Graduate Academic Board

Agenda

February 22, 2013
LIB 302
9:30 to 11:30

I. Roll Call

() Arlene Schmuland	() Peter Olsson	() Zhaohui (Joey) Yang	
() Tim Hinterberger	() Susan Garton	() FSAL vacancy (CAS)	Ex-Officio Members:
() Patricia Sandberg	() Mary Dallas Allen	() FSAL Vacancy	() David Yesner
() Greg Protasel	() Deb Russ	() FSAL Vacancy	() Lora Volden
() Yoshito Kanamori	() Hsing-Wen Hu	() Jaime Spatrisano	() Scheduling & Publications

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2)

IV. Program/Course Action Request – Second Reading

V. Program/Course Action Request - First Readings

Chg		Master of Education, Early Childhood Special Education (pg. 3-7)
Chg		Master of Education, Educational Leadership (pg. 8-14)
Add	EDL A610	Orientation to Graduate Studies in Leadership (3 cr)(3+0)(pg. 15-19)
Add	EDL A620	Leadership in Alaska Culture and Social Justice Issues (3 cr)(3+0)(pg. 20-25)
Chg	EDL A637	Leadership and Organizational Behavior (3 cr)(3+0)(pg. 26-30)
Chg	EDL A638	Instructional and Curricular Leadership (3 cr)(3+0)(pg. 31-36)
Cgh	BA A680	Social Media Strategies (Stacked with BA A480)(3 cr)(3+0)(pg. 37-47)

VI. Administrative Reports

A. Associate Dean of the Graduate School David Yesner

B. Graduate Student Jaime Spatrisano

C. University Registrar Lora Volden

VII. Chair's Report

A. GAB Chair- Arlene Schmuland

B. Faculty Alliance

C. Graduate Council

VIII. Old Business

IX. New Business

A. Draft Academic Program Suspension and Deletion Policies and Cover Memo Template (pg. 48-55)
B. First Reading of Purge Lists (pg. 56-59)
C. Memo Regarding Concentrations, Tracks, Options, and Emphasis (pg. 60)

X. Informational Items and Adjournment

Graduate Academic Board

Summary

February 8, 2013
ADM 204
9:30 to 11:30

I. Roll Call

(X) Arlene Schmuland	(X) Peter Olsson	() Zhaohui (Joey) Yang	
(X) Tim Hinterberger	(X) Susan Garton	() FSAL vacancy (CAS)	Ex-Officio Members:
(E) Patricia Sandberg	(X) Mary Dallas Allen	() FSAL Vacancy	(X) David Yesner
(E) Greg Protasel	() Deb Russ	() FSAL Vacancy	(X) Lora Volden
(E) Yoshito Kanamori	(X) Hsing-Wen Hu	(E) Jaime Spatrisano	(X) Scheduling & Publications

II. Approval of Agenda (pg. 1)
Approved

III. Approval of Meeting Summary (pg. 2-3)
Approved

IV. Program/Course Action Request – Second Reading

V. Program/Course Action Request - First Readings

Chg Graduate Certificate, Psychiatric – Mental Health Nurse Practitioner Option (pg. 4-5)
Chg MS, Nursing Science Psychiatric – Mental Health Nurse Practitioner Option (pg. 6-20)
Waive first, approve for second reading

Chg Master of Business Administration (pg. 21-30)
Waive first, approve for second reading

Chg Master of Education, Early Childhood Special Education (pg. 31-35)
Postponed

VI. Administrative Reports

A. Associate Dean of the Graduate School David Yesner
The doctorate candidates are moving forward.
Megan Carlson, Susan Kalina and David Yesner are working with the College of Health to develop long term strategies regarding their graduate programs.
There was an incremental increase in funding for graduate tuition waivers.

B. Graduate Student Jaime Spatrisano

C. University Registrar Lora Volden
The review of the first read of the 2013-2014 Purge List will occur at the February 22nd GAB meeting.

VII. Chair's Report

A. GAB Chair- Arlene Schmuland
The board discussed developing a timeline for when graduate curriculum should undergo updates.

B. Faculty Alliance

C. Graduate Council

VIII. Old Business

IX. New Business

A. Placement scores utilized for pre-requisite checking (pg. 36)
The draft document was presented by Lora Volden and briefly discussed and accepted by the board members.

X. Informational Items and Adjournment
Adjourned

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

1a. School or College	1b. Department
EA COE	CASE Counseling and Special Education

2. Complete Program Title/Prefix
Early Childhood Special Education

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Master of Education

This program is a Gainful Employment Program: ☐ Yes or ☒ No

4. Type of Action:

PROGRAM	PREFIX
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2013 To: 99/99

6a. Coordination with Affected Units Department, School, or College: CASE

Initiator Name (typed): cmc Initiator Signed Initials: _____ Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: January 10, 2013

6c. Coordination with Library Liaison Date: January 10, 2013

7. Title and Program Description - Please attach the following:

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action

Match the state's requirements for licensure. Specify admission criteria to enhance the quality of the pool of candidates. In lieu of research electives, specify specific research courses needed for success in the program. Provide access to standards by inserting new hyperlinks.

Initiator (faculty only) Date	☐ Approved ☐ Disapproved Dean/Director of School/College Date
Carolyn Coe Initiator (TYPE NAME)	
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

B. Early Childhood Special Education

www.uaa.alaska.edu/coe/degrees

The MEd in Early Childhood Special Education is designed for individuals who desire initial professional preparation in early intervention and early childhood special education. The program encompasses theory, research, and practice relating to children birth to 5 years of age who experience developmental delays and disabilities. In addition to the degree, this program may also lead to an institutional recommendation for initial teacher certification or endorsement in Early Childhood Special Education-Birth to Five on an existing certificate from the Alaska Department of Education and Early Development (EED).

Student Learning Outcomes

Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at

Council for Exceptional Children Professional Standards

http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation?sc_lang=en

Division of Early Childhood Special Education Standards

http://www.dec-sped.org/About_DEC/Personnel_Standards_for_Early_Intervention_and_Early_Childhood_Special_Education

Students who complete this program will be able to:

1. Apply legal and ethical policies that affect young children with developmental delays and disabilities, families, and programs for young children.
2. Use intervention strategies with young children having developmental delays and disabilities and their families that affirm and respect family, cultural, and linguistic diversity.
3. Develop and apply instructional practices based on knowledge of the child, family, community, and the curriculum.
4. Design, implement, and evaluate environments to assure developmental and functional appropriateness.
5. Assess the development and learning of young children with developmental delays and disabilities and use that information to direct intervention.
6. Critically analyze and apply principles of research in the area of early childhood special education.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a GPA of 3.00 in most recent 30 credits.
3. Submit a resume documenting experience in early childhood special education, early childhood education or a related field. Students without the experience may be required to take additional coursework and enter the program on a provisional admission status.
4. Submit a goal statement on career goals and how they relate to the MEd program.
5. Submit three letters of recommendation or rating forms from professional references, including one from a supervisor.
6. Participate in an interview if requested by the department.
7. Submit copies of applicable licenses, certificates, or other professional credentials.
8. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST).

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills, and access to equipment to engage in distance learning.

1. Complete required courses (36 credits):

EDRS A660	Fundamentals of Research in Education	2
EDRS A661 EDRS A662	Data-Informed Instruction or Action Research in Education	2
EDRS A664	Developing and Writing Literature Reviews	2
EDSE A474	Special Children from Birth through Five	3
EDSE A610Y	Assessment: Early Childhood Special Education	3
EDSE A622Y	Strategies: Early Childhood Special Education	3
EDSE A633	Autism: Communication and Social Disorders	3
EDSE A674	Family Partnerships in Early Childhood Special Education	3
EDSE A695Y	Advanced Internship: Early Childhood Special Education (3-6)	6
Electives by advisement		9

2. Complete a portfolio documenting attainment of CEC standards.
3. Satisfy College of Education Graduation Requirements at the beginning of this section.
4. Complete a total of 36 credits for the degree.

Alaska certification note: Prior to receiving an institutional recommendation for initial teacher certification, candidates must: a. pass the Praxis I or other EED-approved test at the level established by EED, and b. successfully complete 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies from the state's approved list; and c. provide documentation of appropriate field experience in a public school setting. Also, prior to advancing to the professional certificate, EED requires passing scores on the Praxis II examination for elementary teachers. EED may have additional requirements for certification/endorsement. See the EED website for more information: www.eed.state.ak.us.

B. Early Childhood Special Education

www.uaa.alaska.edu/coe/degrees

The MEd in Early Childhood Special Education is designed for individuals who desire initial professional preparation in early intervention and early childhood special education. The program encompasses theory, research, and practice relating to children birth to 5 years of age who experience developmental delays and disabilities. In addition to the degree, this program may also lead to an institutional recommendation for initial teacher certification* or endorsement in Early Childhood Special Education-Birth to Five on an existing certificate from the Alaska Department of Education and Early Development (EED).

Student Learning Outcomes

Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at ~~www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/SpecialEdTeachers/default.htm.~~

Council for Exceptional Children Professional Standards

http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation?sc_lang=en

Division of Early Childhood Special Education Standards

http://www.dec-sped.org/About_DEC/Personnel_Standards_for_Early_Intervention_and_Early_Childhood_Special_Education

Students who complete this program will be able to:

1. Apply legal and ethical policies that affect young children with developmental delays and disabilities, families, and programs for young children.
2. Use intervention strategies with young children having developmental delays and disabilities and their families that affirm and respect family, cultural, and linguistic diversity.
3. Develop and apply instructional practices based on knowledge of the child, family, community, and the curriculum.
4. Design, implement, and evaluate environments to assure developmental and functional appropriateness.
5. Assess the development and learning of young children with developmental delays and disabilities and use that information to direct intervention.
6. Critically analyze and apply principles of research in the area of early childhood special education.

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Provide transcripts documenting a GPA of 3.00 in most recent 30 credits.
3. ~~Submit a resume documenting educational experience and at least one year of appropriate professional experience. See department for more information.~~ Submit a resume documenting experience in early childhood special education, early childhood education or a related field. Students without the experience may be required to take additional coursework and enter the program on a provisional admission status.
4. Submit a goal statement on career goals and how they relate to the MEd program.
5. Submit three letters of recommendation or rating forms from professional references, including one from a supervisor.~~.~~
6. Participate in an interview if requested by the department.
7. Submit copies of applicable licenses, certificates, or other professional credentials.
8. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST).

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills, and access to equipment to engage in distance learning.

1. Complete required courses (36 credits):

EDRS A660	Fundamentals of Research in Education	2
~~Research courses by advisement~~		~~4~~
EDRS A661	Data-Informed Instruction or	2
EDRS A662	Action Research in Education	
EDRS A664	Developing and Writing Literature Reviews	2
EDSE A474	Special Children from Birth through Five	3
EDSE A610Y	Assessment: Early Childhood Special Education	3
EDSE A622Y	Strategies: Early Childhood Special Education	3
EDSE A633	Autism: Communication and Social Disorders	3
EDSE A674	Family Partnerships in Early Childhood Special Education	3
~~EDSE A681~~	~~Issues in Early Childhood Special Education~~	~~3~~
EDSE A695Y	Advanced Internship: Early Childhood Special Education (3-6)	6
Electives by advisement		9~~6~~

2. Complete a portfolio documenting attainment of CEC standards.

~~3. Take the Praxis II Special Education: Preschool/Early Childhood examination.~~

3~~4~~. Satisfy College of Education Graduation Requirements at the beginning of this section.

