<p>We address this goal by increasing the focus on the Alaska context, Alaska Native education, culturally responsive practices, and current research, theory, and practices in teaching and learning. The following actions were taken:</p> <ul style="list-style-type: none"> <li>• Add EDTL A698, an individual research course specific to the M.Ed. T/L research project.</li> <li>• Add EDTL A690, a special topics course so the program can easily offer courses related to current issues, trends, practices, and/or research in the field of teaching and learning but not specifically addressed in the other program courses.</li> <li>• Add a program specific prefix: EDTL to allow us to better track enrollment.</li> </ul>

#### Additional Information on Proposed Changes

- 1) Catalog Copy highlights:
  - a. Remove extraneous language in light of what we've learned during implementation (e.g., National Board Certification info is not needed).
  - b. Program Outcomes: We revised program outcomes to more clearly state what students should know and be able to do.



- c. T/L Core Courses: Specify two required Teaching and Learning Core courses: EDTL A651 and EDL A620
  - d. T/L Core Courses: Reduce options for other Teaching and Learning Core courses to increase program cohesion and align to assessment plan—the courses that are no longer listed may be used to meet requirements in the Professional Concentration area.
  - e. Require EDRS A664 to ensure students are familiar with the literature in their area of concentration and research focus, and can effectively write a literature review.
  - f. Change program credits from 30 to 30-31 credits. (See explanation in “f” below.)
  - g. Accept EDFN A689 (Action Research: Culturally Sustaining Pedagogy for ELL P-6) as a substitute for EDRS A662 (Action Research). EDFN A689 is a three credit course while EDRS A662 is two credits. Therefore, students who choose to take EDFN A689 will complete 31 credits for the degree while students who apply EDRS A662 to their program will complete 30 credits for the degree.
- 2) EDTL Prefix: Add the EDTL prefix specific to selected courses required in the M.Ed. in Teaching and Learning program. For this proposed revision, we are applying EDTL to A651, A690, and A698. (EDTL A651 is changing the prefix from EDFN; EDTL A690 and A698 are new courses.) The new prefix will allow us to better track enrollment and meet our goal of enhancing program cohesion.
  - 3) *EDTL A651: Curriculum Theory and Design*. We are moving this course from a selected option to a required Teaching and Learning Core course. It will provide M.Ed T/L students a common background in theories, themes, and practices directly related to the M.Ed program’s outcomes and goals for the research project and portfolio. We are changing the course title and description to better reflect contemporary theory, research, and practices in curriculum studies and to more clearly focus on Alaska context (e.g., culturally responsive and place-based education). Also, we are changing the prefix from EDFN to EDTL—the M.Ed T/L is the only program using A651, and it will still be available to students not enrolled in the M.Ed T/L program.
  - 4) *EDL A620: Leadership in Alaska Cultures and Social Justice Issues*: Currently an option from the selected Teaching and Learning Core, we are moving A620 to a required T/L Core course. The course meets the program’s goals of preparing leaders for the Alaska context with particular focus on Alaska Native education, culturally responsive education, and social justice.
  - 5) *EDTL A690: Special Topics in Teaching and Learning*. We are adding a Special Topics course in Teaching and Learning. This change allows the M.Ed in Teaching and Learning program to offer special topics specifically related to program outcomes and contemporary developments in teaching and learning. Students can take EDTL A690 to fulfill a requirement in the Teaching and Learning Core category; or, with faculty advisor approval, EDTL A690 may be applied to the Professional Concentration category.
  - 6) *EDTL A698: M.Ed Teaching and Learning Research Project*. We are adding EDTL A698 to reflect the program’s purpose for and type of individual research project required in the program.



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 EDTL		
2. Complete Program Title/Prefix Teaching and Learning			
3. Type of Program Choose one from the appropriate drop down menu:      Undergraduate: CHOOSE ONE      or      Graduate: Master of Education  This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes      or <input type="checkbox"/> No			
4. Type of Action: <b>PROGRAM</b> <b>PREFIX</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate			
5. Implementation Date (semester/year) From: Fall/2015      To: /9999			
6a. Coordination with Affected Units      Department, School, or College: COE Initiator Name (typed): Tim Jester      Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )      Date: _____			
6c. Coordination with Library Liaison      Date: 01/30/2015			
7. Title and Program Description - Please attach the following: <div style="text-align: center;"> <input checked="" type="checkbox"/> Cover Memo      <input type="checkbox"/> Catalog Copy in Word using the track changes function. *  <small>*Copy the text directly from the program website of the online catalog and paste into a Word document.</small> </div>			
8. Justification for Action Add EDTL prefix to specify courses required in the M.Ed. in Teaching and Learning.			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;"><b>Tim Jester</b></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Department Chair      _____ Date _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      College/School Curriculum Committee Chair      _____ Date _____           </div> </td> <td style="width: 50%; border: none; vertical-align: top;"> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Dean/Director of School/College      _____ Date _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Undergraduate/Graduate Academic Board Chair      _____ Date _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Provost or Designee      _____ Date _____           </div> </td> </tr> </table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;"><b>Tim Jester</b></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Department Chair      _____ Date _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      College/School Curriculum Committee Chair      _____ Date _____           </div>	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Dean/Director of School/College      _____ Date _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Undergraduate/Graduate Academic Board Chair      _____ Date _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved      _____           </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved      Provost or Designee      _____ Date _____           </div>
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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 EDTL		
2. Complete Program Title/Prefix <b>Teaching and Learning</b>			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Master of Education  This program is a Gainful Employment Program: <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No			
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;"><b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%;"><b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units Department, School, or College: COE Initiator Name (typed): Tim Jester Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> ) Date: _____			
6c. Coordination with Library Liaison Date: 01/30/2015			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"><div><input checked="" type="checkbox"/> Cover Memo</div><div><input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * <small>*Copy the text directly from the program website of the online catalog and paste into a Word document.</small></div></div>			
8. Justification for Action <b>Revise the M.Ed. in Teaching and Learning in response to Prioritization report, to enhance program cohesion, and more clearly focus on the Alaska context.</b>			
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div><div><b>Tim Jester</b> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></td><td style="width: 50%; vertical-align: top;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></td></tr></table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div><b>Tim Jester</b> Initiator (TYPE NAME)</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div>	<div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div>
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## Master of Education in Teaching and Learning

The Master of Education in Teaching and Learning is designed for professionals seeking advanced studies in education. The program offers a selection of courses appropriate for individuals committed to reflecting on, refining and enhancing professional practice. Culturally responsive education and applying that approach to the Alaskan context is emphasized, particularly with respect to Alaska Native education. Programs will be planned with an advisor to allow concentrations in particular areas of interest (e.g., Early Childhood, English for Speakers of Other Languages, Special Education, Leadership, Research; also disciplines (e.g., sciences) or professional fields outside P-12 schools (e.g., academic advising in higher education) may be available through collaboration with colleges outside the College of Education.

## Admission Requirements

1. Satisfy the [Admission Requirements for Graduate Degrees](#) and the COE [Admission Requirements for Master of Education](#) degrees.
2. Complete the Department of Teaching and Learning application packet, including two letters of reference, an application essay, and transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits.
3. Submit a resume documenting education or leadership experience and at least one year of appropriate professional experience.
4. Participate in an interview if requested by the department.

## Background Check Requirements

See College of Education [Field Placements](#).

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Satisfy the [College of Education Graduation Requirements](#).
- Complete the Program Requirements below.

## Program Requirements

1. Complete Required Courses

Teaching & Learning Core		9 credits	Term Taken
EDTL A651	Curriculum Theory and Design	3	
EDL A620	Leadership in Alaska Cultures & Social Justice Issues	3	

Complete one of the following three credit courses:

EDFN A636	Innovations in Teaching & Learning	3
EDFN A621	Culture, Language, & Literacy	3
EDFN A631	Advanced Educational Psychology	3
EDFN A654	Brain, Mind, & Education	3
EDTL A690	Current Topics in Teaching and Learning	3
EDFN A478	Issues in Alaska Native Education	3

**Professional Concentration**

**12 credits**

Term  
Taken

In consultation with a faculty advisor, candidates select an approved area of concentration designed to enhance their professional expertise, then 12 credits of coursework that maintain thematic integrity in support of the professional concentration. Examples of concentrations include Curriculum & Teaching, Early Childhood, Special Education, Teaching English Language Learners, Teacher Leadership, and Educational Research. Content areas (e.g., sciences) or professional fields outside P-12 schools (e.g., academic advising in higher education) may be available through collaboration with colleges outside the College of Education.

**Research**

**9-10  
credits**

Term  
Taken

*EDRS A660	Fundamentals of Research in Education	2
*EDRS A664	Developing and Writing Literature Reviews	2
**EDTL A698	Individual Research	3

Complete 2-3 credits from the following courses:

EDRS A661	Data-Informed Instruction	2
EDRS A662	Action research in Education	2
OR		
EDFN A689	Action Research Exp: Culturally Sustaining Pedgy for ELL P-6	3
EDRS A663	Research Design	2
EDRS A667	Program Evaluation	2
EDRS A668	Qualitative Research	2

\*EDRS A660 and EDRS A664 must be completed within the first 12 credits of the program coursework.

\*\*EDTL A698: The three required credits should be taken as follows: 1 credit at the beginning of program; 1 credit in the middle of program; 1 credit at the end of program. Contact advisor for more information.

2. Complete a portfolio containing an applied research report and documenting personal learning outcomes and attainment of program outcomes.
3. Complete a total of 30-31 credits for the degree.

## Master of Education in Teaching and Learning

The ~~M. Ed~~[Master of Education](#) in Teaching and Learning is designed for professionals seeking advanced studies in education. The program offers a selection of courses appropriate for individuals committed to reflecting on, refining and enhancing professional practice. Culturally responsive [education practice](#) and applying that ~~practice and theory~~[approach](#) to the Alaskan context is emphasized, particularly with respect to Alaska Native education. ~~A comprehensive portfolio, as one element of the degree, is constructed throughout the program to document professional growth and reflective practice.~~ Programs will be planned with an advisor to allow concentrations in particular areas of interest (e.g., Early Childhood, English for Speakers of Other Languages, ~~Professional Development~~, Special Education, [Leadership](#), Research; ~~also disciplines (e.g., sciences) or professional fields outside P-12 schools (e.g., academic advising in higher education) may be available through collaboration with colleges outside the College of Education.~~ ~~Literacy and Teacher Leadership~~). ~~Candidates may also work with faculty to co-design a program that meets their professional needs.~~

~~For those interested in or seeking certification by the National Board for Professional Teaching Standards (NBPTS), the coursework can be tailored to support candidate's specific area of certification. Most NBPTS certification fields can be accommodated within the parameters of this master's program. Also, for those who have already completed board certification course work, up to nine of those approved graduate credits may be applied to the master's degree. Candidates should contact a faculty advisor for information on this and other NBPTS options.~~

## Admission Requirements

1. Satisfy the [Admission Requirements for Graduate Degrees](#) and the COE [Admission Requirements for Master of Education](#) degrees.
2. Complete the Department of Teaching and Learning application packet, including two letters of reference, an application essay, and transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits.
3. Submit a resume documenting education or leadership experience and at least one year of appropriate professional experience; ~~or successful completion of a teacher education program from a regionally accredited university.~~
4. Participate in an interview if requested by the department.

## Background Check Requirements

See College of Education [Field Placements](#).

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Satisfy the [College of Education Graduation Requirements](#).
- Complete the Program Requirements below.

### Program Requirements

#### 1. Complete Required Courses

##### Teaching & Learning Core

**9 credits**

Term  
Taken

EDTL A651 Curriculum Theory and Design 3

EDL A620 Leadership in Alaska Cultures & Social Justice Issues 3

Complete one of the following three credit courses:

EDFN A636 Innovations in Teaching & Learning 3

EDFN A621 Culture, Language, & Literacy 3

EDFN A631 Advanced Educational Psychology 3

EDFN A654 Brain, Mind, & Education 3

~~EDFN~~ Current Topics in ~~Education~~ Teaching and Learning 3

~~A670~~EDTL

~~A690~~

EDFN A478 Issues in Alaska Native Education 3

##### Professional Concentration

**12 credits**

Term  
Taken

In consultation with a faculty advisor, candidates select an approved area of concentration designed to enhance their professional expertise, then 12 credits of coursework that maintain thematic integrity in support of the professional concentration. Examples of concentrations include Curriculum & Teaching, Early Childhood, Special Education, Teaching English Language Learners, Teacher Leadership, and Educational Research. Content areas (e.g., ~~sciences~~biology) or professional fields outside P-12 schoolsing (e.g., ~~university student/academic advising in higher education~~) may be available through collaboration with colleges outside the College of Education.

##### Research

**9-109-10**  
**credits**

Term  
Taken

\*EDRS Fundamentals of Research in Education 2

~~A660~~

\*EDRS Developing and Writing Literature Reviews 2

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A664

\*\*EDTL      Individual Research      3

A698

Complete ~~2-3-4-5~~ credits from the following courses:

EDRS A661      Data-Informed Instruction      2

EDRS A662      Action research in Education      2

OR

EDFN A689      Action Research Exp: Culturally Sustaining Pedg      3  
for ELL P-6

EDRS A663      Research Design      2

~~EDRS A664~~      ~~Developing and Writing Literature Reviews~~      ~~2~~

EDRS A667      Program Evaluation      2

EDRS A668      Qualitative Research      2

-----  
Complete required courses (30-31 credits):

Research

~~EDFN A698~~      ~~Individual Research~~      ~~3~~

~~EDRS A660~~      ~~Fundamentals of Research in Education~~      ~~2~~

~~EDFN A698 Individual Research~~      ~~3~~

Complete 4 credits from the following:      4

~~EDRS A661~~      ~~Data-Informed Instruction~~

~~EDRS A662~~      ~~Action Research in Education~~

~~EDRS A663~~      ~~Research Design~~

~~EDRS A664~~      ~~Developing and Writing Literature Reviews~~

~~EDRS A667~~      ~~Program Evaluation~~

Professional Concentration

In consultation with a faculty advisor, candidates are required to choose an approved area of concentration designed to enhance their professional expertise, then select 12 credits of coursework that maintain thematic integrity in support of the professional concentration. Examples of concentrations include courses from mathematics, science, English, humanities, business, early childhood, special education, literacy, English for speakers of other languages, research, etc. The concentration may include courses outside the College of Education.

12

Teaching and Learning Core Principles Courses

Select 9 6 credits from the following:      96

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<a href="#">EDCN A613</a>	Human Development for Helping Professionals	Formatted Table
<a href="#">EDEC A600</a>	Contemporary Issues and Approaches in Early Childhood	
<a href="#">EDEC A604</a>	Responsive Practices in Early Childhood	
<a href="#">EDEC A650</a>	Leadership and Advocacy in Early Childhood	
<a href="#">EDFN A478</a>	Issues in Alaska Native Education, K-12	
<a href="#">EDFN A621</a>	Culture, Language and Literacy	
<a href="#">EDFN A622</a>	Philosophy of Education	
<a href="#">EDFN A631</a>	Advanced Educational Psychology	
<a href="#">EDFN A636</a>	Innovations in Teaching and Learning	
<a href="#">EDFN A651</a>	Curriculum Theory and Development	
<a href="#">EDFN A654</a>	Brain, Mind, and Education	
<a href="#">EDL A637</a>	Educational Leadership and Organizational Behavior	Formatted Table
<a href="#">EDL A638</a>	Instructional and Curricular Leadership	
<a href="#">EDL A639</a>	Politics, Law & Ethics in Leadership	
<a href="#">EDSE A623</a>	Language and Literacy: Best Practices in Assessment and Intervention	
<a href="#">EDSE A624</a>	Social/Emotional Development, Assessment, and Intervention	
<a href="#">EDSE A625</a>	Teaching Mathematics to Special Learners	
Total Credits		30
<p><u>*EDRS A660 and EDRS A664 must be completed within the first 12 credits of the program coursework.</u></p> <p><u>**EDTL A698: The three required credits should be taken as follows: 1 credit at the beginning of program; 1 credit in the middle of program; 1 credit at the end of program. Contact advisor for more information.</u></p> <p><del>*This required course must be completed within the first 12 credits of program coursework.</del></p> <p><del>*EDRS A660 must be completed within the first 12 credits of the program coursework.</del></p> <p><del>**EDTL A698: The three required credits should be taken as follows: 1 credit in the first semester; 1 credit in a middle semester; 1 credit in the last semester. Contact advisor for more information.</del></p>		

—Complete a portfolio containing an applied research report and documenting personal learning outcomes and attainment of program outcomes.

2.

