



- Chg                                      Ph.D. Program in Clinical-Community Psychology with Rural Indigenous Emphasis (pg. 45-52)
- Add    EDLD    A652    Introduction to Teacher Leadership (3 cr) (3+0) (pg. 53-58)
- Add    EDLD    A653    Leadership for Equity (3 cr) (3+0) (pg. 59-63)
- Add    EDLD    A654    Building Mentoring Relationships (3 cr) (3+0) (pg. 64-69)
- Add    EDLD    A655    Professional Development and Teacher Learning (2 cr) (2+0) (pg. 70-75)
- Add    EDLD    A656    Understanding and Facilitating Adult Learning (1 cr) (1+0) (pg. 76-81)
- Add    EDLD    A659    Teacher Leadership Capstone Project (3 cr) ( 3+0) (pg. 82-86)
- Add                                      M.Ed., Teaching Leadership (pg. 87-110)
- Chg    MUS    A668A    Methods for Teaching Music I, K-12 (3 cr) (3+0)  
**Initiator unable to attend**
- Chg    MUS    A668B    Methods for Teaching Music II, K-12 (3 cr) (3+0)  
**Initiator unable to attend**
- Add    BIOM    A615    Introduction to Critical Reading and Evaluation of Medical Literature (1 cr) (1+0) (pg. 111-118)

### VIII. Old Business

- A.        2006-2007 Goals
1.    Course updates in preparation for 2010 visit
  2.    Graduate School task force

### IX. New Business

### X. Informational Items and Adjournment

- A.        [Curriculum Log](#) available on governance web site
- B.        BA A694 Management Simulation (Trial Course) sent to Curriculum Office

# Graduate Academic Board

Summary

November 10, 2006  
9:30 – 11:30 am  
ADM 204

## I. Roll Call

(x) Jocelyn Krebs, Chair	(x) George Mastroyanis	( ) Terri Olson	( ) Paula Williams- GSA
(x) Alpana Desai	(x) Nyree McDonald	(x) Tim Hinterberger	(x) Diane Erickson
(x) Arlene Schmuland	(x) Patricia Sandberg	(x) Genie Babb	
(x) Carlos Alsua	(x) Peter Olsson	( ) Tracey Burke	

## II. Approval of Agenda (pg. 1-3) **Approved**

## III. Approval of Meeting Summary – October 27, 2006 (pg. 4-6) **Approved**

## IV. Administrative Reports

- A. Vice Provost Tom Miller  
Unable to attend
- B. Vice Provost for Research and Graduate Studies Doug Causey  
Doug Causey unable to attend  
Elisa reported that 500 copies of Graduate Handbook were printed and they are all gone  
They will be printing more

## V. Chair's Report

- A. GAB Chair – Jocelyn Krebs
- Graduate school action team met
- B. Faculty Alliance - Tim Hinterberger
- Retreat in Fairbanks with President
  - Emphasis was on Student Success

## VI. Program/Course Action Requests - Second Reading

Chg BIOL A615 Advanced Comparative Animal Physiology (4 cr) (4+0) (pg. 7-17)  
(stacked w/ BIOL A415)

**Approved w/ changes**

Chg BIOL A630 Advanced Marine Mammal Biology (4 cr) (4+0) (pg. 18-29)  
(stacked w/ BIOL A430)

**Approved w/ changes**

Add PADM A688 Program Evaluation & Measurement (3 cr) (3+0) (pg.30-37)

**Approved w/ changes**

Chg <b>Approved</b>			Master of Public Administration (pg.38-47)
Chg <b>Tabled</b>	PSY	A624	Group Therapy (3 cr) (3+0) (pg. 48-50)
Chg <b>Tabled</b>	PSY	A626	Family Therapy (3 cr) (3+0) (pg. 51-54)
Chg <b>Tabled</b>	PSY	A631	Cognitive Behavior Therapy (3 cr) (3+0) (pg. 55-57)
Chg <b>Tabled</b>	PSY	A638	Child Clinical Psychology (3 cr) (3+0) (pg. 58-60)
Del <b>Tabled</b>	PSY	A643	AIDS and Substance Abuse Counseling (3 cr) (3+0) (pg. 61)
Del <b>Tabled</b>	PSY	A645	Advanced Psychotherapy Skills (3 cr) (3+0) (pg. 62)
Chg <b>Tabled</b>	PSY	A654	Cultural Issues in Psychotherapy (3 cr) (3+0) (pg. 63-65)
Chg <b>Tabled</b>	PSY	A665	Psychotherapy Practicum (1-3 cr) (2+10-20) (pg. 66-68)
Del <b>Tabled</b>	PSY	A665A	Psychotherapy Practicum: Psychological Assessment (1 cr) (2+4) (pg. 69)
Del <b>Tabled</b>	PSY	A665C	Psychotherapy Practicum Community Agency (1-3 cr) (2+4-12) (pg. 70)
Chg <b>Tabled</b>	PSY	A670	Psychotherapy Internship (3-6 cr) (2+20-40) (pg. 71-73)
Del <b>Tabled</b>	PSY	A685L	Quantitative Methods in Psychology Lab (1 cr) (0+3) (pg. 74)
Chg <b>Tabled</b>	PSY	A689	Advanced Psychological Assessment (3 cr) (3+0) (pg. 75-77)
Chg <b>Tabled</b>	PSY	A698	Individual Research (1-3 cr) (0+3-9) (pg. 78-80)

VII. Program/Course Action Request - First Reading

Add <b>Approved w/ changes</b>	CIS	A633	Seminar in Management Information Systems (3 cr) (3+0) (pg. 81-87)
Add <b>Approved w/ changes</b>	BA	A615	Real Estate Investment Analysis (3 cr) (3+0) (pg. 88-93)
Add <b>Approved w/ changes</b>	BA	A686	Management Simulation (3 cr) (3+0) (pg. 94-100)

Add BA A695 Graduate Internship (3 cr) (3+0) (pg. 101-105)  
**Approved w/ changes**

Add BA A698 Individual Research (3 cr) (3+0) (pg. 106-109)  
**Approved w/ changes**

Add BA A699 Thesis (3 cr) (3+0) (pg. 110-115)  
**Approved w/ changes**

Chg Master of Business Administration (pg. 116-128)  
**Approved w/ changes**

Chg PSY A695 Teaching Practicum in Psychology (3 cr) (2+8) (pg. 129-131)  
**Tabled**

Add GEOL A665 Isotope Geochemistry (3cr) (3+0)  
(stacked w/ A465) (pg. 132-145)  
**Waive first reading and approved for second reading**

Chg MUS A668A Methods for Teaching Music I, K-12 (3 cr) (3+0) (pg. 146-151)  
**Tabled**

Chg MUS A668B Methods for Teaching Music II, K-12 (3 cr) (3+0) (pg. 152-156)  
**Tabled**

#### VIII. Old Business

##### A. 2006-2007 Goals

1. Course updates in preparation for 2010 visit
2. Graduate School task force

##### B. Discussion of Strategic Plan Worksheets (pg. 157-160) Remove 21 century statement Whom are we leading Fine with language as it sounds

#### IX. New Business

##### A. Resident Credit

1. UAA and UAF catalog definitions (pg. 161)
2. Proposed change (pg. 162)

**Motion to accept change to resident credit definition (Pat Sandberg)**  
**Motion seconded (Alpana Desai)**  
**Approved**

##### B. Continuous Registration Fee Deadline (pg. 163-164)

**Motion to accept change in deadline (Arlene Schmuland)**  
**Motion seconded (George Mastroyanis)**

#### X. Informational Items and Adjournment

- A. [Curriculum Log](#) available on governance web site.

**Meeting Adjourned**



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department CIS	
2. Course Prefix CIS	3. Course Number A692	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Management Information Systems Seminar					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status    NA      Limit      Max Hours		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <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			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
11. Implementation Date    semester/year From: Fall/2007      To:      /9999					
12. <input type="checkbox"/> Cross Listed      with      _____ <input type="checkbox"/> Stacked      with      _____      Cross-Listed Coordination Signature					
13. Coordinate with Affected Units:    ListServ Department, School, or College      _____      _____ Initiator Signature      Date					
14. List any programs or college requirements that require this course Masters of Business Administration					
15. <input type="checkbox"/> General Education Requirement <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					
16. Course Description Analysis of current and future implications of Information Systems (IS) and emerging technologies for managers and decision makers. Focuses on the interaction of technology with business organizations including e-commerce, enterprise IS, and globalization issues.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			17e. Registration Restriction(s) (non-codeable) Graduate standing		
18. <input checked="" type="checkbox"/> Mark if course has fees    Standard CBPP computer lab fees					
19. Justification for Action The course will be a required core course in the MBA program to reflect the increased importance of IS in managerial decisions.					

\_\_\_\_ Initiator (faculty only)      \_\_\_\_\_ Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated**      October 16, 2006

**II. Course Information**

**College/School:** College of Business and Public Policy

**Department:** Business Administration

**Program:** Masters of Business Administration

**Course Title:** Seminar in Management Information Systems

**Course Number:** CIS A692

**Credits:** 3

**Contact Hours:** 3 per week x 15 weeks = 45 hours  
0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

**Grading Basis:** A – F

**Course Description:** Analysis of current and future implications of Information Systems (IS) and emerging technologies for managers and decision makers. Focuses on the interaction of technology with business organizations including e-commerce, enterprise IS, and globalization issues.

**Course Prerequisites:** None.

**Registration Restrictions:** Graduate standing

**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

A. Lectures and discussions

B. In-class exercises

C. On-line assignments

**IV. Guidelines for Evaluation**

A. Class discussions

B. Hands on project

C. Research projects including written and oral components

**V. Course Level Justification**

This is a graduate level class that surveys fundamental concepts in Management Information Systems as needed for managers and decision makers. Students are expected to be proficient at using business software, conduct research and to present business reports.

## VI. Outline

- A. Introduction to management information systems
- B. Strategic role of information systems in business
- C. Staffing and organizational impacts of information systems
- D. Introduction to e-commerce
- E. Enterprise resource planning and changing business processes
- F. Data warehousing and knowledge management
- G. Customer relationship management and supply chain management
- H. Systems development: funding, specifying and outsourcing issues
- I. Systems integration: inter-organizational and globalization issues
- J. Information systems in mergers and acquisitions
- K. Legal aspects of information systems
- L. Ethical aspects of information systems

## VII. Suggested Texts

Gray, Paul *Manager's Guide to Making Decisions about Information Systems*, John Wiley, 2006

Pearlson, Keri E. and Saunders, Carol S., *Managing and Using Information Systems*, John Wiley, 2006

## VIII. Bibliography

Abramson, Bruce, *Digital phoenix: why the information economy collapsed and how it will rise again*, Cambridge, Mass.: MIT Press, c2005

Bronzite, Michael, *Systems development: a strategic framework*, Springer 2000

Buxmann, Peter and Koenig, v, *Inter-organizational cooperation with SAP systems: perspectives on logistics and service management*, Springer 2000

Carr, Nicholas G. (ed) *The digital enterprise: how to reshape your business for a connected world*, Harvard Business School Press 2001

Dickson, Gary W. and DeSanctis, Gerardine., *Information Technology and the Future Enterprise; New Models for Managers*, Prentice-Hall 2001

Fingar, Peter and Aronica, Ronald, *The death of "e" and the birth of the real new economy: business models, technologies and strategies for the 21st century*, Meghan-Kiffer 2001

Garson, G. David, *Public information technology and e-governance: managing the virtual state*, Raleigh, N.C.: Jones and Bartlett Publishers, c2006

Grimshaw, David J. *Bringing geographical information systems into business*, John Wiley 2000

Harmon, Paul, Rosen, Michael and Michael, Guttman, *Developing E-business systems & architectures: a manager's guide*, Morgan Kaufmann 2001

- Harris, Frances Jacobson, *I found it on the Internet: coming of age online*, Chicago: American Library Association, 2005
- Kisielnicki, Jerzy (ed) *Modern organizations in virtual communities*, IRM 2002
- Kudyba, Stephan and Hoptroff, Richard *Data mining and business intelligence: a guide to productivity*, Idea Group 2001
- McDonald, Kevin (ed), *Mastering the SAP business information warehouse*, John Wiley 2002<sup>+</sup>
- McLeod, Raymond Jr., Schell, George *Management information systems*, Prentice-Hall 2001
- McNurlin, Barbara C. and Sprague, Ralph H. Jr, *Information Systems Management in Practice*, Prentice-Hall 2002
- Nicholas G. Carr, *Does IT matter? : Information technology and the corrosion of competitive advantage*, Boston, Mass.: Harvard Business School Press, c2004
- Nickerson, Robert C. *Business and Information Systems*, Prentice-Hall 2001
- O'Brien, James A., *Introduction to Information Systems; Essentials for the e-Business Enterprise*, McGraw-Hill Irwin 2002
- O'Harrow, Robert Jr., *No place to hide*, New York : Free Press, c2005
- Ptak, Carol A and Schragenheim, Eli, *ERP: tools, techniques, and applications for integrating the supply chain*, St. Lucie 2000
- Schwalbe, Kathy, *Information Technology; Project Management*, Course Technology 2004
- Senn, James A., *Information technology : principles, practices, and opportunities*, Upper Saddle River, N.J. : Pearson Prentice Hall, c2004
- Thompson, Ronald and Cats-Baril, William, *Information Technology and Management*, McGraw-Hill Irwin 2003
- Turban, Efraim, McLean, Ephraim and Wetherbe, James, *Information Technology for Management; Transforming Business in the Digital Economy*, John Wiley 2002
- Ulrich, William, *Legacy systems: transformation strategies*, Prentice-Hall 2002
- Vaidhyanathan, Siva, *The anarchist in the library: how the clash between freedom and control is hacking the real world and crashing the system*, New York: Basic Books, c2004

## IX. Instructional Goals and Student Outcomes

<b>A. Instructional Goals.</b>
<b>The instructor will:</b>
1. Present the reasons why businesses acquire information systems (IS), the options for acquisition, the decision process they use, and the steps

in actual development or acquisition of IS
2. Engage students in thinking critically about how businesses use IS, and in particular in thinking about the relative impact of IS on business strategy and on organizational strategy
3. Discuss ethical and legal issues related to IS development and use
4. Analyze the relationship between IS and business processes
5. Explain the concept of business intelligence and its application to modern organizations
6. Discuss trends and emerging technologies in MIS

<b>B. Student Outcomes. Students will be able to:</b>	<b>Assessment Method</b>	
Discuss the reasons why businesses acquire information systems (IS), the options for acquisition, the decision process they use and the steps in actual development or acquisition of IS.	Class discussion Research project	
<b>Describe</b> how businesses use IS for competitive advantage, focusing on the relative impact of IS on business strategy and on organizational strategy	Research project	
Identify ethical and legal issues related to IS development and use; propose solutions	Class discussion	
Analyze the relationship between IS and business processes.	Class discussion	
Discuss the concept of business intelligence and identify its application to modern organizations.	Class discussion	
Discuss trends and emerging technologies in MIS, and apply the knowledge in a written paper or in developing business application software	Hands on project Class discussion	



**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated**      October 19, 2006

**II. Course Information**

**College/School:** College of Business and Public Policy

**Department:** Business Administration

**Program:** MBA

**Course Title:** Real Estate Investment Analysis

**Course Number:** BA A615

**Credits:** 3

**Contact Hours:** 3 per week x 15 weeks = 45 hours

0 lab hours

6 to 8 hours outside of class per week x 15 weeks = 90 to 120 hours

**Grading Basis:** A – F

**Course Description:** Provides coverage of the analytical techniques for valuing real estate investments at the micro and macro levels. Covers primary and secondary mortgage markets and securitization of residential and commercial real estate mortgages.

**Course Prerequisites:** BA A603

**Registration Restrictions:** Graduate standing

**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

A. Lectures and discussion

B. Occasional guest lectures

C. Real estate portfolio construction and analysis

**IV. Guidelines for Evaluation**

A. Homework and online quizzes

B. Spreadsheet exercises

C. Written exams

D. Project report

**V. Course Level Justification**

This is a graduate level course that analyzes various aspects of real estate investments. Student will interpret and evaluate the secondary mortgage market data available online, construct suitable real estate portfolio, and analyze their risk-return characteristics. Prior knowledge of introductory finance and investment is essential for understanding the concepts presented in this course.