4~~5~~. Complete a total of 36 credits for the degree.

Alaska certification note: Prior to receiving an institutional recommendation for initial teacher certification, candidates must: a. pass the Praxis I or other EED-approved test at the level established by EED, and b. successfully complete 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies from the state's approved list; and c. provide documentation of appropriate field experience in a public school setting. ~~(see advisor for details).~~ Also, prior to advancing to the professional certificate, EED requires passing scores on the Praxis II examination for elementary teachers. EED may have additional requirements for certification/endorsement. See the EED website for more information: www.eed.state.ak.us.

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

1a. School or College	1b. Department
EA COE	EDL

2. Complete Program Title/Prefix
Educational Leadership

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Master of Education

This program is a Gainful Employment Program: ☐ Yes or ☐ No

4. Type of Action:

PROGRAM	**PREFIX**
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2013 To: 9999/

6a. Coordination with Affected Units Department, School, or College: EDL Department, COE

Initiator Name (typed): Susan Garton/Mary Boario Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/30/2013

6c. Coordination with Library Liaison Date: 01/30/2013

7. Title and Program Description - Please attach the following:

☐ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action

The foundational core in the MED program will have two new courses, EDL A610 and EDL A620, to provide background knowledge and overview for the theoretical concepts, standards, academic writing, and research skills developed throughout the program. The change sets the tone for excellence and self-assessment which is necessary for leadership development.

Initiator (faculty only) Date Susan Garton/Mary Boario Initiator (TYPE NAME)	☐ Approved ☐ Disapproved Dean/Director of School/College Date
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

C. Educational Leadership

www.uaa.alaska.edu/coe/degrees

The MEd 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. The options include:

- Principal (with Type B certificate)
- Teacher Leadership (without Type B certificate) — *admission suspended*

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Have at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
3. Hold a current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.

Student Learning Outcomes

Student learning outcomes for the MEd in Educational Leadership are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:

1. Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context

a. Principal (with Type B Administrator Certificate)

Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1) Foundation Core (12 credits):

EDL A610	Orientation to Graduate Studies In Leadership	3
EDL A620	Leadership in Alaska Culture and Social Justice	3
EDRS A660	Fundamentals of Research in Education	2
EDRS A661	Data Informed Instruction	2
EDRS A667	Program Evaluation	2

2) Principal Core (24 credits):

EDL A637	Educational Leadership and Organizational Behavior	3
ED F631	Culture, Community,	

	and the Curriculum (3)	
	or	
EDL A638	Instructional and Curricular Leadership (3)	3
EDL A639	The Politics of Education	3
EDL A640	Law and Ethics in Education	3
EDL A641	Principal Internship (3-6)	6
EDL A642	Principal's Seminar I	3
EDL A643	Principal's Seminar II	3

3) Comprehensive portfolio required.

4) A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B Administrator Certificate from the Alaska Department of Education and Early Development (EED).

Alaska certification note: EED requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See the Alaska Department of Education and Early Development website for more information: www.eed.state.ak.us.

b. Teacher Leadership

Admission to the Teacher Leadership option is suspended.

C. Educational Leadership

www.uaa.alaska.edu/coe/degrees

The MEd 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. The options include:

- Principal (with Type B certificate)
- Teacher Leadership (without Type B certificate) — *admission suspended*

Admission Requirements

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter and Admission Requirements for Master of Education degrees at the beginning of this section.
2. Have at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).
3. Hold a current teacher certificate or provide evidence of eligibility for an Alaska Teacher Certificate.

Student Learning Outcomes

Student learning outcomes for the MEd in Educational Leadership are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership degree program will be able to:

1. Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.
2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.
3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Act with integrity and fairness in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context

a. Principal (with Type B Administrator Certificate)

Students completing this program are eligible for an institutional recommendation for an administrator certificate to serve as school principals.

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1) Foundation Core (12 credits):

EDL A610	Orientation to Graduate Studies In Leadership	3
EDL A~~A~~620	Leadership in Alaska Culture and Social Justice	3
~~EDFN A636~~	~~Innovations in Teaching and Learning~~	~~3~~
EDRS A660	Fundamentals of Research in Education	2
EDRS A661	Data Informed Instruction	2
EDRS A667	Program Evaluation	2
~~Research courses by advisement~~		~~4~~
~~600-level electives by advisement~~		~~3~~

2) Principal Core (24 credits):

EDL A637	Educational Leadership and Organizational Behavior	3

ED F631	Culture, Community, and the Curriculum (3) or	
EDL A638	Instructional and Curricular Leadership (3)	3
EDL A639	The Politics of Education	3
EDL A640	Law and Ethics in Education	3
EDL A641	Principal Internship (3-6)	6
EDL A642	Principal's Seminar I	3
EDL A643	Principal's Seminar II	3

3) Comprehensive portfolio required.

4) A total of 36 credits is required for the degree and to apply for an institutional recommendation for a Type B Administrator Certificate from the Alaska Department of Education and Early Development (EED).

Alaska certification note: EED requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See the Alaska Department of Education and Early Development website for more information: www.eed.state.ak.us.

b. Teacher Leadership

Admission to the Teacher Leadership option is suspended.

~~B. Graduate Certificates, Educational Leadership~~

~~**Principal and Superintendent**~~

~~***www.uaa.alaska.edu/coe/degrees***~~

~~The Educational Leadership Graduate Certificate programs are designed for individuals with master's degrees who are seeking advanced professional preparation to become principals or superintendents.~~

~~Student Learning Outcomes~~

~~Student outcomes for these certificates are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders. Students who complete the Educational Leadership Graduate Certificate programs will be able to:~~

~~1. Facilitate the development, implementation, and monitoring of shared vision of learning, involving all stakeholders.~~

~~2. Shape, nurture, and sustain a school culture and instructional program based on student learning and professional growth.~~

~~3. Ensure effective management of operations and resources for safe, efficient, and effective learning environment.~~

~~4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.~~

~~5. Act with integrity and fairness in an ethical manner.~~

~~6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.~~

~~Admission Requirements~~

~~1. Satisfy Admission Requirements for Graduate Certificates found at the beginning of this chapter.~~

~~2. Hold a master's degrees from a regionally accredited institution with a grade point average of 3.00 on a 4.00 scale.~~

~~3. Hold appropriate certification:~~

~~a. Current teacher or special services provider (Type C) certificate or equivalent for Educational Leadership Graduate Certificate: Principal.~~

b. Current administrator certificate with a principal endorsement for Educational Leadership Graduate Certificate: Superintendent.

4. Provide a resume documenting educational experience including at least three years of experience as a certificated elementary teacher, secondary teacher, or special services provider (Type C).

5. Submit an educational goal statement.

6. Submit three letters of recommendation or rating forms from professional references.

Graduation Requirements

1. Satisfy Graduate Certificate University Requirements found at the beginning of this chapter.

2. Complete program requirements below.

Educational Leadership: Principal (K-8, 7-12, or K-8 & 7-12), Graduate Certificate

Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

1) Foundation Core (12 credits):

EDL A610	Orientation to Graduate Studies In Leadership	3
EDL A620	Leadership in Alaska Culture and Social Justice	3
EDRS A660	Fundamentals of Research in Education	2
Research courses by advisement		4

2. Complete required principal courses (24 credits):

EDL A637	Educational Leadership and Organizational Behavior	3
ED AF631	Culture, Community, and the Curriculum (3)	
	or	
EDL A638	Instructional and Curricular Leadership (3)	3
EDL A639	The Politics of Education	3
EDL A640	Law and Ethics in Education	3
EDL A641	Principal Internship (3-6)	6
EDL A642	Principal's Seminar I	3
EDL A643	Principal's Seminar II	3

3. Complete portfolio documenting attainment of ELCC standards.

4. Complete a total of 36 credits for the certificate and to apply for an institutional recommendation for the Type B Administrator Certificate with a principal endorsement from the Alaska Department of Education and Early Development.

Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.eed.state.ak.us for more information.

Educational Leadership: Superintendent (K-12), Graduate Certificate Program Requirements

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning.

Formatted: Indent: Hanging: 0.25", Space Before: 2.9 pt, After: 2.9 pt, Don't keep lines together, Tab stops: Not at 1.55"

1. Complete required courses (24 credits):

EDL A671	Superintendent Stewardship and Systemic Change	3
EDL A672	Student Performance: Academic and Developmental	3
EDL A673	Human Resource Management and Labor Relations	3
EDL A674	Public School Finance and Facilities	3
EDL A675	Superintendent Internship (3-6)	6
EDL A676	Superintendent Seminar I	3
EDL A677	Superintendent Seminar II	3

2. Complete portfolio documenting attainment of ELCC standards.
3. Complete a total of 24 credits for the certificate and to apply for an institutional recommendation for the superintendent endorsement from the Alaska Department of Education and Early Development.

Alaska certification note: The Alaska Department of Education and Early Development requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. See www.eed.state.ak.us for more information.

Institutional Recommendation Principal Type B Administrator Certificate or Superintendent Endorsement

Following are the requirements for an institutional recommendation. The candidates must have:

a. Completed all program courses with a grade of C or higher.

b. Received a cumulative GPA of 3.00 in the program coursework.

c. Met all requirements for a current Alaska Teacher Certificate, or Type C Special Services Certificate or equivalent from another state.

d. Acquired appropriate professional experience:

- For Principal Type B Administrator Certificate, candidates must have three years of successful certificated contract experience as a teacher or special services provider (Type C).
- For a Superintendent's endorsement, candidates must have five years (minimum three years as a teacher and one as an administrator) of experience.

e. Earned a master's degree from a regionally accredited institution.

f. Demonstrated basic computer/technology competence.

g. Demonstrated mastery of the relevant standards through a professional portfolio.

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

1a. School or College	1b. Division	1c. Department
EA COE	No Division Code	EDL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
EDL	A610	N/A	3	(3+0)

6. Complete Course Title
Orientation to Graduate Studies in Leadership
Orien to Grad St Leadership
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status choose one # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2013 To: 9999/

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

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

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

Initiator Name (typed): Susan Garton/Mary Boario Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 01/30/2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/30/2013

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

15. Course Description *(suggested length 20 to 50 words)*
Provides orientation to knowledge, skills, and dispositions to be an educational leader, which are integral to the program. Reviews Alaskan administrator and ELCC national standards which serve as the program foundation. Summarizes expectations and requirements for scholarship in EDL graduate studies.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
N/A

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

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

16d. Registration Restriction(s) *(non-codable)*
EDL Admission to Department

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
New course added to provide improved background for principal preparation program and to meet accreditation standards.

