# Course Action Request

**University of Alaska Anchorage**

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

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<th>1b. Division</th>
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</tr>
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<table>
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<tr>
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<th>10. Grading Basis</th>
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<th>15. Course Description (suggested length 20 to 50 words)</th>
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**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 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.
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**

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<td><strong>A. Instructional Goals.</strong> The instructor will:</td>
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<td>1. Discuss parametric and nonparametric hypothesis testing</td>
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<td>2. Discuss parametric and nonparametric design of experiments, analysis of variance and regression analysis.</td>
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<td>3. Introduce goodness-of-fit tests and multi-way contingency table analysis.</td>
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<td>4. Provide an introduction to multivariate statistics.</td>
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<td>5. Guide with literature review and writing research papers.</td>
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<td><strong>B. Student Learning Outcomes:</strong> Students will be able to:</td>
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<td>1. Justify a selection of nonparametric test over the parametric alternative.</td>
<td>Exams and Mini Projects</td>
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</table>
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


VII Bibliography


* Classic Text
Course Action Request
University of Alaska Anchorage
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6. Complete Course Title
Education, Culture, and Leadership Residency
Ed, Culture, & Lead Residency
Abbreviated Title for Transcript (30 character)

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

8. Type of Action: ☑ Add  ☐ Change  ☐ Delete
If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other (please specify)

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis
☑ A-F  ☐ P/NP  ☐ NG

11. Implementation Date
From: Fall/2014  To: /9999

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

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

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Initiator Name (typed): Ed McLain  Initiator Signed Initials: _________  Date:________________

13b. Coordination Email
Date: 11/26/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/26/13

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)
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) (list prefix and number or test code and score)
16b. Co-requisite(s) (concurrent enrollment required)

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

16d. Registration Restriction(s) (non-codable)
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
Ed McLain  Initiator (TYPE NAME)
☐ Approved  ☐ Disapproved  Dean/Director of School/College  Date

☐ Approved  ☐ Disapproved  Department Chair  Date

☐ Approved  ☐ Disapproved  Undergraduate/Graduate Academic  Date

Board Chair  Date

☐ Approved  ☐ Disapproved  Provost or Designee  Date

College/School Curriculum Committee Chair  Date
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**

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

<table>
<thead>
<tr>
<th>Assessment Procedures</th>
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<tbody>
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<td>Personal philosophy statement of role of education, Annotated bibliography</td>
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*Course Content Guide – EDEN A600*  
*Page 2 of 6*
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<th>communities</th>
<th>submitted documents</th>
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<tr>
<td>4. Examine and analyze the “Achievement Gap”: unequal opportunities, unequal outcomes, unequal environments, racial inequalities and economic inequalities</td>
<td>Critical analysis in written and oral context – demonstrated and provided in class discussions and submitted documents</td>
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<tr>
<td>5. Reflection on purpose of public education as it pertains to students’ professional context and self</td>
<td>Written personal philosophy statements and oral presentations</td>
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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)


VII. Bibliography


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.


*Classic texts and references*
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  - Course Description
  - Test Score Prerequisites
  - Automatic Restrictions
  - Class Level
  - College Major
  - Other

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<tr>
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<tr>
<td>Quantitative Skills</td>
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<td>Humanities</td>
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<table>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>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.</td>
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| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| EDEN A600 |

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| 16c. Automatic Restriction(s) |
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|        |      |       |       |

| 16d. Registration Restriction(s) (non-codable) |
| Graduate standing and admission to COE |

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<table>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>This is a foundation course for the professional doctorate in Education, Culture, and Leadership.</td>
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<tr>
<td>Ed McLain</td>
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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 [x] 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

B. Student Learning Outcomes

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

Assessment Procedures

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)

VII. Bibliography


*Classic texts and references
### Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<td>Impacted Courses or Programs: List any programs or college requirements that require this course.</td>
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<td>Fine Arts Social Sciences Natural Sciences Integrative Capstone</td>
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<td>18.</td>
<td>Mark if course is a selected topic course</td>
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<tr>
<td>19.</td>
<td>Justification for Action This is a foundation course for the professional doctorate in Education, Culture, and Leadership.</td>
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**Initiator (faculty only) Ed McLain**