*Students must also complete a comprehensive portfolio documenting professional growth and reflective practice throughout the program. An oral presentation is required.*

3. Complete a total of a minimum of 30-31 credits for the degree.

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—See more at: <http://catalog.uaa.alaska.edu/graduateprograms/coe/teachinglearning/mod-teachinglearning/#sthash.x6YWG4Yv.dpuf>



**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 EDTL													
2. Course Prefix EDTL	3. Course Number A651	4. Previous Course Prefix & Number EDFN A651	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Curriculum Theory and Design Curr. Theory & Design <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete  <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input checked="" type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions     <input type="checkbox"/> Class    <input checked="" type="checkbox"/> Level <input type="checkbox"/> College    <input type="checkbox"/> Major <input type="checkbox"/> Other    (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. M.Ed. Teaching and Learning</td><td>01/30/15</td><td>Tim Jester</td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. M.Ed. Teaching and Learning	01/30/15	Tim Jester	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. M.Ed. Teaching and Learning	01/30/15	Tim Jester															
2.																	
3.																	
Initiator Name (typed): <u>Tim Jester</u> Initiator Signed Initials: _____      Date: _____																	
13b. Coordination Email      Date: <u>02/02/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>01/30/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Examines curriculum theory and design in education. Analyzes history of and current themes in curriculum studies. Examines and applies curriculum design approaches and models, with particular attention given to culturally responsive and place-based education.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) N/A			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> )														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Reflect current research and discourses in curriculum theory and design. Course description change also gives more attention to culturally responsive and place-based design approaches to clearly address curriculum themes in the Alaska context. Prefix changed because this is a required core course in the M.Ed. in the Teaching and Learning program.																	
<div style="display: flex; justify-content: space-between;"><div><div>Initiator (faculty only) _____ Date _____ <b>Tim Jester</b></div><div>Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____</div></div></div>																	

**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Education**

**I. Date Initiated:** January 27, 2015

**II. Information for the Course Action Request**

College/School: College of Education (EA)

Department: EDTL

Course Number: A651

Title: Curriculum Theory and Design

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Examines curriculum theory and design in education. Analyzes history of and current themes in curriculum studies. Examines and applies curriculum design approaches and models, with particular attention given to culturally responsive and place-based education.

Course Prerequisite(s): N/A

Corequisite(s): N/A

Registration Restrictions: Graduate Standing

Course Fee: N/A

**III. Instructional Goals, Student Outcomes, and Assessment Procedures**

**A. Instructional Goals**

The instructor will:

1.	Explain major themes and movements in the curriculum field from the late 19 <sup>th</sup> century to present.
2.	Explain contemporary curriculum discourses.
3.	Identify and facilitate exploration of major curriculum design approaches and models.
4.	Describe and explain theoretical foundations of culturally responsive and place-based approaches in curriculum design.

5.	Support exploration and analysis of the context of culturally responsive and place-based curriculum approaches.
6.	Facilitate the design of a culturally responsive/place-base curriculum project.

**B. Student Outcomes/Assessment Procedures and Alignment to Standards and COE Core Values**

	<b>Student Outcomes</b> Upon successful completion of this course, the student will know and/or be able to do the following:	<b>Assessment Procedures</b> This outcome will be assessed by one or more of the following:	<b>Alignment to COE Core Values and AK Teacher Standards</b>
1.	Examine and compare major themes and movements in the curriculum field from the late 19 <sup>th</sup> century to present.	Essay Research paper	Intellectual Vitality  *AKTS: 8
2.	Analyze and evaluate significant curriculum discourses.	Essay Research paper	Intellectual Vitality  AKTS 8
3.	Analyze and critique major curriculum design approaches and models.	Curriculum Analysis Project or Essay	Intellectual Vitality  AKTS 8
4.	Explain and analyze theoretical foundations of culturally responsive and place-based curriculum approaches.	Essay Culturally-responsive/place-based curriculum project	  AKTS 3, 8
5.	Identify and analyze the context of culturally responsive and place-based curriculum approaches.	Essay Culturally-responsive/place-based curriculum project	  AKTS 3, 8
6.	Apply knowledge of curriculum theory to complete a culturally responsive/place-based curriculum project.	Culturally-responsive/place-based curriculum project	  AKTS 3, 4, 8

\*Alaska Teacher Standards:

AKTS 3:Diversity: A teacher teaches with respect for students' individual and cultural characteristics.

AKTS 4: Content: A teacher knows the content and how to teach it.

AKTS 8: Professionalism: A teacher participates in and contributes to the teaching profession.

#### **IV. Course Level Justification**

This course requires graduate-level competence in identifying, defining, analyzing, applying, and evaluating curriculum theories and design approaches and models.

#### **V. Course Outline**

##### **A. Historical Discourses in Curriculum Theory and Design**

1. Humanism
2. Developmentalism
3. Social efficiency and scientific curriculum making
4. Social meliorism
5. Child-centeredness
6. Progressive education
7. Significant curriculum events (1900-present)
8. Curriculum reconceptualization in 1970s

##### **B. Contemporary Discourses in Curriculum Theory and Design**

1. Curriculum as political text
2. Curriculum as racial text
3. Curriculum as gender text
4. Curriculum as colonializing/de-colonializing text
5. Curriculum as postmodern text
6. Curriculum as autobiographical/biographical text
7. Curriculum as aesthetic text
8. Curriculum as institutionalized text

##### **C. Design Models and Approaches**

1. Tyler's technical rationality
2. Standards-based curriculum
3. Freire's emancipation approach
4. Multicultural curriculum
5. Integrated curriculum
6. Emergent curriculum

##### **D. Culturally Responsive and Place-based Curriculum Theory and Design**

1. Theoretical foundations (e.g., situated learning theory, critical race theory, critical tribal race theory)
2. Contexts: Multicultural diversity; Colonialism/Post-colonialism/Neo-colonialism
3. Culturally responsive education curriculum design
4. Place-based curriculum design

##### **E. Suggested Texts**

Barnhardt, R., & Kawagley, O. A. (Eds.). (2010). *Alaska Native education: Views from within*. Fairbanks, AK: Alaska Native Knowledge Network, Center for Cross-cultural Studies, University of Alaska Fairbanks.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Flinders, D. J. & Thornton, S. J. (Eds.). (2013). *The curriculum studies reader* (4<sup>th</sup> ed.). New York, NY: Routledge.

\*Kliebard, H. M. (1995). *The struggle for the American curriculum: 1893-1958* (2<sup>nd</sup> ed.). New York, NY: Routledge.

Pinar, W. F., Reynolds, W. M., Slatter, P., & Taubman, P. M. (2006). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. New York, NY: Peter Lang.

Smith, G. A., & Sobel, D. (2010). *Place- and Community-based education in schools*. New York, NY: Routledge.

## **F. Bibliography**

\*Adams, D. W. (1995). *Education for extinction: American Indians and the boarding school experience: 1875-1928*. Lawrence, KS: University Press of Kansas.

\*Anderson, J. D. (1988). *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC: The University of North Carolina Press.

Apple, M. W. (2012). *Ideology and curriculum*. New York, NY: Routledge.

Banks, J. A., & McGee Banks, C. A. (Eds.). (2012). *Multicultural education: Issues and Perspectives* (7<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons.

Brayboy, B. M. J. (2006). Toward a tribal critical race theory in education. *Urban Review* 37(4), 425-446.

Calderon, D. (2014). Uncovering settler grammars in curriculum. *Educational studies: A journal of the American Studies Association*, 28(4), 313-339.

Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993.

\*Dewey, J. (1997). *Experience & education*. New York, NY: Free Press.

Eisner, E. W. (2001). *The educational imagination: On the design and evaluation of school \ programs* (3<sup>rd</sup> ed.).

Friere, P. (1993). *Pedagogy of the oppressed*. New York, NY: Continuum Publishing.

Grande, S. (2004). *Red pedagogy: Native American social and political thought*. Oxford, UK: Rowman & Littlefield.

\*Greene, M. (1988). *The dialectic of freedom*. New York, NY: Teachers College Press.

Sleeter, C. E. (2010). Decolonizing curriculum: An essay review of the sacred hoop:



Recovering the feminine in American Indian traditions. *Curriculum Inquiry*, 40(2), 193-203.

Sleeter, C. E., & Stillman, J. (2005). Standardizing knowledge in a multicultural society. *Curriculum Inquiry*, 35(1), 27-46.

Smith, L. T. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. New York, NY: Zed Books.

Stacey, S. (2009). *Emergent curriculum in early childhood settings: From theory to practice*. St. Paul, MN: Redleaf.

Tuck, E., & Gaztambide-Fernandez, R. A. (2013). Curriculum, replacement, and settler futurity. *Journal of Curriculum Theorizing*, 29(1), 72-89.

Walker, D. F., & Soltis J. F. (2009). *Curriculum and aims* (5<sup>th</sup> ed.). New York, NY: Teachers College Press.

\*Classics in the field of curriculum studies.



# 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 EDTL	
2. Course Prefix EDTL	3. Course Number A690	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Selected Topics in Teaching and Learning Selected Topics: Teaching/Lrng Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College    <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status Yes    # of Repeats 1    Max Credits 6		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999		
			12. <input type="checkbox"/> Cross Listed with _____  <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. M.Ed. Teaching and Learning		01/30/2015		Tim Jester	
2.					
3.					
Initiator Name (typed): <u>Tim Jester</u> Initiator Signed Initials: _____      Date: _____					
13b. Coordination Email      Date: <u>02/02/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison      Date: <u>01/30/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Examines current issues, themes, strategies, and/or trends in teaching and learning. Special Note: May be repeated for credit with a change of subtitle for a maximum of 6 credits.					
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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Provides option for M.Ed. in Teaching and Learning program to offer special topics specifically related to program outcomes and contemporary developments in teaching and learning.					
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Initiator (faculty only)    Date  <u>Tim Jester</u>  Initiator (TYPE NAME)  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Department Chair    Date  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  College/School Curriculum Committee Chair    Date </div> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Dean/Director of School/College    Date  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Undergraduate/Graduate Academic Board Chair    Date  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    _____  Provost or Designee    Date </div> </div>					

**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Education**

**I. Date Initiated:** January 28, 2015

**II. Information for the Course Action Request**

College/School: College of Education (EA)

Department: EDTL

Course Number: A690

Title: Special Topics in Teaching and Learning

Credits: 1-3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Examines current issues, themes, strategies, and/or trends in teaching and learning.

Special Note: May be repeated for credit with a change of subtitle for a maximum of 6 credits.

Course Prerequisite(s): N/A

Corequisite(s): N/A

Registration Restrictions: Graduate Standing

Course Fee: N/A

**III. Instructional Goals, Student Outcomes, and Assessment Procedures**

**A. Instructional Goals**

B. (Will vary depending on topic. Below is sample from a course titled: *Mindfulness in Education*.)

The instructor will:

1.	Present relevant literature and other resources related to the context of mindfulness in education.
2.	Explain theories and describe practices of mindfulness drawing from science, wisdom traditions, and education.
3.	Identify and demonstrate mindfulness practices in education.

4.	Explain the purpose and process of autobiography inquiry/self-study in mindfulness and education.
5.	Facilitate examination of pedagogical implications of mindfulness in education.
6.	Provide examples of mindfulness programs in education and facilitate students' examination of these programs.

**C. Student Outcomes/Assessment Procedures**

(Will vary depending on topic. Below is sample from a course titled: *Mindfulness in Education*.)

	<b>Student Outcomes</b> Upon successful completion of this course, the student will know and/or be able to do the following:	<b>Assessment Procedures</b> This outcome will be assessed by one or more of the following:	<b>COE Core Values and Alaska Teacher Standards</b>
1.	Analyze and explain the context for mindfulness in education	Essay	Intellectual Vitality AKTS: 8
2.	Examine and synthesize mindfulness theories and practices drawing from a variety of fields and perspectives (e.g., science, wisdom traditions, and education)	Literature review Mindfulness journal	Intellectual Vitality AKTS: 8
3.	Engage in mindfulness practices and summarize processes through personal reflections	Mindfulness Practice Project Mindfulness journal	Intellectual Vitality AKTS: 8
4.	Analyze literature on autobiographical study in education and engage in an autobiographic, self-study as experiential exploration of mindfulness in education	Mindfulness Practice Project: Autobiographic inquiry	Intellectual Vitality AKTS: 8
5.	Examine pedagogical implications of mindfulness in education (e.g., teacher presence, listening, classroom community, social emotional learning)	Research report Mindfulness journal	Intellectual Vitality AKTS: 8
6.	Analyze and critique selected mindfulness	Literature review	Intellectual Vitality

	programs in education		AKTS: 8
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#### IV. Course Level Justification

This course requires graduate-level knowledge and skills in identifying, explaining, analyzing, and applying theories and/or practices related to teaching and learning.

#### V. Course Outline

This is a “special topics” course that will vary depending on the topic. Example from a course titled: *Mindfulness in Education*

##### A. Context of Mindfulness in Education

1. Positivism and technical rationality approaches in education
2. Performativity (e.g., high stakes testing)
3. Holistic and transformative education

##### B. Mindfulness: Theory and Practice

1. Mindfulness in science
2. Mindfulness in wisdom traditions
3. Mindfulness in education
4. Mindfulness practices

##### C. Autobiography and self-study

1. Self-study in education
2. Observation, reflection, and self-awareness
3. Self-study and mindfulness practices

##### D. Pedagogical considerations

1. Teacher presence
2. Listening
3. Mindfulness practices in the classroom
4. Relations with students, families, and communities
5. Social and emotional learning
6. Building classroom community

##### E. Mindfulness in Education: Sample Programs

1. Inner Kids
2. Mindful Schools
3. Association for Mindfulness in Education
4. Mindfulness in Education Network
5. Garrison Institute

#### VI. Suggested Texts

(Will vary depending on topic. Below is sample from a course titled: *Mindfulness in Education*.)

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.

Langer, E. J. (2014). *Mindfulness* (2<sup>nd</sup> ed.). Boston, MA: Merloyd Lawrence.

MacDonald, E., & Shirley, D. (Eds.). (2009). *The mindful teacher*. New York, NY: Teachers College Press.

## **VII. Bibliography**

Will vary depending on topic. Below is sample from a course titled: *Mindfulness in Education*.

Byrnes, K. (2012). A portrait of contemplative teaching: Embracing wholeness. *Journal of Transformative Education*, 10(1), 22-41.

David, D. S., & Sheth, S. (2009). *Mindful teaching and teaching mindfulness: A guide for anyone who teaches anything*. New York, NY: Wisdom Publications.

Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York, NY: Hyperion.

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rodgers, C. R., & Raider-Roth, M. B. (2006). Presence in teaching. *Teachers and Teaching: Theory and Practice*, 12(3), 265-287.

Miller, J. P. (1994). *The contemplative practitioner: Meditation in education and the professions*. Westport, CT: Bergin & Garvey.

Noddings, N. (2003). *Caring: A feminine approach to ethics and moral education* (2<sup>nd</sup> ed.). Berkeley, CA: University of California Press.

Samaras, A. P. (2010). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.

Schultz, K. (2003). *Listening: A framework for teaching across differences*. New York, NY: Teachers College Press.

Zajonc, A. (2008). *Meditation as contemplative inquiry: When knowing becomes love*. Great Barrington, MA: Lindisfarne Books.



**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 EDTL	
2. Course Prefix EDTL	3. Course Number A698	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1	5b. Contact Hours (Lecture + Lab) (1+9)	
6. Complete Course Title Teaching and Learning Research Project T/L Research Project <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add   or <input type="checkbox"/> Change   or <input type="checkbox"/> Delete  <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions     <input type="checkbox"/> Class    <input type="checkbox"/> Level     <input type="checkbox"/> College    <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status Yes    # of Repeats 2    Max Credits 3		
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. M.Ed. Teaching and Learning		01/30/2015		Tim Jester	
2.					
3.					
Initiator Name (typed): <u>Tim Jester</u> Initiator Signed Initials: _____    Date: _____					
13b. Coordination Email    Date: <u>02/02/2015</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>01/30/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Conduct an applied research project in teaching and learning under the supervision of a faculty advisor. Research results will be included in a professional portfolio and presented publicly. Special note: Students enroll in EDTL A698 three times, each time for one credit throughout the M.Ed. T/L program.					
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) EDRS A660			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Admission to the M.Ed. in Teaching & Learning program at UAA		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Meets need for the purpose and type of individual research project required in the M.Ed. in Teaching and Learning.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) _____ Date _____ <u>Tim Jester</u> Initiator (TYPE NAME)</div><div>Department Chair _____ Date _____ College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ Provost or Designee _____ Date _____</div></div></div>					

**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Education**

**I.      Date Initiated:**                   January 28, 2015

**II.     Information for the Course Action Request**

College/School:                   College of Education (EA)

Department:                   EDTL

Course Number:                A698

Title:                            M.Ed. Teaching and Learning Research Project

Credits:                        1

Grading Basis:                P/NP

Implementation Date:        Fall 2015

Course Description:            Conduct an applied research project in teaching and learning under the supervision of a faculty advisor. Research results will be included in a professional portfolio and presented publicly.

Special note: Students enroll in EDTL A698 three times, each time for one credit throughout the M.Ed. T/L program.

Course Prerequisite(s):       EDRS A660

Corequisite(s):                N/A

Registration Restrictions:    Admission to the M.Ed. in Teaching and Learning Program at the University of Alaska Anchorage

Course Fee:                    N/A



### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will:

1.	Facilitate research process including developing a statement of problem, conducting a literature review, implementing the research project, and disseminating results in public presentation.
2.	Present the ethical responsibilities and policies and procedures involved in research with human subjects.
3.	Act as research consultant as student prepares IRB proposal (if applicable).
4.	Guide process for integrating research report in M.Ed. T/L Professional Portfolio.