Initiator (faculty only) Date
Susan Garton/Mary Boario
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chair Date

☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated: 01/24/2013

II. Information for the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Subject:	EDL
Course Number:	A610
Title:	Orientation to Graduate Studies in Leadership
Credits:	3
Grading Basis:	A-F
Implementation Date:	Fall 2013
Course Description:	Provides orientation to knowledge, skills, and dispositions to be an educational leader, which are integral to the program. Reviews Alaskan administrator and ELCC national standards which serve as the program foundation. Summarizes expectations and requirements for scholarship in EDL graduate studies.
Course Prerequisite(s):	N/A
Test Score(s):	N/A
Corequisite(s):	N/A
Registration Restrictions:	Departmental Approval
Course Fee:	No
Justification:	This graduate-level course is intended as the first required course for certified teachers in pursuit of a graduate certificate or master's degree in EDL.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Compare/contrast theories of learning, leadership, and organizational change
2.	Assist students in interpreting leadership self-assessments
3.	Introduce methods of research appropriate to educational issues
4.	Explain graduate writing expectations using current APA style
5.	Review the requirements and the assessments for the leadership program
6.	Facilitate understanding of the standards as a basis for the leadership program

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes *Upon successful completion of the course, the student will be able to do the following:*	**Assessment Procedures** *This outcome will be assessed by one or more of the following:*	**Standards** *This outcome will be the following state and/or national standard:*	**Core Values** *This outcome addresses the following core value:*
1.	Relate theories of learning, leadership, and organizational change to professional practice	Written comparison of leadership theories	Alaska State Administrator Standards (AK): # 1 - 10	Intellectual Vitality Leadership
2.	Specify appropriate research designs and methods for analyzing educational issues	Written explanation to justify a research design or method for an assigned issue	Educational Leaders Constituents Council (ELCC) # 1 - 6	
3.	Demonstrate APA writing style and documentation of references	Brief research paper in APA style	Alaska Culturally Responsive Teaching Standards – All	Intellectual Vitality
4.	Integrate the results of self-assessments to describe self as leader	Professional growth plan completed based on results of self-assessments	ELLC: # 1 – 6 AK: # 1 - 10	Intellectual Vitality
5.	Interpret each ELCC standard for the	List examples from professional practice	ELLC: # 1 – 6	Collaboration

	program in terms of applied professional practice	which fit each ELCC standard	AK: # 1 – 10	Intellectual Vitality
6.	Generate exemplary evidence of completion of program requirements	Self-assessments Foundational core assignments Internship portfolio Examples of contextual research	ELLC: # 1 – 6 AK: # 1 – 10 Alaska Culturally Responsive Teaching Standards	Intellectual Vitality

IV. Course Level Justification

V. Course Outline

1. Knowledge
   - 1.1 Learning theories
   - 1.2 Leadership theories
   - 1.3 Organizational change theories

2. Skills
   - 2.1 Research
   - 2.2 Academic writing
   - 2.3 Required demonstrations of leadership skills

3. Dispositions
   - 3.1 Dispositions of character
   - 3.2 Dispositions of intellect
   - 3.3 Dispositions of care

4. Standards
   - 4.1 Educational Leadership Constituents Council (ELCC)
   - 4.2 Alaska Administrative Standards
   - 4.3 Alaska Culturally Responsive Standards

5. Major Program Requirements
   - 5.1 Self assessments
   - 5.2 Foundational core
   - 5.3 Portfolio for internship
   - 5.4 Contextual Research

VI. Required Text(s)

American Psychological Association. (2010). *Publication manual of the American Psychological*

Association (6th ed.). Washington, DC: Author.

VII. Bibliography

Alaska Department of Education & Early Development. (2012). *Guide to implementing the Alaska Cultural Standards for Educators.* Juneau, AK: Author.

Anderson, K. L. & Davis, B. M. (2012). *Creating culturally considerate schools: Educating without bias.* Thousand Oaks, CA: Corwin.

Bransford, J. D., Brown, A. L., & Cocking, R.R., Eds. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Gay, L. R., & Airasian, P. (2003). *Educational research: Competencies for analysis and applications.* Upper Saddle River, NJ: Pearson.

Kouzes, P., &Posner, B. (2007). *The leadership challenge (4th ed.).* San Francisco, CA: Josey Bass.

Lindsey, R. B., Lindsey, N. R., &Terrell, R. D. (2009). *Cultural proficiency: A manual for school leaders.* Thousand Oaks, CA: Corwin.

Senge, P., Cameron-McCabe, N., Lucas, T., & Smith, B. (2012). Schools that learn (Updated and Revised):
A fifth discipline fieldbook for educators, parents, and everyone who cares about education. New York, NY: Crown Business.

Senge, P., Charmer, C., Jowarski, J., &Flowers, B. (2004). *Presence: An exploration of profound change in people, organizations in society.* New York, NY: Doubleday.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., &Smith, B. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations.* New York, NY: Doubleday.

Wheatley, M. (2006). *Leadership and the new science: Learning about organizations from an orderly universe.* San Francisco, CA: Berrett-Kohler.

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

1a. School or College	1b. Division	1c. Department
EA COE	No Division Code	EDL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
EDL	A620	N/A	3	(3+0)

6. Complete Course Title
Leadership in Alaska Culture and Social Justice Issues
Ldrship AK Culture & Soc Just
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status choose one # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2013 To: 9999/

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

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

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

Initiator Name (typed): Agatha John-Shields Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/30/2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/30/2013

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

15. Course Description *(suggested length 20 to 50 words)*
Examines cultural proficiency from personal and professional perspectives. Reflects on the effects of historical trauma of Alaska Natives in rural, urban settings. Explores educational leadership strategies to support culturally responsive practices and social justice.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
N/A

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
New courses added to provide improved background in Alaska culture and Social Justice Issues to meet accreditation standards. New course to meet EED multi-cultural requirements.

Initiator (faculty only) Date
Agatha John-Shields
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chair Date

☐ Approved
☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Education

I.	Date Initiated:	01/24/2013
II.	Information for the Course Action Request	
	College/School:	College of Education
	Department:	Educational Leadership
	Subject:	EDL
	Course Number:	A620
	Title:	Leadership in Alaska Culture and Social Justice Issues
	Credits:	3
	Grading Basis:	A-F
	Implementation Date:	Fall 2013
	Course Description:	Examines cultural proficiency from personal and professional perspectives. Reflects on the effects of historical trauma of Alaska Natives in rural, urban settings. Explores educational leadership strategies to support culturally responsive practices and social justice.
	Course Prerequisite(s):	N/A
	Test Score(s):	N/A
	Corequisite(s):	N/A
	Registration Restrictions:	N/A
	Course Fee:	No
	Justification:	This graduate-level course is intended for certified teachers in pursuit of a graduate certificate or master's degree in EDL and elective for graduate programs.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

1.	Self-examination of students' understanding of cultural proficiency
2.	Exploration of historical trauma experienced by Alaska Natives
3.	Specification of cultural proficiency tools
4.	Analysis of cultural proficiency levels
5.	Reflection on cultural proficiency and social justice issues
6.	Examination of culturally proficient leadership strategies

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes *Upon successful completion of the course, the student will be able to do the following:*	***Assessment Procedures*** *This outcome will be assessed by one or more of the following:*	***Standards*** *This outcome will be the following state and/or national standard:*	***Core Values*** *This outcome addresses the following core value:*
1.	Synthesize self-examination of cultural proficiency from personal and professional levels	Cultural proficiency self-assessment	Educational Leaders Constituents Council (ELCC): # 5	Inclusiveness and Equity
2.	Analyze how historical trauma has impacted Alaska Natives	Case study analysis presentation	Alaska Culturally Responsive Teaching Standards, Standard D ELCC: # 3	Intellectual Vitality Inclusiveness and Equity
3.	Analyze cultural proficiency level (self)	Cultural proficiency self-assessment Self-reflective journal	Alaska Culturally Responsive Teaching Standards, Standard A ELCC: # 5	Intellectual Vitality
4.	Reflect on personal influences of cultural proficiency, leadership, and social justice issues	Capstone project	Alaska Culturally Responsive Teaching Standards ELCC: # 5	Collaboration

5.	Analyze cultural proficient teaching and leadership levels	Self-reflective journal	Alaska Culturally Responsive Teaching Standards, Standard B ELCC: # 4	Leadership
6.	Develop culturally proficient leadership strategies	Capstone project	Alaska Culturally Responsive Teaching Standards, Standard E ELCC: # 4 and 6	Inclusiveness and Equity Leadership

IV. Course Level Justification

This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate or Master of Education.

V. Course Outline

1. Cultural proficiency and social justice
   1.1 Understanding meaning of cultural proficiency and social justice within Alaskan context
   1.2 Spirituality, social systems, world view in urban, rural and diverse communities

2. Major tools, concepts, models, theories and research of cultural proficiency
   2.1 Overcoming barriers
   2.2 Guiding principles of cultural proficiency

3. Educating without bias
   3.1 Systems of oppression and resistance to change
   3.2 Sense of privilege and entitlement

4. Historical trauma and today
   4.1 Historical trauma in Alaska schools
   4.2 Ways of the human being

5. Reflective inquiry journal
   5.1 Values, assumptions and beliefs that guide our actions
   5.2 Morality: motivation, purpose and intent

6. Culturally responsive teaching and leadership strategies
   6.1 Becoming centered
   6.2 Going deeper

VI. Suggested Text(s)

Alaska Department of Education & Early Development. (2012). *Guide to implementing the Alaska Cultural Standards for Educators*. Juneau, AK: Author.

Anderson K. L., & Davis, B. M. (2012). *Creating culturally considerate schools: Educating without bias.* Thousand Oaks, CA: Corwin.

Lindsey, R. B., Lindsey, N. R., & Terrell R. D. (2009). *Cultural proficiency: A manual for school leaders.* Thousand Oaks, CA: Corwin.

Napoleon, H. (1999). *Yuuyaraq: The way of the human being.* Fairbanks, AK: Alaska Native Knowledge Network.

VII. Bibliography

Angvik, J. (Fall/Winter 2001). *Yaaveskaniryaraq: Cultural Education Outreach Project*. Retrieved from http://www.ankn.uaf.edu/ANCR/Yupiaq/Yaav2001.pdf

Barnhardt, R., & Kawagley, A. O. (2011). *Alaska Native education: Views from within.* Fairbanks, AK: Alaska Native Knowledge Network.

Barnhardt, R., & Kawagley, A. O. (2005). Indigenous knowledge systems and Alaska Native ways of knowing. *Anthropology and Education Quarterly*, *36*(1), pp. 8-23.

Barnhardt, R., & Kawagley, A. O. (2011). *Sharing our pathways: Native perspectives on education in Alaska.* Fairbanks, AK: Alaska Native Knowledge Network.

Campbell, Jones, F., Cambell, Jones B., & Lindsey R. B. (2010). *The cultural proficiency journey: Moving beyond ethical barriers towards profound school change*. Thousand Oaks, CA: Corwin Press.

Capper, C. A., Theoharis G., & Sebastian J. (2006). Toward a framework for preparing leaders for social justice. *Journal of Educational Administration. 44*(3), 209-224.

Edwardson, D. D. (2009). *Blessing's Bead*. Harrisonburg, VA: RR Donnelley.

