I. Roll Call

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

II. Approval of Agenda (pg. 1-2)

III. Approval of Meeting Summary – November 10, 2006 (pg. 3-5)

IV. Administrative Reports

A. Vice Provost Tom Miller

B. Vice Provost for Research and Graduate Studies Doug Causey

V. Chair’s Report

A. GAB Chair – Jocelyn Krebs

B. Faculty Alliance - Tim Hinterberger

VI. Program/Course Action Requests - Second Reading

A. CBPP

Add     CIS A692 Management Information Systems Seminar
        (3 cr) (3+0) (pg. 6-10)

Add     BA A615 Real Estate Investment Analysis (3 cr) (3+0) (pg. 11-15)

Add     BA A686 Management Simulation (3 cr) (3+0) (pg. 16-20)

Add     BA A695 Graduate Internship (3 cr) (3+0) (pg. 21-25)

Add     BA A698 Individual Research (3 cr) (3+0) (pg. 26-29)

Add     BA A699 Thesis (3 cr) (3+0) (pg. 30-34)

Chg     Master of Business Administration (pg. 35-44)

VII. Program/Course Action Request - First Reading
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
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
### November 10, 2006

**Graduate Academic Board**

**Page 2**  
**Summary**

<table>
<thead>
<tr>
<th>Chg</th>
<th>PSY</th>
<th>A624</th>
<th>Group Therapy (3 cr) (3+0) (pg. 48-50)</th>
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<td>Family Therapy (3 cr) (3+0) (pg. 51-54)</td>
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<td>AIDS and Substance Abuse Counseling (3 cr) (3+0) (pg. 61)</td>
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<td>Advanced Psychotherapy Skills (3 cr) (3+0) (pg. 62)</td>
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<td>Cultural Issues in Psychotherapy (3 cr) (3+0) (pg. 63-65)</td>
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<td>Psychotherapy Practicum (1-3 cr) (2+10-20) (pg. 66-68)</td>
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<td>Psychotherapy Practicum: Psychological Assessment (1 cr) (2+4) (pg. 69)</td>
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<td>Psychotherapy Practicum Community Agency (1-3 cr) (2+4-12) (pg. 70)</td>
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<td>Individual Research (1-3 cr) (0+3-9) (pg. 78-80)</td>
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### VII. Program/Course Action Request - First Reading

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<tr>
<th>Add</th>
<th>CIS</th>
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<th>Seminar in Management Information Systems (3 cr) (3+0) (pg. 81-87)</th>
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<tr>
<td>Add</td>
<td>BA</td>
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<td>Real Estate Investment Analysis (3 cr) (3+0) (pg. 88-93)</td>
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<td>Add</td>
<td>BA</td>
<td>A686</td>
<td>Management Simulation (3 cr) (3+0) (pg. 94-100)</td>
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*Approved w/ changes*
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
### Course Information

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<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
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### Complete Course/Program Title
- Management Information Systems Seminar

### Abbreviated Title for Transcript (30 character)

### Type of Course
- Academic
- Non-credit
- CEU
- Professional Development

### Type of Action
- **Course**
- Prefix
- Title
- Credits
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major

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### Credits/Contact Hours
- 3 Credits
- 3 Lecture Hours
- 0 Lab Hours

### Complete Course/Program Title
- Management Information Systems Seminar

### Abbreviated Title for Transcript
- Management Info Syst Seminar

### Type of Course
- Academic
- Non-credit
- CEU
- Professional Development

### Type of Action
- **Course**
- Prefix
- Title
- Credits
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major

### Credits/Contact Hours
- 3 Credits
- 3 Lecture Hours
- 0 Lab Hours

### 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 Prerequisite(s)
- None

### Test Score(s)
- NA

### Corequisite(s)
- NA

### Other Restriction(s)
- College
- Major
- Class
- Level
- Graduate standing

### Registration Restriction(s)
- Graduate standing

### Mark if course has fees
- Standard CBPP computer lab fees

### 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.

### Approval Process

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### Signatures
- **Initiator (faculty only)**
- **Date**
- **Dean/Director of School/College**
- **Date**
- **Department Chairperson**
- **Date**
- **Curriculum Committee Chairperson**
- **Date**
- **Provost or Designee**
- **Date**
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

VIII. Bibliography
Abramson, Bruce, Digital phoenix: why the information economy collapsed and how it will rise again, Cambridge, Mass.: MIT Press, c2005
Buxmann, Peter and Koenig, v, Inter-organizational cooperation with SAP systems: perspectives on logistics and service management, Springer 2000
Dickson, Gary W. and DeSanctis, Gerardine,, Information Technology and the Future Enterprise; New Models for Managers, Prentice-Hall 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


McDonal, Kevin (ed), *Mastering the SAP business information warehouse*, John Wiley 2002

McLeod, Raymond Jr., Schell, George *Management information systems*, Prentice-Hall 2001