**VI. Outline**

- A. Introduction to real estate economics
- B. Real estate market analysis
- C. Basic financial tools and concepts
- D. Real estate valuation at the micro level
- E. Real estate valuation at the macro level
- F. Leverage in real estate investment
- G. Primary mortgage markets
- H. Secondary mortgage markets
- I. Mortgage-backed securities

**VII. Suggested Texts**

Geltner, David M and Norman G. Miller. Real Estate Analysis and Investments 1<sup>st</sup> Edition. Mason, OH, Thomson Southwest, 2001.

Zipf, Robert. Fixed Income Mathematics 2nd Edition, New York: Academic Press, 2003.

Textbooks are supplemented by readings from current publications in the field, generally located in the *Business Source Premier* electronic database in the UAA Consortium Library.

**IX. Instructional Goals and Student Outcomes**

<b>A. Instructional Goals.</b> <b>The instructor will:</b>
1. Present an overview of real estate economics.
2. Discuss real estate market analysis methods.
3. Discuss tools of financial analysis and micro level valuation.
4. Discuss the roles and functions of primary mortgage markets.
5. Analyze the role of secondary mortgage market in capital allocation and securitization of mortgages.
6. Analyze the role of mortgage-backed securities in a real estate portfolio.
7. Analyze the risk-return characteristics of a real estate portfolio.

<b>B. Student Outcomes.</b> <b>Students will be able to:</b>	<b>Assessment Method</b>
1. Demonstrate the understanding of real estate economics.	Exam or quiz
2. Conduct real estate market analysis.	Spreadsheet exercise
3. Use tools of financial analysis and micro level valuation.	Exam and quiz
4. Demonstrate the understanding of the roles and functions of primary mortgage markets.	Exam or quiz
5. Analyze the role of secondary mortgage market in capital allocation.	Exam or quiz
6. Analyze the role of mortgage-backed securities in a real estate portfolio.	Project report
7. Measure the performance of the real estate portfolio.	Project report

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library and Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business & Public Policy

Program/Course Title: Real Estate Investment Analysis

1. Please identify the library liaison consulted in preparation of this proposal.

Trina Carter

2. Please list any new library resource and/or information that you recommend to support this course/program change. NONE

---

Initiator signature



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A686	4. Previous Course Prefix & Number n.a.		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Management Simulation <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status    NA      Limit      Max Hours		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <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			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
11. Implementation Date    semester/year From: Fall/2007      To:      /9999					
12. <input type="checkbox"/> Cross Listed      with      _____ <input type="checkbox"/> Stacked      with      _____ Cross-Listed Coordination Signature					
13. Coordinate with Affected Units: Department, School, or College      _____      _____ Initiator Signature      Date					
14. List any programs or college requirements that require this course Masters of Business Administration					
15. <input type="checkbox"/> General Education Requirement <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					
16. Course Description Provides the opportunity to gain valuable hands-on experience in running a business as a member of a senior management team. Students define strategies and apply strategic concepts and techniques within a practical decision-making framework. The simulation demonstrates how a firm's production, marketing, R&D, HR, and financial operations interact, and how key decisions impact on business performance within a competitive market. Students compete simultaneously with fellow classmates and student teams from universities around the world.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codeable) graduate standing; completion of undergraduate or graduate course in finance and accounting			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action The course adds a formal classroom- based option to the capstone requirement of the MBA degree program					

_____ Initiator (faculty only)      Date	_____ Disapproved: _____ Dean/Director of School/College      Date
_____ Approved _____ Disapproved: _____ Department Chairperson      Date	_____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson      Date
_____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson      Date	_____ Approved _____ Disapproved: _____ Provost or Designee      Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated**      October 12, 2006

**II. Course Information**

**College/School:** College of Business and Public Policy

**Department:** Business Administration

**Program:** Master Business Administration

**Course Title:** Management Simulation

**Course Number:** BA A686

**Credits:** 3

**Contact Hours:** 3 per week x 15 weeks = 45 hours  
0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

**Grading Basis:** A – F

**Course Description:** Provides the opportunity to gain valuable hands-on experience in running a business as a member of a senior management team. Students define strategies and apply strategic concepts and techniques within a practical decision-making framework. The simulation demonstrates how a firm's production, marketing, R&D, HR, and financial operations interact, and how key decisions impact on business performance within a competitive market. Students compete simultaneously with fellow classmates and student teams from universities around the world.

**Course Prerequisites:** Completion of undergraduate or graduate course in finance and accounting

**Registration Restrictions:** N/A

**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

- A. Lectures and discussions
- B. In-class exercises
- C. On-line assignments
- D. Team conferences and simulation participation

**IV. Guidelines for Evaluation**

- A. Homework assignments
- B. Market situation reports
- C. Business plan
- D. Simulation performance
- E. Performance evaluation presentations and reports

**V. Course Level Justification**

This is an advanced 600-level course that integrates and applies the key concepts and management principles of all functional areas of business.

**VI. Outline**

- A. Introduction and Overview
  - 1. Introduction to Simulation
  - 2. Definition of functional domains- nature & scope of decision matrices
- B. Situation & SWOT Analysis
  - 1. Consumer Segments, Buying Criteria and Product Perceptions
  - 2. Mapping Competitive position
  - 3. Demand Analysis
  - 4. Capacity Analysis
  - 5. Margin Analysis
- C. Strategic Planning
  - 1. Mission and vision
  - 2. Growth Strategies
  - 3. Competitive Strategies
- D. Performance Assessment
  - 1. Financial Ratios
  - 2. Leveraging competitive strategy and measures of success
- E. Developing and Implementing the Business Plan
  - 1. Functional alignment and tactical decision making
  - 2. Developing sales forecasts and evaluating product success
- F. Simulation- Trial Rounds
  - 1. Performance evaluation & policy reconsiderations and decisions
- G. Simulation- Competitive Rounds
  - 1. Strategic and tactical decisions – logic, consequences and adjustments
  - 2. Final report and presentation- lessons learned

## **VII. Suggested Texts**

Capstone Business Simulation-Student Guide, Tutorials & Software.

## **VIII. Bibliography**

*Classics:*

Bonabeau, Eric; Meyer, Christopher, Swarm Intelligence: *A Whole New Way to Think About Business*; Harvard Business Review; (05/01/2001:9

Bonabeau, Eric; Predicting the Unpredictable; Harvard Business Review; 03/01/2002:7

Campbell, Andrew; Alexander, Marcus; What's Wrong with Strategy?; Harvard Business Review; 11/01/1997:7

Drucker, Peter F., *The Theory of the Business*; Harvard Business Review; 09/01/1994:10

Hamel, Gary; *Strategy as Revolution*, Harvard Business Review; 07/01/1996:14.

Kirkland, Jane; Viguerie, Patrick; *Strategy Under Uncertainty*; Courtney, Hugh, Harvard Business Review; 11/01/1997:14

Magretta, Joan, *Why Business Models Matter*; Harvard Business Review; 05/01/2002:6

Peterman, John, *The Rise and Fall of the J. Peterman Co.*; Harvard Business Review; (09/01/1999:7)

Porter, Michael E., *What Is Strategy*; Harvard Business Review; 11/01/1996:18

Prahalad, C.K.;Hamel, Gary, *The Core Competence of the Corporation*; Harvard Business Review; 05/01/1990:12

*Current:*

Anderson, Chris, *The Long Tail: Why the Future of Business Is Selling Less of More*, Hyperion, 2006

Kim, W. Chan and Mauborgne, Renée, *Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant*, , Harvard Business School Press, 2005

Tapscott, Don and Williams, Anthony D., *Wikinomics: How Mass Collaboration Changes Everything*,., Portfolio Hardcover, 2006

**IX. Instructional Goals and Student Outcomes**

<p><b>A. Instructional Goals.</b>  <b>The instructor will:</b></p>
<p>1. Provide a comprehensive explanation and demonstration of the essential components and process of strategic planning and marketing management</p>
<p>2. Discuss and demonstrate the logic and importance of functional integration with competitive strategy</p>
<p>3. Define and delineate the role, range, benefits and drawbacks of key competitive strategies</p>

4. Explain market and financial performance assessment techniques and criteria	
5. Describe and demonstrate the characteristics of markets, market segmentation, and target marketing	
6. Define situation and SWOT analysis and illustrate their application to strategic decision-making and business plan formulation	
7. Discuss evolving developments in business performance management and intelligence software systems	

<b>B. Student Outcomes. Students will be able to:</b>	<b>Assessment Method</b>
1. Develop and implement strategies and plans to enhance organizational performance	In-class exercises, simulation performance
2. Demonstrate the ability to function well in groups	In-class exercises, simulation performance
3. Demonstrate leadership skills	In-class exercises, simulation performance
4. Demonstrate the ability to communicate effectively	Written reports and class presentations
5. Demonstrate the ability to manage change	Simulation performance, Written reports



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A695	4. Previous Course Prefix & Number n.a.		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Graduate Internship <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status    NA      Limit      Max Hours		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <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			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
11. Implementation Date    semester/year From: Fall/2007      To:      /9999					
12. <input type="checkbox"/> Cross Listed      with      _____ <input type="checkbox"/> Stacked      with      _____      Cross-Listed Coordination Signature					
13. Coordinate with Affected Units:    ListServ Department, School, or College      _____      _____ Initiator Signature      Date					
14. List any programs or college requirements that require this course Masters of Business Administration					
15. <input type="checkbox"/> General Education Requirement <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					
16. Course Description Integrates classroom knowledge with supervised work experience.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codeable) graduate standing; completion of MBA core courses			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action The course provides an additional option to the capstone requirement of the MBA program and allows students the opportunity to apply and amend their business administration expertise in a relevant work environment.					

_____ Initiator (faculty only)      Date	_____ Disapproved: _____ Dean/Director of School/College      Date
_____ Approved _____ Disapproved: _____ Department Chairperson      Date	_____ Approved _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson      Date
_____ Approved _____ Disapproved: _____ Curriculum Committee Chairperson      Date	_____ Approved _____ Disapproved: _____ Provost or Designee      Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated**      October 18, 2006

**II. Course Information**

**College/School:** College of Business and Public Policy

**Department:** Business Administration

**Program:** Master Business Administration

**Course Title:** **Graduate Internship**

**Course Number:** BA A695

**Credits:** 3

**Contact Hours:** 3 contact hours with faculty supervisor; Students must work minimum of 135 hours on the job

**Grading Basis:** A – F

**Course Description:** Integrates classroom knowledge with supervised work experience.

**Course Prerequisites:** Completion of MBA core courses

**Registration Restrictions:** N/A

**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

Specific activities are developed and approved by the employer, faculty advisor, Career Services Center (CSC) and the student. Each activity must include the following:

- A. Learning objectives to be accomplished;
- B. How objectives will be accomplished;
- C. How achievement of objectives will be evaluated
- D. Learning Agreement.

**VI. Guidelines for Evaluation**

Evaluation is based on the student's final Technical Report and Employer Evaluation.

**V. Course Level Justification**

This is an advanced 600-level course that integrates the totality of their classroom study with planned and supervised work experience in the public and private sectors. Students are expected to perform duties commensurate with entry-level management positions.

**IV. Outline**

- 1.0      OVERVIEW OF INTERNSHIP
- 1.1      Clarify student's occupational interest
- 1.2      Develop updated resume
- 1.3      Meet with faculty & Career Services Center (CSC) representative

- 1.4 Program Orientation
- 2.0 INTERVIEW PROCESS AND SELECTION
- 2.1 Student interview
- 3.0 TRAINING GOALS AND OBJECTIVES
- 3.1 Develop learning objectives
- 4.0 STUDENT'S PARTICIPATION IN PROGRAM PLACEMENT
- 4.1 Practical learning experience

**V. Suggested Texts**

Not applicable

**VI. Bibliography**

**VII. Student Outcomes**

- 1.1.0 Clarify student's occupational interests. Gain insight into various Career Services Center (CSC) Program positions and job requirements.

Student will:

- 1.1.1 Interview with CSC Program representative
- 1.1.2 Discuss CSC placement opportunities
- 1.1.3 Determine whether there's a match between student's interests and employer's needs.

- 1.2.0 Develop updated resume. Produce a current resume.

Student will:

- 1.2.1 Develop a resume that reflects student's current academic and employment history.

- 1.3.0 Meet with the CSC representative and with the BA Faculty Internship Coordinator

Student will:

- 1.3.1 Obtain approval from the CSC and the BA Faculty Internship Coordinator by demonstrating academic and employment readiness.
- 1.3.2 Provide appropriate CSC program documentation to the CSC and to the BA Faculty Internship Coordinator
- 1.3.3 Provide a copy of college transcript(s)
- 1.3.4 Obtain the Faculty Internship Coordinator's signature on the CSC recommendation form.

- 1.3.0 Program orientation. Learn about the requirements of the BA Internship Program

Student will:

- 1.4.1 Meet with the CSC representative and with the BA Faculty Internship Coordinator
- 1.4.2 Discuss special requirements of the course
- 1.4.3 Discuss the placement process
- 1.4.4 Learn interview skills

2.1.0 Student/Employer Interview

Student will:

- 2.1.1 Prepare for the interview by researching the firm and practicing interview skills
- 2.1.2 Attend the interview
- 2.1.3 Appear at the interview in professional business attire
- 2.1.4 Present himself/herself using proper business decorum

3.1.0 Develop learning objectives. With the CSC representative and employer, develop the learning objectives that include specific academic content.

Student will:

- 3.1.1 Gain clear understanding of his/her employment responsibilities
- 3.1.2 Help define his/her course/employment objectives
- 3.1.3 Gain understanding of the employer's role
- 3.1.4 Get approval from the Faculty Internship Coordinator underwriting the academic value of the proposed internship objectives

4.1.0 Practical learning experience. Develop attitudes and work habits pertinent to successful job performance.

Student will:

- 4.1.1 Learn work skills relevant to academic major
- 4.1.2 Augment job readiness skills
- 4.1.3 Develop a better understanding of human relations through working with other employees
- 4.1.4 Develop attitudes and work habits for job competency
- 4.1.5 Develop skills that may increase student's marketability in his/her program of study
- 4.1.6 Prepare a final paper describing academic achievements and learning experiences.
- 4.1.7 Obtain from employer: (1) "Employer's Survey," and (2) two "Employer Evaluation Forms," one at the mid-point of the placement, and one at its completion.

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library and Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business & Public Policy

Program/Course Title: *Graduate Internship*

1. Please identify the library liaison consulted in preparation of this proposal.  
Trina Carter
2. Please list any new library resource and/or information that you recommend to support this course/program change. NONE

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Initiator signature



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A698	4. Previous Course Prefix & Number n.a.		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Individual Research:  Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status NA      Limit      Max Hours		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <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			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
11. Implementation Date semester/year From: Fall/2007      To:      /9999					
12. <input type="checkbox"/> Cross Listed      with <input type="checkbox"/> Stacked      with      Cross-Listed Coordination Signature					
13. Coordinate with Affected Units:      ListServ Department, School, or College      _____      _____ Initiator Signature      Date					
14. List any programs or college requirements that require this course Masters of Business Administration					
15. <input type="checkbox"/> General Education Requirement <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					
16. Course Description Independent primary research project conducted under the supervision of a faculty advisor					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codeable) graduate standing; completion of MBA core courses			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action The course provides an additional option to the capstone requirement of the MBA program					

\_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_\_  
Approved  
\_\_\_\_\_  
Disapproved:      Date  
Department Chairperson      Date

\_\_\_\_\_  
Approved  
\_\_\_\_\_  
Disapproved:      Date  
Curriculum Committee Chairperson      Date

\_\_\_\_\_  
Disapproved:      Date  
Dean/Director of School/College      Date

\_\_\_\_\_  
Approved  
\_\_\_\_\_  
Disapproved:      Date  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_\_  
Approved  
\_\_\_\_\_  
Disapproved:      Date  
Provost or Designee      Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated**      October 12, 2006

**II. Course Information**

**College/School:** College of Business and Public Policy

**Department:** Business Administration

**Program:** Master Business Administration

**Course Title:** Individual Research

**Course Number:** BA A698

**Credits:** 3

**Contact Hours:** 1 per week x 15 weeks = 15 hours

**Grading Basis:** A – F

**Course Description:** Independent primary research project conducted under the supervision of a faculty advisor

**Course Prerequisites:** Completion of MBA core courses

**Registration Restrictions:** N/A

**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

A. Development of research project

B. Review of Literature

C. Data collection

D. Data analysis

E. Research results

F. Final research project- paper and presentation

**IV. Guidelines for Evaluation**

Evaluation is based on successful completion of the tasks established at the outset of the course between the student and the faculty research advisor.