Edwardson, D. D. (2011). *My name is not easy.* Tarrytown, NY: Marshal Cavendish Corporation.

Ginsberg. M. B. & Wlodkowski, R. J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners*. San Francisco, CA: Jossey-Bass.

Hensley, W. L. I. (2009). *Fifty miles from tomorrow: A memoir of Alaska and the real people.* New York, NY: Farrar, Strauss and Giroux.

Hogan, C. (2007). *Facilitating multicultural groups: A practical guide.* Philadelphia, PA: Kogan Page.

Kawagley, A. O. (2006). *Yupiaq worldview: A pathway to ecology and spirit*. (2nd ed.). Prospect Heights, IL: Waveland Press, Inc.

Robins, K. N., Lindsey R. B., Lindsey D. B., & Terrell R. D. (2006). *Cultural proficient*

instruction: A guide to people who teach (2nd ed.). Thousand Oaks, CA: Corwin Press.

Saifer, S., [et al.] (2011).. *Culturally responsive standards based teaching: Classroom community and back* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Wlodkowski, R. J., & Ginsberg. M. B. (1995). *Diversity & motivation: Culturally responsive teaching*. San Francisco, CA: Jossey-Bass.

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

1a. School or College	1b. Division	1c. Department
EA COE	choose one	EDL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
EDL	A637		3	(3+0)

6. Complete Course Title
Leadership and Organizational Behavior
Leadership & Org Behavior
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status choose one # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2013 To: 9999/

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

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

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

Initiator Name (typed): Liz Boario/Susan Garton Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 1/30/2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/30/2013

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

15. Course Description *(suggested length 20 to 50 words)*
Examines attributes and practices of effective leaders. Explores the complexity of change in the transformation of organizations. Defines a vision of learning for schools. Analyzes culture in organizations. Considers the impact of globalization for organizations.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
EDL A610, EDL A620, and EDRS A660

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

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

16d. Registration Restriction(s) *(non-codable)*
Graduate Studies

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updated course to provide relevancy, and recency to content and to meet accreditation standards.

Initiator (faculty only) Date
Liz Boario/Suan Garton
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Education

I.	Date Initiated:	01/24/2013
II.	Information for the Course Action Request	
	College/School:	College of Education
	Department:	Educational Leadership
	Subject:	EDL
	Course Number:	A637
	Title:	Leadership and Organizational Behavior
	Credits:	3
	Grading Basis:	A-F
	Implementation Date:	Fall 2013
	Course Description:	Examines attributes and practices of effective leaders. Explores the complexity of change in the transformation of organizations. Defines a vision of learning for schools. Analyzes culture in organizations. Considers the impact of globalization for organizations.
	Course Prerequisite(s):	EDL A610, EDL A620, and EDRS A660
	Test Score(s):	N/A
	Corequisite(s):	N/A
	Registration Restrictions:	N/A
	Course Fee:	No
	Justification:	This graduate-level course is intended for certified teachers in pursuit of a graduate certificate or master's degree in EDL and as an elective for graduate programs.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Analyze the attributes of effective leaders
2.	Examine the five practices of exemplary leadership
3.	Define the components of a vision of learning in a school
4.	Appraise the complexity of an organization
5.	Identify strategies to lead an organization through transformation
6.	Analyze the changing role of culture in organizations
7.	Predict the future of organizations

B. Student Learning Outcomes/Assessment Procedures

Student Learning Outcomes *Upon successful Completion of the course, the student will be able to do the following:*		**Assessment Procedures** *This outcome will be assessed by one or more of the following:*	**Standards** *This outcome will be the following state and/or national standard:*	**Core Values** *This outcome addresses the core value:*
1.	Analyze the attributes of effective leaders	21st Century skills self assessment	Alaska Administrative Standards (AK): 1-10 Educational Leader Constituent Council (ELCC) Standards: 1-6	Leadership Intellectual Vitality
2.	Examine the five practices of exemplary leaders	Leadership skills essay	AK: 1, 5, 6, 7, 8, 9, and 10 ELCC: 1, 4, 5, 6	Leadership Intellectual Vitality Collaboration Inclusiveness and Equity
3.	Propose a vision for learning in a school community	Vision statement	AK: 1-10 ELCC: 1	Leadership Intellectual vitality

				Collaboration Inclusiveness and Equity
4.	Appraise underlying processes of change as an indicator of complexity	Organizational patterns essay	AK: 1-10 ELCC: 6	Leadership Intellectual Vitality Collaboration
5.	Evaluate dynamics of transformation	Cultural lens organizational report	AK: 1-10 ELCC: 6	Leadership Intellectual Vitality Collaboration
6.	Demonstrate an understanding of culture in organizations	Clear communications test	AK: 6, 7 and 9 ELCC: 4, 6	Leadership Collaboration Inclusiveness and Equity
7.	Understand the effects of globalization on organizations	Reshaping societies and cultures presentation	AK: 8, 9 ELCC: 1, 4, 5, 6	Leadership

IV. Course Level Justification: This course provides an in-depth analysis of contemporary school leadership including the change process and cultural and community issues.

V. Course Outline

1. Theories and approaches of Organizational Leadership
   1.1 Perspectives on Organizational Leadership
   1.2 Leadership theories

2. Organizational vision
   2.1 Shared commitment to the vision
   2.2 Community involvement in the vision process

3. Complexity of change systems
   3.1 Science of chaos – study of non-linear dynamic systems
   3.2 Principles of complex dynamic systems

4. Dynamics of change
   4.1 Turbulence
   4.2 Tolerance – (for ambiguity)
   4.3 Resistance
   4.4 Relationships

5. Cultures in organizations
   6.1 Cultural diversity in organizations
   6.2 Organizational norms and values to promote social justice

6. Future of organizations
   5.1 Globalization
   5.2 Connectedness to outer world

VI. Suggested Text(s)

Kouzes, P., & Posner, B. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Josey-Bass.

Senge, P., Scharmer, C., Jaworski, J., & Flowers, B. (2004). *Presence: An exploration of profound change in people, organizations on society.* New York, NY: Doubleday.

Wheatley, M. (2006). *Leadership and the new science: Learning about organizations from an orderly universe.* San Francisco, CA: Berrett-Kohler.

VII. Bibliography

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

Heider, J. (1997). *The Tao of leadership.* Atlanta, GA: Humanics New Age.

Heifetz, R. (2002). *Leadership on the line: Staying alive through the dangers of leading.* Boston, MA: Harvard Business School Press.

Lindsey, R., Roberts, L., & CampbellJones, F. (2005). *The culturally proficient school.* Thousand Oaks, CA: Sage.

Senge, P., Cameron-McCabe, N., Lucas, T., & Smith, B. (2012). Schools that learn (Updated and Revised): *A fifth discipline fieldbook for educators, parents, and everyone who cares about education.* New York, NY: Crown Business.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations.* New York, NY: Doubleday.

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

1a. School or College	1b. Division	1c. Department
EA COE	No Division Code	EDL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
EDL	A638		3	(3+0)

6. Complete Course Title
Instructional and Curricular Leadership
Inst & Curr Leadership
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status choose one # of Repeats Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall 2013/ To: 9999/

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

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

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

Initiator Name (typed): Robyn Rehmann Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 1/30/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/30/13

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

15. Course Description *(suggested length 20 to 50 words)*
Analyzes contemporary practices and research in curriculum, instruction and assessment. Examines research to define knowledge and skills for instructional leaders to support improved student learning. Evaluates teacher practice with a variety of tools to enhance student academic performance within a culturally responsive context. Applies research-based staff development.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
A610, A620 and A660

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

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

16d. Registration Restriction(s) *(non-codable)*
Graduate Status

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update the course to add relevancy and recency to content

Initiator (faculty only) Date
Robyn Rehmann
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated:

II. Information for the Course Action Request

College/School:	College of Education
Department:	Educational Leadership
Subject:	EDL
Course Number:	A638
Title:	Instructional and Curricular Leadership
Credits:	3 credits
Grading Basis:	Graded A-F
Implementation Date:	Fall 2013
Course Description:	Analyzes contemporary practices and research in curriculum, instruction and assessment. Examines research to define knowledge and skills for instructional leaders to support improved student learning. Evaluates teacher practice with a variety of tools to enhance student academic performance within a culturally responsive context. Applies research-based staff development.
Course Prerequisite(s):	A610, A620, & A660
Test Score(s):	N/A
Corequisite(s):	N/A
Registration Restrictions:	N/A
Course Fee:	No
Justification:	This graduate-level course is intended for certified teachers in pursuit of a graduate certificate or master in EDL and elective for graduate programs.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

1	Analysis of leadership practices to improve alignment and implementation of curriculum and assessment informed instruction
2.	Synthesis of school reform practices to support academic achievement and social emotional growth
3.	Examination of the components of standards-based teaching and learning
4.	Analysis of school/student data to inform a rigorous, culturally relevant instructional program
5.	Development of supervision skills and staff evaluation to enhance professional practice and student achievement
6.	Implementation of the elements of a comprehensive staff development program

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes *Upon successful Completion of the course, the student will be able to do the following:*	**Assessment Procedures** *This outcome will be assessed by one or more of the following:*	**Standards** *This outcome will be the following state and/or national standard:*	**Core Values** *This outcome addresses the following core value:*
1.	Synthesize the leadership attributes to support quality curriculum and data-informed instruction	Essay	Alaska State Administrator Standards (AK): 1 Educational Leaders Constituents Council (ELCC): 1.3	Leadership
2.	Evaluate school reform practices to improve student learning	Essay	AK: 3 ELCC: 2.1	Intellectual Vitality Leadership
3.	Analyze student data to inform the construction of a rigorous, culturally relevant instructional program	Data Analysis Report	AK: 2 AK: 6 ELCC: 1.2 Alaska Culturally Responsive Teaching Standards	Intellectual Vitality Collaboration

4.	Assess the components of standards-based teaching and learning	Presentation	AK: 4 Alaska Culturally Responsive Teaching Standards	Inclusiveness and Equity
5.	Develop a comprehensive professional development plan to improve student learning	Comprehensive school staff development plan	AK: 5 ELCC: 3.4	Leadership
6.	Compare the elements of effective staff supervision and teacher evaluation systems	Instructional observation protocols Comparison chart	AK: 5 ELCC: 2.3	Leadership

IV. Course Level Justification

This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate or Master of Education.

V. Course Outline

1. Leadership attributes

    1.1 Interpersonal and intrapersonal core knowledge areas

    1.2 Transformational and instructional leadership

    1.3 Ethical leadership within a culturally responsive environment

2. School reform

    2.1 Elements of school reform for continual and sustainable school improvement

    2.2 Research-based practices of school principals to enhance student learning

3. Standards based instruction

    3.1 Core Content Standards and Alaska Content Standards

    3.2 Alaska cultural standards integrated into the curriculum

    3.3 Data-informed instruction with systemic data collection processes

3.4 Research-based best practices to enhance student learning

3.5 Effective, rigorous instruction, curriculum, and time management

4. Professional development

4.1 Professional learning to improve student achievement

4.2 Comprehensive and coherent professional development plan

4.3 Professional learning communities, development, and support

4.4 Self-directed professional inquiry

5. Supervision and teacher evaluation

5.1 Evidence of effective instructional practice with use of observation protocols

5.2 Instructional supervision supported with formative feedback to teachers

5.3 Teacher evaluation process, protocols, and procedures

6. Culturally responsive leadership

6.1 Alaska standards for culturally responsive teaching

6.2 Culture of academic rigor and success for all students

6.3 Cultural context of urban, rural, and diverse settings

6.4 Culture of shared decision-making with family and community involvement

VI. Suggested Text(s)

Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school.* Alexandria, VA: Association of Supervision and Curriculum Development.