Nickerson, Robert C. *Business and Information Systems*, Prentice-Hall 2001


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


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

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

<table>
<thead>
<tr>
<th>B. Student Outcomes. Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Class discussion Research project</td>
</tr>
<tr>
<td>Describe how businesses use IS for competitive advantage, focusing on the relative impact of IS on business strategy and on organizational strategy.</td>
<td>Research project</td>
</tr>
<tr>
<td>Identify ethical and legal issues related to IS development and use; propose solutions.</td>
<td>Class discussion</td>
</tr>
<tr>
<td>Analyze the relationship between IS and business processes.</td>
<td>Class discussion</td>
</tr>
<tr>
<td>Discuss the concept of business intelligence and identify its application to modern organizations.</td>
<td>Class discussion</td>
</tr>
<tr>
<td>Discuss trends and emerging technologies in MIS, and apply the knowledge in a written paper or in developing business application software.</td>
<td>Hands on project Class discussion</td>
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</table>
Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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| 13. List any programs or college requirements that require this course |

| 14. Coordinate with Affected Units: |
| CBPP; ListServ |
| Department, School, or College |

| Initiator Signature | Date |

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<th>15. General Education Requirement</th>
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<tr>
<td>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.</td>
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<td>There has been considerable real estate development in Alaska and other parts of the US in recent years. Frequently, the College receives suggestions from the business leaders that we should develop a curriculum that will prepare MBA students with advanced real estate investment analysis skills. This is an elective course for the MBA program.</td>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>

---
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


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

A. Instructional Goals.
The instructor will:

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. Student Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate the understanding of real estate economics.</td>
<td>Exam or quiz</td>
</tr>
<tr>
<td>2</td>
<td>Conduct real estate market analysis.</td>
<td>Spreadsheet exercise</td>
</tr>
<tr>
<td>3</td>
<td>Use tools of financial analysis and micro level valuation.</td>
<td>Exam and quiz</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate the understanding of the roles and functions of primary mortgage markets.</td>
<td>Exam or quiz</td>
</tr>
<tr>
<td>5</td>
<td>Analyze the role of secondary mortgage market in capital allocation.</td>
<td>Exam or quiz</td>
</tr>
<tr>
<td>6</td>
<td>Analyze the role of mortgage-backed securities in a real estate portfolio.</td>
<td>Project report</td>
</tr>
<tr>
<td>7</td>
<td>Measure the performance of the real estate portfolio.</td>
<td>Project report</td>
</tr>
</tbody>
</table>
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
### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

**Course Information**

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)  

**Course Title**

**Management Simulation**

**Abbreviated Title for Transcript (30 character)**

**Type of Course**

☐ Academic  
☐ Non-credit  
☐ CEU  
☐ Professional Development

**Type of Action**

☐ Add  
☐ Change  
☐ Delete (mark appropriate boxes)

**Type of Action**

☐ Course  
☐ Program

9. **Repeat Status**: NA  
10. **Grading Basis**: ☒ A-F  
11. **Implementation Date**: From: Fall/2007 To: 9999  
12. ☐ Cross Listed with  
13. Coordinate with Affected Units:

14. List any programs or college requirements that require this course  
**Masters of Business Administration**

15. ☐ General Education Requirement

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)**

17c. **Corequisite(s) (concurrent enrollment required)**

17d. **Other Restriction(s)**

17e. **Registration Restriction(s) (non-codeable)**

18. ☐ 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  
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
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 Palm
   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

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


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


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


Current:


**IX. Instructional Goals and Student Outcomes**

**A. Instructional Goals.**

The instructor will:

1. Provide a comprehensive explanation and demonstration of the essential components and process of strategic planning and marketing management

2. Discuss and demonstrate the logic and importance of functional integration with competitive strategy

3. Define and delineate the role, range, benefits and drawbacks of key competitive strategies
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. Student Outcomes.**

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and implement strategies and plans to enhance organizational performance</td>
<td>In-class exercises, simulation performance</td>
</tr>
<tr>
<td>2. Demonstrate the ability to function well in groups</td>
<td>In-class exercises, simulation performance</td>
</tr>
<tr>
<td>3. Demonstrate leadership skills</td>
<td>In-class exercises, simulation performance</td>
</tr>
<tr>
<td>4. Demonstrate the ability to communicate effectively</td>
<td>Written reports and class presentations</td>
</tr>
<tr>
<td>5. Demonstrate the ability to manage change</td>
<td>Simulation performance, Written reports</td>
</tr>
</tbody>
</table>
**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CBPP</td>
<td>ADBP</td>
<td>BA</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>n.a.</td>
<td>3</td>
<td>(3+0)</td>
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</table>

**Complete Course/Program Title**
Graduate Internship

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>6. Type of Course</th>
<th>7. Type of Action</th>
<th>8. Type of Action</th>
<th>9. Repeat Status</th>
<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Course</td>
<td>Program</td>
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<td>A-F</td>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
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<tr>
<td>From: Fall/2007</td>
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<td>To:</td>
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<th>12. Cross Listed with</th>
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<td>NA</td>
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</table>

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

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s)</th>
<th>17b. Test Score(s)</th>
<th>17c. Corequisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codeable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>graduate standing; completion of MBA core courses</td>
</tr>
</tbody>
</table>

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<tr>
<th>18. Mark if course has fees</th>
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</thead>
</table>

**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.

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**Approval Process**

Initiator (faculty only) Date

Approved

Disapproved: Dean/Director of School/College Date

Department Chairperson Date

Approved

Disapproved: Undergraduate or Graduate Academic Board Chairperson Date

Approved

Disapproved: Provost or Designee Date

Curriculum Committee Chairperson Date
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

________________________________________________________________________
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

5a. Credits/CEU: 3
5b. Contact Hours: (Lecture + Lab) (3+0)

