I. Roll Call

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<td>Yoshito Kanamori</td>
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<td>Hsing-Wen Hu</td>
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<td>Greg Protasel</td>
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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

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<td>Chg</td>
<td>Master of Education, Early Childhood Special Education pg. 3-7</td>
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<td>Master of Education, Educational Leadership pg. 8-14</td>
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<td>Orientation to Graduate Studies in Leadership pg. 15-19</td>
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<td>Leadership in Alaska Culture and Social Justice Issues pg. 20-25</td>
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<td>Instructional and Curricular Leadership pg. 31-36</td>
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<td>Cgh</td>
<td>Social Media Strategies Stacked with BA A480 pg. 37-47</td>
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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
I. Roll Call
(X) Arlene Schmuland (X) Peter Olsson () Zhaohui (Joey) Yang
(X) Tim Hinterberger (X) Susan Garten () 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
1a. School or College
   EA COE

1b. Department
   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: or Graduate: Master of Education
   This program is a Gainful Employment Program: Yes or No

4. Type of Action:
   PROGRAM
   - Add
   - Change
   - Delete
   PREFIX
   - Add
   - Change
   - 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): cmic
   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
Carolyn Coe
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chair Date

Approved
Disapproved
Provost or Designee Date

Approved
Disapproved
Department Chair Date

Approved
Disapproved
College/School Curriculum Committee Chair Date
B. Early Childhood Special Education

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  Data-Informed Instruction or  2
   - EDRS A662  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

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 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 96

2. Complete a portfolio documenting attainment of CEC standards.
3. Take the Praxis II Special Education: Preschool/Early Childhood examination.
4. Satisfy College of Education Graduation Requirements at the beginning of this section.
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

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<th>1b. Department</th>
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<td>EDL</td>
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2. Complete Program Title/Prefix  
   Educational Leadership

3. Type of Program  
   Choose one from the appropriate drop down menu:  
   Undergraduate:  
   Graduate:  
   CHOOSE ONE  
   Master of Education

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

4. Type of Action:  
   PROGRAM  
   ☐ Add  ☑ Change  ☐ Delete
   PREFIX  
   ☐ Add  ☐ Change  ☐ 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: __________

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.

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C. Educational Leadership

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):

<table>
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<td>Orientation to Graduate Studies In Leadership</td>
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</tr>
<tr>
<td>EDL A620</td>
<td>Leadership in Alaska Culture and Social Justice</td>
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<table>
<thead>
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<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDRS A660</td>
<td>Fundamentals of Research in Education</td>
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<tr>
<td>EDRS A661</td>
<td>Data Informed Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EDRS A667</td>
<td>Program Evaluation</td>
<td>2</td>
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</tbody>
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2) Principal Core (24 credits):

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDL A637</td>
<td>Educational Leadership and Organizational Behavior</td>
<td>3</td>
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<tr>
<td>ED F631</td>
<td>Culture, Community,</td>
<td></td>
</tr>
</tbody>
</table>
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 A4620 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 1
   - 600-level electives by advisement 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.ed.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 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 a 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 degree 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.

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
   - EDL A631 Culture, Community, and the Curriculum (2)
   - 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.
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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>EA COE</td>
<td>No Division Code</td>
<td>EDL</td>
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<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tr>
<td>EDL</td>
<td>A610</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
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**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**

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

**8. Type of Action:**

- [x] Add
- [ ] Change
- [ ] Delete

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

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] (please specify)

**9. Repeat Status**

- Choose one:
  - [ ] # of Repeats 0
  - [x] Max Credits 3

**10. Grading Basis**

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

**11. Implementation Date**

- semester/year
  - From: Fall/2013
  - To: 9999/

**12. Cross Listed with**

- [ ] Stacked with

**Cross-Listed/Stacked Coordination Signature**

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

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

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

**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
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Fine Arts
- [ ] Humanities
- [ ] 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 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
- [ ] Social Sciences
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**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) (typed): Susan Garton/Mary Boario**

Initiator Signed Initials: ___________________ Date: __________________

**Approved**

Susan Garton/Mary Boario

Initiator (TYPE NAME)

**Disapproved**

Dean/Director of School/College

Date

Undergraduate/Graduate Academic

Board Chair

Date

Provost or Designee

Date
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

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

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)

VII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

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

#### 1b. Division
No Division Code

#### 1c. Department
EDL

#### 2. Course Prefix
EDL

#### 3. Course Number
A620

#### 4. Previous Course Prefix & Number
N/A

#### 5a. Credits/CEUs
3

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

#### 6. Complete Course Title
Leadership in Alaska Culture and Social Justice Issues

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

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

#### 9. Repeat Status
Choose one:
- # of Repeats: 0
- Max Credits: 3

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

#### 11. Implementation Date
From: Fall/2013
To: 9999/

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

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

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

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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>

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)

Agatha John-Shields

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Undergraduate/Graduate Academic Date

Approved

Disapproved

Board Chair Date

Approved

Disapproved

Provost or Designee Date
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

<table>
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<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Synthesize self-examination of cultural proficiency from personal and professional levels</td>
<td>Cultural proficiency self-assessment</td>
<td>Educational Leaders Constituents Council (ELCC): # 5</td>
<td>Inclusiveness and Equity</td>
</tr>
<tr>
<td>2. Analyze how historical trauma has impacted Alaska Natives</td>
<td>Case study analysis presentation</td>
<td>Alaska Culturally Responsive Teaching Standards, Standard D ELCC: # 3</td>
<td>Intellectual Vitality Inclusiveness and Equity</td>
</tr>
<tr>
<td>4. Reflect on personal influences of cultural proficiency, leadership, and social justice issues</td>
<td>Capstone project</td>
<td>Alaska Culturally Responsive Teaching Standards ELCC: # 5</td>
<td>Collaboration</td>
</tr>
</tbody>
</table>
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)


