



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science			1c. Department Mathematics and Statistics	
2. Course Prefix STAT	3. Course Number 601	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)		

6. Complete Course Title  
Advanced Statistical Methods

Abbreviated Title for Transcript (30 character)

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

<p>8. Type of Action:    <input type="checkbox"/> Add    or    <input checked="" type="checkbox"/> Change    or    <input type="checkbox"/> Delete</p> <p><i>If a change, mark appropriate boxes:</i></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input checked="" type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input checked="" type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input checked="" type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input checked="" type="checkbox"/> Course Description</td> <td><input checked="" type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input checked="" type="checkbox"/> Automatic Restrictions</td> <td><input checked="" type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td>    <input type="checkbox"/> Class    <input checked="" type="checkbox"/> Level</td> <td><input type="checkbox"/> General Education Requirement</td> </tr> <tr> <td>    <input type="checkbox"/> College    <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> Other Course Content Guide (please specify)</td> <td></td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input checked="" 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 checked="" type="checkbox"/> Automatic Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input checked="" type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> College <input type="checkbox"/> Major		<input checked="" type="checkbox"/> Other Course Content Guide (please specify)		<p>9. Repeat Status No    # of Repeats    n/a    Max Credits    n/a</p> <hr/> <p>10. Grading Basis    <input checked="" type="checkbox"/> A-F    <input type="checkbox"/> P/NP    <input type="checkbox"/> NG</p> <hr/> <p>11. Implementation Date    semester/year From: Spring/2015    To: 99/9999</p> <hr/> <p>12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked    with    STAT A401    _____ Signature    _____    Cross-Listed Coordination</p>
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
<input checked="" type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																				
<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																				
<input type="checkbox"/> Grading Basis	<input checked="" 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 checked="" type="checkbox"/> Automatic Restrictions	<input checked="" type="checkbox"/> Registration Restrictions																				
<input type="checkbox"/> Class <input checked="" type="checkbox"/> Level	<input type="checkbox"/> General Education Requirement																				
<input type="checkbox"/> College <input type="checkbox"/> Major																					
<input checked="" type="checkbox"/> Other Course Content Guide (please specify)																					

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

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
1. MS in AEST/STAT A402, A403, A404, A405, A407, A408, A601	03/19/2014	John Olofsson
2. MS in Civil Engineering	03/19/2014	Osama Abaza
3.		

Initiator Name (typed): Kanapathi Thiru    Initiator Signed Initials: \_\_\_\_\_    Date: \_\_\_\_\_

13b. Coordination Email    Date: <u>03/11/2014</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>03/18/2014</u>
---	---

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

15. Course Description (*suggested length 20 to 50 words*)  
Parametric and nonparametric statistical methods. The topics will include, but not restricted to, contingency table analysis, goodness-of-fit tests, simple linear and multiple regression, curvilinear regression, logistic regression, design and analysis of single and multifactor experiments, and introduction to multivariate statistics. Students will be required to complete a major research project, conduct literature review, write a short paper, and make a presentation in a public forum. Special note: Not available for credit to students who have completed STAT A401.

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 standing
---	--

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

19. Justification for Action  
Update, change title, and stack with undergraduate course.

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

**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Arts and Sciences**  
**Mathematics & Statistics Department**

I. **Initiation Date:** Spring 2014

II. **Course Information**

- A. **College:** College of Arts and Sciences
- B. **Course Subject/Number:** STAT A601
- C. **Credits:** 3
- D. **Contact Hours:** 3+0
- E. **Course Title:** Advanced Statistical Methods
- F. **Repeat Status:** No
- G. **Grading Basis:** A-F
- H. **Course Description:** Parametric and nonparametric statistical methods. The topics will include, but not restricted to, contingency table analysis, goodness-of-fit tests, simple linear and multiple regression, curvilinear regression, logistic regression, design and analysis of single and multifactor experiments, and introduction to multivariate statistics. Students enrolled in this course will be expected to complete additional work at a higher level than those students enrolled in STAT A401, and complete a research project. Special note: Not available for credit to students who have completed STAT A401.
- I. **Course Prerequisites:** n/a
- J. **Fees:** Yes
- K. **Stacked:** Yes: STAT A401
- L. **Registration Restrictions:** Graduate standing

III. **Course Level Justification**

Students enrolled in this course will be expected to complete additional work at a higher level than those students enrolled in STAT A401, and complete a research project.

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

A.	<b>Instructional Goals.</b> The instructor will:
1.	Discuss parametric and nonparametric hypothesis testing
2.	Discuss parametric and nonparametric design of experiments, analysis of variance and regression analysis.
3.	Introduce goodness-of-fit tests and multi-way contingency table analysis.
4.	Provide an introduction to multivariate statistics.
5.	Guide with literature review and writing research papers.

B.	<b>Student Learning Outcomes:</b> Students will be able to:	<b>Assessment Method</b>
1.	Justify a selection of nonparametric test over the parametric alternative.	Exams and Mini Projects

2.	Perform hypothesis tests for designed experiments or reliable observational studies and understand the results.	Exams and Mini Projects
3.	Demonstrate proficiency in the tools of regression analysis and use variable selection techniques in regression.	Exams and Mini projects
4.	Write reports summarizing statistical analysis.	Mini Projects
5.	Conduct a literature review, analyze experimental or observational data, write a research summary paper, and present findings in a public forum.	Major Project, Research Summary Paper, Presentation

## V. **Topical Course Outline**

1. The Role of Statistics in Research
2. Some Tests Based on the Binomial Distributions
  - a. Test of two proportions using independent samples
  - b. The sign test
  - c. The McNemar test for significance of changes
3. Goodness-of-Fit Tests
  - a. Test of hypothesis concerning specified cell probabilities
  - b. Test of composite hypothesis
4. Contingency Table Analysis
  - a. Test of homogeneity
  - b. Test of independence
  - c. Relative risks and odds ratios
5. Hypothesis of Two Means using Independent Samples
  - a. Inferences using a pooled variance
  - b. Inferences using Welch-Satterthwaite approximation
  - c. Mann-Whitney test
6. Hypothesis Testing of Two Means using Related samples
  - a. Paired-t test
  - b. Wilcoxon signed rank test
7. Design and Analysis of Experiments
  - a. Terminology and basic concepts
  - b. One-way analysis-of-variance
  - c. Model testing and diagnostic tools
  - d. Kruskal–Wallis test based on ranks
  - e. Multi-factor analysis of variance
  - f. Random effects, fixed effects, and mixed effects models
  - g. Transformations
  - h. Randomized complete block design
  - i. Friedman test based on ranks
  - j. Split plot design and nested designs
  - k. Analysis of covariance
8. Simple Linear Regression and Correlation
  - a. Simple linear regression model
  - b. Least square estimation of regression coefficients

- c. Statistical inferences for linear regression
  - d. Regression diagnostics
  - e. Pearson's correlation coefficient
  - f. Spearman's rank correlation coefficient
9. Multiple Linear Regression
- a. Inferences about effects of independent variables
  - b. Model building
  - c. Curvilinear regression
  - d. Logistic regression
10. Introduction to Multivariate Statistics
- a. Discussion of multivariate data
  - b. Multivariate normal distribution
  - c. Hotelling's  $T^2$  test statistic

## VI. Suggested Texts

Dowdy S., Wearden S. & Chilko D. 2004. *Statistics for Research*, 3<sup>rd</sup> edition. Wiley

Kleinbaum D.G., Kupper L.L., Nizam A. & Rosenberg E.S. 2013. *Applied Regression Analysis and other Multivariate Methods*, 5<sup>th</sup> edition. Cengage.

## VII Bibliography

\* Ostle B. & Malone L. 1988. *Statistics in Research*. Iowa State University Press.

Ott R.L. & Longnecker M.T. 2008. *Introduction to Statistical Methods and Data Analysis*, 6<sup>th</sup> edition. Cengage.

Rao R.V. 1998. *Statistical Research Methods in Life Sciences*. Duxbury.

\* Classic Text



# 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 EDEN	3. Course Number A600	4. Previous Course Prefix & Number	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (4+0)										
6. Complete Course Title Education, Culture, and Leadership Residency Ed, Culture, & Lead Residency <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>  <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other            (please specify) <input type="checkbox"/> General Education Requirement				9. Repeat Status No    # of Repeats                      Max Credits										
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG										
				11. Implementation Date <small>semester/year</small> From: Fall/2014                      To:                      /9999										
				12. <input type="checkbox"/> Cross Listed with _____  <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>										
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> .														
Initiator Name (typed): <u>Ed McLain</u> Initiator Signed Initials: _____                      Date: _____														
13b. Coordination Email                      Date: <u>11/26/13</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>11/26/13</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> ) Critical analysis of the underlying issues within contemporary educational policies, practices, and theories as connected to the Alaska context in urban, rural, and diverse settings. Exploration about role of social justice, culturally responsive practices, innovations, and inquiries in personal and professional settings.														
16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> )			16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )											
16c. 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> ) Graduate standing and admission to COE											
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course											
19. Justification for Action This is a foundation course for the professional doctorate in Education, Culture, and Leadership.														
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </td> <td style="width: 5%; border: none; text-align: center;">            </td> <td style="width: 50%; border: none;"> _____  Date    _____  Date    _____  Date    _____  Date    _____  Date </td> </tr> <tr> <td style="border: none;"> Initiator (faculty only)  <u>Ed McLain</u>  Initiator (TYPE NAME) </td> <td style="border: none;"></td> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved </td> <td style="border: none;"></td> <td style="border: none;"> _____  Date    _____  Date    _____  Date    _____  Date </td> </tr> </table>							<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	          	_____ Date  _____ Date  _____ Date  _____ Date  _____ Date	Initiator (faculty only) <u>Ed McLain</u> Initiator (TYPE NAME)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		_____ Date  _____ Date  _____ Date  _____ Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	          	_____ Date  _____ Date  _____ Date  _____ Date  _____ Date												
Initiator (faculty only) <u>Ed McLain</u> Initiator (TYPE NAME)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved  <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		_____ Date  _____ Date  _____ Date  _____ Date										