6. Complete Course/Program Title: Individual Research

7. Type of Course: xxx

8. Type of Action: Course

9. Repeat Status: NA

10. Grading Basis: A-F

11. Implementation Date: From: Fall/2007 To: 19999

12. Cross Listed with: NA

13. Coordinate with Affected Units: ListServ

14. List any programs or college requirements that require this course:
Masters of Business Administration

15. General Education Requirement:

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

17a. Course Prerequisite(s) (list prefix and number): NA

17b. Test Score(s): NA

17c. Corequisite(s) (concurrent enrollment required): NA

17d. Other Restriction(s): College Major Class Level

17e. Registration Restriction(s) (non-codeable): graduate standing; completion of MBA core courses

18. Mark if course has fees

19. Justification for Action: The course provides an additional option to the capstone requirement of the MBA program

Disapproved: Date

Approved: Date

Disapproved: Date

Approved: Date

Disapproved: Date

Approved: Date
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


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


VIII. Instructional Goals and Student Outcomes

A. Instructional Goals.
   The thesis advisor will:
   
   1. Provide appropriate background for the student's intellectual understanding of the nature, scope and expectations regarding an individual research project
   2. Provide regular opportunities to review and discuss the progress of the research project
   3. Read and comment on drafts of the research project as it develops;
   4. Evaluate and grade the research project

B. Student Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research project paper and presentation</td>
</tr>
</tbody>
</table>

   1. Construct a formal research prospectus
   2. Conduct a substantive review of literature relevant to the research topic.
   3. Formulate hypotheses.
   4. Design reliable and valid data collection instruments and methods.
   5. Demonstrate knowledge of appropriate quantitative and/or qualitative data analysis techniques and procedures
   6. Interpret results
| 7. Adjudge research results significance, ramifications and limitations. |   |
### Curriculum Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBPP</td>
<td>ADBP</td>
<td>BA</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<tr>
<td>BA</td>
<td>A699</td>
<td>n.a.</td>
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<th>6. Complete Course/Program Title</th>
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<td>Thesis</td>
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<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
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</table>

<table>
<thead>
<tr>
<th>9. Repeat Status</th>
<th>Limit</th>
<th>Max Hours</th>
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</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
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</table>

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

<table>
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<tr>
<th>11. Implementation Date</th>
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<tr>
<th>12. Cross Listed with</th>
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<tr>
<td>Stacked with</td>
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<table>
<thead>
<tr>
<th>13. Coordinate with Affected Units:</th>
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<tbody>
<tr>
<td>ListServ</td>
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<tr>
<td>Department, School, or College</td>
</tr>
<tr>
<td>Initiator Signature</td>
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<table>
<thead>
<tr>
<th>14. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>Masters of Business Administration</td>
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<table>
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<tr>
<th>15. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent research project conducted under the supervision of a thesis advisor and committee, culminating in a formal thesis and oral defense.</td>
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<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Corequisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td></td>
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<th>17d. Other Restriction(s)</th>
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<td>College</td>
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</table>

<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codeable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>graduate standing; completion of MBA core courses</td>
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<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
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<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<thead>
<tr>
<th>Disapproved: (Dean/Director of School/College)</th>
<th>Date</th>
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<tr>
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<table>
<thead>
<tr>
<th>Disapproved: (Department Chairperson)</th>
<th>Date</th>
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<table>
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<tr>
<th>Disapproved: (Undergraduate or Graduate Academic Board Chairperson)</th>
<th>Date</th>
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<tr>
<th>Disapproved: (Provost or Designee)</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Disapproved: (Curriculum Committee Chairperson)</th>
<th>Date</th>
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<tr>
<th>Approved</th>
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</thead>
</table>

30
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


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

A. Instructional Goals.
   The thesis advisor will:

   1. Provide appropriate background for the student's intellectual understanding of the nature, scope, and expectations for the master’s thesis
   2. Provide regular opportunities to review and discuss thesis progress
   3. Identify appropriate thesis committee members
   4. Read and comment on drafts of the thesis as it develops
   5. Chair the student’s prospectus and thesis presentation and defense

B. Student Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written thesis and oral defense</td>
</tr>
</tbody>
</table>

   1. Construct a formal thesis prospectus
   2. Conduct a substantive review of literature relevant to the thesis topic
   3. Formulate hypotheses
   4. Design reliable and valid data collection instruments and methods
   5. Demonstrate knowledge of appropriate quantitative and/or qualitative data analysis techniques and procedures
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>6.</td>
<td>Interpret results</td>
</tr>
</tbody>
</table>
| 7. | Evaluate research results  
significance, ramifications, and  
limitations |
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

__________________________________________
Initiator signature
Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CBPP</td>
<td>ADBP</td>
<td>Business Administration</td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<td>Business Administration</td>
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6. Complete Course/Program Title  
Master of Business Administration  
Abbreviated Title for Transcript (30 character)

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<th>7. Type of Course</th>
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<th>Non-credit</th>
<th>CEU</th>
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8. Type of Action  
Add  
Change  
Delete  

9. Repeat Status  
Limit  
Max Credits  
3

10. Grading Basis  
A-F  
P/NP  
NG  

11. Implementation Date  
semester/year  
From: Fall/2007  
To: /9999  

12. Cross Listed with  
Stacked  

13. Coordinate with Affected Units:  
Faculty Listserv  
Department, School, or College  
Initiator Signature  
Date  

14. List any programs or college requirements that require this course  

15. General Education Requirement  
Oral Communication  
Written Communication  
Quantitative Skills  
Humanities  
Fine Arts  
Social Sciences  
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)  
College  
Major  
Class  
Level  
17e. Registration Restriction(s) (non-codable)  

18. 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.