**V. Course Level Justification**

This is an advanced 600-level course that provides the student to design and conduct a primary research project on a selected business concept, problem and/or theory.

**VI. Outline**

Given the nature of this course and the variable demands that each research advisor may pose, there is no fixed outline for this course. At the beginning of the semester the student and research advisor will develop a written contract (i.e., proposal) outlining the specific tasks to be performed by the student over the course of the semester. The student and the research advisor will meet on a regular basis at an agreed time and will discuss issues as they become relevant to the project.

**VII. Suggested Texts**

Benz, Carolyn R., and Newman, Isadore, *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*, Southern Illinois University Press, 1998

King, Gary, Keohane, Robert and Verba, Sidney, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, NJ: Princeton University Press, 1994

Kuhn, Thomas, *The Structure of Scientific Revolutions*, University of Chicago Press, 1962

Yin, Robert. *Case Study Research: Design and Methods*. 3rd ed. Thousand Oaks, CA: Sage Publications, 2003

**VIII. Instructional Goals and Student Outcomes**

<p><b>A. Instructional Goals.</b>  <b>The thesis advisor will:</b></p>	
<ol style="list-style-type: none"> <li>1. Provide appropriate background for the student's intellectual understanding of the nature, scope and expectations regarding an individual research project</li> <li>2. Provide regular opportunities to review and discuss the progress of the research project</li> <li>3. Read and comment on drafts of the research project as it develops;</li> <li>4. Evaluate and grade the research project</li> </ol>	

<p><b>B. Student Outcomes.</b>  <b>Students will be able to:</b></p>	<p><b>Assessment Method</b></p>
<ol style="list-style-type: none"> <li>1. Construct a formal research prospectus</li> <li>2. Conduct a substantive review of literature relevant to the research topic.</li> <li>3. Formulate hypotheses.</li> <li>4. Design reliable and valid data collection instruments and methods.</li> <li>5. Demonstrate knowledge of appropriate quantitative and/or qualitative data analysis techniques and procedures</li> <li>6. Interpret results</li> </ol>	<p>Research project paper and presentation</p>

7. Adjudge research results significance, ramifications and limitations.	
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## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department BA	
2. Course Prefix BA	3. Course Number A699	4. Previous Course Prefix & Number n.a.		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Thesis <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status    NA      Limit      Max Hours		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <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			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
11. Implementation Date    semester/year From: Fall/2007      To:      /9999					
12. <input type="checkbox"/> Cross Listed      with      _____ <input type="checkbox"/> Stacked      with      _____      Cross-Listed Coordination Signature					
13. Coordinate with Affected Units:    ListServ Department, School, or College      _____      _____ Initiator Signature      Date					
14. List any programs or college requirements that require this course Masters of Business Administration					
15. <input type="checkbox"/> General Education Requirement <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					
16. Course Description Independent research project conducted under the supervision of a thesis advisor and committee, culminating in a formal thesis and oral defense.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codeable) graduate standing; completion of MBA core courses			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action The course provides an additional option to the capstone requirement of the MBA program for students who may elect to pursue a PH.D. degree					

\_\_\_\_ Initiator (faculty only)      \_\_\_\_\_ Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

- I. Date Initiated**      October 16, 2006
- II. Course Information**  
**College/School:** College of Business and Public Policy  
**Department:** Business Administration  
**Program:** Master Business Administration  
**Course Title:** Thesis  
**Course Number:** BA A699  
**Credits:** 3  
**Contact Hours:** 1 per week x 15 weeks = 15 hours  
**Grading Basis:** A – F  
**Course Description:** Independent research project conducted under the supervision of a thesis advisor and committee, culminating in a formal thesis and oral defense.  
**Course Prerequisites:** N/A  
**Registration Restrictions:** Graduate standing; completion of MBA core courses.  
**Fees:** Standard CBPP computer lab fee
- III. Course Activities**  
A. Development of thesis prospectus  
B. Review of literature  
C. Data collection  
D. Data analysis  
E. Thesis draft  
F. Final thesis presentation and defense
- IV. Guidelines for Evaluation**  
A. Prospectus approval by thesis advisor and committee  
B. Thesis draft approval by thesis advisor  
C. Final thesis and presentation approval by committee
- V. Course Level Justification**  
This is a 600-level course that requires students to apply and demonstrate the full range of their acquired expertise regarding the key concepts and management principles of business.
- VI. Outline**  
A. Delineate purpose and importance of the thesis: Objectives, problems to be addressed, questions to be answered.  
B. Literature review  
C. Research questions, hypotheses, predictions  
D. Operational definitions and methodology  
E. Data analyses

- F. Results and interpretation
- G. Conclusions and recommendations
- H. Research study limitations

**VII. Suggested Texts**

Benz, Carolyn R., and Newman, Isadore, *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*, Southern Illinois University Press, 1998

King, Gary, Keohane, Robert and Verba, Sidney, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, NJ: Princeton University Press, 1994. ISBN: 0691034702.

Yin, Robert. *Case Study Research: Design and Methods*. 3rd ed. Thousand Oaks, CA: Sage Publications, 2003. ISBN: 0761925538.

Turabian, Kate L., *A Manual for Writers of Term Papers, Theses, and Dissertations*, University Of Chicago Press; 6th Rev. edition.

**VIII. Instructional Goals and Student Outcomes**

<b>A. Instructional Goals.</b> <b>The thesis advisor will:</b>	
<ol style="list-style-type: none"> <li>1. Provide appropriate background for the student's intellectual understanding of the nature, scope, and expectations for the master's thesis</li> <li>2. Provide regular opportunities to review and discuss thesis progress</li> <li>3. Identify appropriate thesis committee members</li> <li>4. Read and comment on drafts of the thesis as it develops</li> <li>5. Chair the student's prospectus and thesis presentation and defense</li> </ol>	

<b>B. Student Outcomes.</b> <b>Students will be able to:</b>	<b>Assessment Method</b>
<ol style="list-style-type: none"> <li>1. Construct a formal thesis prospectus</li> <li>2. Conduct a substantive review of literature relevant to the thesis topic</li> <li>3. Formulate hypotheses</li> <li>4. Design reliable and valid data collection instruments and methods</li> <li>5. Demonstrate knowledge of appropriate quantitative and/or qualitative data analysis techniques and procedures</li> </ol>	Written thesis and oral defense

<p>6. Interpret results</p> <p>7. Evaluate research results significance, ramifications, and limitations</p>	
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# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library and Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business & Public Policy

Program/Course Title: *Thesis*

1. Please identify the library liaison consulted in preparation of this proposal.
2. Please list any new library resource and/or information that you recommend to support this course/program change. NONE

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Initiator signature



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College CBPP		1b. Division ADBP		1c. Department Business Administration	
2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number		5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) ( )
6. Complete Course/Program Title Master of Business Administration					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program			9. Repeat Status      Limit      Max Credits 3		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <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"/> Corequisites <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 checked="" type="checkbox"/> Other: Curriculum Structure & Admissions Criteria			10. Grading Basis <input type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2007      To:      /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. Coordinate with Affected Units:      Faculty Listserve Department, School, or College  _____ Initiator Signature      _____ Date					
14. List any programs or college requirements that require this course					
15. <input type="checkbox"/> General Education Requirement <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					
16. Course Description					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s) N/A		17c. Corequisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Implementation of changes in curriculum structure and admission standards and criteria unanimously voted for by the College of Business & Public Policy faculty October 6, 2006.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## **BUSINESS ADMINISTRATION**

**Edward & Cathryn Rasmuson Hall (RH), Room 309, (907) 786-4129**

[www.cbpp.uaa.alaska.edu](http://www.cbpp.uaa.alaska.edu)

The College of Business and Public Policy offers the Master of Business Administration (MBA) degree in general management. The MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

### **PROGRAM POLICIES AND ADMINISTRATION**

Students must maintain a minimum 3.00 GPA on all course work in the MBA program, including foundation courses. A grade of “C” in a graduate course is minimally acceptable if it is offset with an “A” grade in another course. Students with a GPA below 3.00 will be placed on probation, and may be dropped from the program if the GPA is not brought up to 3.00 within a reasonable time period. Students are also expected to make reasonable progress toward completion of the degree, and may be placed on probation if they do not complete at least one course applicable to the MBA within any 12 month period. All of the advanced MBA course requirements (core plus electives) must be completed within seven (7) calendar years. The faculty reserves the right, where warranted by an evaluation of a student’s progress and apparent knowledge, to require additional course work or other preparation to insure that the degree recipient possesses adequate professional skills and capabilities. This includes the ability to reason and communicate effectively, both verbally and quantitatively. The MBA program is the responsibility of the College’s graduate faculty, which acts as a policy-setting body, and as an appeals board. The complete MBA program policies, requirements, and procedures may be obtained from the College’s MBA office. Students are expected to be familiar with and adhere to both the MBA program requirements and procedures, and the general UAA requirements for graduate degrees. Full program information, including application forms and procedures, may be obtained by contacting the:

MBA Office

College of Business and Public Policy

University of Alaska Anchorage

3211 Providence Drive

Anchorage, AK 99508

U.S.A.

Telephone: (907) 786-4129

Facsimile: (907) 786-4119

### **MASTER OF BUSINESS ADMINISTRATION, GENERAL MANAGEMENT**

The MBA in general management is designed to provide students with the perspectives and skills which will prepare them for increasingly significant managerial leadership

roles in their organizations. The focus of the program is on management practice, but this focus is based on the recognition that sound practice requires a thorough understanding of underlying management principles and techniques. The MBA graduate should be thoroughly grounded in state-of-the-art management theory and practice, aware of the complex global environment in which modern organizations operate, adaptive to change, articulate, and ethical in dealing with others. The program serves both full and part-time students, and classes are generally scheduled for evenings and Saturdays. While most students are from the greater Anchorage area, the program also attracts students from the rest of the United States and from foreign countries, particularly from those on the Pacific Rim. Students may enter the program in either the fall or spring semester. A limited number of courses are also offered during the summer. Current application deadlines, as well as other detailed program information, may be obtained by contacting the College of Business and Public Policy MBA office.

### **ADMISSION REQUIREMENTS**

Applicants must meet both the Admission Requirements for Master's Degrees and the College of Business and Public Policy requirements outlined below.

Admission to the MBA program is restricted to students holding a baccalaureate degree from an AACSB accredited university, or foreign equivalent. In general, two formulas using undergraduate performance as measured by the grade point average (GPA) on a 4.00 scale and the score on the Graduate Management Admission Test (GMAT) will be used to assess an applicant's potential for success in the MBA program:

1. Undergraduate GPA x 200 + GMAT > 1050 or 2. Upper-division GPA x 200 + GMAT > 1100

GMAT waivers- may be considered for applicants meeting any of the following criteria:

1. Hold another Master's degree from an accredited university.
2. Have a professional designation beyond the Baccalaureate (such as CPA, CFA).
3. Have an undergraduate GPA of 3.0 or higher.

Additional indicators for predicting success in individual cases may be provided through documented performance in extracurricular activities, evidence of creativity and leadership, and a record of accomplishment in business or other professional activity.

Applicants whose native language is not English are required to score at least 550 on the TOEFL exam or otherwise demonstrate competency in English. Students may apply to enter the program at the beginning of either the fall or spring semester. There currently is no specific application deadline, but students should apply before the start of their first semester. In some cases students may be admitted conditionally while their paperwork is completed. Students in conditional admission status are restricted in the number of courses that they can take before being fully admitted.

### **GENERAL MANAGEMENT PROGRAM STRUCTURE**

The requirements consist of two parts, foundation courses and advanced courses in business or accounting or relevant experience and expertise in key functional areas of business additional foundational coursework may be required.

These foundation courses are:

- ACCT A601 Accounting Foundations for Executives 3
- BA A601 Business Statistics and Data Analysis 2
- BA A603 Fundamentals of Finance 3
- BA A604 Marketing Management 3
- BA A606 Fundamentals of Production/Operations Management 2
- ECON A602 Introduction to Economics for Managers 3

In some cases students may have fulfilled the core foundation requirements in part through undergraduate courses, or some students holding undergraduate business or accounting degrees may not have covered all of the foundation material in their degree program, or some of their foundation work may be dated in comparison to modern business practice. Thus foundation requirements will be evaluated on an individual student basis to ensure each student is properly prepared for the more advanced MBA courses. Foundation courses may be waived or added to an individual student's program based on previous preparation. In addition, entering students are expected to have basic mathematical, computer, and communication skills. Students deficient in basic skills will be required to improve them through independent study, non-credit courses, undergraduate course work, and/or seminars or workshops.

The main body of the MBA curriculum consists of seven core courses (21 credits) and 15 credits of curricular options for a total of 36 credits of advanced course work:

**Core Courses (21 credits):**

- ACCT A650 Seminar in Executive Uses of Accounting 3
- BA A632 Organizational Behavior and Human Resource Management 3
- BA A633 Problem Formulation and Decision Analysis 3
- BA A635 Current Marketing Issues Seminar 3
- BA A636 Financial Decision Making 3
- BA A655 Strategic Management Seminar 3
- CIS A692 Management Information Systems Seminar 3

In certain cases, where warranted by previous education or experience, an MBA core course may be waived and an elective substituted

**Curricular Options (15 credits):**

**A) Executive Focus (3 credits)** –select at least one course from the following:

- BA A628 Executive Leadership 3
- BA A629 Negotiation & Conflict Management 3
- BA A631 Business Environment Analysis 3
- BA A634 Creating the Successful Organization 3

**B) Elective Coursework (9 credits)**

Students can personally design an area of concentration from courses offered within the College of Business and Public Policy that focus on: Management Theory and Practice,

Marketing, Finance, International Business & Global Economics, Management Information Systems, Logistics, Public Administration. In addition, elective coursework can be selected from graduate courses offered by other colleges and disciplines and/or graduate courses in programs proffered at other accredited universities.

**C) Capstone course requirement (3 credits)** – provides the opportunity to integrate acquired knowledge of business administration. Select one course from the following- depending on preferred nature of experience (practical or academic) and application (applied or theoretical):

BA A656 Management Project 3

BA A686 Management Simulation 3

BA A695 Graduate Internship 3

BA A698 Individual Research 3

BA A699 Thesis 3

## **FACULTY**

**Alpana Desai, [afamd@cbpp.uaa.alaska.edu](mailto:afamd@cbpp.uaa.alaska.edu)**

Carlos Alsua, Assistant Professor, [AFCJA@cbpp.uaa.alaska.edu](mailto:AFCJA@cbpp.uaa.alaska.edu)

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## **BUSINESS ADMINISTRATION**

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The College of Business and Public Policy offers the Master of Business Administration (MBA) degree in general management. The MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

### **PROGRAM POLICIES AND ADMINISTRATION**

Students must maintain a minimum 3.00 GPA on all course work in the MBA program, including foundation courses. A grade of “C” in a graduate course is minimally acceptable if it is offset with an “A” grade in another course. Students with a GPA below 3.00 will be placed on probation, and may be dropped from the program if the GPA is not brought up to 3.00 within a reasonable time period. Students are also expected to make reasonable progress toward completion of the degree, and may be placed on probation if they do not complete at least one course applicable to the MBA within any 12 month period. All of the advanced MBA course requirements (core plus electives) must be completed within seven (7) calendar years. The faculty reserves the right, where warranted by an evaluation of a student’s progress and apparent knowledge, to require additional course work or other preparation to insure that the degree recipient possesses adequate professional skills and capabilities. This includes the ability to reason and communicate effectively, both verbally and quantitatively.

The MBA program is the responsibility of the College’s graduate faculty, which acts as a policy-setting body, and as an appeals board. The complete MBA program policies, requirements, and procedures may be obtained from the College’s MBA office. Students are expected to be familiar with and adhere to both the MBA program requirements and procedures, and the general UAA requirements for graduate degrees.

Full program information, including application forms and procedures, may be obtained by contacting the:

MBA Office

College of Business and Public Policy

University of Alaska Anchorage

3211 Providence Drive

Anchorage, AK 99508

U.S.A.  
Telephone: (907) 786-4129  
Facsimile: (907) 786-4119

## **MASTER OF BUSINESS ADMINISTRATION, GENERAL MANAGEMENT**

The MBA in general management is designed to provide students with the perspectives and skills which will prepare them for increasingly significant managerial leadership roles in their organizations.