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

**I. Date Initiated:** February 1, 2011

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A600

Title: Education, Culture, and Leadership Residency

Credits: 4

Grading Basis: A-F

Implementation Date: Fall 2014

Course Description: Critical analysis of underlying issues within contemporary educational policies, practices, and theories as connected to the Alaska context in urban, rural, and diverse settings. Exploration about role of social justice, culturally responsive practices, innovations, and inquiries in personal and professional settings.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s)

Registration

Restrictions: Graduate standing and admission to COE

Course Fee:  Yes  No

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

#### A. Instructional Goals

The instructor will facilitate:

1.	Student analysis of working definitions of key concepts related to education, culture, and leadership; social justice as it pertains to rural and urban settings; and research and inquiry
2.	Student interactions conducive to collaboration and perspective development
3.	Student interactions that build on strengths of the learning community and that support professional educational efforts in culturally responsive ways
4.	Ethical and systemic inquiry, data collection, and evaluation in a cultural context as they connect to rural, urban, and diverse learning communities
5.	Examination of the “Achievement Gap” as noted in research and practice including examination of such aspects as unequal opportunity, outcomes, and environments, as well as racial inequalities, and economic inequalities
6.	Reflection on purpose of public education as it pertains to students’ professional context and self

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

*Student Outcomes*

*Assessment Procedures*

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

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

1.	Construct and reflect on key concepts related to education, culture, and leadership; social justice as it pertains to rural and urban settings; research and inquiry; and the influence of personal frames and the power of “reframing”	Personal philosophy statement of role of education, Annotated bibliography
2.	Collaborate and interact with cohort members about perspective development, and guidance that builds on strengths of learning community that support professional educational context in culturally responsive ways	Collaborative project and presentation
3.	Examine ethical and systemic inquiry related to the evaluation of a policy or issue in a cultural context as it applies to rural, urban, and diverse learning	Critical analysis in written and oral context – demonstrated and provided in class discussions and

	communities	submitted documents
4.	Examine and analyze the “Achievement Gap”: unequal opportunities, unequal outcomes, unequal environments, racial inequalities and economic inequalities	Critical analysis in written and oral context – demonstrated and provided in class discussions and submitted documents
5.	Reflection on purpose of public education as it pertains to students’ professional context and self	Written personal philosophy statements and oral presentations

#### IV. Course Level Justification

This course must be taken prior to other coursework in the Doctoral program. The residence provides an extensive program overview and outlines program expectations. This course requires students to read extensively, critically interpret, and evaluate literature and research relevant to their fields of study and the particular foci of their individual research plans and questions; apply expert knowledge; utilize critical thinking skills to synthesize new information; and collaborate with other students, other professionals, faculty, and leaders in their field.

#### V. Course Outline

1. Foundations of education, culture, and leadership
  - 1.1 Social justice as it pertains to rural and urban settings
  - 1.2 Research and inquiry
  - 1.3 Culturally responsive practices
2. Historical and political context
  - 2.1 Role of public education in society - in AK
  - 2.2 Alaska Native education
  - 2.3 Changing purposes and perspectives in the global context and in AK
  - 2.4 Complexities of policymaking in education
3. Learning community
  - 3.1 Collaborative practices - building on strengths
  - 3.2 Perspective development
4. Ethical inquiry
  - 4.1 Systemic data collection
  - 4.2 Evaluation and analysis of policy or practice
  - 4.3 Cultural context as it pertains to urban, rural, and diverse settings
5. Achievement Gap
  - 5.1 Unequal opportunities
  - 5.2 Unequal outcomes



- 5.3 Unequal environments
  - 5.4 Racial inequalities
  - 5.5 Economic inequalities
- 6. Professional and collaborative opportunities, professional opportunities (seminars, professional presentations)
    - 6.1 Community strengths
    - 6.2 Funds of knowledge
    - 6.3 Civic engagement
    - 6.4 Professional opportunities
    - 6.5 Advocacy

## VI. Suggested Text(s)

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

Terrell, R. D., & Lindsey, R. B. (2008). *Culturally proficient leadership: The personal journey begins within*. Tyler, TX: Corwin Press.

## VII. Bibliography

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

Apple, M. (2006). *Educating the "right" way: Markets, standards, God and inequality*. (2<sup>nd</sup> ed.). New York, NY: Routledge.

Balfanz, R. (2007). What your community can do to end its drop-out crisis: Learnings from research and practice. Center for Social Organization of Schools: Johns Hopkins University, Washington, DC. 29 pgs.

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.

Bell, D. (2005). *Silent covenants: Brown v. Board of Education and the unfulfilled hopes for racial reform*. New York, NY: Oxford University Press.

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. (1915). *Schools of tomorrow*. NY: E.P. Dutton.

\*Fine, M. (1991). *Framing dropouts: Notes on the politics of an urban public high school*. Albany: State University of New York Press.

- \*Finn, P. (1999). *Literacy with an attitude: Educating working-class children in their own self-interest*. New York: State University of New York Press.
- \*Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum International Publishing Group.
- Freire, P. (2004). *EPZ Pedagogy of hope: Reliving pedagogy of the oppressed (continuum impacts)*. New York, NY: Continuum International Publishing Group.
- Fry, R. (2007). The changing racial and ethnic composition of U.S. public schools. Pew Hispanic Center. Washington, DC. 17 pgs.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.
- Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge, MA: Harvard University Press.
- Goldhaber, D. (2006). Teacher pay reforms: The political implications of recent research. *Center of American Progress: University of Washington and Urban Institute*. 40 pgs.
- \*Goodlad, J., & McMannon, T. (1997). *The public purpose of education and schooling*. San Francisco, CA: Jossey-Bass.
- Goodman, D. J. (2011). *Promoting diversity and social justice: Educating people from privileged groups*. (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), 103-109.
- \*Henig, J., Hula, R., Orr, M., & Pedescleaux, D. (2001). *The color of school reform: Race, politics, and the challenge of urban education*. Princeton, NJ: Princeton University Press.
- Hirsch, E. D. (2006). *The knowledge deficit: Closing the shocking education gap for American children*. Boston, MA: Houghton Mifflin.
- Kozol, J. (2005). *The shame of the nation*. New York, NY: Three Rivers Press.
- \*Ladson-Billings, G. (1995). Toward a theory of culturally relevant education. *American Educational Research Journal*, 32(3), 465-491.
- Lopez, M., Barrueco, S., Feinaurer, E., & Miles, J. (2007). Young Latino infants

and families: Parental involvement implications from a recent national study. *Family Involvement Research Digests*, Harvard Graduate School of Education. Online publication.

Machi, L. A., & McEvoy, B. T. (2008). *The literature review: Six steps to success*. Tyler, TX: Corwin Press.

Marshall, C., & Gerstl-Pepin, C. (2005). *Re-framing educational politics for social justice*. Boston, MA: Allyn & Bacon.

National Public Radio (2007, October 30). *Economic segregation impacting education* [Audio podcast]. *NPR: News and Notes*

Noguera, P. (2003). *City schools and the American dream*. New York, NY: Teachers College Press.

Spradlin, L., & Parsons, D. (2008). *Diversity matters: Understanding diversity in schools*. Belmont: Thomson Wadsworth.

Stein, S. (2004). *The culture of education policy*. New York, NY: Teachers College Press.

Tung, R., Uriarte, M., Diez, V., Lavan, N., Agusti, N., Karp, F., & Meschede, T. (2009). *English learners in Boston Public Schools: Enrollment, engagement, and academic outcomes, AY2003-AY2006*. The Mauricio Gaston Institute for Latino Community Development and Public Policy: University of Massachusetts, Boston.

\*Tyack, D. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.

\*Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.

\**Classic texts and references*



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code			1c. Department EDL
2. Course Prefix EDEN	3. Course Number A601	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title  
**Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I**  
 Inq Based Scholar: Quan/Qual I  
 Abbreviated Title for Transcript (30 character)

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

8. Type of Action: <input checked="" type="checkbox"/> Add   or <input type="checkbox"/> Change   or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Automatic Restrictions</td> <td><input type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College   <input type="checkbox"/> Major  <input type="checkbox"/> Other (please specify)         </td> <td><input type="checkbox"/> General Education Requirement</td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> General Education Requirement	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">9. Repeat Status No</td> <td style="width: 20%;"># of Repeats</td> <td style="width: 50%;">Max Credits</td> </tr> <tr> <td colspan="3">10. Grading Basis    <input checked="" type="checkbox"/> A-F    <input type="checkbox"/> P/NP    <input type="checkbox"/> NG</td> </tr> <tr> <td colspan="3">11. Implementation Date <small>semester/year</small></td> </tr> <tr> <td colspan="2">From: Fall/2014</td> <td>To: /9999</td> </tr> <tr> <td colspan="3">12. <input type="checkbox"/> Cross Listed with _____</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Stacked with _____</td> </tr> <tr> <td colspan="3" style="text-align: right;">Cross-Listed Coordination Signature _____</td> </tr> </table>	9. Repeat Status No	# of Repeats	Max Credits	10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG			11. Implementation Date <small>semester/year</small>			From: Fall/2014		To: /9999	12. <input type="checkbox"/> Cross Listed with _____			<input type="checkbox"/> Stacked with _____			Cross-Listed Coordination Signature _____		
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																																					
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																																					
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																																					
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked																																					
<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites																																					
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites																																					
<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions																																					
<input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> General Education Requirement																																					
9. Repeat Status No	# of Repeats	Max Credits																																				
10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																																						
11. Implementation Date <small>semester/year</small>																																						
From: Fall/2014		To: /9999																																				
12. <input type="checkbox"/> Cross Listed with _____																																						
<input type="checkbox"/> Stacked with _____																																						
Cross-Listed Coordination Signature _____																																						

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

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
1.		
2.		
3.		