#### B. Student Outcomes/Assessment Procedures

	<b>Student Outcomes</b> Upon successful completion of this course, the student will know and/or be able to do the following:	<b>Assessment Procedures</b> This outcome will be assessed by one or more of the following:	<b>COE Core Values &amp; AK Teacher Standards</b>
1.	Design and conduct all aspects of an applied research project including statement of problem, literature review, methods, data analysis, implications, and dissemination of the research report.	Final research report Public presentation	Intellectual Vitality Leadership  *AKTS 8
2.	Demonstrate knowledge of ethical responsibilities and policies and procedures involved in research with human subjects.	IRB proposal Final research report	Intellectual Vitality Leadership  *AKTS 8
3.	Prepare and submit an IRB proposal, if applicable.	IRB proposal	Intellectual Vitality Leadership  *AKTS 8
4.	Incorporate research project into the M.Ed. Teaching and Learning Professional Portfolio	Professional Portfolio Public Presentation	Intellectual Vitality Leadership  AKTS 8

\*Alaska Teacher Standards: #8: Professionalism: A teacher participates in and contributes to the teaching profession.

**IV. Course Level Justification**

This is a 600-level course required in the M.Ed. Teaching and Learning program. The research project assesses the student's ability to conduct applied research in education at the graduate level.

**V. Course Outline**

Given variability in individual student's needs, there is no fixed outline for this course. However, students complete the research project in three phases by enrolling in EDTL A698 three times, each time for one credit. Activities completed during each phase are as following:

- A. Complete the proposal
  - 1. Identify topic of study
  - 2. Present the context, including initial literature review
  - 3. State purpose
  - 4. Identify Research question(s)
  - 5. Present methods
- B. Conduct research and report findings
  - 1. Submit IRB proposal (if applicable)
  - 2. Collect data
  - 3. Conduct data analysis
  - 4. Write report
  - 5. Incorporate research report into professional portfolio
  - 6. Present publically

**VI. Suggested Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Creswell, J. W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Prentice.

**VII. Bibliography**

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2010). *Program evaluation: Alternative approaches and practical guidelines* (4<sup>th</sup> ed.). Boston, MA: Pearson.

Bogdan, R.C., & Biklen, S. K. (2011). *Qualitative research for education: An introduction to theories and methods* (5<sup>th</sup> ed.). Boston, MA: Prentice Hall.

Lichtman, M. V. (2012). *Qualitative research in education: A user's guide* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Mills, G. F. (2013). *Action research: A guide for the teacher researcher* (5<sup>th</sup> ed.). Boston, MA: Pearson.

- Patton, M. Q. (2011). *Essentials of utilization-focused evaluation*. Thousand Oaks, CA: Sage.
- Stringer, E. T. (2013). *Action research* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

TO: COE Curriculum Committee

FR: Adrainne Thomas, Chair, Graduate Certificate in Special Education

SB: Graduate Certificate in Special Education Program Changes

DT: February 3, 2015

---

The Graduate Certificate in Special Education is proposing a program change to:

- 1) Update trends and practices in the field of special education.

#### Summary of Proposed Change

- 1) Catalog Copy highlights:
  - a. EDSE 634 Support & Supervision of Paraeducators is being replaced by EDSE 635 Differentiation of Instruction across School and Community Settings.
- 2) Respond to the Prioritization report that noted the need to align with the Revitalizing Teacher Education in Alaska (RTEA) plan.



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 Special Education		
2. Complete Program Title/Prefix Special Education/EDSE			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Graduate Certificate  This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;"><b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%;"><b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units Department, School, or College: College of Education Initiator Name (typed): Adrainne Thomas Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> ) Date: 2/5/15			
6c. Coordination with Library Liaison Date: 2/5/15			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"><span><input checked="" type="checkbox"/> Cover Memo</span><span><input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function</span></div>			
8. Justification for Action Content was updated to address current trends and practices in the field of special education.			
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div><div style="display: flex; justify-content: space-between;"><div>Adrainne Thomas</div><div>Date</div></div><div style="margin-left: 40px;">Initiator (TYPE NAME)</div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div>Department Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair</div><div>Date</div></div></td><td style="width: 50%; vertical-align: top;"><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div></td></tr></table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="display: flex; justify-content: space-between;"><div>Adrainne Thomas</div><div>Date</div></div> <div style="margin-left: 40px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>Department Chair</div><div>Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair</div><div>Date</div></div>	<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div>
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# Graduate Certificate in Special Education

*Professional Studies Building (PSB), Room 222, (907) 786-4450*

*<http://www.uaa.alaska.edu/coe/degrees/graduatecertificates/initial-graduate-certificate-special-education.cfm>*

The Graduate Certificate in Special Education is designed for individuals who want to become certificated special education teachers. This program expands teaching competencies by providing the theory, knowledge, and practical experience in special education needed to serve children with disabilities and their families. Graduates of this program are eligible for an institutional recommendation for (a) an initial teaching certificate with a special education endorsement, or (b) a special education endorsement on an existing teaching certificate from the Alaska Department of Education and Early Development (EED). Students who are admitted to the Graduate Certificate in Special Education may apply to the MEd in Special Education. Courses applied to this certificate may also apply to the MEd in Special Education.

## **Admission Requirements**

1. Satisfy [Admission Requirements for Graduate Certificates](#).
2. Hold a baccalaureate degree from a regionally accredited institution or foreign equivalent and have appropriate experience in the field of special education. (See department for specific requirements).
3. Provide transcripts documenting a minimum GPA of 3.00 in the most recent 30 credits of academic coursework.
4. Submit a resume documenting educational experience and at least one year of appropriate, recent experience with children experiencing disabilities at the developmental level in which the special education endorsement is sought.
5. Submit an essay of 300-500 words addressing career goals and how the program relates to these goals.
6. Provide three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

## **Graduation Requirements**

1. Satisfy the [General University Requirements for Graduate Certificates](#).
2. Complete the Program Requirements below.

## **Program Requirements**

There are two concentrations within the program leading to a Graduate Certificate in Special Education. These concentrations have different entry points.

1. Certification Route I: This concentration is for applicants seeking their first teacher certificate and requires completion of prerequisite coursework before admission to the program.
2. Certification Route II: This concentration is for applicants seeking a special education endorsement on an existing teacher certificate.

The concentration one completes is based on the professional background an applicant brings to the program.

### **Certification Route I (Special Education with Initial Teaching Certification), Graduate Certificate**

Certification route I is for individuals with baccalaureate degrees who are not certificated teachers, but have professional experience in working with children with disabilities. Individuals in this concentration will need to take the Praxis II examination in a content area prior to receiving an institutional recommendation for certification.

### **Special Admission Requirements**

1. Provide documentation of passing scores on the Praxis I or other EED-approved basic skills test.
2. Submit Interested Person Report.
3. Complete the following 15 credits of prerequisite courses with a minimum grade of B in each course. An advisor may waive one or more of the prerequisite courses if the applicant can demonstrate successful completion of an equivalent course taken at a regionally accredited institution within the consecutive seven-year period prior to graduation. Prerequisites must be successfully completed prior to beginning the graduate-level program requirements.

<a href="#">EDEL A426</a>	Teaching Mathematics in Elementary Schools	3
<a href="#">EDFN A303</a>	Foundations of Teaching and Learning	3
<a href="#">EDSE A212</a>	Human Development and Learning	3
<a href="#">EDSE A482</a>	Inclusive Classrooms for All Children	3
<a href="#">EDSE A483</a>	Language and Literacy: Assessment and Interventions	3
Total Credits		15

### **Background Check Requirements**

See COE [Field Placements](#).

## Program Requirements

The COE allows access to coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills and access to engage in distance learning.

Prerequisite courses must be successfully completed prior to taking the following program requirements.

<a href="#">EDSE A610</a>	Clinical Assessment: Eligibility and Program Planning	3
<a href="#">EDSE A623</a>	Language and Literacy: Best Practices in Assessment and Intervention	3
<a href="#">EDSE A624</a>	Social/Emotional Development, Assessment, and Intervention	3
<a href="#">EDSE A625</a>	Teaching Mathematics to Special Learners	3
<a href="#">EDSE A632</a>	Special Education Law: Principles and Practices	3
EDSE A635	Differentiation of Instruction and Assistive Technology	
<a href="#">EDSE A695E</a>	Advanced Internship in Special Education: Elementary *	6
or <a href="#">EDSE A695S</a>	Advanced Internship in Special Education: Secondary	
Total Credits		24

*Criminal history background clearance is required before the internship. Background checks take up to five months to process, so they must be initiated well in advance of the semester in which the candidate enrolls in the internship.*

Complete a total of 24 credits for the graduate certificate and application for an institutional recommendation for initial teacher certification with an endorsement in special education. Candidates admitted or seeking admission to the Graduate Certificate in Special Education must receive pre-approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the graduate certificate.

## Certification Route II (Special Education Endorsement), Graduate Certificate

Certification Route II is for teachers holding a current Alaska teaching certificate who wish to add a special education endorsement to their existing teaching certificate.

### Special Admission Requirements

Provide documentation of a current teaching certificate.

### Background Check Requirements

See COE [Field Placements](#).



## Program Requirements

The COE allows access to coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills and access to engage in distance learning.

Complete one advisor-approved prerequisite course in special education or provide documentation of other appropriate experience with children or adults with disabilities. Course may be taken concurrently with other program requirements.

<a href="#">EDSE A610</a>	Clinical Assessment: Eligibility and Program Planning	3
<a href="#">EDSE A623</a>	Language and Literacy: Best Practices in Assessment and Intervention	3
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Total Credits		24

Complete a total of 24 credits for the graduate certificate and application for an institutional recommendation for a special education endorsement on an existing teaching certificate. Candidates admitted or seeking admission to the Graduate Certificate in Special Education must receive pre-approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the graduate certificate.

## Institutional Recommendation

Following are the requirements for an institutional recommendation for a special education certificate or endorsement. The candidate must have:

1. Completed all applicable prerequisite courses with a minimum grade of B.
2. Completed all required courses with a minimum overall GPA of 3.00, with no grade lower than a C.
3. Earned a baccalaureate degree from a regionally accredited institution, or foreign equivalent.
4. Completed internships and professional portfolio documenting attainment of CEC standards.

5. Passed applicable examinations. For candidates in the Certification Route I, passing scores on the Praxis I, or other EED-approved basic skills examination, and the Praxis II are required. The passing scores are established by EED. Elementary special education teachers must take one of the Praxis II examinations designated for elementary teachers; middle and high school teachers must take one of the Praxis II examinations in Mathematics, English, Science, or Social Studies.

**Alaska certification note**

The institutional recommendation for an initial certificate with a special education endorsement (Certification Route I) will be at the level of the internship. The institutional recommendation for special education endorsement (Certification Route II) on an existing teaching certificate will be at the level of that certificate. EED may have additional requirements for certification/endorsement.

For those graduates receiving an initial certificate (Certification Route I), prior to advancing to the professional certificate, EED requires completion of 3 credits of approved Alaska studies coursework and 3 credits of approved multicultural/cross-cultural communications coursework. For more information see the [EED website](#).

# Graduate Certificate in Special Education

*Professional Studies Building (PSB), Room 222, (907) 786-4450*

<http://www.uaa.alaska.edu/coe/degrees/graduatecertificates/initial-graduate-certificate-special-education.cfm>

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5. Submit an essay of 300-500 words addressing career goals and how the program relates to these goals.
6. Provide three letters of recommendation or rating forms from professional references.
7. Participate in an interview if requested by the department.

## Graduation Requirements

1. Satisfy the [General University Requirements for Graduate Certificates](#).
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## Program Requirements

There are two concentrations within the program leading to a Graduate Certificate in Special Education. These concentrations have different entry points.

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2. Certification Route II: This concentration is for applicants seeking a special education endorsement on an existing teacher certificate.

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### **Certification Route I (Special Education with Initial Teaching Certification), Graduate Certificate**

Certification route I is for individuals with baccalaureate degrees who are not certificated teachers, but have professional experience in working with children with disabilities. Individuals in this concentration will need to take the Praxis II examination in a content area prior to receiving an institutional recommendation for certification.

### **Special Admission Requirements**

1. Provide documentation of passing scores on the Praxis I or other EED-approved basic skills test.
2. Submit Interested Person Report.
3. Complete the following 15 credits of prerequisite courses with a minimum grade of B in each course. An advisor may waive one or more of the prerequisite courses if the applicant can demonstrate successful completion of an equivalent course taken at a regionally accredited institution within the consecutive seven-year period prior to graduation. Prerequisites must be successfully completed prior to beginning the graduate-level program requirements.

<a href="#">EDEL A426</a>	Teaching Mathematics in Elementary Schools	3
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<a href="#">EDSE A483</a>	Language and Literacy: Assessment and Interventions	3
Total Credits		15

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### **Background Check Requirements**

See COE [Field Placements](#).

## Program Requirements

The COE allows access to coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills and access to engage in distance learning.

Prerequisite courses must be successfully completed prior to taking the following program requirements.

<a href="#">EDSE A610</a>	Clinical Assessment: Eligibility and Program Planning	3
<a href="#">EDSE A623</a>	Language and Literacy: Best Practices in Assessment and Intervention	3
<a href="#">EDSE A624</a>	Social/Emotional Development, Assessment, and Intervention	3
<a href="#">EDSE A625</a>	Teaching Mathematics to Special Learners	3
<a href="#">EDSE A632</a>	Special Education Law: Principles and Practices	3
<a href="#">EDSE A634</a>	<del>Support and Supervision of Paraeducators</del>	<del>3</del>
<a href="#">EDSE A635</a>	<del>Differentiation of Instruction and Assistive Technology</del>	
<a href="#">EDSE A695E</a>	Advanced Internship in Special Education: Elementary *	6
or <a href="#">EDSE A695S</a>	Advanced Internship in Special Education: Secondary	
Total Credits		24

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*Criminal history background clearance is required before the internship. Background checks take up to five months to process, so they must be initiated well in advance of the semester in which the candidate enrolls in the internship.*

Complete a total of 24 credits for the graduate certificate and application for an institutional recommendation for initial teacher certification with an endorsement in special education. Candidates admitted or seeking admission to the Graduate Certificate in Special Education must receive pre-approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the graduate certificate.

## Certification Route II (Special Education Endorsement), Graduate Certificate

Certification Route II is for teachers holding a current Alaska teaching certificate who wish to add a special education endorsement to their existing teaching certificate.

## Special Admission Requirements

Provide documentation of a current teaching certificate.

## Background Check Requirements

See COE [Field Placements](#).

## Program Requirements

The COE allows access to coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills and access to engage in distance learning.

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Complete a total of 24 credits for the graduate certificate and application for an institutional recommendation for a special education endorsement on an existing teaching certificate. Candidates admitted or seeking admission to the Graduate Certificate in Special Education must receive pre-approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the graduate certificate.

## Institutional Recommendation

Following are the requirements for an institutional recommendation for a special education certificate or endorsement. The candidate must have:

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2. Completed all required courses with a minimum overall GPA of 3.00, with no grade lower than a C.
3. Earned a baccalaureate degree from a regionally accredited institution, or foreign equivalent.
4. Completed internships and professional portfolio documenting attainment of CEC standards.

5. Passed applicable examinations. For candidates in the Certification Route I, passing scores on the Praxis I, or other EED-approved basic skills examination, and the Praxis II are required. The passing scores are established by EED. Elementary special education teachers must take one of the Praxis II examinations designated for elementary teachers; middle and high school teachers must take one of the Praxis II examinations in Mathematics, English, Science, or Social Studies.

**Alaska certification note**

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For those graduates receiving an initial certificate (Certification Route I), prior to advancing to the professional certificate, EED requires completion of 3 credits of approved Alaska studies coursework and 3 credits of approved multicultural/cross-cultural communications coursework. For more information see the [EED website](#).



# 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 Special Education													
2. Course Prefix EDSE	3. Course Number A635	4. Previous Course Prefix & Number None	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Differentiation of Instruction Across School and Community Settings DIFF INST SCH & COM <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex;"> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College    <input type="checkbox"/> Major  <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date    semester/year From: Fall/2015    To:    /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Graduate Certificate in Special Education</td> <td>1/21/15</td> <td>Adrainne Thomas</td> </tr> <tr> <td>2. Masters of Education in Special Education</td> <td>1/21/15</td> <td>Adrainne Thomas</td> </tr> <tr> <td>3. Masters of Education in Teaching and Learning</td> <td>1/26/15</td> <td>Tim Jester</td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Graduate Certificate in Special Education	1/21/15	Adrainne Thomas	2. Masters of Education in Special Education	1/21/15	Adrainne Thomas	3. Masters of Education in Teaching and Learning	1/26/15	Tim Jester
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Initiator Name (typed): <u>Adrainne Thomas</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>2/5/15</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>2/5/15</u>														
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15. Course Description (suggested length 20 to 50 words) Examination and exploration of research based strategies and interventions designed to differentiate instruction for diverse students with exceptional learning needs. Special attention will be given to the role of assistive technology in differentiating instruction to support diverse learners in school and community settings.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) None			16b. Co-requisite(s) (concurrent enrollment required) None														
16c. Automatic Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Graduate Standing														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Content was updated to address current trends and practices in the field of special education.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </div> </div> </div>																	
Initiator (faculty only) <u>Adrainne Thomas</u>		Date _____		Dean/Director of School/College _____ Date _____													
Initiator (TYPE NAME)																	
Department Chair _____ Date _____		Undergraduate/Graduate Academic Board Chair _____ Date _____															
College/School Curriculum Committee Chair _____ Date _____		Provost or Designee _____ Date _____															



**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Education**

**I. Date Initiated:** 1/21/15

**II. Information for the Course Action Request**

College/School:	EA College of Education
Department:	Special Education
Subject:	EDSE
Course Number:	A635
Title:	Differentiation of Instruction Across School and Community Settings
Credits:	3.0
Grading Basis:	A - F
Implementation Date:	Fall 2015
Course Description:	Examination and exploration of research based strategies and interventions designed to differentiate instruction for diverse students with exceptional learning needs. Special attention will be given to the role of assistive technology in differentiating instruction to support diverse learners in school and community settings.
Course Prerequisite(s):	None
Test Score(s):	NA
Corequisites:	None
Registration Restrictions:	Graduate Standing
Course Fee:	No

**III. Instructional Goals, Student Outcomes, and Assessment Procedures**

### A. Instructional Goals

The instructor will:

1. Model the analysis of the abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of curricula for individuals with exceptionalities.
2. Analyze the research on assessment tools for gathering data on the assistive technology needs of students with exceptional learning needs.
3. Examine the research on low to high tech assistive technology devices used to differentiate instruction for students with exceptional learning needs.
4. Integrate the generalization and maintenance of academic and functional academic skills in to the Individualized Educational Planning process.
5. Examine models of collaboration and co-teaching to support the inclusion of students with exceptional learning needs across school and community settings.
6. Construct the knowledge of disability as a lifelong condition to support the quality of life needs of individuals with exceptional learning needs across school and community settings.