---

Initiator (faculty only)  
Date  
Approved  
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  
Approved  
Disapproved:  

35
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
Carlos Alsua, Assistant Professor, AFCJA@cbpp.uaa.alaska.edu
Elisha (Bear) Baker, IV, Term Professor, AFERB1@cbpp.uaa.alaska.edu
Fred Barbee, Associate Professor, AFRFB@cbpp.uaa.alaska.edu
Yong Cao, Assistant Professor, CAO@cbpp.uaa.alaska.edu
Thomas R. Case, Dean, TCASE@cbpp.uaa.alaska.edu
Edward Forrest, Professor, EdwardF@cbpp.uaa.alaska.edu
Pat Fort, Associate Professor, AFCPF@cbpp.uaa.alaska.edu
George Geistauts, Professor, AFGAG@cbpp.uaa.alaska.edu
Bogdan Hoanca, Assistant Professor, HOANCA@cbpp.uaa.alaska.edu
Frank Jeffries, Associate Professor, AFFLJ@cbpp.uaa.alaska.edu
Robert C. Maloney, Professor, AFRCM1@uaa.alaska.edu
Rashmi Prasad, Assistant Professor, AFRP2@uaa.alaska.edu
Darren Prokop, Associate Professor, AFDJP1@cbpp.uaa.alaska.edu
Larry Ross, Professor, AFLRR@uaa.alaska.edu
Suresh Srivastava, Professor, AFSCS@cbpp.uaa.alaska.edu
Leyuan You, Assistant Professor, LeyuanY@cbpp.uaa.alaska.edu
BUSINESS ADMINISTRATION
Edward & Cathryn Rasmuson Hall (RH), Room 309, (907) 786-4129
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.

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MBA Office
College of Business and Public Policy
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508
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. Students 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 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
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
Carlos Alsua, Assistant Professor, AFCJA@cbpp.uaa.alaska.edu
Elisha (Bear) Baker, IV, Term Professor, AFERB1@cbpp.uaa.alaska.edu
Fred Barbee, Associate Professor, AFRFB@cbpp.uaa.alaska.edu
Yong Cao, Assistant Professor, CAO@cbpp.uaa.alaska.edu
Thomas R. Case, Dean, TCASE@cbpp.uaa.alaska.edu
Edward Forrest, Professor, EdwardF@cbpp.uaa.alaska.edu
Pat Fort, Associate Professor, AFCPF@cbpp.uaa.alaska.edu
George Geistauts, Professor, AFGAG@cbpp.uaa.alaska.edu
Bogdan Hoanca, Assistant Professor, HOANCA@cbpp.uaa.alaska.edu
Carol Howarth, Term Assistant Professor, AFCH1@uaa.alaska.edu
Charles H. Iliff, Professor Emeritus, AFCH1@uaa.alaska.edu
Frank Jeffries, Associate Professor, AFFLJ@cbpp.uaa.alaska.edu
Robert C. Maloney, Professor, AFRCM1@uaa.alaska.edu
Rashmi Prasad, Assistant Professor, AFRP2@uaa.alaska.edu
Darren Prokop, Associate Professor, AFDJP1@cbpp.uaa.alaska.edu
Larry Ross, Professor, AFLRR@uaa.alaska.edu
Suresh Srivastava, Professor, AFSCS@cbpp.uaa.alaska.edu
Leyuan You, Assistant Professor, LeyuanY@cbpp.uaa.alaska.edu
# Curriculum Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
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<td>ASSC</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>Ph.D. Program in Clinical-Community Psychology with Rural Indigenous Emphasis</td>
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</table>

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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<th>8. Type of Action</th>
<th>Course</th>
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<tr>
<th>9. Repeat Status</th>
<th>Limit</th>
<th>Max Credits</th>
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<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<tbody>
<tr>
<td>From: Fall/2007</td>
<td>To: /9999</td>
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<tr>
<th>12. Cross Listed with</th>
<th>N/A</th>
<th>Stacked with</th>
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<table>
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<tr>
<th>13. Coordinate with Affected Units:</th>
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<tbody>
<tr>
<td>UAF Department of Psychology and the UAA listserv</td>
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</table>

| 14. List any programs or college requirements that require this course |
|                                                                      |

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<thead>
<tr>
<th>15. General Education Requirement</th>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
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<tr>
<th>16. Course Description</th>
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<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Corequisite(s) (concurrent enrollment required)</th>
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<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>Class Major Level</td>
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<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
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<tr>
<th>19. Justification for Action</th>
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</table>

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.

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<th>Initiator (faculty only)</th>
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Initiator Signature Date