Initiator Name (typed): Ed McLain    Initiator Signed Initials: \_\_\_\_\_    Date: \_\_\_\_\_

13b. Coordination Email    Date: <u>11/26/13</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>11/26/13</u>
---	---

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

15. Course Description (*suggested length 20 to 50 words*)  
 Inquiry-based scholarship that focuses on planning and production of student initiated and developed research. Examines qualitative, quantitative, and mixed-method research methodologies with an emphasis on inquiry in action research, evaluation, and data-informed decision-making. Begins the transition from experienced practitioners to scholar-practitioners with refined skills to read, understand, analyze, write, and evaluate various kinds of research and scholarship.

16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) EDEN A600	16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )
---	--

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> ) Graduate standing and admission to COE
--	---

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

19. Justification for Action  
 This is a foundation course for the professional doctorate in Education, Culture, and Leadership.

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

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

**I. Date Initiated:** December 5, 2012

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A601

Title: Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I

Credits: 3

Grading Basis: A-F

Implementation Date: Fall, 2014

Course Description: Inquiry-based scholarship that focuses on planning and production of student initiated and developed research. Examines qualitative, quantitative, and mixed-method research methodologies with an emphasis on inquiry in action research, evaluation, and data-informed decision-making. Begins the transition from experienced practitioners to scholar-practitioners with refined skills to read, understand, analyze, write, and evaluate various kinds of research and scholarship.

Course Prerequisites(s): EDEN A600

Test Scores(s): N/A

Corequisite(s) EDEN A610

Registration Restrictions: Graduate standing and admission to COE

Course Fee: Yes No

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

#### A. Instructional Goals

The instructor will facilitate:

1.	Analysis and selection based on research criteria, and application or use of various research methodology
2.	Consideration of learning theories with an emphasis on social learning theory including Communities of Practice
3.	Exploration of applications of social learning theories to workplace contexts and fields of study and research
4.	Analysis of workplace data, determination of a research focus, and review related scholarly literature
5.	Discussion and analysis related to the selection and implementation of an innovation to improve performance
6.	Analysis and interpretation of qualitative, quantitative, and mixed-method derived data and the application of that data and analysis in both research and applied settings

#### Student Learning Outcomes/Assessment Procedures

#### B.

*Student Learning Outcomes*

*Assessment Procedures*

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

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

1.	Discuss, critique, and utilize various research methodologies (including data collection, pilot of any instruments, sampling, data analysis) to answer research questions related to an innovation implementation	Theory and research methodology paper (to inform direction for action research project)
2.	Analyze and synthesize select learning theories with an emphasis on social learning theory such as Communities of Practice	Theory and research methodology paper
3.	Apply research to practice i.e., apply social learning theory to workplace related questions and context	Proposal for action research project
4.	Analyze workplace data, determine a research focus, and review related scholarly literature	Proposal for action research project

### IV. Course Level Justification

This course requires students to read extensively, critically interpret, and evaluate literature and research relevant to their fields of study and their individual research plans and questions; utilize developed research and writing skills to analyze,

synthesize, and organize new information; and collaborate with other students, other professionals, faculty, and leaders in their field in the planning and production of research and written documents related to that research.

## **V. Course Outline**

1. Key concepts as related to educational setting
  - 1.1 Nature of research and science
  - 1.2 Concepts, variable, and research problems
  - 1.3 Role of the scholar-practitioner
  
2. Research Methodologies: frameworks for continuous improvements
  - 2.1 Qualitative
  - 2.2 Quantitative
  - 2.3 Multi-mode (mixed methods)
  
3. Social Learning theory
  - 3.1 Communities of practice
  - 3.2 Learning through observation
  - 3.3 Intrinsic reinforcement and external-environmental reinforcement
  - 3.4 Modeling process (attention, retention, reproduction, motivation)
  
4. Research to practice
  - 4.1 Applying social learning theory to workplace
  - 4.2 Knowledge gathering and preparation
  - 4.3 Understanding place/environment
  
5. Literature Review related to research question
  - 5.1 Role in research question development
  - 5.2 Relevance to research questions
  - 5.3 Integration and summary of known body of knowledge
  - 5.4 Use to develop theoretical framework
  - 5.5 Supports the credibility and vision of an ethical leader

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

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

Creswell, J. W. (2012 or 2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> or 3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

## VII. Bibliography

- \*Bennis, W. G. (1994). *On becoming a leader*. Jackson, TN: Perseus.
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher* 34(6), 3-15.
- \*Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Grounded theory procedures and techniques* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Emmerson, R., Fretz, R., & Shaw, L. (2011). *Writing ethnographic fieldnotes* (2<sup>nd</sup> ed.). Chicago, IL: University of Chicago Press.
- Feuer, M., Towne, L., & Shavelson, R. (2002). Scientific culture and educational research. *Educational Researcher*, 31(8), 4-14.
- Galvan, J. S. (2006). *Writing literature reviews* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak.
- Gay, L. R., & Airasian, P. (2003). *Education Research: Competencies for analysis and applications* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4<sup>th</sup> ed.). New York, NY: Pearson.
- Goddard, R., & LoGerfo, L. (2008). Defining, measuring, and validating teacher and collective responsibility. In W. Hoy and M. DiPaloa. *Improving schools: Studies in leadership and culture*. Charlotte, NC: Information Age.
- \*Greenwood, D. J., & Levin, M. (1998). *Introduction to action research: Social research for social change*. Thousand Oaks, CA: Sage.
- Grogan, M., Donaldson, J., & Simmons, J. M. (2007). Disrupting the status quo: The action research dissertation as a transformative strategy. In C.A. Mullen, T. Creighton, F. L. Dembowski & S. Harris (Eds.). *The handbook of doctoral programs in educational leadership: Issues and challenges* (pp. 76-89). Houston TX: The NCPEA Press.
- Herr, K., & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.
- Kincheloe, J. (2012). *Teachers as researchers, Qualitative Inquiry as a path to Empowerment*. (Classic edition). New York, NY: Routledge.



- \*Locke, L. F., Spirduson, W. W., & Silverman, S. J. (1999). *Proposals that work: A guide for planning dissertations and grant proposals* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- \*Meloy, J. M. (1994). *Writing the qualitative dissertation: Understanding by doing*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pyrczak, F. (2003). *Making sense of statistics: A conceptual overview* (3<sup>rd</sup> ed.). Los Angeles, CA: Pyrczak.
- \*Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. London, England: Sage.
- \*Shulman, L. (1997). Disciplines of inquiry in education: A new overview. In R. Jeager (Ed.) *Complimentary Research in Education*. Washington, DC: American Educational Research Association.
- Simmons, J. C., Grogan, M., Preis, S. J., Matthews, K., Smith-Anderson, S., Walls, B. P., & Jackson, A. (2008). Preparing first-time leaders for an urban public school district: An action research study of a collaborative district-university partnership. *Journal of School Leadership, 17*, 540-569.
- Stringer, E. T. (2007). *Action research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

\**Classic texts and references*



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code		1c. Department EDL	
2. Course Prefix EDEN	3. Course Number A602	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title  
**Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II**  
 Inq Based Scholar:Quan/Qual II  
 Abbreviated Title for Transcript (30 character)

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

8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete  If a change, mark appropriate boxes: <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Automatic Restrictions</td> <td><input type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td> <input type="checkbox"/> Class    <input type="checkbox"/> Level  <input type="checkbox"/> College    <input type="checkbox"/> Major         </td> <td><input type="checkbox"/> General Education Requirement</td> </tr> <tr> <td><input type="checkbox"/> Other (please specify)</td> <td></td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions	<input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major	<input type="checkbox"/> General Education Requirement	<input type="checkbox"/> Other (please specify)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">9. Repeat Status No</td> <td style="width: 30%;"># of Repeats</td> <td style="width: 40%;">Max Credits</td> </tr> <tr> <td colspan="3">10. Grading Basis    <input checked="" type="checkbox"/> A-F    <input type="checkbox"/> P/NP    <input type="checkbox"/> NG</td> </tr> <tr> <td colspan="3">11. Implementation Date <small>semester/year</small> From: Spring/2015    To:    /9999</td> </tr> <tr> <td colspan="3">12. <input type="checkbox"/> Cross Listed with _____</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Stacked with _____</td> </tr> <tr> <td colspan="3" style="text-align: right;">Cross-Listed Coordination Signature</td> </tr> </table>	9. Repeat Status No	# of Repeats	Max Credits	10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG			11. Implementation Date <small>semester/year</small> From: Spring/2015    To:    /9999			12. <input type="checkbox"/> Cross Listed with _____			<input type="checkbox"/> Stacked with _____			Cross-Listed Coordination Signature		
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																																				
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																																				
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																																				
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked																																				
<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites																																				
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites																																				
<input type="checkbox"/> Automatic Restrictions	<input type="checkbox"/> Registration Restrictions																																				
<input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major	<input type="checkbox"/> General Education Requirement																																				
<input type="checkbox"/> Other (please specify)																																					
9. Repeat Status No	# of Repeats	Max Credits																																			
10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																																					
11. Implementation Date <small>semester/year</small> From: Spring/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 [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
1.		
2.		
3.		

Initiator Name (typed): Ed McLain                      Initiator Signed Initials: \_\_\_\_\_                      Date: \_\_\_\_\_

13b. Coordination Email                      Date: <u>11/26/13 (as EDEN 601)</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>11/26/13 (as EDEN 601)</u>
---	---

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

15. Course Description (*suggested length 20 to 50 words*)  
 Advanced inquiry-based research methodologies that utilize qualitative, quantitative, or mixed-method inquiry in action research, evaluation, and data-informed decision-making. Supports the transition from being experienced practitioners to scholar-practitioners, with refined skills in reading, understanding, analyzing, and evaluating educational research and scholarship used to support educational practice.