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**Initiator (TYPE NAME)**

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<td>College/School Curriculum Committee Chair Date</td>
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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:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>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.</td>
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<td>2.</td>
<td>In-depth analysis of learning theories with an emphasis on social learning theory including Communities of Practice</td>
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<tr>
<td>3.</td>
<td>Application of social learning theories to workplace context and issues and fields of study and research</td>
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<td>4.</td>
<td>In-depth analysis of workplace data, determination of a research focus, and review of related scholarly literature</td>
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<tr>
<td>5.</td>
<td>Implementation of an innovation to improve performance</td>
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<tr>
<td>6.</td>
<td>Analysis, and interpretation of qualitative and quantitative data and the analysis and application of that work in research and applied settings</td>
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#### B. Student Learning Outcomes

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
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<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
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<tr>
<td>1.</td>
<td>Analyze workplace data, determine a research focus, and review related scholarly literature</td>
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<tr>
<td>2.</td>
<td>Select and implement an innovation to improve performance in the area of focus</td>
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<tr>
<td>3.</td>
<td>Analyze and interpret the data using qualitative and/or quantitative methods</td>
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<tr>
<td>4.</td>
<td>Compose a research paper depicting the situation, theoretical framework, methods, findings, and conclusions; Prepare and present a relevant literature review</td>
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<td>5.</td>
<td>Present research findings informed by what is learned from an action research study</td>
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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)

VII. Bibliography


*Classic texts and references*
# Course Action Request

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

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<th>1b. Division</th>
<th>1c. Department</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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### 6. Complete Course Title

**Engaged Leadership: Ethics and Stewardship**
**Leadership: Ethics & Steward**
**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
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [x] Text Score Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other (please specify)

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### 11. Implementation Date

- From: Spring/2012
- To: /9999

### 12. Cross Listed with

- [ ] Stacked with

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**Impacted Program/Course**

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<th>Chair/Coordinator Contacted</th>
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**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](mailto: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
- [ ] Social Sciences
- [ ] Quantitative Skills
- [ ] Natural Sciences
- [ ] Fine Arts
- [ ] Humanities
- [ ] Integrative Capstone

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

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.

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**17. [x] Mark if course has fees**

**18. [x] Mark if course is a selected topic course**

**19. Justification for Action**

This course will be a required core course for the Doctoral program.

**Initiator (faculty only):**

Debra Russ & Hilary Seitz

**Initiator Signed Initials:** __________  **Date:** __________

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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:

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

B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Analyze, construct, and critically evaluate leadership scenarios to build a leadership model characterized by a strong moral code and compass</td>
<td>Select one of Badaracco’s literary exemplars of leadership and compare the moral vision with class members’ exemplar</td>
</tr>
<tr>
<td>Evaluate the role of transformational, moral leadership in developing a healthy organizational culture</td>
<td>Develop a case study of transformational moral leadership and justify to the class</td>
</tr>
<tr>
<td>Construct and critique a leadership model built on values and service that serves to respond flexibly to organizational barriers and change</td>
<td>Formal critique (paper)</td>
</tr>
<tr>
<td>Identify and describe components of a ‘service by stewardship’ model of leadership, outlining the purpose and shortcomings of such a model</td>
<td>Presentation</td>
</tr>
<tr>
<td>Engage in self-appraisal of a personal model of leadership based on ethics and service</td>
<td>Reflective self-awareness paper</td>
</tr>
<tr>
<td>Construct and justify a model of leadership built on values, ethics, service, and moral direction and integrity</td>
<td>Formal assignment (written; presented; defended)</td>
</tr>
</tbody>
</table>

2
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


VII. Bibliography


1. School or College
EA COE

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
Abbreviated Title for Transcript (30 character)

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

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

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

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

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
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Initiator Name (typed): Ed McLain
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 11/26/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/26/13

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

15. Course Description (suggested length 20 to 50 words)
Examination, analysis, and application of Indigenous knowledge systems with a focus on Alaska Native epistemologies.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
EDEN A600 and EDEN A601 and EDEN A602

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

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

16d. Registration Restriction(s) (non-codable)
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
Ed McLain

Initiator (TYPE NAME)

☑ Approved
☐ Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic Date
Board Chair