Dean/Director of School/College Date

Department Chairperson Date

Undergraduate or Graduate Academic Board Chairperson Date

Curriculum Committee Chairperson Date

Provost or Designee Date
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 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY A601</td>
<td>Clinical/Community/Cross-Cultural Integration Seminar (3 years, 1 credit per year)</td>
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</tr>
<tr>
<td>PSY A602</td>
<td>Native Ways of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>PSY A603</td>
<td>Alaskan &amp; Rural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A604</td>
<td>Biological and Pharmacological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY A605</td>
<td>History and Systems</td>
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<tr>
<td>PSY A607</td>
<td>Cognition, Affect, and Culture</td>
<td>3</td>
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<tr>
<td>PSY A611</td>
<td>Ethics and Professional Practice</td>
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<tr>
<td>PSY A612</td>
<td>Human Development in a Cultural Context</td>
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<tr>
<td>PSY A616</td>
<td>Program Evaluation and Community Consultation I</td>
<td>3</td>
</tr>
<tr>
<td>PSY A617</td>
<td>Program Evaluation and Community Consultation II</td>
<td>3</td>
</tr>
<tr>
<td>PSY A622</td>
<td>Multicultural Psychopathology</td>
<td>3</td>
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<tr>
<td>PSY A623</td>
<td>Intervention I</td>
<td>3</td>
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<tr>
<td>PSY A629</td>
<td>Intervention II</td>
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<td>PSY A632</td>
<td>Community Psychology Across Culture</td>
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<td>PSY A633</td>
<td>Tests &amp; Measurement in Multicultural Context</td>
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<td>PSY A639</td>
<td>Research Methods</td>
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<td>Practicum Placement - Clinical I</td>
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<td>PSY A653</td>
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<td>PSY A679</td>
<td>Multicultural Psychological Assessment I</td>
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<td>PSY A681</td>
<td>Substances of Abuse in Alaska</td>
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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: 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](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 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
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.
   - ☐ part-time faculty $0
   - ☐ new full-time faculty $0
   - ☐ reassignment of full-time faculty $0
   - ☐ additional class/lab space $0
   - ☐ modification of class/lab space $0
   - ☐ additional library resources $0
   - ☐ additional computer equipment $0
   - ☐ 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
# Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

**1a. School or College**  
EA COE

**1b. Division**  
EDLD

**1c. Department**  
EDLD

**2. Course Prefix**  
EDLD

**3. Course Number**  
A652

**4. Previous Course Prefix & Number**  
n/a

**5a. Credits/CEU**  
3

**5b. Contact Hours**  
(Lecture + Lab)  
(3+0)

**6. Complete Course/Program Title**  
Introduction to Teacher Leadership

**Abbreviated Title for Transcript (30 character)**

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

**8. Type of Action**  
☑ Add  
☐ Change  
☐ Delete

☐ Prefix  
☐ Credits  
☐ Title  
☐ Grading Basis  
☐ Course Description  
☐ Test Score Prerequisites  
☐ Other Restrictions

☐ Class  
☑ Level  
☐ College  
☐ Major  
☐ Other

**9. Repeat Status No**

**# of Repeats**

**Max Credits**

**10. Grading Basis**  
☑ A-F  
☐ P/NP  
☐ NG

**11. Implementation Date**  
semester/year

From: SU/2007  
To: /9999

**12. Cross Listed with**

☐ Stacked with

Cross-Listed Coordination Signature

**13. List any programs or college requirements that require this course**  
Master of Education in Educational Leadership, Teacher Leadership Option.

**14. Coordinate with Affected Units:**  
UAF/UAS Schools of Education  
Department, School, or College

Initiator Signature

Date

**15. General Education Requirement**

☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☐ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ Integrative Capstone

**16. Course Description**

Exploration and broad overview of Teacher Leadership. Emphasizes collaborative processes, reflection, and school-based research as paths to improving professional practice.

**17a. Course Prerequisite(s) (list prefix and number)**  
n/a

**17b. Test Score(s)**  
n/a

**17c. Co-requisite(s) (concurrent enrollment required)**  
n/a

**17d. Other Restriction(s)**

☐ College  
☐ Major  
☐ Class  
☑ Level  
☐ Other

**17e. Registration Restriction(s) (non-codable)**

Graduate Standing

**18. Mark if course has fees**

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

**19. Justification for Action**

The M.Ed. in Educational Leadership is revising program content to be current and responsive to student needs. This course meets those needs by providing an introduction to Teacher Leadership for students in the Teacher Leadership option.

---

**Approved**

Disapproved:

__Initiator (faculty only)__

Date

__Dean/Director of School/College__

Date

-- Approved

Disapproved:

__Department Chairperson__

Date

__Undergraduate or Graduate__

__Academic Board Chairperson__

Date

-- Approved

Disapproved:

__Provost or Designee__

Date
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., 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. Emphasizes collaborative processes, reflection, and school-based research as paths to improving professional 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
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:
- Classify teacher leadership practices in local public schools which exemplify distributive leadership applications
- Compare distributive leadership theory with the practice of teacher leadership in a written report suitable for local publication
- 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
- 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:
- Distinguish the various roles and responsibilities of teacher leaders from current, appropriate literature and from professional experiences in local districts
- Observe and record specific roles and functions of teacher leaders in local contexts and compare/contrast to observations of other students
- 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:
- Discuss the findings of research studies linking teacher leadership and student achievement for the purpose of guiding future inquiries
- Identify barriers in researching the link between teacher leadership and student achievement
- Construct an action research plan which could be implemented by classroom teachers desiring to document the link between teacher leadership and student achievement
- 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

VIII. Bibliography
Development.

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

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#### 6. Complete Course/Program Title
**Leadership for Equity**

Abbreviated Title for Transcript (30 character)

#### 7. Type of Course
- [x] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

#### 8. Type of Action
- [x] Add
- [ ] Change
- [ ] Delete

#### 9. Repeat Status
- No
- [ ] # of Repeats
- [ ] Max Credits

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

#### 11. Implementation Date
- From: SU/2007
- To: /9999

#### 12. Cross Listed with
- [ ] Stacked with

Cross-Listed Coordination Signature

#### 13. List any programs or college requirements that require this course
- Master of Education in Educational Leadership, Teacher Leadership Option

#### 14. Coordinate with Affected Units
- UAF/UAS Schools of Education
- Department, School, or College

Initiator Signature Date

#### 15. General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

#### 16. 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.

#### 17. Course Prerequisite(s) (list prefix and number)
- N/A

#### 17b. Test Score(s)
- N/A

#### 17c. Co-requisite(s) (concurrent enrollment required)
- N/A

#### 17d. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [x] Level

#### 17e. Registration Restriction(s) (non-codable)
- Graduate Standing

#### 18. Mark if course has fees
- There is a one-time/per-semester COE computer lab fee.

#### 19. Justification for Action
After consultation with community focus groups this new course was developed for the Master of Education in Educational Leadership, Teacher Leadership Option.