Dufour, R., & Marzano, R.J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement.* Bloomington, IN: Solution Tree Press.

Leithwood, K., & Seashore, L.K. (2012). *Linking leadership to student learning*. San Francisco, CA: Jossey-Bass.

Saifer, S., Edwards, K., Ellis, D., Ko, L., & Stuczynski, A. (2011). *Culturally responsive standards-based teaching classoom to community and back* (2nd ed.). Thousand Oaks, CA: Corwin Press.

VII. Bibliography

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2011). *Instructional rounds in education: A network approach to improving teaching and learning.* Cambridge, MA: Harvard Education Press.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed). Alexandria, VA: Association of Supervision and Curriculum Development.

Danielson, C., & McGreal, T.L. (2000). *Teacher evaluation to enhance professional practice.* Alexandria, VA: Association of Supervision and Curriculum Development.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Fullan, M. (2011). *Change leader: Learning to do what matters most.* San Francisco, CA: Jossey-Bass.

Hill, J.D., & Flynn, K.M. (2006). *Classroom instruction that works with English language learners.* Alexandria, VA: Association of Supervision and Curriculum Development.

Hoerr, T.R. (2005). *The art of school leadership.* Alexandria, VA: Association of Supervision and Curriculum Development.

Kachur, D.S., Stout, J.A., & Edwards, C.L. (2006). *Classroom walkthroughs to improve teaching and learning.* Larchmont, NY: Eye on Education.

Marzano, R.J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria, VA: Association of Supervision and Curriculum Development.

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works.* Alexandria, VA: Association of Supervision and Curriculum Development.

Moss, C.M., & Brookhart, S.M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders.* Alexandria, VA: Association of Supervision and Curriculum Development.

Reeves, D.B. (2004). *Accountability for learning; How teachers and school leaders can take charge.* Alexandria, VA: Association of Supervision and Curriculum Development.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning.* Alexandria, VA: Association of Supervision and Curriculum Development.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools.* Alexandria,VA: Association of Supervision and Curriculum Development.

Wellman, B., & Lipton, L. (2004). *Data-driven dialogue: A facilitator's guide to collaborative inquiry.* Sherman, CT: Mira Via, LLC.

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP Division of Business Programs	BA

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
BA	A680	N/A	3	(3+0)

6. Complete Course Title
Social Media Strategies

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other Update CCG (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☒ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ 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: Fall/2013 To: /9999

12. ☐ Cross Listed with _____
☒ Stacked with BA A480
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Marketing, BBA	Courtesy Coordination	01/30/13	Ed Forrest
2.			
3.			

Initiator Name (typed): Mei Rose

Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 1/30/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/30/13

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

15. Course Description *(suggested length 20 to 50 words)*
Provides strategic knowledge and insights into the field of social media marketing. Analyzes social media strategies: processes, platforms, and purposes to gain valuable insights into consumers' attitudes toward the company and its competitors' brands. Provides tools for developing social media marketing plans.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
None	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

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

17. ☒ Mark if course has fees Standard CBPP computer lab fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
To revise the CCG outline and to ensure CBPP's ability to offer this vital body of knowledge, essential and requisite to all marketing students' success, on a regular basis.

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College — Date
Mei Rose Initiator (TYPE NAME)			
☐ Approved ☐ Disapproved	Department Chairperson — Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson — Date
☐ Approved ☐ Disapproved	Curriculum Committee Chairperson — Date	☐ Approved ☐ Disapproved	Provost or Designee — Date

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

I. Date Initiated February 19, 2013

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Master of Business Administration
Course Title: Social Media Strategies
Course Number: BA A680
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 strategic knowledge and insights into the field of social media marketing. Analyzes social media strategies: processes, platforms, and purposes to gain valuable insights into consumers' attitudes toward the company and its competitors' brands. Provides tools for developing social media marketing plans.
Course Prerequisites: None
Registration Restrictions: Graduate standing
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lecture
B. Discussion
C. Guest presenters
D. Group work

IV. Course Level Justification

The course requires an undergraduate degree and admission into the MBA program. BA A680 demands rigorous synthesis, analysis, and research skills whereby students develop a social media marketing plan that necessitates use of appropriate social media tools and platforms.

V. Outline

A. What Is Social Media
B. Goals and Strategies
    1. Analyze your existing media.
    2. The social media trinity.
    3. Integrate strategies.
    4. Identify resources.

C. Identifying Target Audiences
D. Social Media Tactics and Tools
    5. How to social network
    6. What to publish
    7. E-mail and web pages methods.
    8. The internet forum, ubiquitous blog and wiki.
    9. How to share photos
    10. Creating and sharing audio for podcast.
    11. Video sharing and vlogs.
    12. Microblogging and livecasting methods.
    13. Virtual worlds and virtual gaming.
    14. RSS—really simple syndication made simple.
    15. Search engine optimization (SEO).
    16. Mobile marketing.
E. Implement and Measurement.
F. Social Media Marketing Plan

VI. Suggested Text

Barker, M. S., Barker, D. I., & Neher, K. E. (2013). Social Media Marketing: A Strategic Approach, 1st Edition. MA: South-Western Cengage Learning.

Solis, B. (2012). The End of Business As Usual: Rewire the Way Your Work to Succeed in the Consumer Revolution. NJ: Wiley.

Sponder, M. (2012). Social Media Analytics: Effective Tools For Building, Interpreting, and Using Metrics. NY: McGraw-Hill.

VII. Bibliography

Bahadur, G., Inasi, J., and De Carvalho, A. (2012). Securing the Clicks: Network Security in the Age of Social Media. NY: McGraw-Hill.

Bough, B.B., and Agresta, S. (2011). Perspectives on Social Media Marketing. MA: Course Technology Cengage Learning.

Chase, L., and Knebl, K. (2011). Social Media Sales Revolution: The New Rules for Finding Customers, Building Relationships, and Closing More Sales Through Online Networking. NY: McGraw-Hill.

Falls, J., and Deckers, E. (2012). No Bullshit Social Media: The All-Business, No-Hype Guide to Social Media Marketing. IN: QUE.

Gossieaux, F., and Moran, E. (2010). The Hyper-Social Organization: Eclipse Your Competition by Leveraging Social Media. NY: McGraw-Hill.

Hoffman, D. L., and Fodor, M. (2010). Can You Measure the ROI of Your Social Media Marketing? MIT Sloan Management Review 52(1), 41-49.

Kerpen, D. (2011). Likeable Social Media: How to Delight Your Customers, Create an Irresistible Brand, and be Generally Amazing on Social Networks. NY: McGraw-Hill.

Marshall, P., and Meloche, T. (2011). Ultimate Guide to Facebook Advertising: How to Access 600 Million Customers in 10 Minutes? CA: Entrepreneur Media Inc.

Meyerson, M. (2010). Success Secrets of the Social Media Marketing Superstars. CA: Entrepreneur Media Inc.

Parker, C. (2011). 301 Ways to Use Social Media to Boost Your Marketing. NY: McGraw-Hill.

Qualman, E. (2011). Socialnomics: How Social Media Transforms the Way We Live and Do Business. NJ: Wiley.

Solis, B. (2011). Engage!: The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in the New Web. NJ: Wiley.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. **The instructor will:**
1. Present strategies and theory of social media marketing covering the principal concepts and applications of social media marketing
2. Facilitate case and article discussions demonstrating successful and unsuccessful application of social marketing strategies
3. Develop students' ability to utilize effective social media marketing strategies by developing a social media marketing plan
4. Help students learn to formulate social media contents, and use the appropriate media platform and tools to disseminate the contents

B. Student Learning Outcomes. **Students will be able to:**	**Assessment Method**
1. Describe the social media marketing ecosystem and its impact on traditional marketing strategy	Class discussion, examinations, and presentations
2. Develop strategies for a social media marketing plan	Semester project
3. Select appropriate social media tools and platforms to engage consumers, and monitor and measure the results of these efforts.	Semester project, reflection report, and presentations
4. Discuss consumers' digital media behavior and their attitude toward a company and its competitors' brands.	Reflection report, examinations, class discussion, and presentations
5. Describe the best marketing strategies for paid and unpaid social media	Class discussion, examinations, and presentations
6. Demonstrate competence in developing communication contents using social media tools	Semester project

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP Division of Business Programs	BA

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
BA	A480	N/A	3	(3+0)

6. Complete Course Title
Social Media Marketing

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☒ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ 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: Fall/2013 To: /9999

12. ☐ Cross Listed with

☒ Stacked with BA A680

Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Master of Business Administration	Courtesy Coordination	01/30/13	Ed Forrest
2.			
3.			

Initiator Name (typed): Mei Rose

Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 02/01/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 02/01/13

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

15. Course Description *(suggested length 20 to 50 words)*
Introduces students to the field of social media marketing. Surveys social media marketing processes, platforms, and purposes. Reviews how social media tools can be utilized for valuable insights into consumers' attitudes toward the company and its competitors' brands.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
None	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) *(non-codable)*
CBPP majors must be admitted to upper-division standing

17. ☒ Mark if course has fees Standard CBPP computer lab fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
To ensure CBPP's ability to offer this vital body of knowledge, essential and requisite to all marketing students' success, on a regular basis

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Mei Rose Initiator (TYPE NAME)				
☐ Approved ☐ Disapproved	Department Chairperson	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved ☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

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

I. Date Initiated February 19, 2013

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Bachelor of Business Administration
Course Title: Social Media Marketing
Course Number: BA A480
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: Introduces students to the field of social media marketing. Surveys social media marketing processes, platforms, and purposes. Reviews how social media tools can be utilized for valuable insights into consumers' attitudes toward the company and its competitors' brands.
Course Prerequisites: None
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures
B. Guest presenters
C. Group work

IV. Course Level Justification

Students need a substantial body of lower-level courses to complete this course. BA A480 requires students to develop a clear understanding of social media marketing from a theoretical and practical point of view. The course also requires students to demonstrate understanding of social media marketing through written essays and oral discourse.

V. Outline

A. Why Social Media?
B. Goals and Strategies
C. Identifying Target Audiences
D. Rules of Engagement for Social Media
E. Publishing Blogs
F. Publishing Podcasts and Webinars
G. Publishing Articles, White Papers and E-Books
H. Sharing Videos
I. Sharing Photos and Images
J. Social Networks
K. Microblogging
L. Discussion Boards, Social News Sites, and Q&A Sites
M. Mobile Computing and Location Marketing
N. Social Media Monitoring Tools

VI. Suggested Text

Barker, M. S., Barker, D. I., & Neher, K. E. (2013). *Social media marketing: A strategic approach* (1st ed.). Boston, MA: South-Western Cengage Learning.