The focus of the program is on management practice, but this focus is based on a recognition that sound practice requires a thorough understanding of underlying management principles and techniques. The MBA graduate should be thoroughly grounded in state-of-the-art management theory and practice, aware of the complex global environment in which modern organizations operate, adaptive to change, articulate, and ethical in dealing with others.

The program serves both full and part-time students, and classes are generally scheduled for evenings and Saturdays. While most students are from the greater Anchorage area, the program also attracts students from the rest of the United States and from foreign countries, particularly from those on the Pacific Rim.

Students may enter the program in either the fall or spring semester. A limited number of courses are also offered during the summer. Current application deadlines, as well as other detailed program information, may be obtained by contacting the College of Business and Public Policy MBA office.

## **ADMISSION REQUIREMENTS**

Applicants must meet both the Admission Requirements for Master's Degrees and the College of Business and Public Policy requirements outlined below.

Admission to the MBA program is restricted to students holding a baccalaureate degree from an AACSB accredited university, or foreign equivalent. ~~In addition, it is highly desirable for prospective MBA students to have three years of full-time work experience. The majority of students meeting these conditions will be admitted, up to the limits of program capacity, based on their potential for success in graduate business studies.~~ In general, two formulas using undergraduate performance as measured by the grade point average (GPA) on a 4.00 scale and the score on the Graduate Management Admission Test (GMAT) will be used to assess an applicant's potential for success in the MBA program:

1. Undergraduate GPA x 200 + GMAT > 1050

or

2. Upper-division GPA x 200 + GMAT > 1100

~~These formulas are minimums, and may not guarantee admission in cases where either the GPA or the GMAT scores are unusually low.~~

**GMAT waivers may be considered for applicants who meet any of the following criteria:**

- 1. Hold another master's degree from an accredited university.**
- 2. Have a professional designation beyond the baccalaureate (such as CPA, CFA).**
- 3. Have an undergraduate GPA of 3.0 or higher.**

Additional indicators for predicting success in individual cases may be provided through documented performance in extracurricular activities, evidence of creativity and leadership, and a record of accomplishment in business or other professional activity.

Applicants whose native language is not English are required to score at least 550 on the TOEFL exam or otherwise demonstrate competency in English.

Students may apply to enter the program at the beginning of either the fall or spring semester. There currently is no specific application deadline, but students should apply before the start of their first semester. In some cases students may be admitted conditionally while their paperwork is completed. Students in conditional admission status are restricted in the number of courses that they can take before being fully admitted.

### **GENERAL MANAGEMENT PROGRAM STRUCTURE**

The requirements consist of two parts: foundation courses and advanced courses, ~~with program length varying from 36 to 54 credits, depending upon previous business studies.~~ For students without an undergraduate ~~business or accounting~~ degree **in business or accounting or relevant experience and expertise in key functional areas of business, additional foundational coursework may be required.**

~~will take up to seven foundation courses (18 credits) designed to provide a basic foundation for further graduate work.~~ These foundation courses are:

ACCT A601 Accounting Foundations for Executives 3

BA A601 Business Statistics and Data Analysis 2

BA A603 Fundamentals of Finance 3

BA A604 Marketing Management 3

BA A606 Fundamentals of Production/  
Operations Management 2

~~CIS A605 Information Systems for Managers 2~~

ECON A602 Introduction to Economics for Managers 3

In some cases students may have fulfilled the core foundation requirements in part through undergraduate courses, or some students holding undergraduate business or accounting degrees

may not have covered all of the foundation material in their degree program, or some of their foundation work may be dated in comparison to modern business practice. Thus foundation requirements will be evaluated on an individual student basis to ensure each student is properly prepared for the more advanced MBA courses. Foundation courses may be waived or added to an individual student's program based on previous preparation. In addition, entering students are expected to have basic mathematical, computer, and communication skills. Students deficient in basic skills will be required to improve them through independent study, non-credit courses, undergraduate course work, and/or seminars or workshops.

The main body of the MBA curriculum consists of ~~nine~~ **seven** core courses (21 credits) and 15 credits of curricular options and ~~three~~ **electives** for a total of 36 credits of advanced course work:

### **Core Courses (21 credits):**

ACCT A650 Seminar in Executive Uses of Accounting 3  
~~BA A631 Business Environment Analysis 3~~  
BA A632 Organizational Behavior and Human Resource Management 3  
BA A633 Problem Formulation and Decision Analysis 3  
~~BA A634 Creating the Successful Organization 3~~  
BA A635 Current Marketing Issues Seminar 3  
BA A636 Financial Decision Making 3  
BA A655 Strategic Management Seminar 3  
~~BA A656 Management Project 3~~  
CIS A633 Seminar in Management Information Systems 3

### **Curricular Options (15 credits):**

**A) Executive Focus (3 credits)** –select at least one course from the following:

BA A628 Executive Leadership  
BA A629 Negotiation & Conflict Management  
BA A631 Business Environment Analysis  
BA A634 Creating the Successful Organization

**B) Elective Coursework (9 credits)** - at the graduate (600) level

**C) Capstone (3 credits)** - select one course from the following:

BA A656 Management Project  
BA A686 Management Simulation  
BA A695 Graduate Internship  
BA A698 Individual Research.  
BA A699 Thesis

~~Three electives, all at the graduate (600) level~~ ————— 9

In certain cases, where warranted by previous education or experience, an MBA core course may be waived and an elective substituted. ~~BA A656, Management Project, is required for every student, and the oral presentation of the project to the student's committee serves as the final comprehensive examination in the MBA program.~~

~~It is possible for full-time students to complete the 36 credits of MBA program in one calendar year, although most students will take longer. Core foundation requirements normally add a minimum of two semesters to the program completion time for full-time students.~~

## **FACULTY**

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Larry Ross, Professor, [AFLRR@uaa.alaska.edu](mailto:AFLRR@uaa.alaska.edu)  
Suresh Srivastava, Professor, [AFSCS@cbpp.uaa.alaska.edu](mailto:AFSCS@cbpp.uaa.alaska.edu)  
Leyuan You, Assistant Professor, [LeyuanY@cbpp.uaa.alaska.edu](mailto:LeyuanY@cbpp.uaa.alaska.edu)



## Ph.D., Clinical-Community Psychology

<http://psyphd.alaska.edu>

[ayphd@uaa.alaska.edu](mailto:ayphd@uaa.alaska.edu)

The PhD Program in Clinical-Community Psychology with Rural, Indigenous Emphasis is a program jointly delivered and administered by the Departments of Psychology at the University of Alaska Fairbanks and the University of Alaska Anchorage. Although the degree is awarded by UAF, the only doctoral degree granting institution in the UA system, students can complete the entire degree program in residence at UAA. All program courses are co-taught across campuses via video conference and all program components are delivered by faculty at both campuses. The student experience is identical regardless of students' city of residence (Fairbanks or Anchorage). The program focus includes clinical, community and cross-cultural psychology with an emphasis on indigenous, Alaska Native and American Indian psychology. As a UAA-UAF partnership, the program integrates the strengths and resources of both campuses to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology.

The program ensures that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and will be adequately prepared for licensure as psychologists. Accreditation for the program will be sought from the American Psychological Association as soon as eligibility has been reached.

### APPLICATION

Students apply to the joint Ph.D. program in Clinical-Community Psychology at both UAA and UAF. All applicants submit identical application materials to both institutions; materials are collected and evaluated by the Joint UAA/UAF Ph.D. admissions committee which makes admissions recommendations to the Dean of the UAF Graduate School. Applicants may specify a preference for either campus as a location for their studies. For more information about the application process, visit the program website.

### ADMISSION REQUIREMENTS

1. Application deadline: Received by **December 15** for the following fall admission. This is the only opportunity for program admission each year.
2. Compliance with the requirements for admission to graduate studies as detailed in the UAF catalog.
3. Minimum of a bachelor's degree (B.S. or B.A. or B.Ed.); major in psychology or related field preferred. **All requirements for bachelor's degree must be completed by June 30 prior to matriculation.**
4. Minimum undergraduate grade point average of 3.0.
5. **Minimum 3.0 grade point average in major and in all psychology courses.**
6. Course work in the areas of abnormal psychology, statistics, research methods and one of the following: personality, clinical psychology, social psychology or community psychology. **All prerequisite course work must be completed by June 30 prior to matriculation.**
7. Letter of intent describing the applicant's interest and purpose in studying clinical-community psychology, the reasons why a Ph.D. in clinical-community psychology through the joint UAA/UAF program is sought at this point in the applicant's professional development, and demonstrating an understanding of relevant professional ethics.
8. Professional vita, including documentation regarding academic, research and professional experiences, special projects and activities, and recognitions or honors.
9. Three professional references (preferably curriculum or research advisors, major course instructors with whom the student had contact in more than one course, and/or supervisors).

10. Disclosure Statement, located at <http://psyphd.alaska.edu/approcedures.htm>, must accompany the application to the program. Lifetime Criminal Background check must be submitted by students invited to a personal interview at least two weeks prior to the interview.

## GRADUATION REQUIREMENTS

1. Complete the general university requirements for graduate programs as outlined in the UAF catalog.
2. Complete the Program and Additional Requirements listed below

## PROGRAM REQUIREMENTS

Students must complete 26 required courses (for a total of 70 credits), 18 credits of dissertation, 18 credits of predoctoral internship and 9 credits of electives. Students must accumulate a minimum of 115 credits to graduate and must have completed all required course work. Students entering the program with a Masters Degree in Psychology or related field must complete at least two years of full-time course work, 18 credits of dissertation, and one year of predoctoral internship, all as approved by the student's advisory committee.

1. Cultural Immersion: During their first year in the Ph.D. program, students must participate in a cultural immersion experience as defined by program faculty. This experience will be coordinated by the Directors of Clinical Training (DCTs) and will also be attended by at least one faculty member per campus who teaches in the Ph.D. program. The experience is not graded but must be completed before students are allowed to register for courses.
2. Complete the following required courses.
 

PSY	A 601	Clinical/Community/Cross-Cultural Integration Seminar (3 years, 1 credit per year)	3
PSY	A602	Native Ways of Knowing	3
PSY	A603	Alaskan & Rural Psychology	3
PSY	A604	Biological and Pharmacological Bases of Behavior	3
PSY	A605	History and Systems	1
PSY	A607	Cognition, Affect, and Culture	3
PSY	A611	Ethics and Professional Practice	3
PSY	A612	Human Development in a Cultural Context	3
PSY	A616	Program Evaluation and Community Consultation I	3
PSY	A617	Program Evaluation and Community Consultation II	3
PSY	A622	Multicultural Psychopathology	3
PSY	A623	Intervention I	3
PSY	A629	Intervention II	3
PSY	A632	Community Psychology Across Culture	3
PSY	A633	Tests & Measurement in Multicultural Context	3
PSY	A639	Research Methods	3
PSY	A652	Practicum Placement - Clinical I	3
PSY	A653	Practicum Placement - Clinical II	3
PSY	A657	Quantitative Analysis	3
PSY	A658	Qualitative Analysis	3
PSY	A672	Practicum Placement - Community I	3
PSY	A673	Practicum Placement - Community II	3
PSY	A679	Multicultural Psychological Assessment I	3
PSY	A681	Substances of Abuse in Alaska	1

PSY	A682	Substance Abuse Assessment and Treatment Planning	1
PSY	A683	Clinical Interventions in Substance Abuse	1
PSY	A686	Predoctoral Internship	18
PSY	A699D	Dissertation	18
3. Electives			9
4. A total of 115 credits is required for the degree.			

#### **ADDITIONAL REQUIREMENTS**

**CLINICAL-COMMUNITY COMPETENCY:** Students must demonstrate clinical-community competency before being allowed to apply for internship. Clinical competency is demonstrated through preparation of a clinical-community portfolio that will be evaluated by an ad hoc committee consisting of four clinically trained faculty members (two per campus) who teach in the doctoral program. Criteria for the portfolio will be clearly defined and samples will be provided for students.

**RESEARCH COMPETENCY:** Students must demonstrate research competency before being allowed to register for dissertation credits. Research competency is demonstrated through preparation of a research portfolio that will be evaluated by an ad hoc committee consisting of four research-trained faculty members (two per campus) who teach in the doctoral program. Criteria for the portfolio will be clearly defined and samples will be provided for students.

**ADVANCEMENT TO CANDIDACY:** Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA/UAF Ph.D. committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with students to date, submitted paperwork and student's progress through the program. Feedback from the review will be provided to the student by her or his advisor. Students must have cleared research and clinical-community competencies before being able to request advancement to candidacy.

**DOCTORAL DISSERTATION PROPOSAL DEFENSE:** Before commencing data collection for a dissertation project, students must defend their proposal to their dissertation committee. The defense must be based on a written dissertation proposal to be distributed to the dissertation committee after approval by the dissertation chair. The defense will be an oral presentation to the committee by the student and will not be a public meeting. For data-collection based dissertations, the proposal must also be approved by the UAA or UAF Institutional Review Board before data collection can commence.

**DOCTORAL DISSERTATION:** A doctoral dissertation must be carried out successfully and approved by a doctoral dissertation committee. The dissertation committee will consist of at least four members. It is recommended that the dissertation chair be on the same campus as the student. There must be at least one committee member from each psychology department at UAF and UAA. Content areas can vary widely, but must be related to clinical, community, or cross-cultural issues and applicable in Alaska settings.

**ADVANCEMENT TO INTERNSHIP:** Students must apply to the local Director of Clinical Training (DCT) before being permitted to apply for a predoctoral internship. DCTs will review the students' course work, assure that all prior milestones have been mastered (i.e., clinical-community competency, research competency, doctoral dissertation defense and advancement to candidacy) before approving the student for internship and before writing a letter of support for the student (typically required by all approved internship sites). **Lifetime criminal background check must also be completed before students can advance to internship.**

**PREDOCTORAL INTERNSHIP:** A full-time, one-year predoctoral internship is required. This internship should meet the criteria laid out by the American Psychological Association; selection of an Association of Psychology Postdoctoral and Internship Centers (APPIC)-approved internship is encouraged. Placements in Alaska are preferred, but not required.

Strict compliance with APA Ethical Guidelines is required throughout participation in the degree program. Violations can result in immediate dismissal from the program and failure to graduate. Completion of an annual Disclosure Statement is also required. Affirmative answers may result in dismissal from the program and failure to graduate. The Disclosure Statement may be viewed at <http://psyphd.alaska.edu>.

# Curriculum Coordination Form

Notification Date: October 13, 2006

Initiating unit: UAA Psychology Department

Affected unit(s): UAF Department of Psychology

Course Prefix and Number:

Previous Prefix and Number:

Complete Course/Program Title: Ph.D. Program in Clinical-Community Psychology with Rural Indigenous Emphasis

Previous Course/Program Title:

Description of Action: Changes in the admission timelines create a more realistic timeline for review of application and for assurance that all requirements are met by admitted students at the time of entry into the program. Changes in the admission requirements related to GPA are needed to clarify that the 3.0 requirement applies not just to the overall undergraduate degree but also more specifically to the GPA for courses in the student's major field of study. The language related to students with preexisting master's degrees was needed to assure that proper plans of study can be developed for more advanced students and represents an oversight in the original catalog copy. The changes related to disclosure forms and criminal background checks were made to assure that students are aware of these currently existing requirements in the program.

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213

3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Resource Implication Form

1. School/College CAS

2. Program/Course Ph.D. Program in Clinical-Community Psychology with Rural Indigenous Emphasis

3. Course Prefix

4. Course Number

5. Implementation Date Fall 2007

6. Type of Action and Category

Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

<input type="checkbox"/> part-time faculty	\$0
<input type="checkbox"/> new full-time faculty	\$0
<input type="checkbox"/> reassignment of full-time faculty	\$0
<input type="checkbox"/> additional class/lab space	\$0
<input type="checkbox"/> modification of class/lab space	\$0
<input type="checkbox"/> additional library resources	\$0
<input type="checkbox"/> additional computer equipment	\$0
<input type="checkbox"/> other costs	\$0

8. Explanation: Change in application deadline, prerequisite completion date and specific language for program requirements for students entering the program with a previous Master's degree in Psychology or related field do not have any budgetary impacts on the programs resources.