---

Approved: ________________________ Date: ________________________

Disapproved: ____________________ Date: ________________________

Dean/Director of School/College

Approved: ________________________ Date: ________________________

Disapproved: ____________________ Date: ________________________

Undergraduate or Graduate Academic Board Chairperson

Approved: ________________________ Date: ________________________

Disapproved: ____________________ Date: ________________________

Provost or Designee

59 Date
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


Current published and online articles such as:


VII. Bibliography


# Curriculum Action Request

University of Alaska Anchorage

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

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**6. Complete Course/Program Title**

Building Mentoring Relationships

Bldg Mentor Relations

**Abbreviated Title for Transcript (30 character)**

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**9. Repeat Status**

- No
- # of Repeats
- Max Credits

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**12. Cross Listed with**

- ☐ Cross Listed with
- Stacked with

**Cross-Listed Coordination Signature**

**13. List any programs or college requirements that require this course**

Master of Education in Educational Leadership, Teacher Leadership Option

**14. Coordinate with Affected Units:**

UAF/UAS Schools of Education

Department, School, or College

**Initiator Signature**

**Date**

**15. General Education Requirement**

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

**16. 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.

**17a. Course Prerequisite(s) (list prefix and number)**

N/A

**17b. Test Score(s)**

N/A

**17c. Co-requisite(s) (concurrent enrollment required)**

N/A

**17d. Other Restriction(s)**

- ☑ College
- ☑ Major
- ☑ Class
- ☑ Level

**17e. Registration Restriction(s) (non-codable)**

- Graduate Standing

**18. Mark if course has fees**

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

**19. Justification for Action**

After consultation with community focus groups this new course was developed for the Master of Education in Educational Leadership, Teacher Leadership Option.

---

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date**

**Department Chairperson**

**Date**

**Undergraduate or Graduate Academic Board Chairperson**

**Date**

**Provost or Designee**

**Date**
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:


Lundin, S., Paul, H., & Christensen, J. (2000). Fish: A remarkable way to boost morale and

VIII. Bibliography:


### Curriculum Action Request

**University of Alaska Anchorage**

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

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#### Complete Course/Program Title

Professional Development and Teacher Learning

Prof Devel and Tchr Lrng

#### Abbreviated Title for Transcript (30 character)

Prof Devel and Tchr Lrng

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#### Type of Action

- ☑ Add
- ☐ Change
- ☐ Delete

#### Type of Action (mark appropriate boxes)

- ☑ Prefix
- ☐ Credits
- ☑ Title
- ☐ Grade Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
- ☑ Class
- ☐ Level
- ☑ College
- ☐ Major

#### Implementation Date

- From: SU/2007
- To: /9999

#### Cross Listed with

- ☐ Cross Listed with
- ☐ Stacked with

#### List any programs or college requirements that require this course

- Master of Education in Educational Leadership, Teacher Leadership Option

#### Coordinate with Affected Units

- UAF/UAS Schools of Education
- Department, School, or College

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#### General Education Requirement

- ☑ Oral Communication
- ☑ Written Communication
- ☑ Quantitative Skills
- ☑ Humanities
- ☑ Fine Arts
- ☑ Social Sciences
- ☑ Natural Sciences
- ☑ Integrative Capstone

#### 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 Restrictions

- N/A

#### Registration Restriction(s)

- Graduate Standing

#### Mark if course has fees

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

#### Justification for Action

- After consultation with community focus groups this new course was developed for the Master of Education in Educational Leadership, Teacher Leadership Option.
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


VIII. Bibliography


and practices. New York: Teachers College Press.


# Curriculum Action Request

**University of Alaska Anchorage**

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

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## 6. Complete Course/Program Title

Understanding and Facilitating Adult Learning

Under and Facil Adult Lrng

Abbreviated Title for Transcript (30 character)

## 7. Type of Course

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

## 8. Type of Action

- [X] Course
- [ ] Program

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

### Change
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions

### Delete
- [ ] Grading Basis
- [ ] Cross-Listed with
  - [ ] Stacked with
  - [ ] College
  - [ ] Level

## 9. Repeat Status

- [ ] No
- [ ] # of Repeats
- [ ] Max Credits

## 10. Grading Basis

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

## 11. Implementation Date

From: SU/2007 To: 9999

## 12. Cross Listed with

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

## 13. List any programs or college requirements that require this course

- Master of Education in Educational Leadership, Teacher Leadership Option

## 14. Coordinate with Affected Units

- UAF/UAS Schools of Education

Initiator Signature Date

## 15. General Education Requirement

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

## 16. Course Description

Examine 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.