VII. Bibliography

Marshall, P. & Meloche, T. (2011). *Ultimate guide to facebook advertising: How to access 600 million customers in 10 minute*s. Irvine, CA: Entrepreneur Media, Inc.

Meyerson, M. (2010). *Success secrets of the social media marketing superstars*. Irvine, CA: Entrepreneur Media, Inc.

Parker, C. (2011). *301 ways to use social media to boost your marketing*. New York, NY: McGraw-Hill.

Qualman, E. (2011). *Socialnomics: How social media transforms the way we live and do business.* Hoboken, NJ: Wiley.

Solis, B. (2011). *Engage!: The complete guide for brands and businesses to build, cultivate, and measure success in the new web*. Hoboken, NJ: Wiley.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. **The instructor will:**
1. Present information and theory of social media marketing covering the principal concepts and applications of effective social media marketing practices.
2. Facilitate case and article discussions to demonstrate successful and unsuccessful application of social marketing tactics and tools.
3. Facilitate students' understanding of effective social media contents and the use of appropriate media platform and tools to disseminate the contents.
4. Provide written feedback regarding all written work such as examinations and research reports.

B. Student Learning Outcomes. **Students will be able to:**	**Assessment Method**
1. Describe the social media marketing ecosystem and its impact on traditional marketing strategy.	Examinations and presentations
2. Select appropriate social media tools and platforms to engage consumers and monitor and measure the results of these efforts.	Research project and presentations
3. Describe consumers' digital media behavior and their attitudes toward a company and its competitors' brands.	Examinations and presentations
4. Explain the best marketing practices for social media marketing.	Examinations and presentations

Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

Date: February 8, 2013

To: Graduate Academic Board
Undergraduate Academic Board

From: Susan Kalina, Vice Provost for Undergraduate Academic Affairs
David Yesner, Associate Dean, Graduate School
Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer
Lora Volden, University Registrar

Re: Draft Academic Program Suspension and Deletion Policies and Cover Memo Template

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Currently, UAA has no formal policies on academic program suspension or deletions. Our offices need to be able to give guidance to programs considering suspensions or deletions. The attached draft policies are designed to provide this guidance and address accreditation and Board of Regents requirements.

Input from the Policy Advisory Committee, the academic deans, and community campus directors have been incorporated into this draft, and we are submitting it to the academic boards for consideration.

The policies are designed to apply to a variety of purposes for program suspension and deletion, such as addressing temporary circumstances, making major program revisions, or deleting programs which have been suspended for several years.

We look forward to receiving your feedback on the draft.

Academic Program Suspension and Deletion Policies

When planning to suspend or delete an academic program, a number of considerations must be addressed to comply with the policies of the University of Alaska (UA)[1] and the Northwest Commission on Colleges and Universities (NWCCU).[2] These considerations include, but are not limited to, the impact on students currently enrolled in the program, the impact on the community in which the program is offered, and the impact on other academic programs in the University of Alaska System.

Academic Program Suspension of Admissions

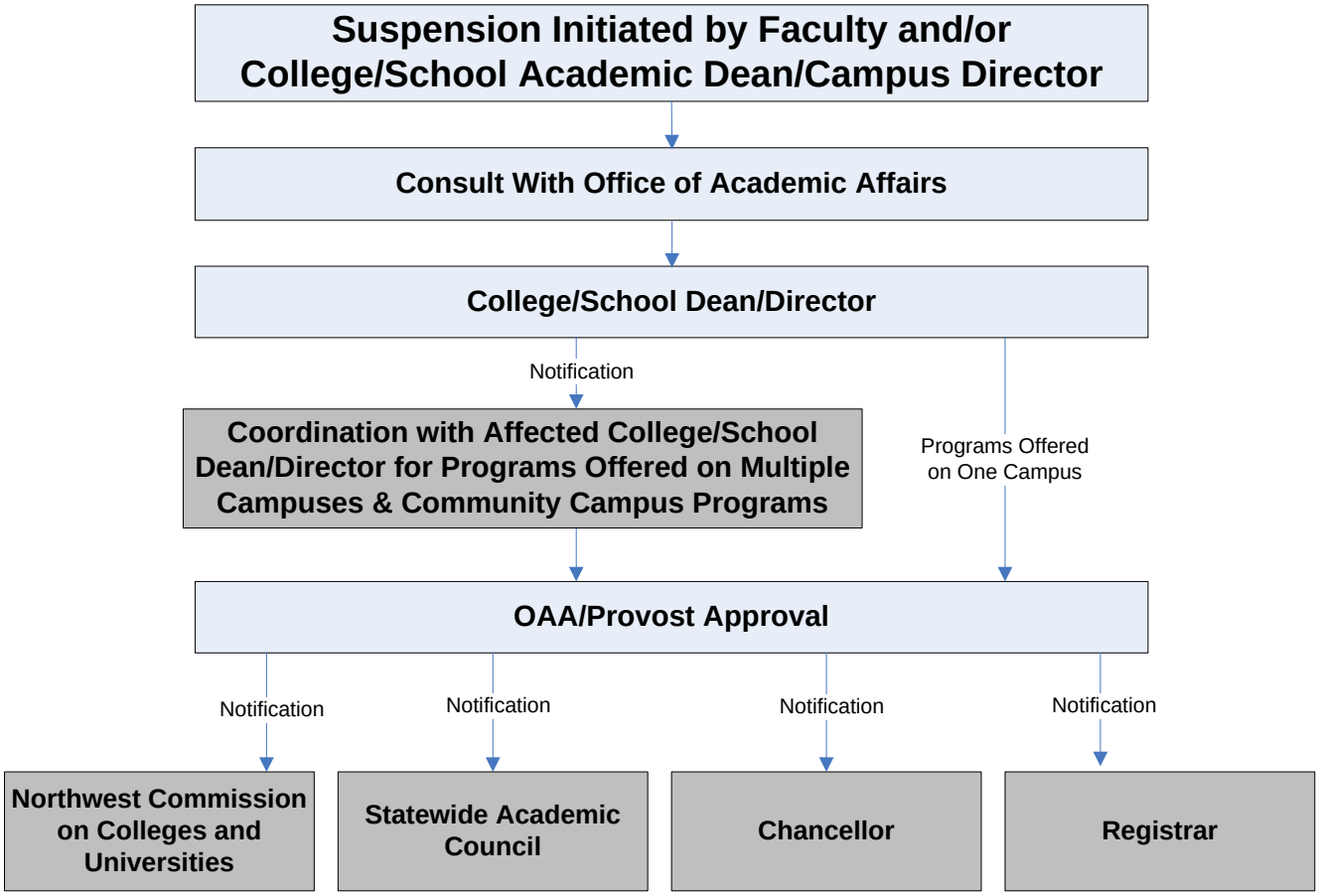
There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

Steps for Program Suspension *(see Diagram 1)*

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission.[3] Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, programs must reinstate admission, request extension of suspension, or initiate the deletion process.
    a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program. [4]
2. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require *notification* to these bodies, not approval.
3. **Administrative Logistics:** The following are non-curricular considerations for program deletion.
    a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
    b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.

[1] Board of Regents and University Regulation Part X: Academic Policy Regulation http://www.alaska.edu/bor/policy/10-04.doc
[2] NWCCU Operational Policy A-2: Substantive Change
http://www.nwccu.org/Standards%20and%20Policies/Operational%20Policies/Policy%20A2/Operational%20Policy%20A2.htm
[3] Decisions to limit enrollment or admission to a program are administrative decisions that do not require completion of this approval process.
[4] In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

Diagram 1: UAA Degree and Certificate Suspension Approval Process



Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

Steps for Program Deletion *(see Diagram 2)*

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impacts on other UAA programs or departments. By the conclusion of the fifth year of suspension, the deletion process must be initiated.
    a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program. [5]
2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. *OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.*
    a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impacts on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
    b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student's catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
    c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.
3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process.[6] If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a *program change* so that deletion of the existing program and initiation of its replacement are approved simultaneously.
4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
    a. *Note: Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of*

[5] In addition to addressing the potential impact of a program suspension on related academic units, this coordination provides an opportunity for the academic deans and campus directors to identify areas in which the units may work together to support the program planned for suspension.

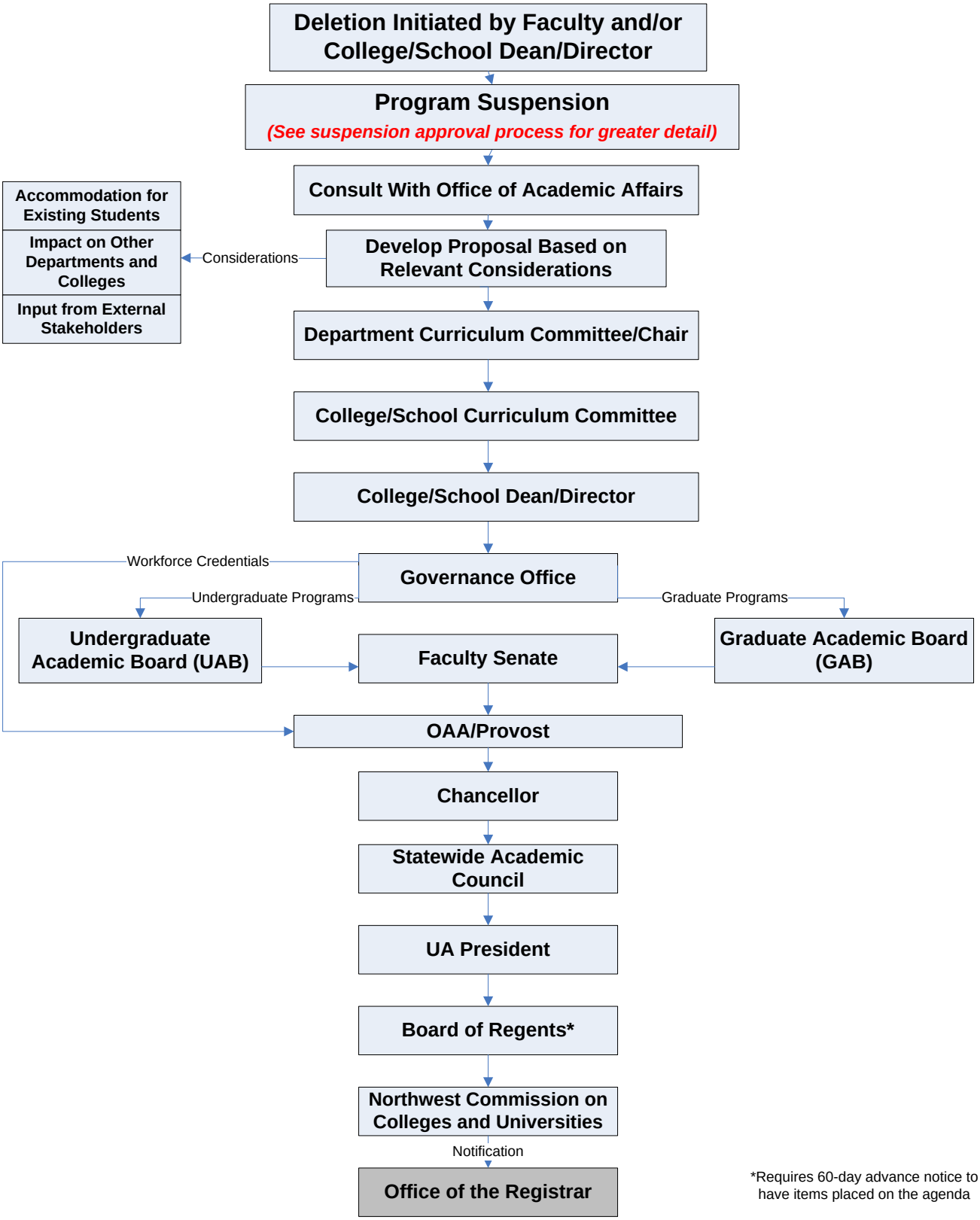
[6] See the Curriculum Handbook on the Governance site http://www.uaa.alaska.edu/governance/

Regents.[7] *These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.*

5. **Administrative Logistics:** The following are non-curricular considerations for program deletion.
    a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
    b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
    c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.