Provost or Designee Date
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:

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Student analysis of working definitions of key concepts related to Western and Indigenous epistemologies</td>
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<tr>
<td>2.</td>
<td>Examination of assimilationist educational policies and their effects</td>
</tr>
<tr>
<td>3.</td>
<td>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</td>
</tr>
<tr>
<td>4.</td>
<td>Student interactions and production of scholarship defining, characterizing, and supporting the implementation of Indigenous epistemologies’ presence in classrooms</td>
</tr>
<tr>
<td>5.</td>
<td>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</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Student Outcomes</strong></th>
<th><strong>Assessment Procedures</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Upon successful completion of the course, the student will be able to do the following:</strong></td>
<td><strong>This outcome will be assessed by one or more of the following:</strong></td>
</tr>
<tr>
<td>1. Compare and contrast Western and Indigenous epistemologies related to construction of the natural world, family relationships, political, spiritual, and identity formation;</td>
<td>Individually and/or collaboratively developed and presented critical analysis – i.e., academic paper and class discussion.</td>
</tr>
<tr>
<td>2. Describe the immediate and lasting effects of assimilationist educational policies;</td>
<td>Individually and/or developed and presented critical analysis – i.e., academic paper and class presentation.</td>
</tr>
<tr>
<td>3. Imagine, construct, and portray an education based upon Indigenous epistemologies;</td>
<td>Individually and/or collaboratively developed and presented critical analysis – i.e., academic or professional paper and class presentation.</td>
</tr>
<tr>
<td>4. Reflect on individual worldview as it pertains to each student’s professional context and self.</td>
<td>Individually developed and presented critical analysis – i.e., paper and class presentation.</td>
</tr>
</tbody>
</table>
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


### VII. Bibliography


*Classic texts and references*
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>EA COE</td>
<td>No Division Code</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>EDEN</td>
<td>A613</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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<tr>
<td>Leading Change and Innovation</td>
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<th>7. Type of Course</th>
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<td>☐ Non-credit</td>
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<th>Max Credits</th>
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<td>☐ P/NP</td>
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<th>12. Cross Listed with</th>
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<td>☐ Stacked</td>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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<thead>
<tr>
<th>Initiator Name (typed): Russ/Seitz</th>
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<tbody>
<tr>
<td>Initiator Signed Initials: _________</td>
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<tr>
<td>Date: __________________</td>
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<table>
<thead>
<tr>
<th>13b. Coordination Email Date: 2/14/11</th>
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<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
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<th>13c. Coordination with Library Liaison Date: 2/14/11</th>
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<th>14. General Education Requirement</th>
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<tbody>
<tr>
<td>Mark appropriate box:</td>
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<td>☑ Oral Communication</td>
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<tr>
<td>☑ Written Communication</td>
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<tr>
<td>☑ Quantitative Skills</td>
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<td>☑ Humanities</td>
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<td>☑ Natural Sciences</td>
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<tr>
<td>☑ Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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</table>

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.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>EDEN A600 and EDEN A610</td>
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<tr>
<th>16b. Test Score(s) N/A</th>
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<th>16c. Co-requisite(s) (concurrent enrollment required) N/A</th>
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<tr>
<th>16d. Other Restriction(s) Collage Major Class Level</th>
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<tr>
<th>16e. Registration Restriction(s) (non-codable) Admission to Doctoral Program</th>
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<tr>
<th>17. Mark if course has fees</th>
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<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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This course will be a required core course for the Doctoral Program.

Initiator (faculty only) |
Initiator (TYPE NAME) |
Debra Russ & Hilary Seitz |
Initiator Signed Initials: _________  Date: __________________

Approved
Disapproved
Dean/Director of School/College  Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chairperson  Date

Approved
Disapproved
Provost or Designee  Date
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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Summarize and critique the literature on change and innovation in diverse and varied organizations</td>
<td>Analytical paper</td>
</tr>
<tr>
<td>Create the conditions for innovation and change</td>
<td>Project</td>
</tr>
<tr>
<td>Analyze and evaluate ethical implications in leading innovation and change</td>
<td>Case study</td>
</tr>
<tr>
<td>Analyze the impact of policy on current initiatives in other organizations</td>
<td>Presentation of findings</td>
</tr>
<tr>
<td>Integrate diverse voices in the organization to promote innovation and change</td>
<td>Project</td>
</tr>
</tbody>
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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