## 17a. Course Prerequisite(s) (list prefix and number)

N/A

## 17b. Test Score(s)

N/A

## 17c. Co-requisite(s) (concurrent enrollment required)

N/A

## 17d. Other Restriction(s)

- College
- Major
- Class
- Level

## 17e. Registration Restriction(s) (non-codable)

Graduate Standing

## 18. Mark if course has fees

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

## 19. Justification for Action

After consultation with community focus groups this new course was developed for the Master of Education in Educational Leadership, Teacher Leadership Option.

---

Approved: [ ]

Disapproved: [ ]

Initiator (faculty only) Date

Approved: [ ]

Disapproved: [ ]

Dean/Director of School/College Date

Approved: [ ]

Disapproved: [ ]

Department Chairperson Date

Approved: [ ]

Disapproved: [ ]

Undergraduate or Graduate Academic Board Chairperson Date

Approved: [ ]

Disapproved: [ ]

Provost or Designee Date

78
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


VIII. Bibliography


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

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

1a. School or College
   EA COE

2. Course Prefix
   EDLD

3. Course Number
   A659

4. Previous Course Prefix & Number
   n/a

5a. Credits/CEU
   3

5b. Contact Hours
   (Lecture + Lab)
   (3+0)

5c. Title
   Teacher Leadership Capstone Project
   Teacher Leadership Project

6. Complete Course/Program Title
   Teacher Leadership Capstone Project
   Teacher Leadership Project

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

8. Type of Action
   Add
   Change
   Delete

9. Repeat Status
   Yes
   No

10. Max Credits
   6

11. Implementation Date
    From: SU/2007
    To: 9999

12. Cross Listed with
    Stacked

13. List any programs or college requirements that require this course
    Master of Education in Educational Leadership, Teacher Leadership Option

14. Coordinate with Affected Units:
    UAF/ UAS Schools of Education
    Department, School, or College

15. General Education Requirement
    Oral Communication
    Written Communication
    Quantitative Skills
    Humanities
    Fine Arts
    Social Sciences
    Natural Sciences
    Integrative Capstone

16. 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 class may be repeated to six hours.

17a. Course Prerequisite(s) (list prefix and number)
    Admission to the Teacher Leadership Program and completion of EDLD A6?? ;
    EDLD A637; EDLD A638; EDLD A639; EDLD A 6??; EDLD A652; EDLD A656

17b. Test Score(s)
    n/a

17c. Co-requisite(s) (concurrent enrollment required)
    n/a

17d. Other Restriction(s)
    College
    Major
    Class
    Level

17e. Registration Restriction(s) (non-codable)
    Graduate Standing

18. Mark if course has fees
    There is a one-time/per-semester COE computer lab fee.

19. Justification for Action
    The M.Ed. in Educational Leadership is making revisions to keep the program current and responsive to student needs. This
    course meets those need by providing a capstone experience for students in the Teacher Leadership option.

Initiator (faculty only)
Date

Approved
Disapproved:

Dean/Director of School/College
Date

Approved
Disapproved:

Department Chairperson
Date

Approved
Disapproved:

Academic Board Chairperson
Date

Approved
Disapproved:

Provost or Designee
Date
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

VIII. Bibliography
research: Learning to teach and teaching to learn through practitioner inquiry.


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

1a. School or College  
EA COE

1b. Division  
N/A

1c. Department  
EDLD

2. Course Prefix  
EDL

3. Course Number  
N/A

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEU

5b. Contact Hours  
(Lecture + Lab)  
(     +     )

6. Complete Course/Program Title  
Teacher Leadership Option, Master of Education in Educational Leadership

Teacher Leadership Option
Abbreviated Title for Transcript (30 character)

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

8. Type of Action  
☑ Course  
☐ Program

☒ Add  
☐ Change  
☐ Delete

☐ Prefix

☐ Credits

☐ Title

☐ Grading Basis

☐ Course Description

☐ Test Score Prerequisites

☐ Other Restrictions

☐ Class  
☐ Level  
☐ College  
☐ Major  
☐ Other

☒ Course Number

☐ Contact Hours

☐ Repeat Status

☐ Cross-Listed/Stacked

☐ Co-requisites

☐ Registration Restrictions

9. Repeat Status No  
# of Repeats  
Max Credits

10. Grading Basis  
☑ A-F  
☐ P/NP  
☐ NG

11. Implementation Date  
semester/year  
From:  SU/2007  
To:  /9999

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

13. List any programs or college requirements that require this course  
Master of Education in Educational Leadership, Teacher Leadership Option

14. Coordinate with Affected Units:  
UAF/UAS Schools of Education  
Department, School, or College

Initiator Signature  
Date

15. ☐ General Education Requirement  
☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☐ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ Integrative Capstone

16. Course Description  
The Teacher Leadership Option provides a masters level alternative in graduate studies in leadership for experienced teachers who do not seek a Type B certificate.

17a. Course Prerequisite(s) (list prefix and number)  
N/A

17b. Test Score(s)  
N/A

17c. Co-requisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  

☐ College  
☐ Major  
☐ Class  
☐ Level  

17e. Registration Restriction(s) (non-codable)  
Graduate Standing

18. ☐ Mark if course has fees

19. Justification for Action  
The Teacher Leadership Option for the Master of Education in Educational Leadership, has been added to provide an alternative in graduate level studies in leadership for experienced teachers who do not seek a Type B certificate.