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date



**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COLLEGE OF EDUCATION**

- I. Date of Initiation** September 1, 2006
- II. Information from the Curriculum Action Request**
- |                            |   |
|----------------------------|---|
| College or School:         | College of Education  |
| Department:                | Educational Leadership  |
| Course Program:            | Master of Education in Educational Leadership.,<br>Teacher Leadership Option  |
| Course Subject:            | EDLD  |
| Course Number:             | A652  |
| Credits:                   | 3   |
| Contact Hours:             | 3+0   |
| Title:                     | Introduction to Teacher Leadership  |
| Grading Basis:             | A-F   |
| Course Description:        | Exploration and broad overview of Teacher Leadership.<br>Emphasizes collaborative processes, reflection, and<br>school-based research as paths to improving professional<br>practice. |
| Course Prerequisites:      | N/A   |
| Test Scores:               | N/A   |
| Other Restrictions:        | Level   |
| Co-requisites:             | N/A   |
| Registration restrictions: | Graduate Standing   |
| Fees:                      | There is a one-time/per-semester COE computer lab fee.  |
- III. Instructional Goals and Student Outcomes**
- 1.0 Literature for Teacher Leadership
- Goal:** Analyze aspects of teacher leadership in professional literature
- Outcomes:**
- The candidate will:
- 1.1 Synthesize current issues and topics from the literature
  - 1.2 Develop and articulate definition of teacher leadership
  - 1.3 Summarize a brief history and key turning points in teacher leadership
  - 1.4 Distinguishes the current state of teacher leadership by observing teacher leaders in local contexts and by contrasting observations with appropriate literature
  - 1.5 Reflect upon and discuss observable aspects of teacher leadership in local

contexts

## 2.0 Distributive Leadership Theory

**Goal:** Explore applications of distributive leadership theory and its relationship to the practice of teacher leadership in the contexts of public schools

**Outcomes:**

The candidate will:

- 2.1 Classify teacher leadership practices in local public schools which exemplify distributive leadership applications
- 2.3 Compare distributive leadership theory with the practice of teacher leadership in a written report suitable for local publication
- 2.4 Determine, from current, appropriate literature and observations of practices in local schools, the contexts in public schools where the application of distributive leadership is most appropriate
- 2.5 Reflect upon and discuss the elements of distributive leadership which are evident in local professional practice

## 3.0 Characteristics and Roles of Teacher Leaders

**Goal :** Construct an overview of various characteristics and roles of teacher leaders

**Outcomes:**

The candidate will:

- 3.1 Distinguish the various roles and responsibilities of teacher leaders from current, appropriate literature and from professional experiences in local districts
- 3.2 Observe and record specific roles and functions of teacher leaders in local contexts and compare/contrast to observations of other students
- 3.3 Reflect upon and discuss how one's perspectives, behaviors, and professional practice mesh with identified roles and functions of teacher leader

## 4.0 The Relationship of Teacher Leadership and Student Achievement

**Goal:** Explore the relationship between teacher leadership and student achievement

**Outcomes:**

The candidate will:

- 4.1 Discuss the findings of research studies linking teacher leadership and student achievement for the purpose of guiding future inquiries
- 4.2 Identify barriers in researching the link between teacher leadership and student achievement
- 4.3 Construct an action research plan which could be implemented by classroom teachers desiring to document the link between teacher leadership and student achievement
- 4.5 Reflect upon and discuss how action research plans could be incorporated into one's professional practice to promote student achievement

#### **IV. Guidelines for Evaluation**

Instructors shall, at their discretion, employ both traditional and innovative assessment techniques including, but not limited to:

- Synthesis of appropriate and current literature
- Presentations to class
- Article summaries/reviews
- Written reflections based on teacher leader practice

#### **V. Course Level Justification**

This course is part of a graduate level professional program that requires a baccalaureate degree and a valid teaching certificate. Course content builds upon classroom experiences and concepts and skills from a baccalaureate degree.

#### **VI. Topical Course Outline**

##### 1.0 Literature of Teacher Leadership

- 1.1 Current issues and topics
- 1.2 Definition of teacher leadership
- 1.3 History and turning points
- 1.4 Current state of teacher leadership in local contexts
- 1.5 Reflections on teacher leadership

##### 2.0 Distributive Leadership Theory

- 2.1 Exemplary distributive leadership practices
- 2.2 Comparison of distributive leadership to teacher leadership practices
- 2.3 Distributive leadership applications in local contexts
- 2.4 Reflections on distributive leadership theory

##### 3.0 Characteristics and Roles of Teacher Leadership

- 3.1 Roles and responsibilities in local contexts and in literature
- 3.2 Observations of specific roles and functions of teacher leaders
- 3.3 Reflections on perspectives, behaviors, and identified roles

##### 4.0 The Relationship of Teacher Leadership and Student Achievement

- 4.1 Research findings linking teacher leadership and student achievement
- 4.2 Barriers in researching links between teacher leadership and achievement
- 4.3 Action research plans to document relationship
- 4.4 Reflections on action research and professional practice

## **VII. Suggested Texts**

- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Spillane, J. P. (2006). *Distributed leadership*. San Francisco, CA: Jossey-Bass.

## **VIII. Bibliography**

- Blasé, J. & Kirby, P. C. (2000). *Bringing out the best in teachers: What effective principals do*. Thousand Oaks, CA: Corwin.
- Crowther, F., Kaagan, S. S., Ferguson, M. & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Hargraves, A. & Fink, D. (2005). *Sustainable leadership*. San Francisco, CA: Jossey-Bass.
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: helping teacher develop as leaders*. Thousand Oaks, CA: Corwin.
- Liberman, A. & Miller, L. (2003). *Teacher leadership*. San Francisco, CA: Jossey-Bass.
- Marshall, S. P. (2006). *The power to transform: Leadership that brings learning and schooling to life*. San Francisco, CA: Jossey-Bass.
- Reagan, T. G., Case, C. W., & Brubacher, J. W. (2000). *Becoming a reflective educator: How to build a culture of inquiry in the schools*. Thousand Oaks, CA: Corwin.
- Reeves, D. B. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: Association for Supervision and Curriculum

Development.

Rubin, H. (2002). *Collaborative leadership*. Thousand Oaks, CA: Corwin.



COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COLLEGE OF EDUCATION

**I. Date initiated:** March 10, 2006

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

College/School: College of Education

Department: Educational Leadership

Program: Master of Education in Educational Leadership, Teacher Leadership Option

Course Subject: EDLD

Course Number: A653

Credits: 3.0

Contact Hours: 3+0

Course Title: Leadership for Equity

Grading Basis: A-F

Course Description: Focuses on implementing and practicing leadership. Emphasizes equity and excellence in schools. Candidates learn to challenge in themselves and in schools the intellectual structures, definitions and assumptions about people that lead to inequities.

Course Prerequisite(s): N/A

Test Score(s): N/A

Co-requisite(s): N/A

Other Restriction(s): Level

Registration Restriction(s): Graduate Standing

Course Fee: There is a one-time/per-semester COE computer lab fee.

**III. Instructional Goals and Student Outcomes**

1.0 **Goal:** Examine leadership characteristics that engender equity  
**Outcomes:**

The candidate will:

- 1.1 Evaluate the meaning of moral leadership/social justice for schools
- 1.2 Differentiate differing concepts of equity
- 1.3 Identify elements of race, ethnicity, social class, gender and sexual orientation that affect equity in education
- 1.4 Advocate for equal access to resources
- 1.5 Defend and respect differing viewpoints
- 1.6 Recognize and remediate organizational/individual resistance to change
- 1.7 Review data to identify equity issues

1.0 **Goal:** Explore the root of current equity issues in public education

**Outcomes:**

The candidate will:

- 2.1 Examine own beliefs about race, ethnicity, social class, gender, sexual orientation, and issues that affect equity in education
- 2.2 Clarify definitions of intelligence and learning
- 2.3 Analyze meaning of achievement and success
- 2.4 Reflect on the importance of relationships and educational change
- 2.5 Identify and analyze the impelling and impeding forces for current equity issues
- 2.6 Examine local school context/site to identify equity issues using multiple sources of data

3.0 **Goal:** Assess student academic performance through exploration of the school systems, policies, procedures, and instructional practices

**Outcomes:**

The candidate will:

- 3.1 Evaluate research on school reform studies for relevant findings
- 3.2 Identify impediments to redesigning schools for success
- 3.3 Develop a school research/data based plan for equity
- 3.4 Develop culturally responsive strategies that foster inclusion and access for all students
- 3.5 Describe a vision for schools that includes equity

#### IV. Guidelines for Evaluation

Instructors shall, at their discretion, employ both traditional and innovative assessment techniques including, but not limited to:

- Literature review on best practices in leadership for equity based on current research as well as national, state and local standards,
- School-wide research-based projects,
- Reflective logs based on teacher leader practice,
- Self-assessment of leadership style strengths and weaknesses,
- Oral and written assignments, e.g., analytical essays, presentations of research findings, Socratic discussions,
- Presentations,
- Ongoing portfolio.

## V. Course Level Justification

This course is part of a graduate level professional program that requires a baccalaureate degree and a valid teaching certificate. Course content builds upon classroom experiences and concepts and skills from a baccalaureate degree.

## VI. Outline

### 1.0 Leadership

- 1.1 Moral/social justice
- 1.2 Ethical and moral code
- 1.3 Conceptions of equity
- 1.4 Concepts of equity
- 1.5 Equal access
- 1.6 Viewpoints
- 1.7 Resistant behaviors
- 1.8 Data review

### 2.0 Equity

- 2.1 Beliefs
- 2.2 Issues
- 2.3 Relationships
- 2.4 Impelling and impeding forces
- 2.5 Data review

### 3.0 Student performance

- 3.1 School reform
- 3.2 Impediments
- 3.3 Research
- 3.4 Inclusion and access
- 3.5 Vision for equity

## VI. Suggested Texts

Delpit, L. (1995). *Other people's children*. New York: The New Press.

McCarthy, C., Crichlow, W., Dimitriadis, G., & Dolby, N. (2005). *Race, identity, and representation in education* (2<sup>nd</sup> ed). New York: Routledge.

Perry, T., & Fraser, J. (Eds.). (1993). *Freedom's plow teaching in the multicultural classroom*. New York: Routledge.

Weissglass, J. (1998). *Ripples of hope; Building relationships for educational change*. Santa Barbara, CA: University of California.

Current published and online articles such as:

Cummings, F. (n.d.). Thinking of each and every one. Retrieved March 28, 2005 from <http://www.enc.org/topics/equity/context>

Fink, S. (n.d.). The courage to lead: An equity agenda. Retrieved March 28, 2005 from [http://home.blarg.net/~building/trans/fink\\_2.htm](http://home.blarg.net/~building/trans/fink_2.htm)

Sherry, L., & Gibson, D. (n.d.). The path to teacher leadership in educational technology. Retrieved March 28, 2005 from <http://www.rmcdenver.com/TEN/leader.htm>

Wynne, J. (n.d.). Teachers as leaders in education reform. Retrieved March 28, 2005  
From <http://www.ericdigests.org/2002-4/teachers.html>

## VII. Bibliography

Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.

Hilliard III, A. (1991). Do we have the will to educate all children? *Educational Leadership*, 49(1), 31-36.

Johnson, R. S. (2002). *Using data to close the achievement gap*. Thousand Oaks, CA: Corwin Press.

Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35, (Suppl.), 679.

Katzenmeyer, M., & Moller, G. (Eds.). (1996). *Every teacher as a leader: Realizing the potential of teacher leadership*. San Francisco: Jossey-Bass.

Rothstein, R. (2004). *Class and schools using social, economic, and educational reform to close the black-white achievement gap*. Washington, D.C.: Economic Policy Institute.

Sergiovanni, T. J. (1992). *Moral Leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.

Scheurich, J. J. & Skrla, L. (2003). *Leadership for equity and excellence: Creating high-achievement classrooms, schools, and districts*. Thousand Oaks, CA: Corwin Press.

Sherrill, J. (1999). Preparing teachers for leadership roles in the 21<sup>st</sup> century. *Theory Into Practice*, 38(1), 56.

Wynne, J. (2000, April). *The elephant in the living room: Racism in school reform*. Paper presented at the AERA, Montreal, Canada. ED 436 614.



COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COLLEGE OF EDUCATION

**I. Date initiated:** March 10, 2006

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

College/School: College of Education

Department: Educational Leadership

Program: Master of Education in Educational Leadership, Teacher Leadership Option

Course Subject: EDLD

Course Number: A654

Credits: 3.0

Contact Hours: 3+0

Course Title: Building Mentoring Relationships

Grading Basis: A-F

Course Description: Focuses on the theories inherent in successful mentoring relationships and induction programs. Emphasizes the analysis and application of research and best practices in development of skills, understanding, and integration of theory in formal mentoring programs.

Course Prerequisite(s): EDLD

Test Score(s): N/A

Co-requisite(s): N/A

Other Restrictions(s): Level

Registration Restriction(s): Graduate Standing

Course Fee: There is a one-time/per-semester COE computer lab fee.

**III. Instructional Goals and Student Outcomes**

1.0 **Goal:** Understand mentoring as a philosophical and practical construct.  
**Outcome:**

The candidate will:

- 1.1 Reflect on their own and others mentoring experiences
- 1.2 Examine current research in the field of mentoring to identify best practices
- 1.3 Delineate the difference between coaching and mentoring
- 1.4 Examine the role of mentoring in induction programs
- 1.5 Analyze the role and effect of mentoring in organizational change

2.0 **Goal:** Explore the essential skills of mentoring.

**Outcome:**

The candidate will:

- 2.1 Analyze research on the components of effective dialogue techniques
- 2.2 Evaluate own dialogue skills
- 2.3 Apply mentoring dialogue skills to case studies and scenarios
- 2.4 Demonstrate effective use of dialogue techniques in simulations
- 2.5 Apply emotional intelligence theory to mentoring practices
- 2.6 Analyze the effect of listening, message sending, verbal, non-verbal, and paralinguistic communication skills in mentoring

3.0 **Goal:** Understand the components of mentoring practice.

**Outcome:**

The candidate will:

- 3.1 Develop a relevant construct of the vocabulary, myths, truths and issues of credibility in mentoring using research and best practices
- 3.2 Delineate various types of mentoring formats and their tandem skills and practices
- 3.3 Evaluate types of mentoring formats to identify potential strengths and weaknesses
- 3.4 Analyze the potential benefits and barriers in mentoring

4.0 **Goal:** Understand the mentoring continuum.

**Outcome:**

The candidate will:

- 4.1 Examine life cycle of an educator from novice to experienced
- 4.2 Generalize the patterns of orientation, socialization, and induction in the life cycle of an educator
- 4.3 Examine the changing nature of mentoring relationships over time
- 4.2 Analyze the mentoring continuum through the lens of adult learning theory
- 4.3 Evaluate mentoring and induction programs in light of research and best practice

#### IV. Guidelines for Evaluation

Instructors shall, at their discretion, employ both traditional and innovative assessment techniques including, but not limited to:

- Literature review on best practices in mentoring and coaching based on current research as well as national, state and local standards,

- School wide research-based projects, reflective logs based on teacher leader practice,
- Self-assessments of mentoring and leadership skills, oral and written assignments, e.g., analytical essays, presentations of research findings,
- Socratic discussions,
- Presentations,
- Ongoing portfolio.

## V. Course Level Justification

This course is part of a graduate level professional program that requires a baccalaureate degree and a valid teaching certificate. Course content builds upon classroom experiences and concepts and skills from a baccalaureate degree.

## VI. Outline

- 1.0 Overview of the principles and practice of mentoring
  - 1.1 Research findings and best practices
  - 1.2 Cognitive coaching and mentoring
  - 1.3 Induction programs
  - 1.4 Mentoring and organizational change
- 2.0 Essential skills of mentoring
  - 2.1 Effective dialogue and communication skills
  - 2.2 Emotional intelligence
- 3.0 Components of mentoring practice
  - 3.1 Myths, truths and credibility
  - 3.2 Types of mentoring formats, skills, and practices
  - 3.3 Benefits and barriers
- 4.0 The mentoring continuum
  - 4.1 Life cycle of an educator
  - 4.2 Evolution of mentoring relationships
  - 4.3 Evaluating mentoring and induction programs

## VII. Suggested Texts:

Hargrove, R. (1995). *Masterful coaching*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Johnson, S. (1998). *Who moved my cheese?* New York: G.P. Putnam's Sons.

Lundin, S., Paul, H., & Christensen, J. (2000). *Fish: A remarkable way to boost morale and improve results*. New York: Hyperion.

Stone, D., Patton, B., & Heen, S. (1999). *Difficult conversations: How to discuss what matters most*. New York: Penguin Books.