16a. Course Prerequisite(s) ( <i>list prefix and number or test code and score</i> ) EDEN A600 and EDEN A601 (with a grade of B or higher)	16b. Co-requisite(s) ( <i>concurrent enrollment required</i> )
---	--

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> ) Graduate standing and admission to COE
--	---

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

19. Justification for Action  
 This is a foundation course for the professional doctorate in Education, Culture, and Leadership.

Initiator (faculty only) _____ Date _____ <u>Ed McLain</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 _____	<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 _____
---	---

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

**I. Date Initiated:** December 5, 2012

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A602

Title: Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II

Credits: 3

Grading Basis: A-F

Implementation Date: Spring, 2015

Course Description: Advanced inquiry-based research methodologies that utilize qualitative, quantitative, or mixed-method inquiry in action research, evaluation, and data-informed decision-making. Supports the transition from being experienced practitioners to scholar-practitioners, with refined skills in reading, understanding, analyzing, and evaluating educational research and scholarship used to support educational practice.

Course Prerequisites(s): EDEN A600 and EDEN 601 (with a grade of B or higher)

Test Scores(s): N/A

Corequisite(s) N/A

Registration Restrictions: Graduate standing and admission to COE

Course Fee:  Yes  No

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

#### A. Instructional Goals

The instructor will facilitate:

1.	In-depth analysis and selection of appropriate research methodology (including data collection, pilot of any instruments, sampling, data analysis) to answer the research questions related to the innovation implementation based on research criteria, and intended audience, purpose, and application of research, paper, or report.
2.	In-depth analysis of learning theories with an emphasis on social learning theory including Communities of Practice
3.	Application of social learning theories to workplace context and issues and fields of study and research
4.	In-depth analysis of workplace data, determination of a research focus, and review of related scholarly literature
5.	Implementation of an innovation to improve performance
6.	Analysis, and interpretation of qualitative and quantitative data and the analysis and application of that work in research and applied settings

#### Student Learning Outcomes/Assessment Procedures

#### B.

*Student Learning Outcomes*

*Assessment Procedures*

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

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

1.	Analyze workplace data, determine a research focus, and review related scholarly literature	Proposal for action research project
2.	Select and implement an innovation to improve performance in the area of focus	Action research project (documentation of the innovation)
3.	Analyze and interpret the data using qualitative and/or quantitative methods	Action research project (documentation of the analysis & interpretation)
4.	Compose a research paper depicting the situation, theoretical framework, methods, findings, and conclusions; Prepare and present a relevant literature review	Action research project (paper submitted for review)
5.	Present research findings informed by what is learned from an action research study	Dissemination project (conference ready paper, poster, proposal, or professional development)

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

This course requires students to read and write extensively, critically interpret, and evaluate literature and research relevant to their fields of study and their individual research plans and questions; utilize developed research and writing skills to organize, analyze, and synthesize new information; and collaborate with other students, other professionals, faculty, and leaders in their field in the planning and production of research and written documents related to that research. This is the second of two related courses focused on inquiry-based scholarship and the planning and production of student initiated and developed research.

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

1. In-depth analysis of key concepts
  - 1.1 Nature of research and science
  - 1.2 Concepts, variable, and research problems
  - 1.3 Role of the scholar-practitioner
  
2. In-depth analysis of research methodologies: Frameworks for continuous improvements
  - 2.1 Qualitative
  - 2.2 Quantitative
  - 2.3 Multi-mode (mixed methods)
  
3. In-depth analysis of social learning theory
  - 3.1 Communities of practice
  - 3.2 Learning through observation
  - 3.3 Intrinsic reinforcement and external-environmental reinforcement
  - 3.4 Modeling process (attention, retention, reproduction, motivation)
  
4. Application of research to practice
  - 4.1 Applying social learning theory to workplace
  - 4.2 Knowledge gathering and preparation
  - 4.3 Understanding place/environment
  
5. Literature review to support research project
  - 5.1 Role in research
  - 5.2 Relevance to project
  - 5.3 Integration and summary of known body of knowledge
  - 5.4 Support of theoretical framework
  - 5.5 Support of the credibility and vision of an ethical leader

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

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

Creswell, J. W. (2012 or 2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> or 3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

## VII. Bibliography

\*Bennis, W. G. (1994). *On becoming a leader*. Jackson, TN: Perseus.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher* 34(6), 3-15.

\*Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Grounded theory procedures and techniques* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Emmerson, R., Fretz, R., & Shaw, L. (2011). *Writing ethnographic fieldnotes* (2<sup>nd</sup> ed.). Chicago, IL: University of Chicago Press.

Feuer, M., Towne, L., & Shavelson, R. (2002). Scientific culture and educational research. *Educational Researcher*, 31(8), 4-14.

Galvan, J. S. (2006). *Writing literature reviews* (3<sup>rd</sup> ed.). Glendale, CA: Pycszak.

Gay, L. R., & Airasian, P. (2003). *Education Research: Competencies for analysis and applications* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4<sup>th</sup> ed.). New York, NY: Pearson.

Goddard, R., & LoGerfo, L. (2008). Defining, measuring, and validating teacher and collective responsibility. In W. Hoy and M. DiPaloa. *Improving schools: Studies in leadership and culture*. Charlotte, NC: Information Age.

\*Greenwood, D. J., & Levin, M. (1998). *Introduction to action research: Social research for social change*. Thousand Oaks, CA: Sage.

Grogan, M., Donaldson, J., & Simmons, J. M. (2007). Disrupting the status quo: The action research dissertation as a transformative strategy. In C.A. Mullen, T. Creighton, F. L. Dembowski & S. Harris (Eds.). *The handbook of doctoral programs in educational leadership: Issues and challenges* (pp. 76-89). Houston TX: The NCPEA Press.

Herr, K., & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.

- Kincheloe, J. (2012). *Teachers as researchers, Qualitative Inquiry as a path to Empowerment*. (Classic edition). New York, NY: Routledge.
- \*Locke, L. F., Spirduson, W. W., & Silverman, S. J. (1999). *Proposals that work: A guide for planning dissertations and grant proposals* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- \*Meloy, J. M. (1994). *Writing the qualitative dissertation: Understanding by doing*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pyrczak, F. (2003). *Making sense of statistics: A conceptual overview* (3<sup>rd</sup> ed.). Los Angeles, CA: Pyrczak.
- \*Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. London, England: Sage.
- \*Shulman, L. (1997). Disciplines of inquiry in education: A new overview. In R. Jeager (Ed.) *Complimentary Research in Education*. Washington, DC: American Educational Research Association.
- Simmons, J. C., Grogan, M., Preis, S. J., Matthews, K., Smith-Anderson, S., Walls, B. P., & Jackson, A. (2008). Preparing first-time leaders for an urban public school district: An action research study of a collaborative district-university partnership. *Journal of School Leadership, 17*, 540-569.
- Stringer, E. T. (2007). *Action research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- \**Classic texts and references*



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

1a. School or College EA COE		1b. Division No Division Code			1c. Department N/A							
2. Course Prefix EDEN	3. Course Number A611	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)								
6. Complete Course Title Engaged Leadership: Ethics and Stewardship Leadership: Ethics & Steward 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>			9. Repeat Status No    # of Repeats    Max Credits									
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other    (please specify)			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG									
			11. Implementation Date <small>semester/year</small> From: Spring/2012    To:    /9999									
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>									
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		Catalog Page(s) Impacted	Date of Coordination		Chair/Coordinator Contacted							
1.												
2.												
3.												
Initiator Name (typed): <u>Russ/Seitz</u> Initiator Signed Initials: _____    Date: _____												
13b. Coordination Email    Date: <u>2/14/11</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>2/14/11</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> ) Examines ethical considerations in organizational decision making and practice. Emphasizes stewardship as a personal obligation for engaged leaders who foster the well-being of individuals, the organization, and society. Builds understanding of the behaviors that facilitate effective leadership in organizations.												
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) EDEN A600 and EDEN A610		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A								
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16e. Registration Restriction(s) ( <i>non-codable</i> ) Admission to Doctoral 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 This course will be a required core course for the Doctoral program.												
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">           Initiator (faculty only) <u>Debra Russ &amp; Hilary Seitz</u> Initiator (TYPE NAME)         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Approved  <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 Chairperson    Date _____         </td> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson    Date _____         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson    Date _____         </td> <td style="border: none;"> <input type="checkbox"/> Approved  <input type="checkbox"/> Disapproved    Provost or Designee    Date _____         </td> </tr> </table>							Initiator (faculty only) <u>Debra Russ &amp; Hilary Seitz</u> Initiator (TYPE NAME)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College    Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chairperson    Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson    Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson    Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee    Date _____
Initiator (faculty only) <u>Debra Russ &amp; Hilary Seitz</u> Initiator (TYPE NAME)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College    Date _____											
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chairperson    Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson    Date _____											
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson    Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee    Date _____											



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

**I. Date Initiated:** February 4, 2011

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A611

Title: Engaged Leadership: Ethics and Stewardship

Credits: 3

Grading Basis: Pass/No Pass

Implementation Date: Spring 2012

Course Description: Examines ethical considerations in organizational decision making and practice. Emphasizes stewardship as a personal obligation for engaged leaders who foster the well-being of individuals, the organization, and society. Builds understanding of the behaviors that facilitate effective leadership in organizations.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) EDEN A600 and EDEN A610

Registration Restrictions: Admission to the Doctoral Program

Course Fee: Yes No

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

#### A. Instructional Goals

The instructor will facilitate:

Presentation of scenarios of exemplary and failed leadership in fact and fiction
Analysis of components of a moral vision of leadership
Exploring the definition of a moral code that responds flexibly to organizational chance and improvement
Characterization of stewardship as a model of leadership service
Outlining models of reflection, self-awareness, and ethical framework that contribute to ethical leadership and a model of service as steward
Development of a typical model of leadership built on values, ethics, service, and moral direction and integrity