### B. Student Learning Outcomes/Assessment Procedures

	<b>Student Learning Outcomes</b>	<b>Assessment Procedures</b>	<b>Standards</b>	<b>Core Values</b>
	<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome meets the following state and/or national standard:</i>	<i>This outcome addresses the following core values:</i>
1.	Analyze the abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences	<ul style="list-style-type: none"><li>● Reflective research paper</li><li>● Case study</li></ul>	5.1, 7.1	Leadership, Inclusiveness & Equity

	for individuals with exceptionalities			
2.	Identify assessment tools for gathering data on the assistive technology needs of students with exceptional learning needs	<ul style="list-style-type: none"> <li>• Case study/ Individualized education plan (IEP)</li> <li>• Case study/ Culturally responsive lesson plan</li> </ul>	5.2	Intellectual Vitality
3.	Compare low to high tech assistive technology devices used to differentiate instruction for students with exceptional learning needs	<ul style="list-style-type: none"> <li>• Research paper</li> <li>• Case study/ Individualized education plan with assistive technology</li> </ul>	5.2, 5.3	Intellectual Vitality
4.	Create Individualized Education Plans that include the generalization and maintenance of academic and functional academic skills	<ul style="list-style-type: none"> <li>• Case study/ Individualized education plan with goals for generalization and maintenance</li> <li>• Case study/ General case instructional program</li> </ul>	5.4, 5.6	Inclusiveness & Equity
5.	Experiment with models of collaboration and co-teaching to support the inclusion of students with exceptional learning needs across school and community settings	<ul style="list-style-type: none"> <li>• Case Study/ Collaborative lesson plan</li> <li>• Case Study/ Individualized education plan with goals for generalization and maintenance</li> </ul>	5.5, 7.3	Collaborative Spirit, Leadership

6.	Justify the need for the academic and functional academic curricula to support the quality of life needs of individuals with exceptional learning needs across the life span	<ul style="list-style-type: none"> <li>• Case Study/ Transition plan (KEY ASSESSMENT)</li> <li>• Resources E-portfolio</li> </ul>	5.7, 7.2	Inclusiveness & Equity, Collaborative Spirit
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#### IV. Course Level Justification

This course provides in-depth knowledge of research-based differentiation of instruction strategies, and requires the application of expert knowledge in the field of special education for students in a graduate certificate or Master of Education (M.Ed.) degree program.

#### V. Course Outline

1. The brain and learning
  - 1.1 Parts of the brain
  - 1.2 How the special needs brain learns
  - 1.3 Brain based teaching
  - 1.4 Brain based learning
  - 1.5 Learning and retention
2. Differentiation for students with exceptional learning needs
  - 2.1 Learning disabilities
  - 2.2 Attention deficit/Hyperactivity disorders
  - 2.3 Speech and language disabilities
  - 2.4 Traumatic brain injuries
  - 2.5 Fetal alcohol syndrome disorders
3. Differentiating process, content and product
  - 3.1 Universal Design for Learning and Response to Intervention

- 3.2 Systematic instruction
- 3.3 Generalization and maintenance
- 3.4 Adaptations, accommodations and modifications
- 3.5 Adaptive lesson planning
- 4. Assistive technology and curriculum
  - 4.1 Academic vs Functional Academic Curriculum
  - 4.2 Assistive Technology Assessment
  - 4.3 Low vs High Tech Assistive Technology devices
  - 4.4 Augmentative and alternative communication devices
  - 4.5 Accessible instructional materials
- 5. Family – School Collaboration
  - 5.1 Cultural assumptions of delay, development and quality of life
  - 5.2 Developing partnerships with families
  - 5.3 Collaboration within school settings
  - 5.4 Collaboration within community settings
  - 5.5 Transitioning to adulthood

## **VI. Suggested Text(s)**

Green, J. (2013). *Assistive technology in special education: Resources for education, intervention, and rehabilitation* (2ed.). Waco, TX: Prufrock Press.

Sousa, D. & Tomlinson, C. (2011). *Differentiation and the brain: how neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree Press.

Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: Association for Supervision & Curriculum Development.

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- Alnahdi, G. (2014). Assistive technology in special education and the universal design for learning. *Turkish Online Journal of Educational Technology - TOJET, 13*(2), 18-23.
- Andersen, P. N., Egeland, J., & Oie, M. (2013). Learning and memory impairments in children and adolescents with attention-Deficit/Hyperactivity disorder. *Journal of Learning Disabilities, 46*(5), 453-460.
- Blackburn, C., Carpenter, B., & Egerton, J. (2012). *Educating children and young people with fetal alcohol spectrum disorders: Constructing personalised pathways to learning* Routledge, Taylor & Francis Group.
- Carpenter, B. (2011). Pedagogically bereft! Improving learning outcomes for children with foetal alcohol spectrum disorders. *British Journal of Special Education, 38*(1), 37-43.
- Dykeman, B. F. (2009). Response to intervention: The functional assessment of children returning to school with traumatic brain injury. *Education, 130*(2), 295-300.
- Fast, D. K., & Conry, J. (2009). Fetal alcohol spectrum disorders and the criminal justice system. *Developmental Disabilities Research Reviews, 15*(3), 250-257.
- Flanagan, S., Bouck, E. C., & Richardson, J. (2013). Middle school special education teachers' perceptions and use of assistive technology in literacy instruction. *Assistive Technology, 25*(1), 24-30.
- Floyd, K. K., & Judge, S. L. (2012). The efficacy of assistive technology on reading comprehension for postsecondary students with learning disabilities. *Assistive Technology Outcomes and Benefits, 8*(1), 48-64.
- Green, C. R., Mihic, A. M., Nikkel, S. M., Stade, B. C., Rasmussen, C., Munoz, D. P., & Reynolds, J. N. (2009). Executive function deficits in children with fetal alcohol spectrum disorders (FASD) measured using the cambridge neuropsychological tests automated battery (CANTAB). *Journal of Child Psychology and Psychiatry, 50*(6), 688-697.
- Huotilainen, M. (2010). Building blocks of fetal cognition: Emotion and language. *Infant and Child Development, 19*(1), 94-98.
- Jeffs, T., & Banister, S. (2006). Enhancing collaboration and skill acquisition through the use of technology. *Journal of Technology and Teacher Education, 14*(2), 407-433.
- Lembke, E. S., Hampton, D., & Beyers, S. J. (2012). Response to intervention in mathematics: Critical elements. *Psychology in the Schools, 49*(3), 257-272.

- Niccols, A. (2007). Fetal alcohol syndrome and the developing socio-emotional brain. *Brain and Cognition*, 65(1), 135-142.
- Peterson-Karlan, G. (2011). Technology to support writing by students with learning and academic disabilities: Recent research trends and findings. *Assistive Technology Outcomes and Benefits*, 7(1), 39-62.
- Powers, K., & Mandal, A. (2011). Tier III assessments, data-based decision making, and interventions. *Contemporary School Psychology*, 15, 21-33.
- Prensky, M. (2013). Our brains extended. *Educational Leadership*, 70(6), 22-27. Radin, J. L. (2009). Brain-compatible teaching and learning: Implications for teacher education. *Educational Horizons*, 88(1), 40-50.
- Schilling, E. J., & Getch, Y. Q. (2012). Getting my bearings, returning to school: Issues facing adolescents with traumatic brain injury. *TEACHING Exceptional Children*, 45(1), 54-63.
- Schutz, L. E., & McNamara, E. A. (2011). Traumatic brain injury in K-12 students II: Response to instruction--when will they ever learn? *International Journal of Special Education*, 26(1), 64-69.
- Shore, R. A. (2012). "Profound levels of learning" through brain-based teaching: A tribute to roland barth. *Educational Forum*, 76(1), 129-136.
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# 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 Special Education													
2. Course Prefix EDSE	3. Course Number A637	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Inclusive Teaching and Learning in Content Area Classrooms InclusiveTeachLearnContentArea <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input checked="" type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; font-size: small;"> <div><input type="checkbox"/> Class</div> <div><input type="checkbox"/> Level</div> </div> <div style="display: flex; font-size: small;"> <div><input type="checkbox"/> College</div> <div><input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input checked="" type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input checked="" type="checkbox"/> Course Prerequisites  <input checked="" type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one    # of Repeats    Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015    To:    /9999														
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Initiator Name (typed): <u>Adrainne Thomas</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: _____ <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison    Date: _____														
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15. Course Description ( <i>suggested length 20 to 50 words</i> ) Focuses on the inclusion of students with special learning needs and disabilities in the content area classroom. Attention will be paid to the philosophy of inclusion and the role of the content area teacher in providing appropriate classroom instruction for all the students within the inclusive classroom and other least restrictive settings.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) NA.			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) NA														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Departmental Approval Required; Graduate Standing														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Modification made to number of credits in order to increase the depth and scope of special education knowledge and skills. Updated to incorporate current trends and practices in the field of education.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____  <u>Adrainne Thomas</u>  Initiator (TYPE NAME) </div> <div> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____ </div> <div> <input type="checkbox"/> Approved    Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div> </div>																	



**Course Content Guide  
University of Alaska Anchorage  
College of Education**

**I. Date Initiated:** 9/12/14

**II. Information for the Course Action Request**

College/School: EA College of Education

Department: Special Education

Subject:

EDSE

Course Number: A637

Title: Inclusive Teaching and Learning in Content Area  
Classrooms

Credits: 3.0

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Focuses on the inclusion of students with special learning needs and disabilities in the content area classroom. Attention will be paid to the philosophy of inclusion and the role of the content area teacher in providing appropriate classroom instruction for all the students within the inclusive classroom and other least restrictive settings.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) N/A

Registration  
Restrictions: Departmental Approval Required; Graduate Standing

Course Fee: ☐ Yes ☒ No

### III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will:

1.	Construct knowledge of the characteristics, educational implications and prevalence of students with exceptional learning needs.
2.	Examine the historical development of the field of special education, the philosophy of inclusion and the laws that govern the educational process from pre-referral to placement of students with exceptional learning needs.
3.	Examine the socio-cultural influences on the overrepresentation of culturally and linguistically diverse students receiving special education services.
4.	Identify the research and explore effective, research-based instructional strategies for supporting the inclusion of students with exceptionalities in the general education curriculum.
5.	Examine effective methods and resources for in-school, and family-school collaboration to support the inclusion needs of individuals with exceptional learning needs beyond high school.

#### B. Student Learning Outcomes/Assessment Procedures

	<i><b>Student Learning Outcomes</b></i>	<i><b>Assessment Procedures</b></i>	<i><b>Standards</b></i>	<i><b>Core Values</b></i>
	<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome meets the following state and/or national standard:</i>	<i>This outcome addresses the following core value:</i>
1.	Compare and contrast the characteristics, and educational implications of students with exceptional learning needs	<ul style="list-style-type: none"> <li>• Reflective research paper &amp; presentation</li> </ul>	*CEC 1.0, **ABTS 6A	Inclusiveness and Equity; Intellectual Vitality
2.	Analyze the historical development of special education, the philosophy of inclusion and the laws that govern the educational process from pre-	<ul style="list-style-type: none"> <li>• Reflective research paper &amp; presentation</li> </ul>	CEC 2.1,	Inclusiveness and Equity; Intellectual Vitality

	referral to placement of students with exceptional learning needs			
3.	Critique the socio-cultural influences on the overrepresentation of culturally and linguistically diverse students receiving special education services	<ul style="list-style-type: none"> <li>• Reflective research paper &amp; presentation</li> </ul>	CEC 5.1, ABTS 3C	Inclusiveness and Equity; Leadership; Intellectual Vitality
4.	Analyze the educational needs of various students with exceptionalities and effective, research-based instructional strategies for supporting their inclusion in the general education curriculum	<ul style="list-style-type: none"> <li>• Adapted lesson plan</li> <li>• Case studies: behavior management &amp; IEP accommodations and modifications</li> </ul>	CEC 3.3, 7.1 ABTS 2B(ii)	Inclusiveness and Equity; Leadership; Intellectual Vitality
5.	Evaluate the learning needs of individuals with exceptional learning needs to include their strengths and develop a plan that integrates effective methods and resources for in-school, and family-school collaboration to support their inclusion needs beyond high school	<ul style="list-style-type: none"> <li>• Transition plan</li> <li>• Resources portfolio</li> </ul>	CEC 5.5, 7.3 ABTS 4B(v)	Inclusiveness and Equity; Leadership; Intellectual Vitality

\*Council for Exceptional Children  
\*\*Alaska Beginning Teacher Standards

#### **IV. Course Level Justification**

The course entails the use of critical analysis of the history and foundations of the inclusion of students with exceptional learning needs in the general education curriculum. Supports both beginning and experienced teachers in understanding, valuing and incorporating collaboration between general and special education in order to support the academic needs of diverse learners.

#### **V. Course Outline**

1. Overview of Special Education Law and Exceptionalities

1.1	Individuals with Disabilities Act (IDEA) and its reauthorizations
1.2	Special Education categories of disabilities
1.3	Assessment, etiology and prevalence of exceptionalities
1.4	Characteristics and educational implications of exceptionalities

2. Ensuring progress in the general education curriculum

2.1	Pre-referral interventions: Universal Design for Learning (UDL) & Response to Intervention (RTI)
2.2	Individualized Education Program (IEP)
2.3	Instructional strategies in inclusive settings
2.4	Adaptations, accommodations and modifications
2.5	Adaptive lesson planning

3. Cultural responsiveness in today's multicultural, bilingual and diverse schools

3.1	Culture and its implications for special education
3.2	Social context of special education
3.3	Disproportionate representation of culturally and linguistically diverse students in special education
3.4	Development of cultural responsiveness
3.5	Advocacy and leadership

4. Family – School Collaboration

4.1	Culture, disability and families
4.2	Culture and self-identity
4.3	Developing partnerships with families
4.4	Families and quality of life
4.5	Transitioning to life beyond high school

#### **VI. Suggested Text(s)**

Boyle, J.R. & Provost, M.C. (2012). *Strategies for teaching students with disabilities in inclusive classrooms: A case method approach*. Boston, MA: Pearson.

Turnbull, A. & Turnbull, R. (2013). *Exceptional Lives*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

## **VII. Bibliography**

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Casale-Giannola, D. (2012). Comparing inclusion in the secondary vocational and academic classrooms: Strengths, needs, and recommendations. *American Secondary Education*, 40(2), 26-42

Coates, J. K. (2012). Teaching inclusively: Are secondary physical education student teachers sufficiently prepared to teach in inclusive environments? *Physical Education and Sport Pedagogy*, 17(4), 349-365.

Dieker, L. A., & Ousley, D. M. (2006). Speaking the same language: Bringing together highly-qualified secondary english and special education teachers. *TEACHING Exceptional Children Plus*, 2(4).

Frey, T. J., Andres, D. K., McKeeman, L. A., & Lane, J. J. (2011). Collaboration by

- design: Integrating core pedagogical content and special education methods courses in a preservice secondary education program. *Teacher Educator*, 47(1), 45-66.
- Giangreco, M. F., Broer, S. M., & Suter, J. C. (2011). Guidelines for selecting alternatives to overreliance on paraprofessionals: Field-testing in inclusion-oriented schools. *Remedial and Special Education*, 32(1), 22-38.
- Golmic, B. A., & Hansen, M. A. (2012). Attitudes, sentiments, and concerns of pre-service teachers after their included experience. *International Journal of Special Education*, 27(1), 27-36.
- Kamenopoulou, L. (2012). A study on the inclusion of deaf blind young people in mainstream schools: Key findings and implications for research and practice. *British Journal of Special Education*, 39(3), 137-145.
- Kurth, J., Gross, M., Lovinger, S., & Catalano, T. (2012). Grading students with significant disabilities in inclusive settings: Teacher perspectives. *Journal of the International Association of Special Education*, 13(1), 41-57.
- Maccini, P., Mulcahy, C. A., & Wilson, M. G. (2007). A follow-up of mathematics interventions for secondary students with learning disabilities. *Learning Disabilities Research & Practice*, 22(1), 58-74.
- McCray, E. D., & McHatton, P. A. (2011). "Less afraid to have "them" in my classroom": Understanding pre-service general educators' perceptions about inclusion. *Teacher Education Quarterly*, 38(4), 135-155.
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Engineering, Science  
& Project Management  
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive  
Anchorage, AK 99508-4614  
tel: 907 786-1924, fax: 786-1935  
[www.uaa.alaska.edu/pm](http://www.uaa.alaska.edu/pm)

February 6, 2015

Graduate Academic Board  
University of Alaska Anchorage  
3211 Providence Dr.  
Anchorage, Alaska 99508

Good Afternoon,

I am writing to provide clarification to the proposed Project Management catalog changes. In overview, this request is for our program to make some minor word changes as well as to specify the terms to maintain continuous registration status for our program.