VII. Bibliography and Suggested Readings


### 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

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

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

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

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

### 11. Implementation Date
From: Spring/2012    To: /9999

### 12. Cross Listed with
- Stacked with

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

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<th>Catalog Page(s) Impacted</th>
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<th>Chair/Coordinator Contacted</th>
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### 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)
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) (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
- Level

### 16e. Registration Restriction(s) (non-codable)
Admission to Doctoral Program

### 17. Mark if course has fees

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

### 19. Justification for Action
This course will be a required core course for the Doctoral Program.

Initiator Name (typed): Debra Russ & Hilary Seitz
Initiator Signed Initials: _______  Date: __________

Initiator (faculty only)
Debra Russ & Hilary Seitz
Initiator (TYPE NAME)
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:

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

#### B. Student Outcomes/Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td></td>
</tr>
</tbody>
</table>

| 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

VII. Bibliography and Suggested Readings
Arfstrom, K.M. (2010). Perspective: Some future trends and needs of rural schools and

decision making. Law and Policy, 32(2), 226-259. doi: 10.1111/j.1467-9930.2010.00317.x


Workspan, 48(5), 26-36.

Mandlawitz, M. (2007). What every teacher should know about IDEA 2004 laws and


## Course Action Request

### University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
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<td>No Division Code</td>
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<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>EDEN</td>
<td>A616</td>
<td>N/A</td>
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</table>

### 6. Complete Course Title

**Building Responsive Organizational Capacity**

Responsive Organization Cap

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

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

### 8. Type of Action:

- [X] Add
- [ ] Change
- [ ] Delete

#### If a change, mark appropriate boxes:

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

### 9. Repeat Status No

#### # of Repeats

#### Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- semester/year: Spring/2012 - /9999

### 12. Cross Listed with

- [ ] Stacked with

#### Cross-Listed Coordination Signature

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</tr>
</tbody>
</table>

Initiator Name (typed): Debra Russ

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
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

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

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)

(list prefix and number)

| EDEN A600 and EDEN A610 |

### 16b. Test Score(s)

- [ ] N/A

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

- [ ] Admission to Doctoral Program

### 16d. Other Restriction(s)

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

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

- [ ] Mark if course has fees

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

### 18. Justification for Action

This course will be a required core course for the Doctoral Program.

Initiator (faculty only)

Debra Russ & Hilary Seitz

Initiator Signed Initials: ____________________________ Date: ____________

Approved

Disapproved

Date: ____________

Dean/Director of School/College

Approved

Disapproved

Date: ____________

Undergraduate/Graduate Academic

Approved

Disapproved

Date: ____________

Board Chairperson

Approved

Disapproved

Date: ____________

Provost or Designee
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

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Differentiate behaviors that foster shared leadership from hierarchical structures and other systems</td>
<td>Case study analysis</td>
</tr>
<tr>
<td>Integrate collaborative inquiry into engaged leadership practice</td>
<td>Organize and facilitate inquiry into the leadership of a local agency and present on findings</td>
</tr>
<tr>
<td>Propose a sustainable educational and ecological model for the use of human and fiscal resources in an organization</td>
<td>Presentation and defense of collaborative project</td>
</tr>
<tr>
<td>Implement a systems approach for linking fiscal resources to the development of human capital that represent local and global interests</td>
<td>Presentation Collaborative project</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

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

- Application of expert knowledge of research
- Critical thinking skills to synthesize new information
- Mastery of theoretical knowledge
- Ability to 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


VII. Bibliography and Suggested Readings


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

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<tr>
<th>6. Complete Course Title</th>
</tr>
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<tbody>
<tr>
<td>Engaging Communities</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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</table>

<table>
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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
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<tr>
<td></td>
<td>Add or Change or Delete</td>
<td># of Repeats</td>
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</tbody>
</table>

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

<table>
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<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td></td>
<td>semester/year</td>
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</table>

From: Spring/2012 To: 9999

12. Cross Listed with

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Initiator Name (typed): Russ/Seitz
Initiator Signed Initials: _________
Initiator Signed 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 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) (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
- Level