[7] University Policy P10.04.020

Diagram 2: UAA Degree and Certificate Deletion Approval Process



Definitions

Academic Program: A specific degree, certificate, or minor approved by the Board of Regents (BOR) and/or the Northwest Commission on Colleges and Universities (NWCCU), such as a Bachelor of Arts in English. Program levels include occupational endorsement certificates, undergraduate certificates, associate degrees, baccalaureate degrees, post-baccalaureate certificates, graduate certificates, master's degrees, and doctoral degrees.

In some cases, a portion of an academic program (such as one of two tracks) may be suspended or deleted while other portions of the program remain available.

Program Suspension: While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion. Program suspension requires notification to the Statewide Academic Council (SAC) and NWCCU.

Program Deletion: Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete. When program deletion is final, the program is no longer listed as an academic program, and no students may graduate or remain enrolled in the program. Program deletion requires approval by BOR and NWCCU.

Approval: The relevant decision making authority grants approval for the requested program action. The action cannot proceed until this approval has been received.

Notification: The relevant individual or body is notified of the approved program action. The body being notified does not have decision making authority over the action.

To: (Undergraduate or Graduate) Academic Board
From: Faculty Initiator, Department
Date:
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)

Please briefly address each of the following items. Please mark "not applicable" for any items which do not apply to the program. This cover memo should be no longer than one page.

Program Background: How long has the program been offered? If admission is currently suspended, please indicate the length of the suspension.

Justification for Program Deletion: Why is this program deletion proposed? Some examples might include enrollment trends, employment data, or shifting priorities within the department, school, or college.

Impact on Other Programs: How will the deletion affect other UA programs? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments?

Impact on Students:[1] How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students?

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served.

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program?

This cover memo should accompany the Program Action Request (PAR) form submitted to curriculum bodies for program deletions. Catalog copy does not need to be submitted with program deletions.

This template is intended to meet the needs of the UAA curriculum bodies. Initiating faculty should contact Academic Affairs for assistance with the forms and approval processes for the Board of Regents and Northwest Commission on Colleges and Universities.

[1] Please contact the Office of the Registrar (786-1560) for assistance identifying these data.

Original GER Purge List for 2013-14 UAA Catalog with Initial Responses

SUBJECT PREFIX	COURSE NUMBER	BANNER COLLEGE CODE	COURSE TITLE	COURSE EFFECTIVE	LAST TERM OFFERED	Was this course carried over by request from the 2011-12 purge list?	Was this course carried over by request from the 2012-13 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
Scbcrse Subject Code	Scbcrse Crse Number	Scbcrse College Code	Scbcrse Title	Scbcrky Term Code Start	Sbbsect Term Code					
CIS	A326	CB	*Information Age Literacy	200803	N/A		yes		BS, Aviation Technology, Aviation Management Emphasis; BS, Aviation Technology, Air Traffic Control Emphasis	GER Integrative Capstone; **Retain** per Minnie Yen
HNRS	A490	HC	*Senior Honors Seminar	199703	200703	yes	yes		Honors Senior Project/Thesis Requirements (Honors Core)	GER Integrative Capstone; **Retain** per Ronald Spatz

Original Purge List for 2013-14 UAA Catalog with Initial Responses

SUBJECT PREFIX Scbcrse Subject Code	COURSE NUMBER Scbcrse Crse Number	BANNER COLLEGE CODE Scbcrse College Code	COURSE TITLE Scbcrse Title	COURSE EFFECTIVE Scbcrky Term Code Start	LAST TERM OFFERED Sobsect Term Code	Was this course carried over by request from the 2011-12 purge list?	Was this course carried over by request from the 2012-13 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
AET	A171	CT	Building Your Own Home	199702	200801					
AET	A290	CT	AET Selected Topic	199902	200801					selected topics course; **Retain** per Donn Ketner
AGRI	A240	CT	Greenhouse Oper & Mgmt	199702	200801					
AKNS	A420	AS	Alaska Native Education	199802	199902				Minor, Alaska Native Studies	
ANTH	A432	AS	Hunting & Gathering Societies	199702	200701		yes		BA, Anthropology; BS, Anthropology	**Retain** per David Yesner
ANTH	A499	AS	Senior Thesis in Anthropology	200701	N/A		yes		Honors, Anthropology	**Retain** per David Yesner
ANTH	A690	AS	Special Topics in Anthropology	200703	N/A					selected topics course; **Retain** per David Yesner
ART	A102	AS	Fiber & Basketry Activities	199702	200801					selected topics course; **Retain** per Deborah Tharp
ART	A361	AS	History of Graphic Design	199702	N/A	yes	yes		BA, Art; BFA, Art	**Retain** per Deborah Tharp
ART	A392	AS	Selected Topics in Art Educ	199702	200801					selected topics course; **Retain** per Deborah Tharp
ART	A456	AS	3-D Digital Animation	200603	N/A		yes			**Retain** per Deborah Tharp
BA	A653	CB	Multinational Financial Mgmt	199702	200702		yes			
BA	A692	CB	Investmt Seminar: Subtitle Var	200503	N/A		yes			selected topics course
BIOL	A150	AS	Intro to Marine Biology	199702	200301		yes			
BIOL	A327	AS	Parasitology	199702	199803	yes	yes			
BIOL	A461L	AS	Molecular Biology Laboratory	200501	N/A		yes		BA, Biological Sciences; BS, Biological Sciences; BS, Natural Sciences	**Retain** per Benjamin Harrison
CNT	A272	CT	Cisco Wireless Networking	200603	200703					
CNT	A281	CT	Certification Program	200103	200801					
COMM	A305	AS	Intercultural Communication	199803	200603		yes		Minor, Communication	**Retain** per Barbara Harville
CS	A431	EN	Compilers: Concepts/Techniques	199702	200601	yes	yes		BS, Engineering	**Retain** per Kenrick Mock
CS	A670	EN	Comp Sci for Software Engineer	199702	N/A	yes	yes			**Retain** per Kenrick Mock
CS	A671	EN	Advanced Software Engineering	199702	199703	yes	yes		BS, Engineering	**Retain** per Kenrick Mock
CS	A690	EN	Adv Topics in Computer Science	199702	200701		yes			selected topics course; **Retain** per Kenrick Mock
CWLA	A698	AS	Individual Research	199702	200801					
DNCE	A185	AS	Design for Dance	200401	200801			THR A347 (prereq)		
EDAE	A615	EA	Intro to Adult Education	200603	200703			EDAE A695 (prereq)		
EDAE	A639	EA	Instructional Tech Prod Eval	200703	N/A					
EDAE	A645	EA	The Teaching of Adults	199702	200801					
EDAE	A665	EA	Hist/Phil Adult Educatio	199702	200703			EDAE A695 (prereq)		
EDAE	A670	EA	Current Topics/Adult Ed	199702	200802					selected topics course
EDAE	A676	EA	Curric & Instructional Design	200603	200801					
EDAE	A695	EA	Practicum in Adult Education	199702	200801					
EDET	A626	EA	Technology in Teachng & Learng	200601	N/A		yes			**Retain** per Christin Theno
EDFN	A612	EA	Community Relations	200601	200703					**Retain** per Christin Theno
EDFN	A631	EA	Adv Educational Psych	200601	200701		yes		MEd, Teaching and Learning	**Retain** per Christin Theno
EDFN	A651	EA	Curriculum Theory & Dev	200601	200703				MEd, Teaching and Learning	**Retain** per Christin Theno
EDRD	A610	EA	Reading and Cognition	200601	200801					**Retain** per Christin Theno
EDSA	A101	EA	Program Mgmt School-Age Care	200703	200703			EDSA A202 (prereq), EDSA A295A (prereq)		
EDSA	A102	EA	Pos Learng Environ School Age	200703	200801			EDSA A202 (prereq), EDSA A295A (prereq)		
EDSA	A212	EA	Program Developmt School Age	200703	N/A			EDSA A295B (prereq)		
EDSA	A234	EA	Admin & Supervision School Age	200703	N/A			EDSA A295B (coreq)		
EDSA	A290	EA	Special Topics School-Age Care	200703	N/A					selected topics course
EDSA	A295A	EA	Practicum for School-Age Care	200703	N/A					
EDSA	A295B	EA	Adv Practicum School-Age Care	200703	N/A					
EDSE	A480	EA	Culture, Schools, and Society	199703	200802					
EDSE	A685	EA	Young Children w/Complex Needs	199702	200801					
EDSE	A698	EA	Individual Research	199702	200801					
EDSE	A699	EA	Thesis	199702	200703					
EE	A407	EN	Power Distribution	200503	N/A	yes	yes		BS, Engineering; Minor, Electrical Engineering	**Retain** per Jens Munk
ESL	A190	CT	Selected Topics in ESL	200801	N/A					selected topics course
ET	A183	CT	Data Communications	200103	200801					
FIRE	A155	CH	Wildland Fire Behavior	200503	200703				AAS, Fire and Emergency Services Technology	
FIRE	A157	CH	Wildland Air Ops & Safety	200503	200801				AAS, Fire and Emergency Services Technology	
FIRE	A230	CH	Fire Dept Org Theory/Behavior	200503	N/A		yes		AAS, Fire and Emergency Services Technology	**Retain** per Robin Wahto
FREN	A306	AS	Adv French Conversation & Comp	200603	200801					selected topics course; **Retain** per Patricia Fagan
GEO	A456	EN	Geomatics/Civil Design	199702	200503	yes	yes			**Purge** per Bill Hazelton
GEOG	A200	AS	Alaskan Geography	199702	200703					