Initiator (faculty only)  
Date

☑ Approved  
☐ Disapproved:

Dean/Director of School/College  
Date

☑ Approved  
☐ Disapproved:

Department Chairperson  
Date

☑ Approved  
☐ Disapproved:

Academic Board Chairperson  
Date

☑ Approved  
☐ Disapproved:

Curriculum Committee Chairperson  
Date

☑ Approved  
☐ Disapproved:

Provost or Designee  
Date

☑ Approved  
☐ Disapproved:

University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study
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
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.
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:

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
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.

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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:
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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey</td>
<td>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.</td>
<td>Administered yearly beginning in the Spring of 2008.</td>
<td>Online web survey</td>
<td>Program Staff and Faculty</td>
</tr>
<tr>
<td>Bi-Annual Constituent Review Committee Review</td>
<td>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.</td>
<td>Fall 2007 and Spring 2008</td>
<td>Joint EDLD faculty and Constituent Review Committee meetings</td>
<td>EDLD faculty and Constituent Review Committee meetings</td>
</tr>
<tr>
<td>Superintendent/Principal Survey</td>
<td>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.</td>
<td>Administered yearly beginning in the Spring of 2008</td>
<td>Online web survey</td>
<td>Program Staff and Faculty</td>
</tr>
<tr>
<td>Teacher Leader Faculty Mentor Survey</td>
<td>All teacher leadership faculty mentors are surveyed each year to collect opinions on the achievement of program objectives.</td>
<td>Administered yearly beginning in the Summer of 2008</td>
<td>Online web survey</td>
<td>Program Staff and Faculty</td>
</tr>
<tr>
<td>Job Attainment Survey</td>
<td>The alumni survey will determine how many students have secured teacher leadership positions.</td>
<td>Collected every Fall starting Fall 2008</td>
<td>Online web survey</td>
<td>Program Staff and Faculty</td>
</tr>
</tbody>
</table>
### Table 2
Association of Assessment Tools to Program Objectives

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Level Assessment</td>
<td>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.</td>
<td>Bi-annually</td>
<td>Reports, including student work products, are submitted by instructors.</td>
<td>Course Instructors and EDLD faculty</td>
</tr>
<tr>
<td>Student/Faculty Mentor on review of final Research Project</td>
<td>The capstone research project and its implementation in the local school district will be reviewed from published reports of the project.</td>
<td>Every summer</td>
<td>Published reports of capstone project are submitted by instructors.</td>
<td>Department Faculty and Practicing District Level Administrators</td>
</tr>
</tbody>
</table>
## Table 4

**Association of Assessment Tools to Program Outcomes**

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Course Level Assessment</th>
<th>Capstone Research Project</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Standard 2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Standard 3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Standard 5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Standard 6</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Standard 7</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

Initiator signature
Resource Implication Form

1. School/College       College of Education
2. Program/Course       M.Ed. in Educational Leadership, Teacher Leadership Option
3. Course Prefix        EDL and AE
5. Implementation Date  Summer, 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.
   - part-time faculty $  
   - new full-time faculty $  
   - reassignment of full-time faculty $  
   - additional class/lab space $  
   - modification of class/lab space $  
   - additional library resources $  
   - additional computer equipment $  
   - other costs $  
8. Explanation: Full-time faculty will be reassigned to teach this course.

______ Approved
______ Disapproved

Department Chair ________________________________ Date ____________

______ Approved
______ Disapproved

Dean/Director of School/College ________________________________ Date ____________

______ Approved
______ Disapproved

Provost ________________________________ Date ____________
---

### Curriculum Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>WWAMI Biomedical Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM</td>
<td>A615</td>
<td></td>
<td>1 cr.</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Critical Reading and Evaluation of Medical Literature (CREM)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Add</td>
</tr>
<tr>
<td>☐ Change</td>
</tr>
<tr>
<td>☐ Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ A-F</td>
</tr>
<tr>
<td>☑ P/NP</td>
</tr>
<tr>
<td>☐ NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Spring/2007</td>
</tr>
<tr>
<td>To: Fall/9999</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stacked with</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWAMI / UW Medical School first year curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>☐ Written Communication</td>
</tr>
<tr>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td>☐ Humanities</td>
</tr>
<tr>
<td>☐ Fine Arts</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
</tr>
<tr>
<td>☐ Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17b. Test Score(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Major Class Level</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Biomedical Program - WWAMI.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for WWAMI / UW Medical School curriculum.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Approved:</th>
<th>Disapproved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

---

Initiator (faculty only) Date

---

Dean/Director of School/College Date

---

Department Chairperson Date

---

Undergraduate or Graduate Academic Board Chairperson Date

---

Provost or Designee Date

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

**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:

Selected Bibliography:
Geyman JP et al, Evidence-Based Clinical Practice: Concepts and Approaches, Butterworth Heinemann, 2000
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
Guyatt GH et al, Users’ guides to the medical literature: II. How to use an article about therapy or prevention; B. What were the results and will they help me in caring for my patients? JAMA Jan 5 1994; 271(1): 59-63
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
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
Oxman AD, Users’ Guides to the medical literature: I. How to get started. JAMA Nov 3 1993; 270(17): 2093-2095
Oxman AD et al, Users’ Guides to the medical literature: VI. How to use an
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
Shermer M, Smart people believe weird things. Sci Am Sep 2002; 287(3): 35
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
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 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.
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/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

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


   ____________________________________________________________________________

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.
   - part-time faculty $0
   - new full-time faculty $
   - reassignment of full-time faculty $
   - additional class/lab space $
   - modification of class/lab space $
   - additional library resources $
   - additional computer equipment $
   - 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