The catalog changes, as shown in the tracked changes (attached) simply clarify our intent and correct our catalog for future use and to help our program move forward.

Thank you for your consideration on this matter and we look forward to your feedback.

Sincerely,

LuAnn Piccard, ESPM Department Chair, PM Program Chair  
Engineering, Science and Project Management Department  
Master of Science in Project Management (MSPM) Program  
907-786-1924  
[espm@uaa.alaska.edu](mailto:espm@uaa.alaska.edu)





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 EN SOENGR	1b. Department ESPM Department		
2. Complete Program Title/Prefix Master of Science, Project Management / MSPM			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Master of Science  This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%; vertical-align: top;"><b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
<b>PROGRAM</b> <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	<b>PREFIX</b> <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Spring/2015 To: 99/9999			
6a. Coordination with Affected Units Department, School, or College: ESPM, COEng Initiator Name (typed): Seong Dae Kim Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> ) Date: 1/29/2015			
6c. Coordination with Library Liaison Date: 1/29/2015			
7. Title and Program Description - Please attach the following: <div style="text-align: center;"><input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function</div>			
8. Justification for Action Minor corrections and changes to meet constituent needs.			
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Seong Dae Kim</div><div style="text-align: right; margin-bottom: 5px;">Date</div><div style="text-align: center; margin-bottom: 5px;">Initiator (TYPE NAME)</div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">Department Chair</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">College/School Curriculum Committee Chair</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div></td><td style="width: 50%; vertical-align: top;"><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Dean/Director of School/College</div><div style="text-align: right; margin-bottom: 5px;">Date</div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">Undergraduate/Graduate Academic Board Chair</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div><div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">Provost or Designee</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div></td></tr></table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Seong Dae Kim</div> <div style="text-align: right; margin-bottom: 5px;">Date</div> <div style="text-align: center; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">Department Chair</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">College/School Curriculum Committee Chair</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div>	<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Dean/Director of School/College</div> <div style="text-align: right; margin-bottom: 5px;">Date</div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">Undergraduate/Graduate Academic Board Chair</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div style="border-bottom: 1px solid black;">Provost or Designee</div><div style="border-bottom: 1px solid black; width: 150px;"></div><div style="text-align: right;">Date</div></div>
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**University Center (UC), Room 155, (907) 786-1924**

<http://www.uaa.alaska.edu/schoolofengineering/programs/pm>

The Master of Science degree in Project Management (MSPM) is designed to provide a rigorous background in contemporary theory and practice in project management, strengthened through the extensive application of tools, concepts, and critical thinking in a case study environment. The MSPM provides students with perspectives and skills to prepare them for increasingly significant and complex project leadership roles within a broad range of public and private sector organizations: engineering, construction, oil and gas, natural resources, health care, information technology, communications, utilities, education, financial services, government, military, transportation, and others.

The MSPM degree program is accredited by the Project Management Institute (PMI) Global Accreditation Center (GAC). The structure and content of the curriculum is designed to enable students to learn, apply, and demonstrate mastery of project management theory and practice in the context of hands-on project case studies managed and integrated progressively over the end-to-end project lifecycle as well as electives that provide opportunities for advanced study and application of project management in targeted industry sectors. Additionally, students will develop and strengthen leadership, communication, teamwork, and professional responsibility traits necessary to lead and manage successful projects in a complex, global environment. The MSPM degree requires a research or product oriented capstone project.

The program serves full- and part-time students. Classes are generally held during the evening and selectively on weekends. The program provides a unique, real-time distance educational environment where students from across the state and around the world can join local students and faculty in the live classroom environment. This approach also accommodates students who may need to travel regularly for their employment.

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coeng/projectmanagement/#sthash.asR6Eagz.dpuf>

## **Professional Program Fee**

A professional program fee is required of all students taking MSPM program courses in addition to UAA published graduate tuition fees, course material fees, general support and student activity fees. The professional program fee is assessed for each course at a sum equal to the current level of resident graduate level tuition. Therefore, this fee is applied to either resident or non-resident tuition equally and is charged upon enrollment in PM courses. The fee contributes directly to program support.

## **Admission Requirements**

See [Admissions Requirements for Graduate Degrees](#).

## Provisional/Conditional Admission

Provisional/conditional admission to the MSPM program is offered to applicants who provide sufficient evidence that they meet the requirements for study at an advanced level. Applicants must meet the minimum admissions requirements of the University of Alaska Anchorage. In addition, an entering master's degree student will have:

1. Earned at least a bachelor's degree in engineering, science, or equivalent areas (or as agreed to by the program chair), from a regionally n accredited institution in the United States or a foreign equivalent with a minimum GPA of 3.00 in undergraduate work.
2. A grade of 3.00 (B) or higher in an undergraduate or equivalent research methods course and a statistics course that covers descriptive and inferential statistics. [ESM A620](#) may be taken in lieu of the statistics requirement.
3. Completed a minimum of two years of appropriate project management experience as shown by the applicant's resume.
4. Obtained three letters of recommendation from professors, former or current employers or supervisors who are familiar with the candidate's work experience.
5. Provided a statement of professional career objectives related to the study of project management.

All provisions stipulated on the Graduate Application Request Form (GARF) associated with a student's admission to the MSPM program must be completed within the timeframe stipulated; not to exceed one year for a full-time, and not to exceed two years for a part-time graduate student. Failure to satisfy provisions will result in a formal departmental review and potential removal from the Program.

## Full Admission

Full admission to the MSPM program is offered to students who have:

1. Previously been admitted in to Provisional/Conditional admission status and satisfied the specified requirements stated in the GARF.
2. Completed the first 9 credits of the core PM classes with a minimum grade of B in each. This completes Phase Gate 1 (see below).

<a href="#">PM A601</a>	Project Management Fundamentals	3
<a href="#">PM A602</a>	Application of Project Management Processes	3
<a href="#">PM A603</a>	Project Initiation and Planning	3
or <a href="#">PM A604</a>	Project Executing, Monitoring and Control	
Total Credits		9

3. Undergone departmental review at completion of Phase Gate 1 (see below) and have been successfully judged to have made satisfactory progress, met performance

standards and demonstrated aptitude in project management by the MSPM Admissions Committee.

The department retains the right to remove any student from the program who fails to maintain sufficient academic performance and progress.

### **Additional Requirements**

Enrolled students must have access to a computer and if participating in a class remotely, an Internet connection speed the department finds acceptable. All students are expected to have basic computer and keyboarding skills prior to entry into the program, for example:

- Word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint) and spreadsheet software (preferably Microsoft Excel)
- Sending and receiving e-mail with attachments
- Accessing and navigating the Internet/World Wide Web
- Understanding how to utilize basic computer file formats, software, and peripheral hardware.

Remote (distance) students, defined as those living and or participating outside the Municipality of Anchorage, are additionally responsible for:

- Any incremental, individual long distance or high speed Internet connection costs
- Any additional hardware (such as webcams, headsets, etc.) necessary to facilitate class participation
- Contacting the distance learning coordinator before classes start to set up and arrange for distance delivery.

### **Continuous Registration**

Graduate students must demonstrate continuous progress towards Program completion. MSPM candidates must complete at least one approved program course during any 12-month consecutive period to maintain active status in the Program. Candidates not making continuous progress and not on an approved leave of absence will be removed from master's degree-seeking status. See [Graduate Degrees Policies](#) for additional information on Leaves of Absence.

## Academic Progress Requirements

Students enrolled in the MSPM program must:

- Must receive a 3.00 (B) or better in all core classes.
- Receive no more than one 2.00 (C) grade in any elective course.
- Earn all credits, including transfer credits, within a consecutive seven-year period prior to graduation. See [Graduate Degrees Policies](#) for additional information.

As a prerequisite for [PM A686A](#) registration, students must have achieved the GPA requirements established as Program expectations above. The faculty reserves the right, where warranted by evaluation of a student's progress and apparent knowledge, to require additional coursework or other preparation to ensure the degree candidate possesses adequate professional skills and capabilities. This includes the ability to reason and communicate both effectively and quantitatively, orally, and in writing.

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the [Academic Good Standing policy](#) for more information.

### Course Delivery

Students in the MSPM program can attend courses in the classroom and/or by state-of-the-art, real-time video capabilities. This format allows students from across the state and around the world to join local students and faculty in real time, in the classroom as an active course participant using readily available, off-the-shelf technology. This real-time capability also enables students who must travel during the semester to join the class via ad hoc connections from wherever they may be located (connection speed permitting). Additionally, all class sessions are recorded and posted to the UAA learning management system after the class session is completed so that students can review the material in the event that a class session is missed. This approach provides flexibility for students to begin and complete the program from wherever their work assignments or personal situations may take them.

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Complete the Program Requirements below.

### Program Requirements

Core Requirements

PM Overview (6 cr):

<a href="#">PM A601</a>	Project Management Fundamentals	3
<a href="#">PM A602</a>	Application of Project Management Processes	3

PM Process Series (9 cr):

<a href="#">PM A603</a>	Project Initiation and Planning	3
<a href="#">PM A604</a>	Project Executing, Monitoring and Control	3
<a href="#">PM A605</a>	Operational Integration and Project Closure	3

Capstone Project Demonstration of PM Mastery (6 cr) :

<a href="#">PM A686A</a>	Capstone Project: Initiating and Planning	3
<a href="#">PM A686B</a>	Capstone Project: Executing, Controlling and Closing	3

Electives

Complete an additional 12 credits of PM courses as electives \*

Total Credits 33

\* A student may petition for a single elective 3 credit graduate level course from outside the program.

### Departmental Review/Phase Gates

1. Phase Gate 1 (after completion of the first three core classes: [PM A601](#), [PM A602](#) and either [PM A603](#) or [PM A604](#)): Students will be admitted provisionally/conditionally to the program until this phase gate has been successfully completed. Phase gates are established in order to evaluate a student's progress, performance and their demonstrated potential to be a successful project manager.
2. Phase Gate 2 (after completion of [PM A686A](#)): Students must receive Departmental Approval prior to enrollment in [PM A686B](#) after the successful completion of an advisory committee approved project management plan and Institutional Review Board (IRB) review (as appropriate) accomplished in [PM A686A](#).

An approved GSP will be created, approved and fulfilled for each student to define their individual program of study.

Local classroom and/or real time distance participation is required.

### Capstone Project

Three credits of [PM A686A](#) and 3 credits of [PM A686B](#), taken over two semesters, are required for the degree.

All capstone project work must meet the following requirements:

- The work must contribute to the body of knowledge in the student's graduate field of study.
- A literature search is required to demonstrate how the work is associated with the current state of the art in the student's graduate field of study.
- The final capstone project report, as judged by the student's graduate advisory committee, must be of sufficient quality to justify publication in either a peer-reviewed

technical conference proceeding or a peer-reviewed journal. Publication of a manuscript in a journal or conference paper is not a requirement for graduation, but submissions are encouraged.

- The work must demonstrate command of knowledge and skills associated with the student's graduate program of study.
- The project must have sufficient scope to clearly demonstrate the student's advanced expertise in and mastery of project management.
- The work must require a level of effort consistent with 6 graduate level credit hours.
- The student must satisfactorily present their capstone project and be evaluated by a panel of faculty and project management practitioners.

A total of 33 credits are required for degree completion.

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coeng/projectmanagement/ms-projectmanagement/#sthash.MYm4AoiL.dpuf>

## Faculty

Roger Hull, Instructor, [rkhull@uaa.alaska.edu](mailto:rkhull@uaa.alaska.edu)

Seong Dae Kim, Assistant Professor, [sdkim2@uaa.alaska.edu](mailto:sdkim2@uaa.alaska.edu)

LuAnn Piccard, Assistant Professor, ESPM Department Chair, MSPM Program Coordinator ,  
[lpiccard@uaa.alaska.edu](mailto:lpiccard@uaa.alaska.edu)

## Program Student Learning Outcomes

Student learning outcomes are based on the professional best practices of the Project Management Institute (PMI) Global Accreditation Center (GAC) standards and guidelines, and UAA paradigms.

Students who successfully complete this program will:

1. Demonstrate the capability to successfully manage projects across a broad range of scale, complexity, scope, environments, and inherent risks.
2. Demonstrate the ability to employ the full range of project management tools and techniques to best satisfy industry and agency stakeholder requirements.
3. Conduct research that significantly contributes to and expands the diverse project management body of knowledge and produces a final project and product that demonstrates academic and project management success.

4. Demonstrate the ability to plan and execute project management activities across a broad range of industry sectors and organizations, and to employ the appropriate project management tools and techniques across a wide spectrum of project types, technologies, and requirements.
5. Have the skills to determine the needs and balance the interests of project stakeholders in any organizational context and within cross-cultural business environments.
6. Demonstrate effective project team leadership and team development throughout the project management life cycle.
7. Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management, project scheduling, and change management in the project environment.
8. Demonstrate a facility for comprehensive and objective analysis, structured decision-making, process optimization, and problem solving in the project management environment.
9. Understand and apply the principles of cost-benefit analysis, strategic alignment, project portfolio management and project performance analysis and metrics.
10. Understand and apply project planning and execution optimization and control in the context of the triple constraint; project scope, schedule, and budget.
11. Act with integrity and fairness in an ethical manner, understanding and demonstrating adherence to the principles of the PMI® Project Management Code of Ethics and Professional Conduct ([www.pmi.org/en/About-Us/Ethics/~//media/PDF/Ethics/ap\\_pmicodeofethics.ashx](http://www.pmi.org/en/About-Us/Ethics/~//media/PDF/Ethics/ap_pmicodeofethics.ashx)).
12. Demonstrate effective project management communications and problem-solving techniques related to project team management, project status reporting, conflict management, and stakeholder engagement.



**University Center (UC), Room 155, (907) 786-1924**

<http://www.uaa.alaska.edu/schoolofengineering/programs/pm>

The Master of Science degree in Project Management (MSPM) is designed to provide a rigorous background in contemporary theory and practice in project management, strengthened through the extensive application of tools, concepts, and critical thinking in a case study environment. The MSPM provides students with perspectives and skills to prepare them for increasingly significant and complex project leadership roles within a broad range of public and private sector organizations: engineering, construction, oil and gas, natural resources, health care, information technology, communications, utilities, education, financial services, government, military, transportation, and others.

The MSPM degree program is accredited by the Project Management Institute (PMI) Global Accreditation Center (GAC). The structure and content of the curriculum is designed to enable students to learn, apply, and demonstrate mastery of project management theory and practice in the context of hands-on project case studies managed and integrated progressively over the end-to-end project lifecycle as well as electives that provide opportunities for advanced study and application of project management in targeted industry sectors. Additionally, students will develop and strengthen leadership, communication, teamwork, and professional responsibility traits necessary to lead and manage successful projects in a complex, global environment. The MSPM degree requires a research or product project-oriented capstone project.

The program serves full- and part-time students. Classes are generally held during the evening and selectively on weekends. The program provides a unique, real-time distance educational environment where students from across the state and around the world can join local students and faculty in the live classroom environment. This approach also accommodates students who may need to travel regularly for their employment.

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coeng/projectmanagement/#sthash.asR6Eagz.dpuf>

## Professional Program Fee

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## Admission Requirements

See [Admissions Requirements for Graduate Degrees](#).

## Provisional/Conditional Admission

Provisional/conditional admission to the MSPM program ~~in project management~~ is offered to applicants who provide sufficient evidence that they meet the requirements for study at an advanced level. Applicants must meet the minimum admissions requirements of the University of Alaska Anchorage. In addition, an entering master's degree student will have:

- ~~1. Earned at least a bachelor's degree in engineering, science, or equivalent areas (or as agreed to by the ~~program chair~~~~department chairman~~), from a ~~regionally~~ n accredited ~~university-institution in the United States or a foreign equivalent~~ with a minimum ~~GPA of 3.00 in undergraduate work.~~~~
- ~~1. of a B average in the last two years of undergraduate work.~~
2. A grade of 3.00 (B) or higher in an undergraduate or equivalent research methods course and a statistics course that covers descriptive and inferential statistics. [ESM A620](#) may be taken in lieu of the statistics requirement.
3. Completed a minimum of two years of appropriate project management experience ~~in a science or engineering related field~~ as shown by the applicant's resume.
4. Obtained three letters of recommendation from professors, former or current employers or supervisors who are familiar with the candidate's work experience.
5. Provided a statement of professional career objectives related to the study of project management.