#### B. Student Outcomes/Assessment Procedures

Student Outcomes

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

Assessment Procedures

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

Analyze, construct, and critically evaluate leadership scenarios to build a leadership model characterized by a strong moral code and compass	Select one of Badaracco's literary exemplars of leadership and compare the moral vision with class members' exemplar
Evaluate the role of transformational, moral leadership in developing a healthy organizational culture	Develop a case study of transformational moral leadership and justify to the class
Construct and critique a leadership model built on values and service that serves to respond flexibly to organizational barriers and change	Formal critique (paper)
Identify and describe components of a 'service by stewardship' model of leadership, outlining the purpose and shortcomings of such a model	Presentation
Engage in self-appraisal of a personal model of leadership based on ethics and service	Reflective self-awareness paper
Construct and justify a model of leadership built on values, ethics, service, and moral direction and integrity	Formal assignment (written; presented; defended)

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

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

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

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

1. Ethical vision
  - 1.1 Defining an ethical vision
  - 1.2 Leadership and an ethical vision
  - 1.3 Aspirations and engagement in an ethical vision
2. Flexible moral code of leadership
  - 2.1 Defining a moral code
  - 2.2 Articulating elements of a moral compass related to leadership
  - 2.3 Building a moral code of leadership that responds effectively to organizational barriers and change
  - 2.4 Building an organizational culture driven by values and respect for others
  - 2.5 Expressing social support for colleagues as a practical extension of a moral code
3. Stewardship
  - 3.1 Stewardship as a model of leadership service
  - 3.2 The rewards of stewardship – culture, identity, service
  - 3.3 Stewardship, service, self-awareness, and transformation
4. Building a personal model of leadership
  - 4.1 Self-appraisal and leadership style
  - 4.2 Self-appraisal, values, ethics, and ambition
  - 4.3 Self-appraisal and the willingness to serve
  - 4.4 Reflective analysis and one's personal ethical framework
  - 4.5 Building the vision of an ethical leader

## VI. Suggested Texts

Badaracco, J.L. (2006). *Questions of character: Illuminating the heart of leadership through literature*. Boston, MA: Harvard Business School Press.

Freeman, R.E., Harrison, J.S., Wicks, A. C., Parmer, B.L., & de Colle, S. (2010). *Stakeholder theory: The state of the art*. New York, NY: Cambridge University Press. doi:10.2139/ssrn.263514

Johnson, C.E. (2008). *Meeting the ethical challenges of leadership: Casting light or shadow*. Thousand Oaks, CA: Sage Publications

Sergiovanni, T.J. (2007). *Rethinking leadership: A collection of articles* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Corwin Press.

## VII. Bibliography

Bennis, W.G. (1994). *On becoming a leader*. Jackson, TN: Perseus

Caldwell, C., Bischoff, S.J., & Karri, R. (2002). The four umpires: A paradigm for ethical leadership. *Journal of Business Ethics*, 36(1/2), 153-163.

Caldwell, C., Hayes, L., Karri, R., & Bernal, P. (2008). Ethical stewardship: The role of leadership behavior and perceived trustworthiness. *Journal of Business Ethics*, 78(1/2), 153-164.

Ciulla, J.B. (1998). *Ethics, the heart of leadership*. Westport, CT.: Quorum Books.

Garcia, J.G., Cartwright, B., Winston, S.M., & Borzuchowska, B. (2003). A transcultural integrative model for ethical decision making in counseling. *Journal of Counseling & Development*, 81(3), 268-277.

Louis, K.S., & Wahstrom, K. (2011). Principals as cultural leaders. *Kappan*, 92(5), 52-56.

Price, T.L. (2008). *Leadership ethics: An Introduction*. New York, NY: Cambridge University Press. doi:10.1108/01437730010335418



# 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 EDEN	3. Course Number A612	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Indigenous Epistemologies in Alaska Indig Epistemologies in AK <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>			9. Repeat Status No   # of Repeats   Max Credits		
<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)		<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		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		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></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>					
<small>Impacted Program/Course</small>		<small>Date of Coordination</small>		<small>Chair/Coordinator Contacted</small>	
1.					
2.					
3.					
Initiator Name (typed): <u>Ed McLain</u>		Initiator Signed Initials: _____		Date: _____	
13b. Coordination Email     Date: <u>11/26/13</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>11/26/13</u>		
14. General Education Requirement <small>Mark appropriate box:</small>		<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 ( <small>suggested length 20 to 50 words</small> ) Examination, analysis, and application of Indigenous knowledge systems with a focus on Alaska Native epistemologies.					
16a. Course Prerequisite(s) ( <small>list prefix and number or test code and score</small> ) EDEN A600 and EDEN A601 and EDEN A602			16b. Co-requisite(s) ( <small>concurrent enrollment required</small> )		
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) ( <small>non-codable</small> ) Graduate standing and admission to COE		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This is a foundation course for the professional doctorate in Education, Culture, and Leadership.					
Initiator (faculty only) <u>Ed McLain</u> Initiator (TYPE NAME)		Date		<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved		Department Chair		Date	
<input type="checkbox"/> Approved		College/School Curriculum Committee Chair		Date	<input type="checkbox"/> Disapproved
<input type="checkbox"/> Disapproved		Date		Dean/Director of School/College	
<input type="checkbox"/> Approved		Date		Date	
<input type="checkbox"/> Disapproved		Date		Undergraduate/Graduate Academic Board Chair	
<input type="checkbox"/> Approved		Date		Date	
<input type="checkbox"/> Disapproved		Date		Provost or Designee	
<input type="checkbox"/> Approved		Date		Date	
<input type="checkbox"/> Disapproved		Date		Date	

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

**I. Date Initiated:** November 1, 2013

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A612

Title: Indigenous Epistemologies in Alaska

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2015

Course Description: Examination, analysis, and application of Indigenous knowledge systems with a focus on Alaska Native epistemologies.

Course Prerequisites(s): EDEN A600 and EDEN A601 and EDEN A602

Test Scores(s): N/A

Corequisite(s)

Registration

Restrictions: Graduate standing and admission to COE

Course Fee: Yes No

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

#### A. Instructional Goals

The instructor will facilitate:

1.	Student analysis of working definitions of key concepts related to Western and Indigenous epistemologies
2.	Examination of assimilationist educational policies and their effects
3.	Analysis of historical and contemporary educational policy to understand the origins of educational inequality stemming from the exclusive primacy of Western worldviews and to observe its current iterations
4.	Student interactions and production of scholarship defining, characterizing, and supporting the implementation of Indigenous epistemologies' presence in classrooms
5.	Analysis of the unique and lasting legal status of Alaska Natives and American Indians, including the pre-Constitutional, extra-Constitutional origin of tribal sovereignty and Indian Title, related court cases, and movements leading to the current status

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

*Student Outcomes*

*Assessment Procedures*

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

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

1.	Compare and contrast Western and Indigenous epistemologies related to construction of the natural world, family relationships, political, spiritual, and identity formation;	Individually and/or collaboratively developed and presented critical analysis – i.e., academic paper and class discussion.
2.	Describe the immediate and lasting effects of assimilationist educational policies;	Individually and/or collaboratively developed and presented critical analysis – i.e., academic paper and class presentation.
3.	Imagine, construct, and portray an education based upon Indigenous epistemologies;	Individually and/or collaboratively developed and presented critical analysis – i.e., academic or professional paper and class presentation.
4.	Reflect on individual worldview as it pertains to each student's professional context and self.	Individually developed and presented critical analysis – i.e., paper and class presentation.

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

- Application of expert Western and Indigenous knowledge and research
- Critical thinking skills to synthesize new Western and Indigenous information
- Mastery of Western and Indigenous theoretical knowledge
- Ability to read, interpret, and evaluate Western and Indigenous literature and research
- Ability to collaborate with non-Indigenous and Indigenous leaders and professionals within the field of education

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

1. Exploration, analysis, and comparison
  - 1.1 Western and Indigenous epistemologies
  - 1.2 Construction of the natural world
  - 1.3 Family relationships, political, spiritual, and identity formation
2. Exploration and analysis
  - 2.1 Assimilationist educational policies and practices
  - 2.2 Alaska Native experience
3. Consideration, construction, and portrayal
  - 3.1 Educational practice
  - 3.2 Educational systems
  - 3.3 Indigenous epistemologies
4. Exploration, analysis, and comparison
  - 4.1 Indigenous and Western societal and individual worldviews
  - 4.2 Student's professional context and self
5. Application, utilization, and practice
  - 5.1 New research findings
  - 5.2 Policy recommendations
6. Analysis of court cases and laws such as the following
  - 6.1 Marshall cases
  - 6.2 Venetie case
  - 6.3 PL 280
  - 6.4 Major Crimes Act
  - 6.5 ANCSA
  - 6.6 ANILCA

#### **VI. Suggested Texts**

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



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.

\*Blackman, M. (1989). *Sadie Brower Neakok: An Iñupiaq woman*. Seattle: University of Washington Press.

Duthu, B. (2009). *American Indians and the law*. New York, NY: Penguin Books.

Kawagley, O. A. (2006). *A Yupiaq worldview: A pathway to ecology and spirit* (2<sup>nd</sup> ed.). Long Grove, IL: Waveland Press.

## VII. Bibliography

Bang, M., & Medin, D. (2010). Cultural processes in science education: Supporting the navigation of multiple epistemologies. *Science Education*, 94(6), 1008-1026. Retrieved from [http://onlinelibrary.wiley.com/store/10.1002/sce.20392/asset/20392\\_ftp.pdf?v=1&t=hnh0x74s&s=8a024fc87e0bb8924cb59b352f9c3e0c54d16cff](http://onlinelibrary.wiley.com/store/10.1002/sce.20392/asset/20392_ftp.pdf?v=1&t=hnh0x74s&s=8a024fc87e0bb8924cb59b352f9c3e0c54d16cff).

Battiste, M. (2000). *Reclaiming indigenous voice and vision*. Vancouver, Canada: UBC Press.