16e. Registration Restriction(s) (non-codable)
Admission to Doctoral Program

17. Mark if course has fees

18. Mark if course is a selected topic course

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

Initiator (faculty only)
Debra Russ & Hilary Seitz
Initiator Signed Initials: _________
Initiator Signed Date: __________________

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chairperson
Date

Approved
Disapproved
Provost or Designee
Date
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:

<table>
<thead>
<tr>
<th>Synthesis and demonstration of roles and responsibilities of leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of engagement in diverse communities of inquiry</td>
</tr>
<tr>
<td>Identification and expression of personal leadership and engagement strengths</td>
</tr>
<tr>
<td>Critical discussion in civic imagination by organizing engagement, social justice and transformation theories</td>
</tr>
<tr>
<td>Critical analysis of community-based research, theory, and practice</td>
</tr>
</tbody>
</table>

B. Student Outcomes/Assessment Procedures

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<tr>
<th>Student Outcomes</th>
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<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Synthesize and critically examine while demonstrating the roles and responsibilities of leadership</td>
<td>Documentation of engagement within different communities (e.g., article, professional presentation, video, journal, documentary, etc.)</td>
</tr>
<tr>
<td>Evaluate engagement in diverse communities by use of critical inquiry, highlighting sources of inequality, marginalization, inclusion and equity</td>
<td>Evaluation of community project highlighting arenas where social justice and personal lens intersect</td>
</tr>
<tr>
<td>Identify and express personal leadership and engagement strengths</td>
<td>Reflective essay</td>
</tr>
<tr>
<td>Facilitate and participate in civic imagination by developing a model of culturally and socially just community engagement and transformation</td>
<td>Collaborative project</td>
</tr>
<tr>
<td>Implement theoretical principles and practices into community-based project</td>
<td>Documentation of engagement (e.g., article, professional presentation, video, journal, documentary, etc.)</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

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

- Application of expert knowledge of research
- Critical thinking skills to synthesize new information
- Mastery of theoretical knowledge
- Ability to 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
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3. Ecological (educational and organizational) resource models
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4. Systemic approaches
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   4.3 Sustainable and responsive professional development
   4.4 Organizational communication
   4.5 Holistic perspectives

VI. Suggested Texts


VII. Bibliography and Suggested Readings


1. **School or College**: EA COE  
2. **Course Prefix**: EDEN  
3. **Course Number**: A690  
4. **Previous Course Prefix & Number**: N/A  
5. a. **Credits/CEUs**: 1-3  
6. **Complete Course Title**: Current Topics in Engaged Leadership  
7. **Type of Course**: Academic  
8. **Type of Action**: Add  
9. **Repeat Status**: Yes  
10. **Grading Basis**: A-F  
11. **Implementation Date**: From: Spring/2012  
12. **Cross Listed with**:  
13. a. **Impacted Courses or Programs**:  
14. **Course Description**: Explores current issues, topics, and trends in engaged leadership. May be repeated with change of subtitle for a maximum of 3 credits.  
15. **Course Prerequisite(s)**: EDEN A600 and EDEN A610  
16. a. **Test Score(s)**: N/A  
17. **Mark if course has fees**:  
18. **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**: Debra Russ & Hilary Seitz  
**Initiator Signed Initials/Date**: __________/__________  
**Approved/Date**: __________/__________  
**Disapproved/Date**: __________/__________  
**Dean/Director of School/College**: __________/__________  
**Undergraduate/Graduate Academic Board Chairperson**: __________/__________  
**Provost or Designee**: __________/__________
# Course Action Request

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

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

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<td>A-F</td>
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13a. **Impacted Courses or Programs:** List any programs or college requirements that require this course.

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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  
- Level

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

Admission to Doctoral Program.

17. **Mark if course has fees**

18. **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)**  
Debra Russ & Hilary Seitz  
Initiator Signed Initials: __________________ Date: __________

**Declarations**

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

**Department Chairperson**  
Date

- Approved  
- Disapproved  
- Undergraduate/Graduate Academic Board Chairperson  
- Date

**Curriculum Committee Chairperson**  
Date

- Approved  
- Disapproved  
- Provost or Designee  
- Date