Field Code Changed

All provisions stipulated on the Graduate Application Request Form (GARF) associated with a student's admission to the MSPM program must be completed within the timeframe stipulated; not to exceed one year for a full-time, and not to exceed two years for a part-time graduate student. Failure to satisfy provisions will result in a formal departmental review and potential removal from the Program.

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## Full Admission

Full admission to the MSPM program is offered to students who have:

1. Previously been admitted in ~~to P~~rovisional/~~C~~onditional admission status and satisfied the specified requirements stated in the GARF.
2. Completed the first 9 credits of the core PM classes with a minimum grade of 3.00 (B) in each. This completes Phase Gate 1 (see below).

<a href="#">PM A601</a>	Project Management Fundamentals	3
<a href="#">PM A602</a>	Application of Project Management Processes	3
<a href="#">PM A603</a>	Project Initiation and Planning	3
or <a href="#">PM A604</a>	Project Executing, Monitoring and Control	
Total Credits		9

3. Undergone departmental review ~~at completion of in~~ Phase Gate 1 (see below) and have been successfully judged to have made satisfactory progress, met performance standards and demonstrated aptitude in project management by the MSPM Admissions Committee.

The department retains the right to remove any student from the program who fails to maintain sufficient academic performance and progress.

### Additional Requirements

Enrolled students must have access to a ~~personal~~ computer and ~~if participating in a class remotely, an~~ Internet connection speed the department finds acceptable. All students are expected to have basic computer and keyboarding skills prior to entry into the program, for example:

- Word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint) and spreadsheet software (preferably Microsoft Excel)
- Sending and receiving e-mail with attachments
- Accessing and navigating the Internet/World Wide Web
- Understanding how to ~~utilize se~~-basic ~~computer file formats~~, software, ~~computer~~, and peripheral hardware.

Remote (distance) students, ~~defined as those living and or participating outside the Municipality of Anchorage, in the program~~ are additionally responsible for:

- Any incremental, individual long distance or high speed Internet connection costs
- Any additional hardware (such as webcams, headsets, etc.) necessary to facilitate class participation
- ~~Contacting the distance learning coordinator before classes start to set up and arrange for distance delivery.~~

### Continuous Registration

- Graduate students must demonstrate continuous progress towards Program completion. MSPM candidates must complete at least one approved program course during any 12-month consecutive period to maintain active status in the Program. Candidates not making continuous progress and not on an approved leave of absence will be removed from master's degree-seeking status. See Graduate Degrees Policies for additional information on Leaves of Absence.

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## Academic Progress Requirements

Students enrolled in the MSPM program must:

- ~~Achieve at least a 3.00 (B) in each of the program's required courses.~~
- Must receive a 3.00 (B) or better in all core classes.
- Receive no more than one 2.00 (C) grade in any elective course.
- Earn all credits, including transfer credits, within a consecutive seven-year period prior to graduation. See [Graduate Degrees Policies](#) for additional information.
- As a prerequisite for [PM A686A](#) registration, students must have achieved the GPA requirements established as Program expectations above. ~~a cumulative 3.00 GPA or better in courses listed on their official Graduate Studies Plans (GSPs).~~
- ~~As a prerequisite for PM A686A registration, students must have a cumulative 3.00 GPA or better in courses listed on their official GSPs.~~

Field Code Changed

Field Code Changed

The faculty reserves the right, where warranted by evaluation of a student's progress and apparent knowledge, to require additional coursework or other preparation to ensure the degree candidate possesses adequate professional skills and capabilities. This includes the ability to reason and communicate both effectively and quantitatively, orally, and orally, in writing, and quantitatively.

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the [Academic Good Standing policy](#) for more information.

## Course Delivery

Students in the MSPM program can attend courses in the classroom and/or by state-of-the-art, real-time video capabilities. This format allows students from across the state and around the world to join local students and faculty in real time, in the classroom as an active course participant using readily available, off-the-shelf technology. This real-time capability also enables students who must travel during the semester to join the class via ad hoc connections from wherever they may be located (connection speed permitting). Additionally, all class sessions are recorded and posted to the UAA learning management system after the class session is completed so that students can review the material in the event that a class session is missed. This approach provides flexibility for students to begin and complete the program from wherever their work assignments or personal situations may take them.

## Graduation Requirements

- Satisfy the [General University Requirements for Graduate Degrees](#).
- Complete the Program Requirements below.

## Program Requirements

### Core Requirements

#### PM Overview (6 cr):

<a href="#">PM A601</a>	Project Management Fundamentals	3
<a href="#">PM A602</a>	Application of Project Management Processes	3

#### PM Process Series (9 cr):

<a href="#">PM A603</a>	Project Initiation and Planning	3
<a href="#">PM A604</a>	Project Executing, Monitoring and Control	3
<a href="#">PM A605</a>	Operational Integration and Project Closure	3

#### Capstone Project Demonstration of PM Mastery (6 cr):

<a href="#">PM A686A</a>	Capstone Project: Initiating and Planning	3
<a href="#">PM A686B</a>	Capstone Project: Executing, Controlling and Closing	3

### Electives

Complete an additional 12 credits of PM courses as electives \*

Total Credits 33

\* A student may petition for a single elective 3 credit -graduate level course from outside the program.

## Departmental Review/Phase Gates

1. Phase Gate 1 (after completion of the first three core classes: [PM A601](#), [PM A602](#) and either [PM A603](#) or [PM A604](#)): Students will be admitted provisionally/conditionally to the program until this phase gate has been successfully completed. Phase gates are established in order to evaluate a student's progress, performance and their demonstrated potential to be a successful project manager.
2. Phase Gate 2 (after completion of [PM A686A](#)): Students must receive ~~Departmental and advisory committee~~ approval prior to enrollment in [PM A686B](#) after the successful completion of an ~~advisory committee~~ approved project management plan ~~and Institutional Review Board (IRB) review (as appropriate) accomplished in~~ [PM A686A](#).

An approved GSP will be created, approved and fulfilled for each student to define their individual program of study.

Local classroom and/or real time distance participation is required.

## Capstone Project

Three credits of [PM A686A](#) and 3 credits of [PM A686B](#), taken over two semesters, are required for the degree.

All capstone project work must meet the following requirements:

- The work must contribute to the body of knowledge in the student's graduate field of study.
- A literature search is required to demonstrate how the work is associated with the current state of the art in the student's graduate field of study.
- The final capstone project report, as judged by the student's graduate advisory committee, must be of sufficient quality to justify publication in either a peer-reviewed technical conference proceeding or a peer-reviewed journal. Publication of a manuscript in a journal or conference paper is not a requirement for graduation, but submissions are encouraged.
- The work must demonstrate command of knowledge and skills associated with the student's graduate program of study.
- The project must have sufficient scope to clearly demonstrate the student's advanced expertise in and mastery of project management.
- The work must require a level of effort consistent with 6 graduate level credit hours.
- The student must satisfactorily present their capstone project and be evaluated by a panel of faculty and project management practitioners.

A total of 33 credits are required for degree completion.

- See more at:

<http://catalog.uaa.alaska.edu/graduateprograms/coeng/projectmanagement/ms-projectmanagement/#sthash.MYm4AoIL.dpuf>

## Faculty

Roger Hull, Instructor, [rkhull@uaa.alaska.edu](mailto:rkhull@uaa.alaska.edu)

-Seong Dae Kim, Assistant Professor, [sdkim2@uaa.alaska.edu](mailto:sdkim2@uaa.alaska.edu)

-LuAnn Piccard, Assistant Professor, ~~and~~ ESPM Department Chair, MSPM Program Coordinator ~~Interim Director~~, [ALP@piccard@uaa.alaska.edu](mailto:ALP@piccard@uaa.alaska.edu)

## Program Student Learning Outcomes

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Student learning outcomes are based on the professional best practices of the Project Management Institute (PMI) Global Accreditation Center (GAC) standards and guidelines, and UAA paradigms.  
Students who successfully complete this program will:

1. Demonstrate the capability to successfully manage projects across a broad range of scale, complexity, scope, environments, and inherent risks.
2. Demonstrate the ability to employ the full range of project management tools and techniques to best satisfy industry and agency stakeholder requirements.
3. Conduct research that significantly contributes to and expands the diverse project management body of knowledge and produces a final project and product that demonstrates academic and project management success.
4. Demonstrate the ability to plan and execute project management activities across a broad range of industry sectors and organizations, and to employ the appropriate project management tools and techniques across a wide spectrum of project types, technologies, and requirements.
5. Have the skills to determine the needs and balance the interests of project stakeholders in any organizational context and within cross-cultural business environments.
6. Demonstrate effective project team leadership and team development throughout the project management life cycle.
7. Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management, project scheduling, and change management in the project environment.
8. Demonstrate a facility for comprehensive and objective analysis, structured decision-making, process optimization, and problem solving in the project management environment.
9. Understand and apply the principles of cost-benefit analysis, strategic alignment, project portfolio management and project performance analysis and metrics.
10. Understand and apply project planning and execution optimization and control in the context of the triple constraint; project scope, schedule, and budget.
11. Act with integrity and fairness in an ethical manner, understanding and demonstrating adherence to the principles of the PMI® Project Management Code of Ethics and Professional Conduct ([www.pmi.org/en/About-Us/Ethics/~/\\_media/PDF/Ethics/ap\\_pmicodeofethics.ashx](http://www.pmi.org/en/About-Us/Ethics/~/_media/PDF/Ethics/ap_pmicodeofethics.ashx)).
12. Demonstrate effective project management communications and problem-solving techniques related to project team management, project status reporting, conflict management, and stakeholder engagement.



# Course Action Request

## University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ESPM													
2. Course Prefix PM	3. Course Number A601	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Project Management Fundamentals Project Mgmt Fundamentals <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add   or <input checked="" type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input checked="" type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class   <input type="checkbox"/> Level  <input type="checkbox"/> College   <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input checked="" type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No    # of Repeats 0    Max Credits n/a														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015    To: 99/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. (See attached table)</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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. (See attached table)			2.			3.		
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Initiator Name (typed): <u>LuAnn Piccard</u> Initiator Signed Initials: _____    Date: _____																	
13b. Coordination Email    Date: <u>12/1/14</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>12/1/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Fundamentals of project management to initiate, plan, execute, monitor & control and close projects in different organizational and industry contexts. Alignment with strategic and operational objectives and stakeholder requirements. Hands-on application of tools and methodologies. Interactive and collaborative learning environment emphasizes communication, leadership, teamwork and professionalism.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) N/A		16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A															
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16d. Registration Restriction(s) ( <i>non-codable</i> ) Graduate level standing or instructor permission															
17. <input checked="" type="checkbox"/> Mark if course has fees PM Program Fee		18. <input type="checkbox"/> Mark if course is a selected topic course															
19. Justification for Action An update of the course description, instructional goals and learning outcomes to reflect current theory and practice. Change of registration restriction for more flexibility.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____  <u>LuAnn Piccard</u>  Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____ </div> </div> </div>																	



**University of Alaska Anchorage  
College of Engineering  
Course Content Guide**

**I. Date of Initiation:** Fall 2014

**II. Curriculum Action Request**

A. College:	College of Engineering
B. Course Prefix:	PM
C. Course Number:	A601
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Title:	Project Management Fundamentals
G. Grading Basis:	A-F
H. Implementation Date:	Fall 2015
I. Cross-listed/Stacked:	N/A
J. Course Description:	Fundamentals of project management to initiate, plan, execute, monitor & control and close projects in different organizational and industry contexts. Alignment with strategic and operational objectives and stakeholder requirements. Hands-on application of tools and methodologies. Interactive and collaborative learning environment emphasizes communication, leadership, teamwork and professionalism.
K. Course Prerequisites:	None
L. Course Co-requisites:	N/A
M. Other Restrictions:	N/A
N. Registration Restrictions:	Graduate level standing or instructor permission
O. Course Fees:	Yes, PM Program fee

**III. Instructional Goals and Student Learning Outcomes**

- A. Instructional Goals. The instructor will:
1. Introduce fundamental concepts of projects, project management processes and knowledge areas aligned with professional standards and guides.
  2. Introduce concepts of project and product lifecycles and their application within different contexts.
  3. Introduce concepts of portfolio, program, and project management and their relationships to organizational strategy and structure.
  4. Provide opportunities to understand the leadership and management responsibilities of project managers and their relationship to diverse project stakeholders.
  5. Provide opportunities to apply and practice project management concepts, tools and approaches used to initiate, plan, execute, monitor & control and close projects.
  6. Reinforce importance of continuous improvement processes to improve project and organizational results.
  7. Provide opportunities to develop teamwork and communication skills.
  8. Help establish a foundation for more advanced project management coursework.

#### B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Describe characteristics of projects, project management and product/project lifecycles aligned with professional standards and guides.	Graded Discussions, HW Assignments, Exams
2. Evaluate organizational context and determine how project selection is aligned with programs and portfolios to achieve strategic objectives and strengthen operational performance.	Graded Discussions, HW Assignments, Exams
3. Apply and integrate appropriate project management processes and knowledge areas to initiate, plan, execute, monitor & control and close projects in different internal and external contexts.	Graded Discussions, HW Assignments, Exams
4. Assess the role of the project manager, leadership strategies and professional responsibilities and tailor application in different organizational, environmental and cultural contexts.	Graded Discussions, HW Assignments, Exams
5. Identify and engage diverse project stakeholders, determine their requirements and measures of success, and translate their needs into a clear executable scope of work.	Graded Discussions, HW Assignments, Exams
6. Apply scope, scheduling, earned value, risk management and change control tools, practices and approaches necessary to plan, execute and control projects.	Graded Discussions, HW Assignments, Exams
7. Conduct gap assessments, identify and document lessons learned, and promote opportunities for continuous improvement of projects.	Graded Discussions, HW Assignments, Exams
8. Practice effective teamwork, leadership and communication skills.	Graded Discussions, HW Assignments, Exams

#### IV. Course Level Justification

It provides a foundation for advanced graduate level study and requires a background in business, engineering or science typically gained at the undergraduate level.

## **V. Topical Course Outline**

- A. Introduction to Management of Projects
  - 1. Projects and Project Management
  - 2. Project management bodies of knowledge, standards and guides
- B. Strategic Awareness and Alignment
  - 1. Organization and industry contexts
  - 2. Enterprise Environmental Factors
  - 3. Alignment with strategic and operational objectives
  - 4. Projects, Programs and Portfolios
  - 5. Organizational structures and relationship to project management approaches
  - 6. Roles of stakeholders, project manager and project team
  - 7. Project selection methods
- C. Lifecycles and Project Management Processes
  - 1. Projects and Operations
  - 2. System, project and product lifecycles
  - 3. Project Management Processes: initiating, planning, executing, monitoring and controlling and closing
- D. Project Management Knowledge Areas
  - 1. Project Integration
  - 2. Project Scope Management
  - 3. Project Time Management
  - 4. Project Cost Management
  - 5. Project Quality Management
  - 6. Project Human Resources Management
  - 7. Project Communications Management
  - 8. Project Risk Management
  - 9. Project Procurement Management
  - 10. Project Stakeholder Management
- E. Professional Responsibility, Lessons Learned and Continuous Improvement
- F. Case Study Application and Analysis

## **VI. Suggested Texts**

PMI. *A Guide to the Project Management Body of Knowledge (PMBOK®Guide)*. 5<sup>th</sup> ed. Project Management Institute; 2013.

## **VII. Bibliography**

Bourne, Lynda. *Stakeholder Relationship Management-A Maturity Model for Organisational Implementation*. Gower; 2013.

Cleland, David I. *Project Management Case Book*. 1<sup>st</sup> ed. Project Management Institute; 1988.

Dow, William and Taylor, Bruce. *Project Communications Bible*. 1<sup>st</sup> ed. Wiley; 2008.

Larson, Eric W. and Gray, Clifford F. *Project Management: The Managerial Process*. 6<sup>th</sup> ed. McGraw-Hill; 2013.

Nicholas, John M. and Steyn, Herman. *Project Management for Business, Engineering, and Technology Principles and Practice*. 4th ed. Elsevier; 2011.

Pritchard, Carl. *The Project Management Communications Toolkit*. 1<sup>st</sup> ed. Artech House; 2004.

Wysocki, Robert K. *Effective Project Management: Traditional, Agile, Extreme*. 6<sup>th</sup> ed. Wiley; 2011.