\*Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Durango, CO: Kivaki Press.

\*Darnell, F., & Hoëm, A. (1996). *Taken to extremes: Education in the far north*. Boston, MA: Scandinavian University Press.

\*Deloria, V. (1999). *Spirit & reason: The Vine Deloria, jr. reader*. Golden, CO: Fulcrum.

\*Dombrowski, K. (2001). *Against culture: Development, politics, and religion in Indian Alaska*. Lincoln: University of Nebraska Press.

Ellanna, L., & Sherrod, G. (2004). *From hunters to herders: The transformation of earth, society, and heaven among the Iñupiat of Beringia*. Anchorage, AK: US Department of the Interior.

\*Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum International.

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

- \*Guthridge, G. (2006). *The kids from nowhere: The story behind the arctic educational miracle*. Anchorage, AK: Alaska Northwest Books.
- \*Hoxie, F. (1984). *A final promise: The campaign to assimilate the Indians, 1880-1920*. New York, NY: Cambridge University Press.
- \*Jolles, C. Z. (2002). *Faith, food & family in a Yup'ik whaling community*. Seattle: University of Washington Press.
- \*Keller, R., & Turek, M. (Eds.). (1998). *American Indians & national parks*. Tucson: University of Arizona Press.
- \*Kleinfeld, J. S. (1979). *Eskimo school on the Andreafsky*. New York, NY: Praeger.
- McClanahan, A. J. (2000). *Growing up native in Alaska*. Anchorage, AK: CIRI Foundation.
- \*Marston, M. (1972). *Men of the tundra*. New York, NY: October House.
- Mercurief, L., & Roderick, L. (2013). *Stop talking: Indigenous ways of teaching and learning and difficult dialogues in higher education*.
- Norris, F. (2002). *Alaska subsistence: A national park service management history*. Anchorage, AK: US Department of the Interior.
- \*Oleksa, M. (1992). *Orthodox Alaska: A theology of mission*. Crestwood, NY: St Vladimir's Seminary Press.
- \*Prucha, F. (1979). *The churches and the Indian schools 1888-1912*. Lincoln: University of Nebraska Press.
- \*Ramothe-Sampson, R., & Newlin, A. (Eds.). (1981). *Maniilaq*. Anchorage: National Bilingual Materials Development Center at University of Alaska Anchorage.
- Smith, L. T. (2012). *Decolonizing methodologies: Research and indigenous peoples*, (2<sup>nd</sup> ed.). Auckland, New Zealand: Zed Books.
- Znamenski, A. A. (2003). *Through Orthodox eyes: Russian missionary narratives of travels to the Dena'ina and Ahtna, 1850's-1930's*. Fairbanks: University of Alaska Press.
- \**Classic texts and references*



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

1a. School or College EA COE		1b. Division No Division Code		1c. Department N/A	
2. Course Prefix EDEN	3. Course Number A613	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Leading Change and Innovation Leading Change and Innovation <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> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Spring/2012 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
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>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): <u>Russ/Seitz</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/14/11</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>2/14/11</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> ) Analyzes and evaluates current research on the adoption and implementation of theories of organizational change. Applies a specific focus on the role of leaders in engaging organizations effectively in adaptive and innovative approaches.					
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) EDEN A600 and EDEN A610		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Admission to Doctoral 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 This course will be a required core course for the Doctoral Program.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div><hr/>Initiator (faculty only) _____ Date _____ <b>Debra Russ &amp; Hilary Seitz</b> Initiator (TYPE NAME)</div><div><hr/>Dean/Director of School/College _____ Date _____</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div><hr/>Department Chairperson _____ Date _____</div><div><hr/>Undergraduate/Graduate Academic Board Chairperson _____ Date _____</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div><hr/>Curriculum Committee Chairperson _____ Date _____</div><div><hr/>Provost or Designee _____ Date _____</div></div>					

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

**I. Date Initiated:** February 11, 2011

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A613

Title: Leading Change and Innovation

Credits: 3

Grading Basis: Pass/No Pass

Implementation Date: Spring 2012

Course Description: Analyzes and evaluates current research on the adoption and implementation of theories of organizational change. Applies a specific focus on the role of leaders in engaging organizations effectively in adaptive and innovative approaches.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) EDEN A600 and EDEN A610

Registration Restrictions: Admission to the Doctoral Program

Course Fee: Yes No

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

#### A. Instructional Goals

The instructor will facilitate:

Exploration of current literature on change and innovation in diverse and varied organizations
Exploration of behaviors that lead to innovation and change
Development of ethical leadership behaviors associated with innovation and change
Creation of a structure that can be used to analyze policies on change initiatives
Development of capability to engage diverse voices in organizational innovation and change

#### B. Student Outcomes/Assessment Procedures

Student Outcomes

Assessment Procedures

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

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

Summarize and critique the literature on change and innovation in diverse and varied organizations	Analytical paper
Create the conditions for innovation and change	Project
Analyze and evaluate ethical implications in leading innovation and change	Case study
Analyze the impact of policy on current initiatives in other organizations	Presentation of findings
Integrate diverse voices in the organization to promote innovation and change	Project

#### IV. Course Level Justification

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

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

## V. Course Outline

1. Current literature
  - 1.1 Innovation in varied organizations
  - 1.2 Change processes
2. Creating conditions
  - 2.1 Leadership behaviors
  - 2.2 Scenario/future planning
  - 2.3 Evaluation of current conditions
3. Ethics and responsibility
  - 3.1 Current literature
  - 3.2 Creating and analyzing case studies
4. Policy
  - 4.1 Enabling v. hindering policies
  - 4.2 Protocols for policy analysis
  - 4.3 Composing a policy review
5. Engaging diverse communities
  - 5.1 Review the literature on funds of knowledge
  - 5.2 Strategies for engaging participants to elicit funds of knowledge

## VI. Suggested Text

Spector, B. (2010). *Implementing organizational change: Theory into practice* (2nd ed.). Boston, MA: Pearson.

## VII. Bibliography and Suggested Readings

Chen, C. (2007). The effect of organizational change readiness on organizational learning and business management performance. *The Business Review*, 8(2), 68-75.

Chesbrough, H.W., & Garman, A. R. (2009). How open innovation can help you cope in lean times. *Harvard Business Review*, 87, 68-76.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Gilley, A., Gilley, J.W., & McMillian, H.S. (2009). Organizational change: Motivation, communication, and leadership effectiveness. *Performance Improvement Quarterly*, 21(4), 75-95. doi:10.1002/piq.20039

Gilley, A., Godek, M., & Gilley, J.W. (2009). Change, resistance, and the organizational immune system. *S.A.M. Advanced Management Journal*, 74(4), 4-12.

Griffin, K. H. (2008). Metaphor, language, and organizational transformation. *Organization Development Journal*, 26(1), 89-98.

- Karp, T., & HelgøTveteraas, T. I. (2009). Reality revisited: Leading people in chaotic change. *The Journal of Management Development*, 28(2), 81-90. doi:10.1108/02621710910932052.
- Kee, J. E., & Newcorner, K. E. (2008). Why do change efforts fail? *Public Manager*, 37(3) 5-13.
- Kelley, A. G. (2010). Human resource management practices and organizational innovation: An empirical study in Malaysia. *The Journal of Applied Business Research*, 26(4) 105-115.
- Krogh, G. G., Ichijo, K., & Nonaka, I. (2000). *Enabling knowledge creation: How to unlock the mystery of tacit knowledge and release the power of innovation*. Oxford, UK: Oxford University Press.
- Levin, I., & Gottlieb, J. Z. (2009). Realigning organization culture for optimal performance: Six principles & eight practices. *Organization Development Journal*, 27(4) 31-47.
- Maurer, R. (2010). Applying what we've learned about change. *The Journal for Quality Participation*, 33(2) 35-39.
- McAfee, A.P. (December, 2009). Enterprise 2.0: How a connected workforce innovates. *Harvard Business Review*, 2(80). Retrieved from <http://hbr.org/2009/12/enterprise-20-how-a-connected-workforce-innovates/ar/1>.
- Reilly, A.H. (2009). Communicating sustainability initiatives in corporate reports: Linking implications to organizational change. *S.A.M. Advanced Management Journal*, 74(3) 33-45.
- Reiss, M. (2009). Blended change management: Concept and empirical investigation of blending patterns. *I-Business* 1(2) 47-57. doi: 10.4236/ib.2009.12008
- Song, Y. (2009). The leadership effectiveness in the process of planned organizational change. *Public Organization Review*, 9(3) 199-213. doi: 10.1007/s11115-009-0075-x
- Tatli, A., & Özbilgin, M. F. (2009). Understanding diversity managers' role in organizational change: Towards a conceptual framework. *Canadian Journal of Administrative Sciences*, 26(3) 244-259. doi: 10.1002/cjas.107



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code			1c. Department N/A	
2. Course Prefix EDEN	3. Course Number A615	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Law, Policy, and Advocacy Law, Policy, and Advocacy 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>				9. Repeat Status No    # of Repeats    Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other    (please specify)				10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Spring/2012    To:    /9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
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		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted		
1.						
2.						
3.						
Initiator Name (typed): <u>Russ/Seitz</u> Initiator Signed Initials: _____                          Date: _____						
13b. Coordination Email                          Date: <u>2/14/11</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>2/14/11</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> ) Examines the nature of policy and the policy-making process in relation to public entities, private enterprise, and stakeholder groups. Examines legal and advocacy issues through a study of Alaska's policies and changing needs.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) EDEN A600 and EDEN A610		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level				16e. Registration Restriction(s) ( <i>non-codable</i> ) Admission to Doctoral 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 This course will be a required core course for the Doctoral Program.						
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College                          Date						
Initiator (faculty only) <u>Debra Russ &amp; Hilary Seitz</u> Initiator (TYPE NAME)				Date		
<input type="checkbox"/> Approved <input type="checkbox"/> Approved    Undergraduate/Graduate Academic                          Date <input type="checkbox"/> Disapproved    Department Chairperson                          Date <input type="checkbox"/> Disapproved    Board Chairperson						
<input type="checkbox"/> Approved <input type="checkbox"/> Approved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson                          Date <input type="checkbox"/> Disapproved    Provost or Designee                          Date						