## VIII. Bibliography:

- Alaska State Board of Education & Early Development. (2000). *Alaska state administrator performance standards*. Juneau, AK: Alaska Department of Education and Early Development.
- Alaska State Board of Education & Early Development. (2000). *Alaska state teacher performance standards*. Juneau, AK: Alaska Department of Education and Early Development.
- Anchorage School District (ASD) Staff Development. (1994). *AEA/ASD Mentoring Manual*. Anchorage Alaska: ASD.
- Baird, B. (1996). *The internship, practicum, and field placement handbook: A guide the helping professions*. Upper Saddle River, NJ: Prentice Hall.
- Barth, R. S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.
- Brock, B., & Grady, M. (1997). *First-year to first-rate*. Thousand Oaks, CA: Corwin Press.
- Brown, G., & Irby, B. (1997). *The principal portfolio*. Thousand Oaks, CA: Corwin Press.
- Chopra, D. (1994). *The seven spiritual laws of success*. San Rafael, CA: Amber-Allen.
- Crow, G., & Matthews, L. J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership*. Thousand Oaks, CA: Corwin Press.
- Gasner, T., & Larson, K. (1997). *Mentoring: The giving and receiving of wisdom*. Front Royal, VA: National Cassette Services 7035-J21.
- Goethals, M. S., & and Howard, R. (2000). *Student teaching: A process approach to reflective practice*. Columbus, OH: Merrill.
- Goldsmith, M., Kaye, B., & Shelton, K. (2000). *Learning journeys: Lessons on becoming great mentors and leaders*. Palo Alto, CA: Davies-Black.
- Goldsmith, M., Lyons, L., & Freas, A. (2000). *Coaching for leadership*. San Francisco: Jossey-Bass Pfeiffer.
- Goleman, D. (2000). *Working with emotional intelligence*. New York: Bantam Doubleday Dell.
- Hunter, A. (1998) *Professional portfolio models: Applications in education section III*. Norwood, MA: Christopher-Gordon.
- Hunter, D., Bailey, A., & Taylor, B. (1995). *The Zen of groups*. Tucson, AZ: Fisher Books.
- Linkage, Inc. (2000) *The Coaching & Mentoring Conference 2000: Conference proceedings*. Chicago, IL: Linkage.

Linkage, Inc. (2001) *The Coaching & Mentoring Conference 2001: Conference proceedings*. Arlington, VA: Linkage.

Lyons, N. (1998). *With portfolio in hand*. New York: Teachers College Press.

Newmann, F. M., & Wehlage, G. G. (1995). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. Madison, WI: Wisconsin Center for Education Research.

Peddy, S. (2000). *The art of mentoring: Lead, follow and get out of the way*. Corpus Christi, TX: Bullion Books.

Posner, G. (2000) *Field experience: A guide to reflective teaching*. New York: Addison Wesley Longman.

Sineta, M. (1998). *The mentor's spirit*. New York: St. Martin's Press.

Sweeny, B. (1994). *A new teacher mentoring knowledge base*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tice, L., & Quick, J. (1997). *Personal coaching for results: How to mentor and inspire others to amazing growth*. Nashville, TN: Thomas Nelson.

West, E. (1997). *201 icebreakers*. New York: McGraw-Hill.

Wickman, F., & Sjodin, T. (1997). *Mentoring*. Chicago, IL: Irwin Professional.



**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COLLEGE OF EDUCATION**

**I. Date initiated:** March 10, 2006

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

College/School: College of Education

Department: Educational Leadership

Program: Master of Education in Educational Leadership, Teacher Leadership Option

Course Subject: EDL

Course Number: A655

Credits: 2.0

Contact Hours: 2+0

Course Title: Professional Development and Teacher Learning

Grading Basis: A-F

Course Description: Examines the ways in which organizational policies, leadership, and professional practices affect the quality of teaching and learning. The focus is on critical analysis of the complex nature of teacher learning and professional growth with application of this knowledge to designing organizational programs.

Course Prerequisite(s): N/A

Test Score(s): N/A

Co-requisite(s): N/A

Other Restriction(s): Level

Registration Restriction(s): Graduate Standing

Course Fee: There is a one-time/per-semester COE lab fee.

**III. Instructional Goals and Student Outcomes**

- 1.0 **Goal:** Understand the history of staff development  
**Outcomes:**  
The candidate will:
- 1.1 Describe the history of professional development and school renewal efforts
  - 1.2 Examine personal beliefs, assumptions, prior experiences, and practices related to staff development
- 2.0 **Goal:** Understand current scholarship regarding teacher learning and knowledge  
**Outcomes:**  
The candidate will:
- 2.1 Examine the varied facets of a professional knowledge-base for teaching
  - 2.2 Examine the differences in craft knowledge and professional knowledge, and the relative strengths and weaknesses of these different ways of knowing
  - 2.3 Analyze cognitive research to identify implications for teacher learning
  - 2.4 Engage in self-reflection and self-study to identify the development and structure of one's own knowledge base
  - 2.5 Evaluate the impact of organizational policies, structures, and practices on teacher learning and opportunity to learn
- 3.0 **Goal:** Explore the relationship between teacher knowledge and student academic performance  
**Outcome:**  
The candidate will:
- 3.1 Construct an historical understanding of the varied theories of student learning and differential academic achievement
  - 3.2 Analyze current research on links between teacher knowledge and student learning
- 4.0 **Goal:** Identify research-based characteristics and processes of quality professional development  
**Outcomes:**  
The candidate will:
- 4.1 Analyze relevant national standards and professional standards related to teacher learning and professional development
  - 4.2 Evaluate research on current professional development practices to identify best practices
  - 4.3 Explain the strengths and potential weaknesses of different formats of professional development
  - 4.4 Review and evaluate various models for evaluating the impact of professional development
  - 4.5 Identify potential impediments to the implementation of standards and best practices
  - 4.6 Analyze local district or school context and practices to identify match with standards and best practices
- 5.0 **Goal:** Understand processes for developing, leading, and evaluating professional development programs.  
**Outcome:**

The candidate will:

- 5.1 Analyze the interlinking roles and responsibilities of personnel within a district with respect to staff development programs
- 5.2 Review and construct needs-assessments to identify foci for professional development programs
- 5.3 Examine one's own areas of expertise, strengths, and areas for growth as a designer and leader of professional development programs
- 5.4 Develop an implementation plan for a professional development activity

#### **IV. Guidelines for Evaluation**

Instructors shall, at their discretion, employ both traditional and innovative assessment techniques including, but not limited to:

- Literature review on best practices in professional development and teacher learning based on current research as well as national, state and local standards
- School-based or action research projects
- Reflective logs based on current experiences or practice
- Needs-assessment(s) for school or district
- Oral and written assignments, e.g., analytical essays, presentations of research findings
- Socratic discussions
- Professional development program design
- Presentations

#### **V. Course Level Justification**

This course is part of a graduate level professional program that requires a baccalaureate degree and a valid teaching certificate. Course content builds upon classroom experiences and concepts and skills from a baccalaureate degree.

#### **VI. Outline**

1.0 Historical overview of professional development and teacher learning

- 1.1 School reform and renewal
- 1.2 Role of prior experiences and beliefs regarding professional development

2.0 Current research on teacher learning knowledge

- 2.1 Professional knowledge base for teaching
  - 2.1.1 General pedagogical knowledge
  - 2.1.2 Subject matter (content) knowledge
  - 2.1.3 Pedagogical content knowledge
- 2.2 Cognitive research related to learning
  - 2.2.1 Social-constructivist theory
  - 2.2.2 Organizational/socialization theory
  - 2.2.3 Reflection and meta-cognition
- 2.3 "Unpacking" one's own knowledge-base

- 2.4 Impact of organizational policies, structures, and practices
- 3.0 Explore teacher knowledge and student performance
  - 3.1 Achievement gap: past and present
  - 3.2 Teacher knowledge and student achievement
- 4.0 Professional development
  - 4.1 National standards
    - 4.1.1 National Staff Development Council
    - 4.1.2 National Board for Professional Teaching Standards
  - 4.2 Practices in professional development
    - 4.2.1 Models and formats
    - 4.2.2 Case studies
  - 4.3 Evaluating
  - 4.4 Barriers and supports
- 5.0 Designing programs
  - 5.1 Roles and responsibilities
  - 5.2 Needs-assessments
  - 5.3 Own role and expertise
  - 5.4 Implementation
  - 5.5

## **VII. Suggested Texts**

Brown, Easton, L. (2004). *Powerful designs for professional learning*. Oxford, OH: National Staff Development Council.

Speck, M., & Knipe, C. (2001). *Why can't we get it right?: Professional development in our schools*. Thousand Oaks, CA: Corwin Press.

## **VIII. Bibliography**

Corcoran, T. (1995, June). Helping teachers teach well: Transforming professional development. *CPRE Policy Briefs*. Rutgers, NJ: Consortium for Policy Research in Education, 69-79.

Diaz-Maggioli, G. (2004). *Teacher-centered professional development*. Alexandria VA: Association for Supervision and Curriculum Development.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service and Alexandria, VA: Association of Supervision and Curriculum Development.

Gall, M., & Vojtek, R. (1994). *Planning for effective staff development: Six research-based models*. Eugene, OR: ERIC Clearinghouse on Educational Management

Guskey, T. R., & Huberman, M. (1995). *Professional development in education: New paradigms*

- and practices*. New York: Teachers College Press.
- Haslam, B. (1997, Fall). How to rebuild a local professional development infrastructure. *NAS Getting Better by Design*. Arlington, VA: New American Schools.
- Hilliard, A. (1997). The structure of valid staff development. *Journal of Staff Development*, 18(2), 28-34.
- Hord, S. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory, 18-19.
- Ingersoll, R. (2002). *Out-of-field teaching, educational inequality, and the organization of schools: An exploratory analysis*. Seattle: Center for the Study of Teaching and Policy, University of Washington.
- Killion, J. (1999). *What works in the middle: Results-based staff development*. Oxford, OH: National Staff Development Council.
- Lieberman, A., & Miller, L. (Eds.) (2001). *Teachers caught in the action: Professional development that matters*. New York: Teachers College Press.
- Sparks, D. (2002). *Designing powerful professional development for teachers and principals*. Oxford, OH: National Staff Development Council.
- Sparks, D., & Hirsh, S. (1997). *A new vision for staff development*. Alexandria, VA: ASCD and NSDC.



Course Content Guide  
University of Alaska Anchorage  
College of Education

**I. Date initiated:** March 10, 2006

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

College/School	College of Education
Department:	Educational Leadership
Program:	Master of Education Educational Leadership, Teacher Leadership Option
Course Subject:	EDAE
Course Number:	A656
Credits:	1.0
Contact Hours:	1+0
Course Title:	Understanding and Facilitating Adult Learning
Grading Basis:	A-F
Course Description:	Examines developmental concepts, theories and approaches to facilitating learning in adulthood. Explores the creation of teacher professional development environments that incorporate best practices for adult learning.
Course Prerequisite(s):	N/A
Test Score(s):	N/A
Co-requisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Graduate Standing
Course Fee:	There is a one-time/per-semester COE lab fee.

### III. Instructional Goals and Student Outcomes

- 1.0 **Goal:** Understand, describe and analyze factors that are involved in the complex, dynamic relationship of learning and development in adulthood  
**Outcomes:**  
The candidate will:
- 1.1 Identify biological and psychological developmental trends and changes in adulthood
  - 1.2 Analyze various socio-cultural factors that influence development in adulthood
  - 1.3 Examine own assumptions to understand the need for caution in accepting or claiming definitions of successful development in adulthood
  - 1.4 Review basic theories of cognitive development over the lifespan
- 2.0 **Goal:** Analyze, and apply current understandings of the learning process in adulthood  
**Outcomes:**  
The candidate will:
- 2.1 Examine current research on memory, cognition and the brain in the learning process in adulthood
  - 2.2 Summarize key theories of learning in adulthood
  - 2.3 Evaluate the role of experience in creating meaningful learning for adults
- 3.0 **Goal:** Understand and analyze various models of adult learning  
**Outcomes:**  
The candidate will:
- 3.1 Identify strategies for building relationships with learners
  - 3.2 Formulate strategies to involve adult learners in setting their own learning goals, planning their own learning, and assessing their learning
  - 3.3 Determine strategies for collaborative inquiry
  - 3.4 Develop strategies for helping adult learners integrate new insights into practice
- 4.0 **Goal:** Appreciate learning as a powerful transformative journey across the lifespan  
**Outcomes:**  
The candidate will:
- 4.1 Explore the deeply personal nature (based on previous experiences, prior educational successes, life stage, socio-cultural factors, etc.) of entering/engaging new learning in adulthood
  - 4.2 Analyze the transformative dynamic of learning in adulthood as new learning changes the learner and sets the stage for future learning

5.0 **Goal:** Analyze, and create teacher professional development environments that facilitate and foster adult learning

**Outcomes:**

The candidate will:

- 5.1 Review barriers to effective adult learning in current school setting
- 5.2 Examine strategies most likely to succeed in current school setting to foster effective adult learning
- 5.3 Create an action plan, incorporating best practices for effective adult learning, for teacher professional development in their school

#### **IV. Guidelines for Evaluation**

Instructors shall, at their discretion, employ both traditional and innovative assessment techniques including, but not limited to:

- Life history paper/presentation noting markers of adulthood in one's cultural heritage
- Critical incident paper detailing a significant learning event in adulthood
- Analysis paper assessing barriers and incentives to adult learning in current school environment
- Create an action plan, incorporating best practices for effective adult learning, for teacher professional development
- Reflection paper
- Reflection journal

#### **V. Course Level Justification**

This course is part of a graduate-level professional program that requires a baccalaureate degree and a valid teaching certificate. Course content builds upon classroom experiences and concepts and skills from a baccalaureate degree.

#### **VI. Outline**

1.0 Development in adulthood

- 1.1 Biological and psychosocial
- 1.2 Socio-cultural perspectives
- 1.3 Assumptions
- 1.4 Cognitive

2.0 Learning process

- 2.1 Memory/cognition
- 2.2 Key theories
- 2.3 Experience

- 3.0 Adult Learning
  - 3.1 Building relationships
  - 3.2 Engaging
  - 3.3 Collaboration
  - 3.4 Integration
  
- 4.0 Lifespan
  - 4.1 Life histories
  - 4.2 Critical learning incidents
  
- 5.0 Environments for learning
  - 5.1 Incentives and barriers
  - 5.2 Effective strategies

## **VII. Suggested Texts**

Baumgartner, L., & Merriam, S.B. (Eds.). (2000). *Adult learning and development: Multicultural stories*. Malabar, FL: Kreiger.

Daloz, L.A. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.

Merriam, S.B., & Caffarella, R.S. (1999). *Learning in adulthood: A comprehensive guide*. (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.

## **VIII. Bibliography**

Bloom, G., & Stein, R. (2004). Building practice [Electronic version]. *Leadership*, 20-22.

Clark, C., & Caffarella, R. S. (Eds.). (1999). *An update on adult development theory: New ways thinking about the life course* (Monograph No. 84). San Francisco: Jossey-Bass.

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

Merriam, S. B. (Ed.). (2001). *The new update on adult learning theory: New directions for adult and continuing education* (Monograph No. 89). San Francisco: Jossey-Bass.

Ross-Gordon, J. M. (Ed.) (2002). *Contemporary viewpoints on teaching adults effectively* (Monograph

No. 93). San Francisco: Jossey-Bass.

Smith, M. C., & Pourchot, T. (Eds.) (1998). *Adult learning and development: Perspectives from educational psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.



**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
COLLEGE OF EDUCATION**

**I. Date of Initiation**                      September 1, 2006

**II. Information from the Curriculum Action Request**

College or School:	College of Education
Department:	Educational Leadership
Course Program:	M.Ed., Teacher Leadership
Course Subject:	EDLD
Course Number:	A659
Credits:	3
Contact Hours:	3+0
Title:	Teacher Leadership Capstone Project
Grading Basis:	A-F
Course Description:	Culminating demonstration of skills and applied theories for the improvement of professional practice through the initiation of a student determined research project. Provides for structured demonstration and documentation of collaborative processes in all phases of the research project.  Special note: This course may be repeated to six hours.
Course Prerequisites:	Admission to the Teacher Leadership Program and completion of EDLD A652, A653, A654, A655, A658; completion of EDAE A656.
Test Scores:	N/A
Other Restrictions:	Level
Co-requisites:	N/A
Registration restrictions:	Graduate Standing, College of Education
Fees:	There is a one-time/per-semester COE computer lab fee.