# Course Action Request

## University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ESPM													
2. Course Prefix PM	3. Course Number A623	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Stakeholder Engagement and Collaboration Stakeholder Engmnt and Collab <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add   or <input type="checkbox"/> Change   or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix  <input type="checkbox"/> Credits  <input type="checkbox"/> Title  <input type="checkbox"/> Grading Basis  <input type="checkbox"/> Course Description  <input type="checkbox"/> Test Score Prerequisites  <input type="checkbox"/> Automatic Restrictions  <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class    <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College    <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify)         </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number  <input type="checkbox"/> Contact Hours  <input type="checkbox"/> Repeat Status  <input type="checkbox"/> Cross-Listed/Stacked  <input type="checkbox"/> Course Prerequisites  <input type="checkbox"/> Co-requisites  <input type="checkbox"/> Registration Restrictions  <input type="checkbox"/> General Education Requirement         </div> </div>			9. Repeat Status No    # of Repeats 0    Max Credits n/a														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015    To: 99/9999														
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13b. Coordination Email    Date: <u>10/31/2014</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison    Date: <u>10/31/2014</u>														
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15. Course Description ( <i>suggested length 20 to 50 words</i> ) Theory, case studies and hands-on application of tools to ensure effective identification, engagement, collaboration and alignment with and among stakeholders from project inception through planning, execution, closure and successful operational integration.																	
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) (PM A601 and PM A602) with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Graduate level standing or instructor permission														
17. <input checked="" type="checkbox"/> Mark if course has fees PM Program Fee			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action A conversion of a selected topic course (PM A690) to a permanent course for MSPM program after two successful, high-demand deliveries.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;">           Initiator (faculty only) _____ Date _____  <u>LuAnn Piccard</u>            Initiator (TYPE NAME)         </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Department Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    College/School Curriculum Committee Chair _____ Date _____         </div> <div style="width: 45%;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chair _____ Date _____  <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____         </div> </div> </div> </div>																	

**University of Alaska Anchorage  
College of Engineering  
Course Content Guide**

**I. Date of Initiation:** Fall 2015

**II. Curriculum Action Request**

A. College:	College of Engineering
B. Course Prefix:	PM
C. Course Number:	A623
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Title:	Stakeholder Engagement and Collaboration
G. Grading Basis:	A-F
H. Implementation Date:	Fall 2015
I. Cross-listed/Stacked:	N/A
J. Course Description:	Theory, case studies and hands-on application of tools to ensure effective identification, engagement, collaboration and alignment with and among stakeholders from project inception through planning, execution, closure and successful operational integration.
K. Course Prerequisites:	(PM A601 and PM A602) with a minimum grade of C
L. Course Co-requisites:	N/A
M. Other Restrictions:	N/A
N. Registration Restrictions:	Graduate level standing or instructor permission
O. Course Fees:	Yes, PM Program fee

**III. Instructional Goals and Student Learning Outcomes**

- A. Instructional Goals. The instructor will:
1. Help students establish a foundation for effective engagement and collaboration with project stakeholders.
  2. Introduce methodologies to identify people, groups or organizations that could impact or be impacted by the project and assess their relationship with and interests in the project and their requirements for project outcomes.
  3. Present appropriate management strategies to effectively engage, align with and communicate effectively with stakeholders during all project phases from project initiation, planning, execution, and closing to operational integration.
  4. Present how to identify, select and apply appropriate stakeholder management tools.
  5. Introduce strategies to understand, align and balance stakeholder interests throughout project lifecycle.
  6. Provide opportunities for students to develop capabilities to identify and effectively manage conflict, control change and manage risk.
  7. Provide opportunities for students to develop collaboration and communication skills.

#### B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Identify stakeholders who impact and are influenced by the project assess their interest in and relationship to the project and identify their requirements, priorities and measures of success.	Individual and team case study written papers and presentations, graded discussions, application of tools and role-play exercises with presentations.
2. Build congruence among diverse and potentially conflicting stakeholders to establish clear project objectives, align expectations and articulate project plans with actionable, outcomes-driven deliverables.	Individual and team case study, written papers and presentations, graded discussions, application of tools and role-play exercises with presentations.
3. Maintain alignment with and balance interests of a dynamic stakeholder community during project execution to achieve project objectives and produce deliverables.	Individual and team case study, written papers and presentations, graded discussions, application of tools and role-play exercises with presentations.
4. Apply appropriate change control and risk management processes in response to real-time stakeholder inputs.	Individual and team case study, written papers and presentations, graded discussions, application of tools and role-play exercises with presentations.
5. Reach final project acceptance and successfully transition deliverables into operational environment with measureable customer satisfaction.	Individual and team case study, written papers and presentations, graded discussions, application of tools and role-play exercises with presentations.
6. Determine needs for and apply appropriate communication and conflict resolution strategies from project inception to operational integration.	Individual and team case study, written papers and presentations, graded discussions, application of tools and role-play exercises with presentations.
7. Assess and determine stakeholder requirements utilizing effective collaboration and communication skills.	Individual and team case study, written papers and presentations, graded discussions, application of tools and role-play exercises with presentations.

#### IV. Course Level Justification

It expands the set of electives available to graduate students, and requires a background in business, engineering or science typically gained at the undergraduate level.

#### V. Topical Course Outline

- A. Introduction to stakeholder management
- B. Stakeholder identification, assessment and requirements analysis
  - 1. Stakeholder identification
  - 2. Needs/requirements assessment and measures of success
  - 3. Relationship to and interest in project
  - 4. Engagement and collaboration strategies

- C. Gaining congruence among stakeholders
  - 1. Shared objectives and success criteria
  - 2. Prioritization of stakeholders, needs and requirements
  - 3. Translation into best-fit solution
  - 4. Buy-in/Advocacy
  - 5. Communication, change control and risk management planning
- D. Maintaining alignment during project execution
  - 1. Communication and status reporting
  - 2. Balancing needs/interests and making tradeoffs
  - 3. Influencing
  - 4. Managing change and risk
  - 5. Resolving conflict
- E. Reaching acceptance
  - 1. Organizational readiness
  - 2. Measuring customer satisfaction
  - 3. Project closure
  - 4. Lessons learned and continuous improvement

## **VI. Suggested Texts**

Bourne, Lynda. *Stakeholder Relationship Management-A Maturity Model for Organisational Implementation*. Gower; 2013.

PMI. *A Guide to the Project Management Body of Knowledge (PMBOK®Guide)*. 5<sup>th</sup> ed. Project Management Institute; 2013.

## **VII. Bibliography**

Cleland, David I. *Project Management Case Book*. 1<sup>st</sup> ed. PMI; 1988.

Dow, William and Taylor, Bruce. *Project Communications Bible*. 1<sup>st</sup> ed. Wiley; 2008.

Larson, Eric W. and Gray, Clifford F. *Project Management: The Managerial Process*. 6<sup>th</sup> ed. McGraw-Hill; 2013.

Nicholas, John M. and Steyn, Herman. *Project Management for Business, Engineering, and Technology Principles and Practice*. 3<sup>rd</sup> ed. Elsevier; 2008.

Pritchard, Carl. *The Project Management Communications Toolkit*. 1<sup>st</sup> ed. Artech House; 2004.

Wysocki, Robert K. *Effective Project Management: Traditional, Agile, Extreme*. 6<sup>th</sup> ed. Wiley; 2011.





# Course Action Request

## University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ESPM	
2. Course Prefix PM	3. Course Number A624	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Advanced Project Risk Management Advanced Project Risk Mgmt Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> General Education Requirement <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)			9. Repeat Status No # of Repeats 0 Max Credits n/a		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Project Management / Courtesy Coordination		12/10/2014		LuAnn Piccard	
2.					
3.					
Initiator Name (typed): <u>Roger K. Hull</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>12/3/2014</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison Date: <u>12/3/2014</u>		
14. General Education Requirement Mark appropriate box: <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Examine methods and processes of planning for, identifying, assessing, prioritizing, monitoring and responding to project threats and opportunities. Qualitative and quantitative risk analysis processes, including risk modeling and simulation, risk ranking, and risk mitigation and response techniques.  Special Note: Course requires knowledge of statistical methods and familiarity with MS Excel. PM Program statistics requirement should be completed prior to taking this course.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) (PM A601 and PM A602) with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Graduate level standing or instructor permission		
17. <input checked="" type="checkbox"/> Mark if course has fees PM Program Fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Change title, course description, prerequisites, instructional goals, and student learning outcomes to reflect the content changes since the course addition in 2002					

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

**University of Alaska Anchorage  
College of Engineering  
Course Content Guide**

**I. Date of Initiation:** Fall 2014

**II. Curriculum Action Request**

A. College:	College of Engineering
B. Course Prefix:	PM
C. Course Number:	A624
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Title:	Advanced Project Risk Management
G. Grading Basis:	A-F
H. Implementation Date:	Fall 2015
I. Cross-listed/Stacked:	N/A
J. Course Description:	Examine methods and processes of planning for, identifying, assessing, prioritizing, monitoring and responding to project threats and opportunities. Qualitative and quantitative risk analysis processes, including risk modeling and simulation, risk ranking, and risk mitigation and response techniques. Special note: Course requires knowledge of statistical methods and familiarity with MS Excel. PM Program statistics requirement should be completed prior to taking this course.
K. Course Prerequisites:	(PM A601 and PM A602) with a minimum grade of C
L. Course Co-requisites:	N/A
M. Other Restrictions:	N/A
N. Registration Restrictions:	Graduate level standing or instructor permission
O. Course Fees:	Yes, PM Program fee

**III. Instructional Goals and Student Learning Outcomes**

- A. Instructional Goals. The instructor will:
1. Provide direct instruction regarding the nature of risk and risk attitude, assessing organizational risk tolerance, and risk analysis methodologies
  2. Facilitate student-led application of learned techniques for analyzing, monitoring and control of threats and opportunities throughout the life of projects ranging in complexity, size and domain during class sessions
  3. Provide support and individualized feedback on deliverables (homework, papers, projects, etc.) and oral presentations to promote student growth and professional development

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
---	---------------------

1. Define risk and risk attitudes	Homework, in-class exercises, case studies, exams
2. Determine the probability and impact of project risks, analyze potential impact, identify and implement risk mitigation measures to reduce risk probability and potential impact, and develop response plans to reduce risk impact	Homework, in-class exercises, case studies, exams
3. Determine the probability and benefit of project opportunities, analyze potential effect on project success factors, identify and implement measures to increase probability of occurrence, select opportunity enhancement measures, and develop enhancement plans to capture opportunity benefits	Homework, in-class exercises, case studies, exams
4. Monitor and control identified risks and opportunities	Homework, in-class exercises, case studies, exams
5. Develop effective risk response and opportunity capture actions	Homework, in-class exercises, case studies, exams
6. Select and apply risk analysis, modeling and simulation, and reporting tools and applications	Homework, in-class exercises, case studies, exams

## **VI. Course Level Justification**

This course builds on the project risk management definitions presented in PM A601 - Project Management Fundamentals, and PM A602 – Application of PM Processes.

## **VII. Topical Course Outline**

- A. Risk
  - 1. Risk identification
  - 2. Risk sources and causes
  - 3. Risk impact and exposure
- B. Opportunity
  - 1. Opportunity identification
  - 2. Opportunity sources and capture
  - 3. Opportunity enhancement and benefit
- C. Risk management planning
  - 1. Creating the Risk Management Plan
  - 2. Organizational risk management policy
  - 3. Risk management roles and responsibilities
  - 4. Risk contingencies and risk-based buffers
  - 5. Accounting for risk effects in project management baselines and schedules
  - 6. Risk thresholds, triggers and tolerance
  - 7. Risk and opportunity tracking
  - 8. Risk reporting and risk realization
- D. Risk identification
  - 1. Risk-related documentation review
  - 2. Risk history and risk-related lessons learned

- 3. Risk checklists
  - 4. Risk-based project assumptions
- E. Qualitative risk analysis
  - 1. Risk probability and impact
  - 2. Opportunity likelihood and benefit
  - 3. Displaying risk exposure and opportunity benefit
  - 4. Selection and use of project risk analysis tools based on project type and complexity
  - 5. Risk rating and prioritization
- F. Quantitative risk analysis
  - 1. Numerical risk analysis
  - 2. Sensitivity and “What if?” analysis
  - 3. Structured decision making tools and techniques
  - 4. Risk modeling and simulation
- G. Risk response and opportunity capture planning
  - 1. Avoidance
  - 2. Capture
  - 3. Sharing
  - 4. Transfer
  - 5. Acceptance
  - 6. Mitigation
- H. Risk monitoring and control
  - 1. Risk response audits
  - 2. Risk exposure reviews
  - 3. Role of risk in Earned Value Management
  - 4. Technical performance measures
  - 5. Risk realization and lessons learned
- I. Role of risk analysis in decision making
  - 1. Decision rules under uncertainty
  - 2. Decision methodologies
  - 3. Influence analysis methods
  - 4. Hierarchical decision process
  - 5. Sensitivity analysis
- J. Statistical analysis in risk management
  - 1. Conditional probability
  - 2. Project sensitivity and leverage
- K. Management of risk using critical chain project planning

## **VIII. Suggested Texts**

Hillson, David (2012) Practical Project Risk Management: The ATOM Methodology, 2<sup>nd</sup> Edition, Management Concepts.

Pritchard, Carl L. (2010) Risk Management Concepts and Guidance, 4<sup>th</sup> Edition, CRC Press.

PMI (2013) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), 5<sup>th</sup> Edition, Project Management Institute.

## **VII. Bibliography**

Conrow, E. (2000), Effective Risk Management, American Institute of Aeronautics & Astronautics.

Royer, Paul S. (2002) Project Risk Management: A Proactive Approach, Management Concepts.

PMI (2009) Practice Standard for Project Risk Management, Project Management Institute.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ESPM	
2. Course Prefix PM	3. Course Number A632	4. Previous Course Prefix & Number PM A694D	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Advanced Project Controls <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete  <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions     <input type="checkbox"/> Class    <input type="checkbox"/> Level     <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats 0    Max Credits n/a		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Summer/2015    To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1.					
2.					
3.					
Initiator Name (typed): <u>Roger Hull</u> Initiator Signed Initials: _____    Date: _____					
13b. Coordination Email    Date: <u>10/31/2014</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>10/30/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Advanced principles of project control and analysis including the development and integration of Work Breakdown Structure, risk analysis, resource performance, task and project metrics, and cost, with schedule and risk management tracing.					
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) (PM A601 and PM A602 and PM A603) with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Graduate level standing or instructor permission		
17. <input checked="" type="checkbox"/> Mark if course has fees PM Program Fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action A conversion of a temporary course (PM A694D) to a permanent course for MSPM program after three successful deliveries.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) _____ Date _____ <u>Roger Hull</u> Initiator (TYPE NAME)</div><div>Department Chair _____ Date _____</div><div>College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chair _____ Date _____ Provost or Designee _____ Date _____</div></div></div>					

**University of Alaska Anchorage  
College of Engineering  
Course Content Guide**

**I. Date of Initiation:** Fall 2014

**II. Curriculum Action Request**

A. College: College of Engineering  
 B. Course Prefix: PM  
 C. Course Number: A632  
 D. Number of Credits: 3  
 E. Contact Hours: 3+0  
 F. Course Title: Advanced Project Controls  
 G. Grading Basis: A-F  
 H. Implementation Date: Summer 2015  
 I. Cross-listed/Stacked: N/A  
 J. Course Description: Advanced principles of project control and analysis including the development and integration of Work Breakdown Structure, risk analysis, resource performance, task and project metrics, and cost, with schedule and risk management tracing.  
 K. Course Prerequisites: (PM A601 and PM A602 and PM A603) with a minimum grade of C  
 L. Course Co-requisites: N/A  
 M. Other Restrictions: N/A  
 N. Registration Restrictions: Graduate level standing or instructor permission  
 O. Course Fees: Yes, PM Program fee

**III. Instructional Goals and Student Learning Outcomes**

A. Instructional Goals. The instructor will:  
 Explain and demonstrate techniques used to measure and assess project performance, implement project controls, and develop the analytical basis for project course of action decisions.

**B. Student Learning Outcomes and Assessment Measures**

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Demonstrate the understanding of the concepts of project controls and analytics and the interrelationship of cost and schedule control, risk analysis and management, and change management	Homework, exams, analysis of case studies
2. Employ manual methods and appropriate automated analytical tools in a project management environment to plan, control and communicate project status and business alignment at varying levels of complexity	Homework, exams, analysis of case studies
3. Utilize various tools and techniques to assess	Homework, exams, analysis of case studies



project status, address cost and schedule risks, accommodate project variances and accurately communicate related progress, status and forecast information	
4. Demonstrate familiarity with the methods for project optimization, variance analysis and elements of earned value analysis	Homework, exams, analysis of case studies
5. Analyze, interpret, and communicate results from their research on projects controls in a professional environment	Homework, exams, analysis of case studies

#### IV. Course Level Justification

This is an advanced 600-level course that builds upon the project management concepts presented in PM A601 Project Management Fundamentals, PM A602 Application of PM Processes, and PM A603 Project Initiation and Planning. This course equips graduate students with the tools to use academic and practical skills to contribute to the Project Management body of knowledge.

#### V. Topical Course Outline

- A. Project Management Processes in the PMI Project Management Body of Knowledge (PMBOK)
- B. Analysis and control terms listed in the project management processes described in PMBOK
- C. Performance Measurement Baselines
- D. Monitoring and control of cost, schedule, scope and risk
- E. Project analysis and control techniques including simulation, Monte Carlo analysis, analytical modeling, earned value, risk analysis, and project performance monitoring
- F. A variety of assessment tools used to evaluate project status, assess progress and develop forecasts
- G. Methods for conducting analysis on other project processes, such as risk, cost, resource management and quality control
- H. Communication of fact-based project status, progress and forecasts

#### VI. Suggested Texts

Dayal S. *Earned Value Management: Using Microsoft Office Project*. CreateSpace Independent Publishing Platform; 2012.

Kerzner H. *Project Management Metrics, KPI's, and Dashboards, A Guide to Measuring and Monitoring Project Performance*. 2nd ed. International Institute of Learning; 2013.