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

**I. Date Initiated:** February 8, 2011

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A615

Title: Law, Policy, and Advocacy

Credits: 3

Grading Basis: Pass/No Pass

Implementation Date: Spring 2012

Course Description: Examines the nature of policy and the policy-making process in relation to public entities, private enterprise, and stakeholder groups. Examines legal and advocacy issues through a study of Alaska's policies and changing needs.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) EDEN A600 and EDEN A610

Registration Restrictions: Admission to the Doctoral Program

Course Fee: Yes No

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

#### A. Instructional Goals

The instructor will facilitate:

Analysis of State and Federal court structure and administrative jurisdictions that apply to governmental and other organizations
Critical review of civil and criminal, educational, and administrative procedures as applicable to community organizations and structures
Analysis of torts, contract law, and constitutional law as they pertain to Alaska's needs in the changing global community
Examination of key issues related to union and employee legal issues, including HIPAA and FERPA, at various organizations and structures
Discussion about laws and administrative regulations that have unique impacts on Alaska's resources (e.g., children, schools, organizations, environmental, communities)
Examination of policy-making processes, especially as they intersect with political strategies
Analysis of advocacy roles for policy changes with local, state, and national legislative bodies and executive agencies

#### B. Student Outcomes/Assessment Procedures

Student Outcomes

Assessment Procedures

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

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

Analyze state and federal court structures and administrative procedures in relation to local systems	Collaborative project and presentation
Evaluate civil and criminal administrative procedures connecting to local organization and educational policies	Assessment plan and presentation
Integrate tort, contract, and constitutional law, into accessible formats	Integration project and presentation
Analyze key issues related to employee legal obligations, FERPA, HIPAA and union considerations	Paper and presentation
Apply and evaluate laws and legal considerations and highlighting their impact on Alaskan educational systems	Presentation
Examine and analyze policy-making processes, especially as they intersect with political maneuvering	Paper and presentation
Develop and defend a plan for advancing a policy initiative with an identified legislative body or executive agency	Collaborative project and presentation

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

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

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

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

1. State and federal court structure
  - 1.1. Local and state courts
  - 1.2. Federal court system
  - 1.3. Administrative procedures/regulations
2. Civil and criminal structure
  - 2.1. Civil law
    - 2.1.1. Alaskan historical context
    - 2.1.2. Current cases
    - 2.1.3. Future considerations
  - 2.2. Criminal law
    - 2.2.1. Alaskan historical context
    - 2.2.2. Current cases
    - 2.2.3. Future considerations
3. Forms of law within the Alaskan systems (educational resources) context
  - 3.1. Torts
  - 3.2. Contracts
  - 3.3. Constitutional consideration
4. Employee legal issues
  - 4.1. Unions
  - 4.2. FERPA/HIPAA
5. Implications for Alaska
  - 5.1. Laws
  - 5.2. Legal considerations
  - 5.3. Cultural/diversity issues
  - 5.4. Global context
  - 5.5. Legal issues
  - 5.6. Educational systems (special education, NCLB)
6. Policy-making processes
  - 6.1. Policy processes
  - 6.2. The political spectacle and policy
  - 6.3. Case studies of policy process

7. Policy-making processes
  - 7.1 Advocating for policy change
  - 7.2 The political spectacle and policy
  - 7.3 Advancing a policy initiative with legislative bodies or executive agencies
  - 7.4 Local legislative bodies
  - 7.5 State legislative bodies
  - 7.6 National legislative bodies and executive agencies

**VI. Suggested Text**

Fowler, F.C. (2009). *Policy studies for educational leaders: An introduction* (3rd ed.). Upper Saddle River, NJ: Allyn & Bacon.

**VII. Bibliography and Suggested Readings**

Arfstrom, K.M. (2010). Perspective: Some future trends and needs of rural schools and communities. *Rural Special Education Quarterly*, 29, 14-15.

Collins, P.M., Manning, K. L., & Carp, R. A. (2010). Gender, critical mass, and judicial decision making. *Law and Policy*, 32(2), 226-259. doi: 10.1111/j.1467-9930.2010.00317.x

Glass, G. (2008) *Fertilizers, pills and magnetic strips: The fate of public education in America*. Charlotte, NC: Information Age Publishing.

Kress, N. (2005). Engaging your employees through the power of communication. *Workspan*, 48(5), 26-36.

Mandlawitz, M. (2007). *What every teacher should know about IDEA 2004 laws and regulations*. Boston, MA: Pearson.

Smith, M.L., Miller-Kahn, L., Heinecke, W., & Jarvis, P. (2004). *Political spectacle and the fate of American schools*. New York, NY: Taylor and Francis Books.

Wright, P.W.D., & Wright, P.D. (2004). *From emotions to advocacy: The special education survival guide*. Hartfield, VA: Harbor House Law Press.

Wright, P.W.D., & Wright, P.D. (2004). *Wrightslaw: Special education law*. Hartfield, VA: Harbor House Law Press.



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code			1c. Department N/A	
2. Course Prefix EDEN	3. Course Number A616	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Building Responsive Organizational Capacity Responsive Organization Cap Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add    or <input type="checkbox"/> Change    or <input type="checkbox"/> Delete  If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other                      (please specify)				9. Repeat Status No    # of Repeats                      Max Credits		
				10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Spring/2012                      To:                      /9999		
				12. <input type="checkbox"/> Cross Listed with _____  <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
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		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted		
1.						
2.						
3.						
Initiator Name (typed): <u>Debra Russ</u> Initiator Signed Initials: _____                      Date: _____						
13b. Coordination Email                      Date: <u>2/14/11</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>2/14/11</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> ) Prepares learners to advance organizations through shared leadership and collaborative inquiry. Deepens foundational knowledge pertaining to use of human and fiscal resources in structuring sustainable, ecological models for organizations. Implements a systems approach for linking fiscal resources to development of human and social capital.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) EDEN A600 and EDEN A610		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16e. Registration Restriction(s) ( <i>non-codable</i> ) Admission to Doctoral 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 This course will be a required core course for the Doctoral Program.						
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College                      Date						
Initiator (faculty only) <u>Debra Russ &amp; Hilary Seitz</u> Initiator (TYPE NAME)				Date		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chairperson                      Date						
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson                      Date						
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson                      Date						
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee                      Date						

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

**I. Date Initiated:** February 2, 2011

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A616

Title: Building Responsive Organizational Capacity

Credits: 3

Grading Basis: Pass/No Pass

Implementation Date: Spring 2012

Course Description: Prepares learners to advance organizations through shared leadership and collaborative inquiry. Deepens foundational knowledge pertaining to use of human and fiscal resources in structuring sustainable, ecological models for organizations. Implements a systems approach for linking fiscal resources to development of human and social capital.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) EDEN A600 and EDEN A610

Registration Restrictions: Admission to the Doctoral Program

Course Fee:  Yes  No

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

#### A. Instructional Goals

The instructor will facilitate:

Examination of behaviors that foster shared leadership within hierarchical structures and other systems
Protocols that assist candidate-led collaborative inquiry into engaged leadership practice
Discourse around sustainable educational and ecological models for the use of human and fiscal resources in an organization
A collaborative culture highlighting the connections of fiscal resources to the development of human capital that represent local and global interests

#### B. Student Outcomes/Assessment Procedures

Student Outcomes

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

Assessment Procedures

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

Differentiate behaviors that foster shared leadership from hierarchical structures and other systems	Case study analysis
Integrate collaborative inquiry into engaged leadership practice	Organize and facilitate inquiry into the leadership of a local agency and present on findings
Propose a sustainable educational and ecological model for the use of human and fiscal resources in an organization	Presentation and defense of collaborative project
Implement a systems approach for linking fiscal resources to the development of human capital that represent local and global interests	Presentation Collaborative project

#### IV. Course Level Justification

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

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

## **V. Course Outline**

1. Engaged leadership behaviors/models
  - 1.1 Shared leadership
  - 1.2 Hierarchical leadership
  - 1.3 Managing conflict
  - 1.4 Negotiation
  - 1.5 Ethics and efficacy
  
2. Collaborative inquiry and engaged leadership practices
  - 2.1 Communities of practice situating local systems within global systems
  - 2.2 Learning organizations
  - 2.3 Networks and networking
  - 2.4 Situating research and practice
  
3. Ecological (educational and organizational) resource models
  - 3.1 Sustainability
  - 3.2 Fiscal and human resources
  - 3.3 Intra and inter-community dynamics
  - 3.4 Diversity and responsiveness
  - 3.5 Social justice
  
4. Systemic approaches
  - 4.1 Systems theory
  - 4.2 Linking fiscal and human resources
  - 4.3 Sustainable and responsive professional development
  - 4.4 Organizational communication
  - 4.5 Holistic perspectives

## **VI. Suggested Texts**

Owens, R.G., & Valesky, T.C. (2010). *Organizational behavior in education: Leadership and school reform* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Allyn & Bacon.

Toma, D.J. (2010). *Building organizational capacity: Strategic management in higher education*. Baltimore, MD: The Johns Hopkins University Press.