**III. Instructional Goals and Student Outcomes**

Application of Knowledge and Skills in the Schools

**1.0 Goal:** Demonstrate skills and applied theories for the improvement of professional practice

**Outcomes:**

The candidate will:

- 1.1 Identify/Invite colleagues to participate in the collaborative research process
- 1.2 Identify potential areas of professional practice to be improved
- 1.3 Build consensus on areas of professional practice for research
- 1.4 Determine which resources will be used for the research project
- 1.5 Create a plan for meeting regularly and collecting data
- 1.6 Present the proposed project to administrators, consider feedback, and come to a mutual agreement regarding the scope of the research
- 1.7 Collect data from a variety of sources, including readings, observations, surveys, interviews, and observations
- 1.8 Analyze and interpret data
- 1.9 Take action to implement changes in practice based on learning
- 1.10. Complete a year-end evaluation and share report with building and district administrators

## 2.0 Documentation of Process and Improvements

**Goal:** Document all aspects of the project to improve professional practice for the purpose of sharing information with other teachers in the larger learning community

**Outcomes:**

The candidate will:

- 2.1 Synthesize various aspects of project for the purpose of concise, accurate reporting
- 2..2 Prepare "user friendly" reports in various formats to disseminate information to professionals outside the building or district
- 2.3 Recognize contributions from outside sources to the success of the project
- 2.4 Honor the work of professionals who participated in any portion of the project
- 2.5 Construct an annotated bibliography thematically, based upon the model or aspects of the professional practice addressed in the study
- 2.6 Present significant findings to outside groups of educators
- 2.7 Prepare a written reflection on the entire process, noting personal investments, barriers, and unresolved issues.

## IV. Guidelines for Evaluation

Instructors shall, at their discretion, employ both traditional and innovative assessment techniques including, but not limited to:

- Synthesis of appropriate and current literature
- Documentation of each aspect of the project
- Presentations to the class and other groups of educators

- Published reports about the project for other educators or professionals
- Written reflections on the processes of the project
- Annotated bibliography

### **Course Level Justification**

This is an advanced graduate-level course in an M.ED. Program. It provides for a structured demonstration of knowledge and skills in a school setting for experienced classroom teachers. Students are required to apply and enhance knowledge and skills gained from previous graduate course work or professional work experience in the development and documentation of a student-determined project to improve professional practice.

## **VI. Topical Course Outline**

### 1.0 Application of Knowledge and Skills in the Schools

- 1.1 Colleagues for collaborate research process
- 1.2 Potential areas of professional practice to be improved
- 1.3 Consensus building for research topic
- 1.4 Resources to be used in research topic
- 1.5 Plan for collecting data
- 1.6 Presentation to administrators for feedback
- 1.7 Data collection
- 1.8 Data analysis
- 1.9 Implementation in professional practice
- 1.10 Year-end evaluation and reporting

### 2.0 Documentation of Process and Improvements

- 2.1 Concise, accurate reporting
- 2.2 User friendly reports for dissemination of information
- 2.3 Recognition of contributions
- 2.4 Honoring work of professional participation in project
- 2.5 Annotated bibliography
- 2.6 Presentation of significant findings
- 2.7 Written reflections on processes of project

## **VII. Suggested Text**

Mills, G. (2007). *Action research: A guide for the teacher researcher*. Columbus, OH: Merrill Prentice Hall.

## **VIII. Bibliography**

Dana, N. F. & Yendol-silva, D. (2003). *The reflective educator's guide to classroom*

*research: Learning to teach and teaching to learn through practitioner inquiry.*  
Thousand Oaks, CA: Corwin Press.

Gay, L. R. & Airasian, P. (2006) *Educational research: Competencies for analysis and applications.* Upper Saddle River, NJ: Merrill Prentice Hall.

Marzano, R .J. (2003). *What works in schools: Translating research into action.*  
Alexandria, VA: Association for Supervision and Curriculum Development.

Mertier, C. A. (2006). *Action research: Teachers as researchers in the classroom.*  
Thousand Oaks, CA: Corwin Press.

Reason, P. & Bradbury, H. (Eds.). (2001). *Handbook of action research:  
Participative inquiry and practice.* Thousand Oaks, CA: Corwin Press.

Rebore, R. W. & Walmsley, A. L. (2007). *An evidence-based approach to the  
practice of educational leadership.* Boston, MA: Pearson, Allyn & Bacon.



## Master of Education

Within the curriculum of the M.Ed. program are several options, each with its own set of specific requirements. Each is designed to provide the student with advanced preparation in professional education. Some also lead to endorsement or certification. M.Ed. options are:

### A. Adult Education

- Teaching, Learning and Development
- Human Resource Development and Leadership
- Career and Technical Education
- Student Designed Concentration

### B. Counselor Education

- Counseling (K-8)
- Counseling (7-12)
- Counseling (K-8 & 7-12)
- General Counseling
- Adult Counseling
- Vocational Education Counseling

### C. Early Childhood Special Education

### D. Educational Leadership

- Principal (K-8)
- Principal (7-12)
- Principal (K-8 & 7-12)
- Teacher Leadership

### E. Master Teacher with Specialty Options

- Middle School Education – *admission suspended*
- Curriculum and Instruction
- Early Childhood (without endorsement) – *admission suspended*
- Early Childhood (with endorsement through UAS) – *admission suspended*
- Educational Technology (without endorsement) – *admission suspended*
- Educational Technology (with endorsement) – *admission suspended*

### F. Special Education

## D. Educational Leadership

<http://coe.uaa.alaska.edu/edleadership>

The UAA Educational Leadership program has a statewide mission and delivers all course work by distance. The M.Ed. in Educational Leadership is designed for individuals seeking advanced professional preparation to become school leaders. The program specifically prepares individuals for principal or teacher leadership positions.

### SPECIAL ADMISSION REQUIREMENTS

1. At least one year of experience as a certificated elementary or secondary teacher.
2. Eligible for Alaska Teaching Certificate.

### Principal Type B Certificate Program Requirements (K-8, 7-12, K-8 & 7-12)

1. Foundation Core:

EDFN A627	Education Research	3
EDFN A636	Innovations in Teaching and Learning	3
600-level electives by advisement		6
2. Required Courses:

EDLD A637	Educational Leadership and Organizational Behavior	3
EDLD A638	Instructional and Curricular Leadership	3
EDLD A639	Politics of Education	3
EDLD A640	Law and Ethics in Education	3
EDLD A641	Principal Internship (3-6)	6
EDLD A642	Principal Seminar I	3
EDLD A643	Principal Seminar II	3
3. A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B certificate from the Alaska Department of Education and Early Development (EED).

*Note: The Alaska Department of Education and Early Development requires three (3) credits of multicultural education/cross cultural communication and three (3) credits of Alaska studies for State licensure. See the Alaska Department of Education and Early Development web site for more information:*  
[www.eed.state.ak.us](http://www.eed.state.ak.us).

## **M.Ed. in EDL Program Requirements (Teacher Leadership Option)**

### 1. Foundation Core (12 credits)

EDFN A627	Education Research	3
EDFN A636	Innovations in Teaching and Learning	3
600-level electives by advisement		6

### 2. Required Courses (24 credits)

EDLD A652	Introduction to Teacher Leadership	3
EDLD A637	Educational Leadership and Organizational Behavior	3
EDLD A638	Instructional and Curricular Leadership	3
EDLD A639	Politics of Education	3
EDLD A653	Leadership for Equity	3
EDLD A654	Building Mentoring Relationships	3
EDAE A656	Understanding and Facilitating Adult Learning	1
EDLD A655	Professional Development and Teacher Learning	2
EDLD A659	Capstone Project	3

### 3. A total of 36 credits is required for the degree.

*Note: The teacher leadership program does not lead to certification from the Alaska Department of Education and Early Development; it is a degree program only.*

## Master of Education

Within the curriculum of the M.Ed. program are several options, each with its own set of specific requirements. Each is designed to provide the student with advanced preparation in professional education. Some also lead to endorsement or certification. M.Ed. options are:

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- Counseling (7-12)
- Counseling (K-8 & 7-12)
- General Counseling
- Adult Counseling
- Vocational Education Counseling

### C. Early Childhood Special Education

### D. Educational Leadership

- Principal (K-8)
- Principal (7-12)
- Principal (K-8 & 7-12)
- Teacher Leadership

### E. Master Teacher with Specialty Options

- Middle School Education – *admission suspended*
- Curriculum and Instruction
- Early Childhood (without endorsement) – *admission suspended*
- Early Childhood (with endorsement through UAS) – *admission suspended*
- Educational Technology (without endorsement) – *admission suspended*
- Educational Technology (with endorsement) – *admission suspended*

### F. Special Education

## D. Educational Leadership

<http://coe.uaa.alaska.edu/edleadership>

The UAA Educational Leadership program has a statewide mission and delivers all course work by distance. The M.Ed. in Educational Leadership is designed for individuals seeking advanced professional preparation to become school leaders. The program specifically prepares individuals for principal or teacher leadership positions.

### SPECIAL ADMISSION REQUIREMENTS

1. At least one year of experience as a certificated elementary or secondary teacher.
2. Eligible for Alaska Teaching Certificate.

### Principal Type B Certificate Program Requirements (K-8, 7-12, K-8 & 7-12)

1. Foundation Core:

EDFN A627	Education Research	3
EDFN A636	Innovations in Teaching and Learning	3
600-level electives by advisement		6
2. Required Courses:

EDLD A637	Educational Leadership and Organizational Behavior	3
EDLD A638	Instructional and Curricular Leadership	3
EDLD A639	Politics of Education	3
EDLD A640	Law and Ethics in Education	3
EDLD A641	Principal Internship (3-6)	6
EDLD A642	Principal Seminar I	3
EDLD A643	Principal Seminar II	3
3. A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B certificate from the Alaska Department of Education and Early Development (EED).

*Note: The Alaska Department of Education and Early Development requires three (3) credits of multicultural education/cross cultural communication and three (3) credits of Alaska studies for State licensure. See the Alaska Department of Education and Early Development web site for more information:*  
[www.eed.state.ak.us](http://www.eed.state.ak.us).

## **M.Ed. in EDL Program Requirements (Teacher Leadership Option)**

### 1. Foundation Core (12 credits)

EDFN A627	Education Research	3
EDFN A636	Innovations in Teaching and Learning	3
600-level electives by advisement		6

### 2. Required Courses (24 credits)

EDLD A652	Introduction to Teacher Leadership	3
EDLD A637	Educational Leadership and Organizational Behavior	3
EDLD A638	Instructional and Curricular Leadership	3
EDLD A639	Politics of Education	3
EDLD A653	Leadership for Equity	3
EDLD A654	Building Mentoring Relationships	3
EDAE A656	Understanding and Facilitating Adult Learning	1
EDLD A655	Professional Development and Teacher Learning	2
EDLD A659	Capstone Project	3

### 3. A total of 36 credits is required for the degree.

*Note: The teacher leadership program does not lead to certification from the Alaska Department of Education and Early Development; it is a degree program only.*

**Program:** Teacher Leadership

**Implementation Date:** Summer, 2007

**Instruction:** For each course and semester, enter one of the following:

- a. The name of the existing full-time faculty member, regular or term, expected to teach the course.
- b. NFTF for those courses expected to be delivered by new full-time faculty.
- c. ADJ for those courses expected to be delivered by adjunct faculty.

Course (Prefix and Number)	2007			2008			2009			2010			2011		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
EDLD A652	<i>Garton</i>	<i>Garton</i>		<i>Garton</i>	<i>Garton</i>		<i>Garton</i>	<i>Garton</i>		<i>Garton</i>	<i>Garton</i>				
EDLD A653		<i>Hirshberg</i>			<i>Hirshberg</i>			<i>Hirshberg</i>			<i>Hirshberg</i>			<i>Hirshberg</i>	
EDLD A654		<i>Boario</i>			<i>Boario</i>			<i>Boario</i>			<i>Boario</i>			<i>Boario</i>	
EDLD A655			<i>Boario</i>			<i>Boario</i>			<i>Boario</i>			<i>Boario</i>			<i>Boario</i>
EDAE A656			Nash			Nash			Nash			Nash			Nash
EDLDA659			Garton			Garton			Garton			Garton			Garton

**Educational Leadership Department**

**Teacher Leadership Option**

**Assessment Plan**

**Version 1**

**Adopted by**

**The EDLD faculty: February 2006**

**Submitted to**

**The Dean of the College of Education: October 2006**  
**The Office of Academic Affairs: October 2006**

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## INTRODUCTION

The new Interstate School Leaders Licensure (ISLLC) standards were adopted by the NCATE (the National Council for Accreditation of Teacher Education) accreditation process in 2000. The NCATE/ISLLC standards were adopted by the UAA College of Education and EDLD program in the spring of 2003. The Teacher Leadership Option is an addition to the Educational Leadership Masters Program to be implemented in the Summer 2007.

This document defines the educational objectives and expected outcomes for the Alaska Educational Leadership program of the College of Education and outlines a plan for assessing the achievement of the stated objectives and outcomes. It also describes a process of continual review and improvement over time.

The development of the objectives and outcomes and the assessment and review processes for continual program improvement described in this document have taken place over the last several years, especially during the faculty's twice-monthly meetings and twice yearly retreats. The faculty met and accepted these objectives, outcomes, and assessment processes on May 10, 2003 with the Teacher Leadership Option addition on February 13, 2006.

### **Websites:**

National Policy Board for Educational Administration  
Educational Leadership Constituent Council (ELCC):  
<http://www.npbea.org/ELCC/>

NCATE: <http://www.ncate.org>

ISLLC Standards:  
<http://www.ncate.org/standard/new%20program%20standards/elcc%202001.pdf>

## **EDLD PROGRAM OBJECTIVES AND OUTCOMES**

The educational objectives of the Educational Leadership Program are to produce Teacher Leadership graduates who:

- Standard 1: Facilitate processes to ensure a shared vision shapes the educational programs, plans and activities, involving all stakeholders.
- Standard 2: Shape, nurture, and sustain a school culture and instructional program focused on student learning supported by professional development.
- Standard 3: Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
- Standard 4: Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
- Standard 5: Act with integrity and fairness in an ethical manner.
- Standard 6: Understand and interact with the larger political, social, economic, legal, cultural systems and processes that impact schools.
- Standard 7: Complete the year-long capstone research project mentored by program faculty.
- Standard 8: Demonstrate teacher leadership through employment in Alaska schools.

**ASSESSMENT TOOLS**

A description of the tools used in the assessment of the program objectives and their implementation are summarized in Table 1. The tools and their relationships to the program objectives are listed in Table 2.

A description of the tools used in the assessment of the program outcomes and their implementation is summarized in Table 3. The tools and their relationships to the program outcomes are listed in Table 4.

A separate appendix for each tool describes the factors affecting the results and gives examples of the tools and how the tools will be implemented.

**Table 1  
Program Objectives Assessment Tools and Administration**

<b>Tool</b>	<b>Description</b>	<b>Frequency/ Start Date</b>	<b>Collection Method</b>	<b>Administered by</b>
Alumni Survey	Alumni are surveyed each year for their assessment on program effectiveness, especially in relation to the national ISLLC standards. All students completing their capstone research project will be surveyed in the spring.	Administered yearly beginning in the Spring of 2008.	Online web survey	Program Staff and Faculty
Bi-Annual Constituent Review Committee Review	The EDLD Program’s Constituent Review Committee will meet bi-annually to review the EDLD Program’s Assessment data and discuss program revisions and improvements with EDLD faculty. The assessment data will consist of the alumni, teacher leadership faculty mentors, and surveys.	Fall 2007 and Spring 2008	Joint EDLD faculty and Constituent Review Committee meetings	EDLD faculty and Constituent Review Committee meetings
Superintendent/Principal Survey	All superintendents in the state will be surveyed each year to solicit their opinions about how well the program delivers the Teacher Leadership Option. Results will be further reviewed by the EDLD Constituent Review Committee.	Administered yearly beginning in the Spring of 2008	Online web survey	Program Staff and Faculty
Teacher Leader Faculty Mentor Survey	All teacher leadership faculty mentors are surveyed each year to collect opinions on the achievement of program objectives.	Administered yearly beginning in the Summer of 2008	Online web survey	Program Staff and Faculty
Job Attainment Survey	The alumni survey will determine how many students have secured teacher leadership positions.	Collected every Fall starting Fall 2008	Online web survey	Program Staff and Faculty

**Table 2**  
**Association of Assessment Tools to Program Objectives**

	Alumni Survey	Constituent Review Committee Review	Superintendent/Principal Survey	Teacher Leader Faculty Mentor Survey	Job Attainment Survey
Standard 1: Facilitates processes to ensure a shared vision shapes the educational programs, plans and activities, involving all stakeholders.	1	1	1	1	0
Standard 2: Shapes, nurtures, and sustains a school culture and instructional program focused on student learning supported by professional development.	1	1	1	1	0
Standard 3: Ensures effective management of operations and resources for safe, efficient, and effective learning environment.	1	1	1	1	0
Standard 4: Collaborates with family and community members to mobilize community resources to respond to diverse community interests and needs.	1	1	1	1	0
Standard 5: Acts with integrity and fairness in a ethical manner.	1	1	1	1	0
Standard 6: Understands and interacts with the larger political, social, economic, legal, cultural systems and processes that impact schools.	1	1	1	1	0
Standard 7: Completes the year-long capstone research project mentored by program faculty.	1	1	1	1	0
Standard 8: Demonstrates teacher leadership through employment in Alaska school districts.	1				1

0 = Tool is not used to measure the associated objective.  
1 = Tool is used to measure the associated objective.