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Sbcrse Subject Code	Sbcrse Crse Number	Sbcrse College Code	Sbcrse Title	Sbcrky Term Code Start	Sbsect Term Code					
GEOL	A421	AS	Invertebrate Paleontology	200403	N/A	yes	yes		BS, Geological Sciences; BS, Natural Sciences	
GEOL	A457	AS	Soil Genesis & Classification	200403	200703				BA, Environment and Society; BS Environment and Society; BS, Geological Sciences; BS, Natural Sciences; MS, Applied Environmental Science and Technology	
GEOL	A690	AS	Graduate Topics in Geology	200401	200601	yes	yes		MS, Applied Environmental Science and Technology	selected topics course
GER	A310	AS	Sel Top: Lit Trends & Tradtns	199702	200801				BA, International Studies	selected topics course; **Retain** per Patricia Fagan
GUID	A101	AS	Intro To Peer Advising	199702	200601		yes			**Retain** per Linda Morgan
HIST	A239	AS	Black History II	199702	200703					**Retain** per Liz Dennison
HIST	A323	AS	Communist China	200401	200503		yes		BA, History; BA, International Studies	**Retain** per Liz Dennison
HIST	A382	AS	American Women's History	199702	200701		yes		Minor, Women's Studies	**Retain** per Liz Dennison
HIST	A451	AS	Gilded Age/Progressive Era	199702	200801					**Retain** per Liz Dennison
HIST	A690	AS	Studies in History	200502	200602	yes	yes			selected topics course; **Retain** per Liz Dennison
HNRS	A309	HC	Resrch Methds w/Intrdisc Teams	200703	N/A				Natural and Complex Systems Program	
JPC	A405	AS	Comm & Media Theories	200603	N/A		yes		BA, Journalism and Public Communications	**Purge** per Paola Banchero
JPC	A446	AS	Magazine Editing/Production II	200603	N/A		yes		BA, Journalism and Public Communications	**Purge** per Paola Banchero
JPC	A485	AS	Documentary Film Production II	200603	N/A		yes		BA, Journalism and Public Communications	**Retain** per Paola Banchero
JPC	A487	AS	Independent Film Production II	200603	N/A		yes		BA, Journalism and Public Communications	**Retain** per Paola Banchero
JPC	A492	AS	JPC Senior Seminar	200603	N/A		yes		Honors, Journalism and Public Communications; BA, Journalism and Public Communications;	**Retain** per Paola Banchero
JUST	A354	CH	Criminal Procedure	199702	200703			PARL A354 (crosslisted)	UC, Paralegal Studies	
JUST	A400	CH	Adv Research Methods Justice	200403	200603		yes		Honors, Justice Research	
JUST	A401	CH	Inferential Data Analysis	200403	200701		yes		Honors, Justice Research	
JUST	A640	CH	Corrections Theory Research	199803	200603		yes		Master of Public Administration	**Retain** per Allan Barnes
LOG	A664	CB	Supply Chain Mgmt Leadership	200201	200802				MS, Global Supply Chain Management	**Retain** per Darren Prokop
LS	A211	AS	Library Research 21st Century	200601	200701		yes			**Retain** per Page Brannon
LSIC	A392	AS	Seminar in Liberal Studies	200103	200801				Bachelor of Liberal Studies	
MECH	A102	KP	Intermediate Machine Shop	199702	200601				UC, Mechanical Technology	
MUS	A240	AS	Fingerstyle Guitar III	199702	200703			MUS A241 (prereq), MUS A242 (prereq)		
MUS	A241	AS	Fingerstyle Guitar IV	199702	200701		yes			
MUS	A242	AS	Solo Fingerstyle Guitar	199702	200603		yes			
NS	A624	CH	Qualitative Nursing Research	199702	200801					**Retain** per Jill Janke
NS	A631	CH	Women's Health & Obstetrics I	200401	200403	yes	yes	NS A635 (prereq)	GC, Family Nurse Practitioner	**Retain** per Jill Janke
NS	A632	CH	Focus on Pediatrics I	200401	N/A		yes	NS A636 (prereq)	GC, Family Nurse Practitioner	**Retain** per Jill Janke
NS	A635	CH	Women's Health & Obstetrics II	200401	200501	yes	yes		GC, Family Nurse Practitioner	**Retain** per Jill Janke
NS	A636	CH	Focus on Pediatrics II	200403	N/A	yes	yes		GC, Family Nurse Practitioner	**Retain** per Jill Janke
NUPN	A112	CH	Mother Baby Nursing for PNs	200202	200703			NUPN A112L (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A112L	CH	Mother-Baby Nursing for PN Lab	200202	200703			NUPN A112 (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A113	CH	Nursing of Children for PN	200202	200703			NUPN A113L (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A113L	CH	Nursing Children for PN Lab	200202	200703			NUPN A113 (coreq), NUPN A116 (prereq), NUPN A118L (prereq)		
NUPN	A116	CH	Role Transition to LPN	200202	200703			NUPN A118L (coreq)		
NUPN	A118L	CH	Practicum for PNs	200203	200703			NUPN A116 (coreq)		
PARL	A354	CH	Criminal Procedure	199702	200703			JUST A354 (crosslisted)		
PEP	A103	CT	SCUBA	200603	200801					**Retain** per Paula Martin*
PEP	A207	CT	Emerg Water Safety & Lifeguard	200603	200701		yes			**Purge** per T.J. Miller
PEP	A210	CT	Wilderness EMT	200603	N/A		yes			**Purge** per T.J. Miller
PEP	A233	CT	Coaching Track & Field/Running	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PEP	A234	CT	Coaching Wrestling	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PEP	A235	CT	Coaching Swimming & Diving	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PEP	A236	CT	Coaching Skiing	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PEP	A237	CT	Coaching Figure Skating	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PEP	A239	CT	Coaching Baseball/Softball	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PEP	A240	CT	Coaching Football	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss

SUBJECT PREFIX	COURSE NUMBER	BANNER COLLEGE CODE	COURSE TITLE	COURSE EFFECTIVE	LAST TERM OFFERED	Was this course carried over by request from the 2011-12 purge list?	Was this course carried over by request from the 2012-13 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	COMMENTS
Scbcrse Subject Code	Scbcrse Crse Number	Scbcrse College Code	Scbcrse Title	Scbcrky Term Code Start	Ssbsect Term Code					
PEP	A243	CT	Coaching Hockey	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PEP	A244	CT	Coaching Volleyball	200603	N/A		yes		Minor, Coaching	**Retain** per Michael Chriss
PER	A168	CT	Winter Camping Alaska	200603	N/A					**Retain** per T.J. Miller
PER	A170	CT	Backpack Alaska	200603	N/A		yes	PER A287 (prereq)		**Retain** per Paula Martin*
PER	A171	CT	Outdoor Adventure in Alaska	200603	N/A		yes			**Retain** per T.J. Miller
PER	A178	CT	Discovering Wild Plants	200603	N/A		yes			**Purge** per T.J. Miller
PER	A183	CT	Alaska Marine Survival	200603	N/A		yes			**Purge** per T.J. Miller
PER	A224	CT	Intermediate Karate	200603	N/A		yes			
PER	A237	CT	Intermediate Ice Skating	200603	N/A		yes			
PER	A246	CT	Intermediate Rock Climbing	200603	200603			PEP A467B (prereq)	OEC, Outdoor Leadership; BS, Physical Education; Minor, Outdoor Leadership	
PER	A285	CT	Expedition Glacier School	200603	N/A		yes			**Retain** per T.J. Miller
PER	A287	CT	Expedition Backpacking	200603	N/A		yes		OEC, Outdoor Leadership	**Retain** per T.J. Miller
PHYS	A413	AS	Statistical/Thermal Mechanics	200703	200801			CHEM A333L (prereq)	BS, Chemistry; BS, Natural Sciences	**Retain** per Jim Pantaleone
PS	A344	AS	State and Local Politics	199702	200603		yes		BA, Political Science	**Retain** per Jim Muller
PS	A453	AS	Organization Theory	199702	200703				BA, Political Science; Minor, Public Administration	**Retain** per Jim Muller
PSY	A602	AS	Native Ways of Knowing	200603	N/A		yes		PhD, Clinical-Community Psychology	**Retain** per James Fitterling
PSY	A603	AS	Alaskan and Rural Psychology	200603	N/A		yes		PhD, Clinical-Community Psychology	**Retain** per James Fitterling
PSY	A605	AS	History and Systems	200603	N/A		yes		PhD, Clinical-Community Psychology	**Retain** per James Fitterling
PSY	A606	AS	Native Ways of Healing	200603	N/A					**Retain** per James Fitterling
PSY	A607	AS	Cognition, Affect, and Culture	200603	N/A		yes		PhD, Clinical-Community Psychology	**Retain** per James Fitterling
PSY	A616	AS	Program Evaluation I	200603	N/A		yes	PSY A617 (prereq)	PhD, Clinical-Community Psychology	**Retain** per James Fitterling
PSY	A617	AS	Program Evaluation II	200603	N/A		yes		PhD, Clinical-Community Psychology	**Retain** per James Fitterling
PSY	A659	AS	Multivariate Methods in Psych	200603	N/A		yes			**Retain** per James Fitterling
PSY	A671	AS	Grant Writing	200603	N/A		yes			**Retain** per James Fitterling
RUSS	A490B	AS	Sel Topic-Russ Cult in Transla	199803	200001		yes		BA, International Studies	selected topics course; **Purge** per Patricia Fagan
SOC	A375	AS	Social Psychology	200403	200703				BA, Elementary Education	
SOC	A377	AS	Men, Women and Change	199703	200703				Minor, Women's Studies	
STAT	A405	AS	Nonparametric Statistics	200603	200603		yes		BA, Mathematics; BS, Mathematics; BS, Natural Sciences; Minor, Statistics; MS, Applied Environmental Science and Technology	**Retain** per Sam Thiru
SWK	A667	CH	Clinical Group Therapy	200601	N/A		yes		GC, Clinical Social Work Practice	**Retain** per Beth Sirles
VS	A126	KP	Woodworking II	199702	200801					
WELD	A290	CT	Selected Topics in NDT	200201	N/A					selected topics course

Enrollment Services
University of Alaska Anchorage

PO Box 141629
Anchorage, Alaska 99514-1629
T 907.786.1480 • F 907.786.4888

February 15, 2013

To: Undergraduate Curriculum Board, Graduate Curriculum Board, College Curriculum Boards
From: Lora Volden, University Registrar

Re: Concentrations, Tracks, Options, and Emphasis

Issue

Overtime more and more departments have added a concentration, track, option, or emphasis to their programs of study. Additionally, several programs have expressed the desire to indicate these on student transcripts and/or diplomas. In order to respond to the faculty, the Registrar's Office first needs to better understand how these different terms are being applied at UAA.

Since currently we are unable to determine standard definitions or accepted requirements for these terms, I am asking the UAB, GAB, and the college curriculum committees for information about how they determine the appropriateness of one term over another. In addition to the decision making criteria of the particular boards and committees, I will appreciate any information you can gather from the different programs within your college.

What I need

I would appreciate feedback on the following:

- Is there a standard definition you have for
  - Concentration
  - Track
  - Option
  - Emphasis
- When do you use each? Is there certain criteria you look at?
- Are there implications associated with these terms that are tied to department accreditation?
- What else should we know that we aren't asking?

If you have information on this that you would like to share I ask that you email me or if you prefer I would be happy to come to a future college curriculum meeting to listen and take notes. I would appreciate having this information before the end of this term (April 26).

Thank you in advance for your time.