## **VII. Bibliography and Suggested Readings**

Blundell, R. (2004). *Effective organizational communication: Perspective, principles and practices*, (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Elving, W. (2005). The role of communication in organizational change. *Corporate Communications: An International Journal*, 10(2), 129-138. doi: 10.1108/13563280510596943



- Foster-Fishman, P. G., Berkowitz, S. L., Lunsbury, D. W., Jacobson, S., & Allen, N. A. (2001). Building collaborative capacity in community coalitions: A review and integrative framework. *American Journal of Community Psychology, 29*, 241-261.
- Kress, N. (2005). Engaging your employees through the power of communication. *Workspan, 48*(5), 26-36.
- Murphy, J., & Meyers, C.V. (2009). Rebuilding organizational capacity in turnaround schools: Insights from the corporate, government, and non-profit sectors. *Educational Management Administration & Leadership, 37*, 9-27. doi: 10.1177/1741143208098162
- Rutledge, D.N., & Donaldson, N.E. (1995). Building organizational capacity to engage in research utilization. *Journal of Nursing Administration, 25*, 10-12. doi: 10.1097/00005110-199510000-00004
- Swinda, C. (2007). *Engaged leadership*. Hoboken, NJ: Wiley.
- Timor, T. (1994). Federal education policy and practice: Building organizational capacity through chapter 1. *Educational Evaluation and Policy Analysis, 16*, 51-66. doi: 10.2307/1164383
- Webb, L. (2006). Crack the code to an engaged workforce. *Washington Business Journal, 2*, 9-15.



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code		1c. Department N/A	
2. Course Prefix EDEN	3. Course Number A617	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Engaging Communities Engaging Communities <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>			9. Repeat Status No    # of Repeats    Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other                      (please specify)			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Spring/2012    To:    /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
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>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): <u>Russ/Seitz</u> Initiator Signed Initials: _____      Date: _____					
13b. Coordination Email      Date: <u>2/14/11</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>2/14/11</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> ) Explores roles and responsibilities of leaders in engaging diverse communities in critical inquiry, linking current concerns to problem-solving, community building, leadership development, and action.					
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) EDEN A600 and EDEN A610		16b. Test Score(s) N/A	16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Admission to Doctoral 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 This course will be a required core course for the Doctoral Program.					
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College      Date _____					
Initiator (faculty only) <u>Debra Russ &amp; Hilary Seitz</u> <small>Initiator (TYPE NAME)</small>		Date _____			
<input type="checkbox"/> Approved                      _____      Date _____ <input type="checkbox"/> Disapproved    Department Chairperson                      Board Chairperson					
<input type="checkbox"/> Approved                      _____      Date _____ <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson                      Provost or Designee					

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

**I. Date Initiated:** February 11, 2011

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

College/School: College of Education

Course Prefix: EDEN

Course Number: A617

Title: Engaging Communities

Credits: 3

Grading Basis: Pass/No Pass

Implementation Date: Spring 2012

Course Description: Explores roles and responsibilities of leaders in engaging diverse communities in critical inquiry, linking current concerns to problem-solving, community building, leadership development, and action.

Course Prerequisites(s): N/A

Test Scores(s): N/A

Corequisite(s) EDEN A600 and EDEN A610

Registration Restrictions: Admission to the Doctoral Program

Course Fee: Yes No

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

#### A. Instructional Goals

The instructor will facilitate:

Synthesis and demonstration of roles and responsibilities of leadership
Evaluation of engagement in diverse communities of inquiry
Identification and expression of personal leadership and engagement strengths
Critical discussion in civic imagination by organizing engagement, social justice and transformation theories
Critical analysis of community-based research, theory, and practice

#### B. Student Outcomes/Assessment Procedures

Student Outcomes

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

Assessment Procedures

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

Synthesize and critically examine while demonstrating the roles and responsibilities of leadership	Documentation of engagement within different communities (e.g., article, professional presentation, video, journal, documentary, etc.) Collaborative engagement project
Evaluate engagement in diverse communities by use of critical inquiry, highlighting sources of inequality, marginalization, inclusion and equity	Evaluation of community project highlighting arenas where social justice and personal lens intersect
Identify and express personal leadership and engagement strengths	Reflective essay
Facilitate and participate in civic imagination by developing a model of culturally and socially just community engagement and transformation	Collaborative project
Implement theoretical principles and practices into community-based project	Documentation of engagement (e.g., article, professional presentation, video, journal, documentary, etc.) Collaborative project

#### IV. Course Level Justification

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

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

## **V. Course Outline**

1. Engaged leadership behaviors/models
  - 1.1 Shared leadership
  - 1.2 Hierarchical leadership
  - 1.3 Managing conflict
  - 1.4 Negotiation
  - 1.5 Ethics and efficacy
  
2. Collaborative inquiry and engaged leadership practices
  - 2.1 Communities of practice situating local systems within global systems
  - 2.2 Learning organizations
  - 2.3 Networks and networking
  - 2.4 Situating research and practice
  
3. Ecological (educational and organizational) resource models
  - 3.1 Sustainability
  - 3.2 Fiscal and human resources
  - 3.3 Intra and inter-community dynamics
  - 3.4 Diversity and responsiveness
  - 3.5 Social justice
  
4. Systemic approaches
  - 4.1 Systems theory
  - 4.2 Linking fiscal and human resources
  - 4.3 Sustainable and responsive professional development
  - 4.4 Organizational communication
  - 4.5 Holistic perspectives

## **VI. Suggested Texts**

Owens, R.G., & Valesky, T.C. (2010). *Organizational behavior in education: Leadership and school reform* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Allyn & Bacon.

Toma, D.J. (2010). *Building organizational capacity: Strategic management in higher education*. Baltimore, MD: The Johns Hopkins University Press.

## **VII. Bibliography and Suggested Readings**

Blundell, R. (2004). *Effective organizational communication: Perspective, principles and practices*, (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Elving, W. (2005). The role of communication in organizational change. *Corporate Communications: An International Journal*, 10(2), 129-138. doi: 10.1108/13563280510596943

Foster-Fishman, P. G., Berkowitz, S. L., Lunsbury, D. W., Jacobson, S., & Allen, N. A. (2001). Building collaborative capacity in community coalitions: A

review and integrative framework. *American Journal of Community Psychology*, 29, 241-261.

Kress, N. (2005). Engaging your employees through the power of communication. *Workspan*, 48(5), 26-36.

Murphy, J., & Meyers, C.V. (2009). Rebuilding organizational capacity in turnaround schools: Insights from the corporate, government, and non-profit sectors. *Educational Management Administration & Leadership*, 37, 9-27. doi: 10.1177/1741143208098162

Rutledge, D.N., & Donaldson, N.E. (1995). Building organizational capacity to engage in research utilization. *Journal of Nursing Administration*, 25, 10-12. doi: 10.1097/00005110-199510000-00004

Swinda, C. (2007). *Engaged leadership*. Hoboken, NJ: Wiley.

Timor, T. (1994). Federal education policy and practice: Building organizational capacity through chapter 1. *Educational Evaluation and Policy Analysis*, 16, 51-66. doi: 10.2307/1164383

Webb, L. (2006). Crack the code to an engaged workforce. *Washington Business Journal*, 2, 9-15.



## Course Action Request

### University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division No Division Code			1c. Department N/A	
2. Course Prefix EDEN	3. Course Number A690	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)		
6. Complete Course Title Current Topics in Engaged Leadership Current Top in Engaged Leaders 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>			9. Repeat Status Yes    # of Repeats 1-2    Max Credits 3			
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other    (please specify)			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG			
			11. Implementation Date <small>semester/year</small> From: Spring/2012    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> .						
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination		Chair/Coordinator Contacted	
1.						
2.						
3.						
Initiator Name (typed): <u>Russ/Seitz</u> Initiator Signed Initials: _____    Date: _____						
13b. Coordination Email    Date: <u>2/14/11</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>2/14/11</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> ) Explores current issues, topics, and trends in engaged leadership. Special note: May be repeated with change of subtitle for a maximum of 3 credits.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) EDEN A600 and EDEN A610		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) Admission to Doctoral Program.				
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 This course will allow for study of emerging topics not currently covered in the established curriculum. Students will be required to select a total of three credits for the Doctoral Program. The use of variable credits will allow students to select topics that specifically address their area of interest.						
Initiator (faculty only) <u>Debra Russ &amp; Hilary Seitz</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date			
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Department Chairperson _____ Date			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date			
<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Curriculum Committee Chairperson _____ Date			<input type="checkbox"/> Approved _____ <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date			



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

1a. School or College: EA COE
1b. Division: No Division Code
1c. Department: N/A
2. Course Prefix: EDEN
3. Course Number: A690
4. Previous Course Prefix & Number: N/A
5a. Credits/CEUs: 1-3
5b. Contact Hours: (1-3+0)

6. Complete Course Title: Current Topics in Engaged Leadership
Current Top in Engaged Leaders
Abbreviated Title for Transcript (30 character)

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

8. Type of Action: [X] Add or [ ] Change or [ ] Delete
9. Repeat Status Yes # of Repeats 2 Max Credits 3
10. Grading Basis [ ] A-F [X] P/NP [ ] NG
11. Implementation Date From: Spring/2012 To: /9999
12. [ ] Cross Listed with [ ] Stacked with Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Table with columns: Impacted Program/Course, Catalog Page(s) Impacted, Date of Coordination, Chair/Coordinator Contacted.

Initiator Name (typed): Russ/Seitz Initiator Signed Initials: Date:

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

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

15. Course Description (suggested length 20 to 50 words): Explores current issues, topics, and trends in engaged leadership. Special note: May be repeated with change of subtitle for a maximum of 3 credits.

16a. Course Prerequisite(s) (list prefix and number): EDEN A600 and EDEN A610
16b. Test Score(s): N/A
16c. Co-requisite(s) (concurrent enrollment required): N/A

16d. Other Restriction(s): [ ] College [ ] Major [ ] Class [X] Level
16e. Registration Restriction(s) (non-codable): Admission to Doctoral Program.

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

19. Justification for Action: This course will allow for study of emerging topics not currently covered in the established curriculum. Students will be required to select a total of three credits for the Doctoral Program. The use of variable credits will allow students to select topics that specifically address their area of interest.

Approval section with checkboxes for Approved/Disapproved and signature lines for Initiator, Department Chairperson, Undergraduate/Graduate Academic Board Chairperson, Curriculum Committee Chairperson, and Provost or Designee.