Kuehn U. *Integrated Cost and Schedule Control in Project Management*. 2nd ed. Management Concepts; 2011.

Neuendorf S. *Project Measurement*. Management Concepts; 2002.

#### VII. Bibliography

Haugen G. *Project Planning and Scheduling*. Management Concepts; 2002.

Rad F, Levin G. *Metrics for Project Management; Formalized Approaches*. Management Concepts; 2006.

PMI. *Project Management Body of Knowledge (PMBOK Guide)*. 5th ed. Project Management Institute; 2013.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ESPM	
2. Course Prefix PM	3. Course Number A652	4. Previous Course Prefix & Number PM A694T	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Project Definition and Research Methods Proj Dfn & Research Methods <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete  <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions     <input type="checkbox"/> Class    <input type="checkbox"/> Level     <input type="checkbox"/> College    <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats 0    Max Credits n/a		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Fall/2015    To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1.					
2.					
3.					
Initiator Name (typed): <u>Seong Dae Kim</u> Initiator Signed Initials: _____    Date: _____					
13b. Coordination Email    Date: <u>10/31/2014</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison    Date: <u>10/31/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Explore the techniques used to identify customer requirements for proper definition of a project and describe tools and methods to conduct research projects in project management knowledge areas.					
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) N/A			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Graduate level standing or instructor permission		
17. <input checked="" type="checkbox"/> Mark if course has fees PM Program Fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action A conversion of a temporary and trial course (PM A694T) to a permanent course for MSPM program after three successful deliveries.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) <u>Seong Dae Kim</u> Initiator (TYPE NAME)</div><div>Department Chair _____ Date _____</div><div>College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College _____ Date _____</div><div>Undergraduate/Graduate Academic Board Chair _____ Date _____</div><div>Provost or Designee _____ Date _____</div></div></div>					

**University of Alaska Anchorage  
College of Engineering  
Course Content Guide**

**I. Date of Initiation:** Fall 2014

**II. Curriculum Action Request**

A. College:	College of Engineering
B. Course Prefix:	PM
C. Course Number:	A652
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Title:	Project Definition and Research Methods
G. Grading Basis:	A-F
H. Implementation Date:	Fall 2015
I. Cross-listed/Stacked:	N/A
J. Course Description:	Explore the techniques used to identify customer requirements for proper definition of a project and describe tools and methods to conduct research projects in project management knowledge areas.
K. Course Prerequisites:	N/A
L. Course Co-requisites:	N/A
M. Other Restrictions:	N/A
N. Registration Restrictions:	Graduate level standing or instructor permission
O. Course Fees:	Yes, PM Program fee

**III. Instructional Goals and Student Learning Outcomes**

- A. Instructional Goals. The instructor will:
1. Present why project definition is important.
  2. Present techniques used to identify project requirements and define a project.
  3. Present how to find PM-related research topics and formulate research questions.
  4. Introduce various types of research for PM capstone project.
  5. Introduce research tools and demonstrate how to use them.
  6. Demonstrate how to use library resources to find literature for a PM-related research of student's choice in an effective and time-efficient manner.
  7. Demonstrate how to use online survey tools to create a survey to collect data for research and analyze the result.
  8. Demonstrate how to use statistical software tools to analyze data sets and conduct statistical tests.
  9. Present how to interpret the analysis results and how they are linked to the research questions.
  10. Provide opportunities to attend virtual or non-virtual PM conferences and learn about current PM issues.

**B. Student Learning Outcomes and Assessment Measures**

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Identify customer requirements and define the	Homework, exams

project scope	
2. Explore different types of graduate-level research project topics for capstone project and formulate research questions	Homework, exams, term project
3. Utilize library resources for conducting a literature review	Homework, presentation
4. Use software tools to analyze data sets	Homework, term project
5. Use online survey tool to create and conduct survey, and analyze the result	Homework, exams, presentation
6. Analyze, interpret, and present results from their research in a professional manner	Term project

#### IV. Course Level Justification

This is an advanced 600-level course that extends the understanding of project management knowledge areas and equips graduate students with tools to collect and analyze data from various sources and contribute to the body of knowledge. This skill set builds upon the understanding of the professional and academic PM knowledge areas and requires a background in statistics typically gained at the undergraduate level.

#### V. Topical Course Outline

- A. Categorizing, gathering, and modeling project requirements
- B. Quality Function Deployment to convert voice of customer to project requirements
- C. Finding graduate-level research project topics in PM knowledge areas
- D. Survey of the research in PM areas
- E. Formulating research questions and sub-questions
- F. Review of the related literature using on-line resources
- G. Types of research for PM capstone project
- H. Experimental design for causality relationship
- I. Survey design and on-line survey tools
- J. Analyzing qualitative and quantitative data
- K. Using statistical software tools to analyze data sets and conduct statistical tests
- L. Interpreting and utilizing the results as a project manager

#### VI. Suggested Texts

Leedy, Paul D. and Ormrod, Jeanne. Ellis. *Practical Research: Planning and Design*. 10<sup>th</sup> ed. Pearson Education, Inc.; 2012.

Thiel, David V. *Research Methods for Engineers*. Cambridge University Press; 2014.

#### VII. Bibliography

White, Theresa L. *Research Methods*. 9<sup>th</sup> ed. Cengage Learning; 2012.

Gravetter, Frederick J. and Forzano, Lori-Ann B. *Research Methods for the Behavioral Sciences*. 4<sup>th</sup> ed. Cengage Learning; 2011.

PMI. *A Guide to the Project Management Body of Knowledge (PMBOK®Guide)*. 5<sup>th</sup> ed. Project Management Institute; 2013.

Jonasson, Hans. *Determining Project Requirements* (ESI International Project Mgmt). 2<sup>nd</sup> ed. Auerbach Publications; 2012.

Terninko, John. *Step-by-Step QFD: Customer-Driven Product Design*, 2<sup>nd</sup> ed. CRC Press; 1997.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ESPM	
2. Course Prefix PM	3. Course Number A653	4. Previous Course Prefix & Number PM A694U	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Project Management Application Tools PM Application Tools <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add   or <input type="checkbox"/> Change   or <input type="checkbox"/> Delete  <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions     <input type="checkbox"/> Class    <input type="checkbox"/> Level     <input type="checkbox"/> College    <input type="checkbox"/> Major <input type="checkbox"/> Other    (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No    # of Repeats 0    Max Credits n/a		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2015    To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): <u>Seong Dae Kim</u> Initiator Signed Initials: _____    Date: _____					
13b. Coordination Email    Date: <u>10/31/2014</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison    Date: <u>10/31/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Explore widely-used tools in project management knowledge areas and apply them to practical problems. This includes software and non-software tools that are essential to deal with unique and challenging problems in project management situations.					
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) PM A601 with a minimum grade of C			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) ( <i>non-codable</i> ) Graduate level standing or instructor permission		
17. <input checked="" type="checkbox"/> Mark if course has fees PM Program Fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action A conversion of a temporary and trial course (PM A694U) to a permanent course for MSPM program after two successful deliveries.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) <u>Seong Dae Kim</u> Initiator (TYPE NAME)</div><div>Department Chair _____ Date _____</div><div>College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College _____ Date _____</div><div>Undergraduate/Graduate Academic Board Chair _____ Date _____</div><div>Provost or Designee _____ Date _____</div></div></div>					

**University of Alaska Anchorage  
College of Engineering  
Course Content Guide**

**I. Date of Initiation:** Fall 2014

**II. Curriculum Action Request**

A. College: College of Engineering  
 B. Course Prefix: PM  
 C. Course Number: A653  
 D. Number of Credits: 3  
 E. Contact Hours: 3+0  
 F. Course Title: Project Management Application Tools  
 G. Grading Basis: A-F  
 H. Implementation Date: Fall 2015  
 I. Cross-listed/Stacked: N/A  
 J. Course Description: Explore widely-used tools in project management knowledge areas and apply them to practical problems. This includes software and non-software tools that are essential to deal with unique and challenging problems in project management situations.  
 K. Course Prerequisites: PM A601 with a minimum grade of C  
 L. Course Co-requisites: N/A  
 M. Other Restrictions: N/A  
 N. Registration Restrictions: Graduate level standing or instructor permission  
 O. Course Fees: Yes, PM Program fee

**III. Instructional Goals and Student Learning Outcomes**

- A. Instructional Goals. The instructor will:
1. Present popular tools in project management areas
  2. Introduce selected PM tools for different purposes
  3. Present strengths and weaknesses of each PM tool
  4. Present how to use non-software tools with examples
  5. Demonstrate how to use software tools with in-class exercises
  6. Guide students to apply the tools for a project of their choice
  7. Present how to interpret the results of the tool application

B. Student Learning Outcomes and Assessment Measures

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Identify common application tools in project management areas	Homework, exams, presentation
2. Explain strengths and weaknesses of each PM application tool	Homework, exams, presentation
3. Use PM tools in appropriate settings	Homework, exams, presentation
4. Apply the tools to a project	Homework, exams, presentation



5. Analyze, interpret, and present results from the tool application in a professional manner	Homework, exams, presentation
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#### IV. Course Level Justification

This is an advanced 600-level course that equips graduate students with the application tools widely used in project management areas. This course builds upon and requires the understanding of project management fundamentals gained at the graduate level.

#### V. Topical Course Outline

- A. Survey of popular tools in project management areas
- B. Finding and selecting the right tools for various project management situations
- C. Spreadsheet-based PM tools
- D. Tools for project risk management
- E. WBS Chart Pro for Work Breakdown Structure (WBS)
- F. MS Project for planning, scheduling, resource assignment, progress tracking, budget management, Gantt, critical path method (CPM) and program evaluation and review technique (PERT)
- G. Using MS Excel for cost analysis, variance analysis, WBS, etc.
- H. Tools for what-if analysis
- I. Tools for monitoring project performance
- J. Other software tools to solve PM-related problems
- K. Analyzing and interpreting the results from the tools

#### VI. Suggested Texts

Carstens, Deborah Sater; Richardson, Gary L.; Smith, Ronald B.. *Project Management Tools and Techniques: A Practical Guide*. CRC Press; 2013.

#### VII. Bibliography

PMI. *A Guide to the Project Management Body of Knowledge (PMBOK®Guide)*. 5<sup>th</sup> ed. Project Management Institute; 2013.

Kendrick, Tom. *The Project Management Tool Kit: 100 Tips and Techniques for Getting the Job Done Right*. AMACOM; 2013.

Milosevic, Dragan Z. *Project Management ToolBox: Tools and Techniques for the Practicing Project Manager*. Wiley; 2003.

Andler, Nicholai. *Tools for Project Management, Workshops and Consulting: A Must-Have Compendium of Essential Tools and Techniques*. 2<sup>nd</sup> ed. Publicis; 2011.

## UAB Values Statement

It is the intent of this document to state the shared values and priorities of the Undergraduate Academic Board. We believe that this is an opportunity to discuss our core beliefs and to share them with our faculty colleagues. In doing so, we hope to reflect the significance and importance of our faculty colleagues, whose work creates the university.

We also believe that this delineation of our values and priorities, as well as our procedures and processes will ensure that we work in a way that reflects those values, honors our faculty colleagues, builds trust, and contributes to the excellence of the university.

At the same time, we believe that in order to be responsive to a changing university, UAB needs to be flexible and adaptive to needs and circumstances as they arise.

While we envision the values of the Board to be relatively stable, we believe that an on-going conscious consideration of our values, priorities, and processes ensures that we continue to work in a way that reflects those values and priorities. Therefore, it is our intent that this document be a flexible and adaptable guideline for the priorities, procedure, and processes of the Undergraduate Academic Board.

## Reflection Questions

- What values do you believe are essential for the university?
- How will your work as a member of UAB reflect those values?
- When you have a difficult decision to make, will you be able to support these values?
- How will you ensure that you are modeling these values at Board meetings?
- We always want the faculty to be able to say \_\_\_\_\_ about the way we do our work.

## **UAB Values**

### **UAB Values Statement:**

**The Undergraduate Academic Board is dedicated to a shared, rigorous, open, and critical inquiry of curricular excellence in a collegial framework that fosters intellectual vitality and creativity.**

UAB values are grounded in both *academic integrity* and *process integrity*.

*Academic integrity* encompasses the values of inclusiveness and innovation, as well as intellectual excellence, rigor and vitality/currency/relevance.

*Process integrity* includes the values of inclusiveness, fairness and transparency, as well as collaboration, honesty, respect and constructive feedback.

### **UAB Priorities, Procedures and Processes Statements**

- The purpose of the priorities, procedures and processes statements is to clarify and support the values statement, *to show the values at work*.
- It is a priority of the Board to represent the academic values of our peers across the University, including the community campuses.
- We endeavor to serve UAA's diverse and intellectually curious faculty in the creation of opportunities for student success.
- In our efforts to both represent and support our peers, it is our goal to work collaboratively with faculty initiators and to offer respectful and constructive feedback as we review curriculum, programs, and policy changes or adoptions.

## **UAB Priorities**

### **Institutional**

- Accreditation: UAB works with the Office of Academic Affairs on accreditation.
- UAB's curricular review processes directly support Teaching and Learning (UAA's Core Theme #1) as well as Student Success (UAA's Core Theme # 3).
- Academic policy changes and/or adoptions: UAB works with the Office of Academic Affairs and the University Registrar on academic policies and procedures.

- Curriculum coordination: UAB works with the Governance Office, the Office of Academic Affairs, the Graduate Academic Board, the Academic Assessment Committee, the College Curriculum Committees, and Department Curriculum Committees and Chairs.

### **Board specific Priorities**

- Curricular excellence

Intellectual vitality requires that course offerings remain current with advances and discoveries in the scientific, humanistic, and artistic disciplines associated with undergraduate degrees offered at UAA.

- Curriculum currency and vitality
- Rigorous, open and critical review of curriculum

- Collaboration

Faculty members are the core of the institution and their work on curriculum development is among the most significant work of the university. It is a goal of UAB to inform and facilitate the development of excellent curriculum.

- Create a seamless process to help faculty initiators navigate the UAA curriculum process
  - Seek ways to minimize “paperwork” response to UAB by approving CAR/CCGs with minor changes so that the documents move forward rather than making them return to the Board.

- Transparency

Be clear and consistent in both stating and following the Board’s procedures and processes.

- Academic policy

UAB is the core of academic policy development and is at the forefront of changes in academic policy and programs. As the university grows and changes, UAB is privileged to guide faculty in developing and integrating programs into the curriculum.

It is the goal of UAB to contribute to and support excellence in the university. At the same time that UAB oversees the development of programs, it is also oversees the deletion of programs as the university evolves.

**UAB Procedures** The established or expected way of conducting business of the Board.

#### Non Curricular Review Meetings

- **Introductory Meeting**

The first meeting of the Academic Year

The Board begins the Academic Year with a priorities, procedures, and processes meeting.

Board welcomes new members.

New and returning members review and update previous year's priorities, procedures, and processes in light of the Board's values.

Chair reviews and explains priority group member selection process.

Board discusses the role of the priority groups in curriculum groups.

This review and update should help orient new members and should also help returning members to keep focus on the Board's priorities throughout the year.

- **College and Campus Curriculum Chairs Meeting**

Generally scheduled in September – this is a meeting with the college and campus curriculum chairs to discuss UAB priorities and to talk about college and campus concerns and priorities

- **Fall Joint UAB/GAB meeting**

- **Spring Joint UAB/GAB meeting**

- **Final Meeting of the Academic Year**

Board reflects on values, priorities, procedures and processes over the year.

#### Curriculum Review Meetings

Chair assigns curriculum to “priority” groups for review of substantive issues.

First and second readings.

Presence of faculty initiator (or proxy) is required to conduct course review.

If faculty initiator or proxy cannot answer the board’s questions, the review will be postponed.

## **UAB Curriculum Review Processes**

The series of actions that the Board undertakes in conducting its business—this is what happens, or the step-by-step operation of the Board.

1. Faculty initiator (or proxy) is present;
2. Faculty initiator is invited to make a brief presentation on the curriculum brought for review;
3. University Registrar and Scheduling make comments;
4. Priority team members ask questions, make comments, and/or offer suggestions for clarification/coherence/alignment of curricular documents focusing on substantive issues;
5. Non-priority team members ask follow up questions and make comments and suggestions;
6. Faculty initiator has the opportunity to answers questions, respond to comments and suggestions, and to take notes;
7. Board makes a motion to either:
  - waive first, approve for second;
  - to accept for first reading only;
8. Board approves/not approves a motion;
9. Curriculum, programs, policy changes/adoptions proceed to Faculty Senate for final approval by faculty senators
10. When UAB approves programs for deletion, the Chair of UAB formally recognizes the contributions that these programs and their faculty have made

to the University when presenting the action for final approval by the Faculty Senate.

## Common motions at UAB

### First Reading Motions

- “Move to approve at first reading”
  - the curriculum is approved by the Board and is ready to move forward to Faculty Senate
- “Move to accept for first reading”
  - the curriculum has been reviewed and the faculty initiator is requested to bring the curriculum back to the Board for a second reading

### Second Reading Motions

- “Move to approve”
  - the curriculum is approved by the Board and is ready to move forward to the Faculty Senate

### General motions

- “Move to postpone”
  - members of the Board believe that it would be beneficial to postpone the review, for example, if a proxy for the faculty initiator is unable to answer relevant questions