**Table 3**  
**Program Outcomes Assessment Tools and Administration**

<b>Tool</b>	<b>Description</b>	<b>Frequency/ Start Date</b>	<b>Collection Method</b>	<b>Administered by</b>
Course Level Assessment	Course assessments are mapped relative to the ELCC standards and stated outcomes. Course results are mapped to ELCC program outcomes and standards by reviewing actual assessments or work samples.	Bi-annually	Reports, including student work products, are submitted by instructors.	Course Instructors and EDLD faculty
Student/Faculty Mentor on review of final Research Project	The capstone research project and its implementation in the local school district will be reviewed from published reports of the project.	Every summer	Published reports of capstone project are submitted by instructors.	Department Faculty and Practicing District Level Administrators

**Table 4**  
**Association of Assessment Tools to Program Outcomes**

	Course Level Assessment	Capstone Research Project Publications
Standard 1: Facilitates processes to ensure a shared vision shapes the educational programs, plans and activities, involving all stakeholders.	1	1
Standard 2: Shapes, nurtures, and sustains a school culture and instructional program focused on student learning supported by professional development.	1	1
Standard 3: Ensures effective management of operations and resources for safe, efficient, and effective learning environment	1	1
Standard 4: Collaborates with family and community members to mobilize community resources to respond to diverse community interests and needs.	1	1
Standard 5: Acts with integrity and fairness in an ethical manner.	1	1
Standard 6: Understands and interacts with the larger political, social, economic, legal, cultural systems and processes that impact schools.	1	1
Standard 7: Completes the year-long capstone research project mentored by program faculty.	1	1

0 = Tool is not used to measure the associated objective.  
1 = Tool is used to measure the associated objective.

## ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

### General Implementation Strategy

The program will continue the adoption and adaptation of the ISLLC standards and the NCATE accreditation process based on those standards. The tools for analysis and the initial NCATE report were completed in the Spring of 2004.

### Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet monthly during the academic year to review the data collected using the assessment tools. These meetings will result in recommendations for program changes designed to enhance performance relative to the program's objectives and outcomes. These recommendations will be reviewed by the Constituent Review Committee and annual action plans will be developed. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be forwarded to the office of Academic Affairs (in the required format) by the end of May each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also to be completed prior the end of May of each year.

Proposed programmatic changes will include actions for changes in policy that the faculty deems as being necessary to improve performance relative to programs objectives and outcomes. Recommended changes will consider workload (faculty, staff, and students), budget, facilities, and other relevant issues. Examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

### Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Based assessment data and faculty collaboration, changes will be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes will to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the dean/director's office and the Office of Academic Affairs.

## APPENDIX A: ALUMNI SURVEY

### Tool Description:

The Alumni Survey is an online survey of all students who complete the final Teacher Leadership year. The survey focuses on experience in the program and how the program prepared them for their Leadership career, with the ELCC and ISLLC standards as the core survey foci and how the program might be improved to insure students meet those standards. The survey will be taken by all Teacher Leadership students who are completing their last semester. Data will be analyzed and displayed for faculty consideration during August and September of each year for initial review by the faculty in their September faculty meetings and by the Constituent Review Committee in their October meeting.

### Factors that affect the collected data:

Low return rates may affect the data analysis; however, the EDLD Program's faculty use of these online survey formats has enhanced returns rates. In addition, completing the Alumni Survey will be a course requirement for the final course in the program to ensure the highest possible return rate.

### How to interpret the data:

Care will be taken to ensure individual anonymity in reporting any and all results so that individuals can feel free to rate the program and express their opinions. The data will be a major factor in considering program improvements and revisions. Program faculty will revise and further enhance the survey on an annual basis. This survey, as well as other program assessment tools, will be reviewed by the Program Constituent Review Committee and considered in all program review and development activities and meetings.

## **APPENDIX B: ANNUAL CONSTITUENT REVIEW COMMITTEE REVIEW**

Tool Description: The EDL Program Constituent Review Committee (composed of the Commissioner of Education, Educational Administration associations executive directors and presidents, current student, and alumni.) will meet semi-annually (in the Fall and Spring) to review the program's assessment tools data, review the program standards outcomes and assessments, and course descriptions and other materials. The committee will make recommendations on the program evaluation, development and revision.

### Factors that affect the collected data:

Time available for these meetings will be very limited, so effective and efficient time utilization of this group's time will essential.

### How to interpret the data:

Minutes of the meetings, reports, and evaluations and suggestions for revision will be kept in the department for review during the year and for longitudinal program history and documentation.

## APPENDIX C: JOB ATTAINMENT SURVEY

### Tool Description:

Each program participant will be surveyed once a year to track their job attainment in school leadership positions. This is part of an annual survey that was already initiated in 2000 surveying all the graduates in the state and tracking their careers.

### Factors that affect the collected data:

Some former students may leave the state and the information therefore would not be available.

### How to interpret the data:

This data will indicate not only who completes the program but also how many are placed in leadership positions, indicating that the program is meeting its objective to provide professionally trained and qualified school leaders who are employed in the education profession in the state.

## APPENDIX D: TWO-YEAR COURSE LEVEL ASSESSMENT REVIEW

Tool Description: On an alternate year basis (initiated in Winter/Spring 2004) the EDLD program faculty will hold a retreat in the February and review the following data:

- EDLD survey results (Alumni, Superintendent/Principal)
- Information from the Constituent Review Committee
- Published reports from the capstone research projects
- Suggestions from the Faculty Revision Suggestions Box maintained on EDLD server

Committees will be appointed and will review each course, past syllabi, books, materials and activities and compare collected information with ELCC standards. At the end of the retreat the faculty will have selected committees, developed a timetable, work plan, and suggestions for revision. Revisions to the program syllabi and internship/seminar experiences will be completed by the fall of the next year. Any major curriculum/program revisions requiring college and university curriculum committee review will be brought to the committee the next fall semester.

### Schedule:

2008	Masters in Educational Administration, Teacher Leadership Option and Principal Preparation programs
2007	Graduate Certificate Programs Required for Administrative Certification
2008	Masters in Educational Administration, Teacher Leadership Option and Principal Preparation programs
2009	Graduate Certificate Programs Required for Administrative Certification
2010	Masters in Educational Administration, Teacher Leadership Option and Principal Preparation program

### Factors that affect the collected data:

Limited time for these meetings will be very limited. Effective and efficient time utilization of this faculty's time will be essential. Also, budgetary and other considerations will have to be planned and taken into account for release or additional contract time to complete the course and curriculum changes.

### How to interpret the data:

The revised course descriptions and program will be documentation of the completion of this tool/process.



# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title:

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Judith Green

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liaison.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

2. Please list any new library and information recommended to support the proposal.

- 1.
- 2.
- 3.

This is a distance education course. The online resources are sufficient.

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Initiator signature





## **COURSE CONTENT GUIDE**

Date: 20 November 2006

College or School: College of Arts and Sciences

Course Subject: Biomedical Program

Course Number: A615

Credits: 1 credit

Course Title: Introduction to Critical Reading and Evaluation of Medical Literature

Grading Basis: Pass/No Pass

Course Description:

An introduction to methods for identifying and retrieving Web-based, high-quality, relevant evidence and for describing and applying rigorous criteria when reading primary studies that report on the effectiveness of therapeutic or preventative interventions. Basic research methodologies and statistics are incorporated to assist students in evaluating the literature.

Course Prerequisites: none

Registration Restrictions:

Admission to Biomedical Program - WWAMI.

Course Fee: No

Instructional Goals and Student Outcomes:

The instructor will introduce the fundamental concepts of evidence-based medicine, and provide a structured format for students to follow in searching for the best available evidence.

At the end of the course, the students will be able to:

1. Translate patient information into answerable medical questions
2. Search the medical literature quickly and efficiently for appropriate studies
3. Critically appraise the validity and applicability of the studies they find
4. Apply the evidence to individual patients

<b>Student outcome</b>	<b>Assessment method</b>
Translate patient information into answerable medical questions	Formal exam
Search the medical literature quickly and efficiently for appropriate studies	In-class observation
Critically appraise the validity and applicability of the studies they find	Formal exam
Apply the evidence to individual patients	Class discussion and formal exam

Guidelines for Evaluation:

All WWAMI courses taught at multiple sites must participate in common exams that are developed by the course faculty and administered at each WWAMI site. Common exams are based on foundational concepts agreed upon by faculty in the course.

Course Level Justification:

This is a required course in the WWAMI medical school curriculum.

Topical Course Outline:

- 1.0 Overview of Evidence Based Medicine
  - 1.1 What evidence-based medicine is and is not
  - 1.2 Why we use an evidence-based medicine approach
  - 1.3 Principles of the expert-based paradigm in medicine
  - 1.4 Steps needed to practice of evidence-based medicine
  - 1.5 How we can be misled by surrogate outcomes, personal observation, and pathophysiologic reasoning
  - 1.6 Constructing a well-built clinical question using the mnemonic PICOS
- 2.0 Identifying and Accessing Evidence (Computer Labs and Assignments)
  - 2.1 Developing PICOS for each case
  - 2.2 Searching the primary and/or secondary literature to identify "best evidence" reports relevant to each patient case
- 3.0 Critically Reading and Evaluating Studies of the Accuracy of Diagnostic Tests
  - 3.1 Sensitivity
  - 3.2 Specificity
  - 3.3 Predictive values (positive and negative)
  - 3.4 Likelihood ratios (positive and negative)
  - 3.5 Test/treatment thresholds
  - 3.6 Bayes theorem (pre- and post-test probabilities)
- 4.0 Critically Appraising Published Articles Related to the Effectiveness of Therapeutic or Preventive Interventions
  - 4.1 Relative risk
  - 4.2 Absolute risk
  - 4.3 NNT
  - 4.4 Odds ratios
  - 4.5 Double-blinded randomized control trials
  - 4.6 Study design

- 4.7 Bias
- 4.8 Confidence intervals and p-values
- 5.0 Systematic Reviews of the Results of Therapeutic and Prevention Studies
  - 5.1 Pooled estimates of risk and odds
  - 5.2 Heterogeneity of results

Suggested Text:

Straus SE, Richardson WS, Glasziou P, Haynes RB. Evidence-based Medicine: How to Practice and Teach EBM. 3rd ed. New York: Elsevier Churchill Livingstone, 2005.

Selected Bibliography:

- Elmore JG, Boyko EJ. Assessing Accuracy of Diagnostic and Screening Tests. In Geyman JP et al (chapter 9), Evidence-Based Clinical Practice: Concepts and Approaches, Butterworth-Heinemann, 2000.
- Gates TJ. Screening for cancer: evaluating the evidence. Am Fam Physician 2001; 63:513-22
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- Gould SJ, The median isn't the message. Discover June 1985
- Guyatt GH et al, Users' guides to the medical literature: II. How to use an article about therapy or prevention; A. Are the results of the study valid? JAMA Dec 1 1993; 270(21): 2598-2601
- Grimes DA and Schulz KF, Refining clinical diagnosis with likelihood ratios. Lancet 2005; 365: 1500-05, PMID: 15850636
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- Isaacs D, Fitzgerald D, Seven alternatives to evidence based medicine. BMJ Dec 18 1999; 319:1618
- McCormack J, Greenhalgh T, Seeing what you want to see in randomized controlled trials: Versions and perversions of the UKPDS data. BMJ June 24 2000; 320:1720-3
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- Miser WF, Applying a meta-analysis to daily clinical practice. JABFP May-June 2000; 13(3): 201-210; also available as "Chapter 6: Applying a meta-analysis to daily clinical practice," in Geyman JP et al, Evidence-Based Clinical Practice: Concepts and Approaches, Butterworth Heinemann, Boston, 2000, pp. 57-64
- Miser WF, Critical appraisal of the literature. JABFP July-August 1999, 12(4): 315-333; also available as "Chapter 5: Critical appraisal of the literature: How to assess and article and still enjoy life," in Geyman JP et al, Evidence-Based Clinical Practice: Concepts and Approaches, Butterworth Heinemann, Boston, 2000, pp. 41-56
- Oxman AD, Users' Guides to the medical literature: I. How to get started. JAMA Nov 3 1993; 270(17): 2093-2095
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overview. JAMA Nov 2 1994; 272(17): 1367-1371

Peer Review Congress IV: Quality of the medical literature. JAMA Jun 5 2002; 287(21): Entire issue

Pinsky LE et al, Evidence-based medicine glossary. In Geyman JP et al, Evidence-Based Clinical Practice: Concepts and Approaches, Butterworth Heinemann, 2000, pp. 165-172

Shermer M, Smart people believe weird things. Sci Am Sep 2002; 287(3): 35

Wolf FM, Summarizing evidence for clinical use. In Geyman JP et al, Evidence-Based Clinical Practice: Concepts and Approaches, Butterworth Heinemann, 2000, pp. 133-143

Wolf FM, Lessons to be learned from evidence-based medicine: Practice and promise of evidence-based medicine and evidence-based education. Medical Teacher 2000; 22(3) 251-259

Wolf FM, Medical statistics and research design. In Wedding D (Ed.), Behavior and medicine, 3rd ed., Hogrefe & Huber, 2001, pp. 425-440

# Curriculum Coordination Form

Notification Date: Nov 8, 2006

Initiating unit: Biomedical Program, CAS

Affected unit(s): none

Course Prefix and Number: BIOM A615      Previous Prefix and Number: none

Complete Course/Program Title: Introduction to Critical Reading and Evaluation of Medical Literature

Previous Course/Program Title: none

Description of Action: add course

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Biom 615 Introduction to Critical Reading and Evaluation of Medical Literature

1. Please identify the library liaison consulted in preparation of this proposal.

Name: Kathleen Murray

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.php3>

Kenai Peninsula College go to: <http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html>

Kodiak College go to: <http://www.koc.alaska.edu/library/default.html>

Mat-Su College go to: [http://www.matsu.alaska.edu/library/library\\_staff.htm](http://www.matsu.alaska.edu/library/library_staff.htm)

2. Please list any new library resources and information recommended to support the proposal.

1. Straus SE, Richardson WS, Glasziou P, Haynes RB. Evidence-based Medicine: How to Practice and Teach EBM. 3rd ed. New York: Elsevier Churchill Livingstone, 2005.

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Initiator signature

# Resource Implication Form

1. School/College CAS

2. Program/Course Biomedical Program/Introduction to Critical Reading and Evaluation of Medical Literature

3. Course Prefix BIOM

4. Course Number A615

5. Implementation Date Spring 2007

6. Type of Action and Category

Course addition     Course change     Program addition     Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

<input checked="" type="checkbox"/> part-time faculty	\$0
<input type="checkbox"/> new full-time faculty	\$
<input type="checkbox"/> reassignment of full-time faculty	\$
<input type="checkbox"/> additional class/lab space	\$
<input type="checkbox"/> modification of class/lab space	\$
<input type="checkbox"/> additional library resources	\$
<input type="checkbox"/> additional computer equipment	\$
<input type="checkbox"/> other costs	\$

8. Explanation: This course is required in the WWAMI medical school curriculum. At UAA, it is currently taught by a volunteer affiliate faculty member, at no cost to the program.

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Dean/Director of School/College

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved

\_\_\_\_\_ Disapproved

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date