VII. Bibliography


<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>EA COE</th>
<th>1b. Division</th>
<th>choose one</th>
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<th>EDL</th>
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<tbody>
<tr>
<td>2. Course Prefix</td>
<td>EDL</td>
<td>3. Course Number</td>
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<td>Leadership &amp; Org Behavior</td>
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<td>To: 9999/</td>
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<td>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.</td>
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Initiator (faculty only)
Liz Boario/Susan Garton
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Undergraduate/Graduate Academic
Date

Approved
Board Chair
Date

Approved
Provost or Designee
Date
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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
<th>Standards</th>
<th>Core Values</th>
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<tr>
<td>Upon successful Completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
<td>This outcome will be the following state and/or national standard:</td>
<td>This outcome addresses the core value:</td>
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<tr>
<td>1. Analyze the attributes of effective leaders</td>
<td>21st Century skills self assessment</td>
<td>Alaska Administrative Standards (AK): 1-10&lt;br&gt; Educational Leader Constituent Council (ELCC) Standards: 1-6</td>
<td>Leadership&lt;br&gt; Intellectual Vitality</td>
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<tr>
<td>2. Examine the five practices of exemplary leaders</td>
<td>Leadership skills essay</td>
<td>AK: 1, 5, 6, 7, 8, 9, and 10&lt;br&gt; ELCC: 1, 4, 5, 6</td>
<td>Leadership&lt;br&gt; Intellectual Vitality&lt;br&gt; Collaboration&lt;br&gt; Inclusiveness and Equity</td>
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<tr>
<td>3. Propose a vision for learning in a school community</td>
<td>Vision statement</td>
<td>AK: 1-10&lt;br&gt; ELCC: 1</td>
<td>Leadership&lt;br&gt; Intellectual vitality</td>
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<td>Activity</td>
<td>Assessment</td>
<td>Collaboration</td>
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<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
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<tr>
<td>4.</td>
<td>Appraise underlying processes of change as an indicator of complexity</td>
<td>Organizational patterns essay</td>
<td>AK: 1-10</td>
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<td>ELCC: 6</td>
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<td>5.</td>
<td>Evaluate dynamics of transformation</td>
<td>Cultural lens organizational report</td>
<td>AK: 1-10</td>
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<td>ELCC: 6</td>
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<td>6.</td>
<td>Demonstrate an understanding of culture in organizations</td>
<td>Clear communications test</td>
<td>AK: 6, 7 and 9</td>
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<td></td>
<td></td>
<td></td>
<td>ELCC: 4, 6</td>
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<td>7.</td>
<td>Understand the effects of globalization on organizations</td>
<td>Reshaping societies and cultures presentation</td>
<td>AK: 8, 9</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ELCC: 1, 4, 5, 6</td>
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</table>

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)


VII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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**6. Complete Course Title**

**Instructional and Curricular Leadership**

Inst & Curr Leadership

Abbreviated Title for Transcript (30 character)

**7. Type of Course**

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

**8. Type of Action:**

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

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

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

**9. Repeat Status**

- [ ] choose one
- [ ] # of Repeats
- [ ] Max Credits

**10. Grading Basis**

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

**11. Implementation Date**

- [ ] semester/year

- [ ] From: Fall 2013/
- [ ] To: 9999/

**12. Cross Listed with**

- [ ] Stacked with

**13a. Impacted Courses or Programs:**

List any programs or college requirements that require this course.

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

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**Initiator Name (typed): Robyn Rehmann**

**Initiator Signed Initials:** ____________

**Date:** ____________

**13b. Coordination Email**

Date: [1/30/13](http://www facultylists.aaalaska.edu)

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

Date: [1/30/13](http://www.facultylists.aaalaska.edu)

**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)**

- [X] College
- [X] 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)**

Robyn Rehmann

Initiator Signed Initials: ____________

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

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


VII. Bibliography


# Course Action Request

**University of Alaska Anchorage**

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

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<td>☐ Professional Development</td>
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| 8. Type of Action: | ☐ Add | ☒ Change | ☐ Delete |

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<table>
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<tr>
<td>☒ Stacked with BA A480</td>
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**Cross-Listed Coordination**

<table>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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<tr>
<td>List any programs or college requirements that require this course.</td>
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</table>

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

<table>
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<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Marketing, BBA</td>
<td>Courtesy Coordination</td>
<td>01/30/13</td>
<td>Ed Forrest</td>
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<td>2.</td>
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<td>3.</td>
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**Initiator Name (typed): Mei Rose**

**Initiator Signed Initials: ______________________ Date: __________________**

<table>
<thead>
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<th>13b. Coordination Email</th>
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<tbody>
<tr>
<td>Date: 1/30/13</td>
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submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
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<td>Date: 01/30/13</td>
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**14. General Education Requirement**

*Mark appropriate box:*

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<thead>
<tr>
<th>Oral Communication</th>
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<th>Quantitative Skills</th>
<th>Humanities</th>
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<tbody>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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</table>

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.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tr>
<td>☐ Major</td>
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<td>☐ Class</td>
</tr>
<tr>
<td>☒ Level</td>
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</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
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</thead>
<tbody>
<tr>
<td>Graduate standing</td>
</tr>
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</table>

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

| 18. ☐ Mark if course is a selected topic course |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
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</table>

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.
<table>
<thead>
<tr>
<th>Role</th>
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<th>Role</th>
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<tr>
<td>Mei Rose</td>
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<td>Date</td>
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<tr>
<td>Dean/Director of School/College</td>
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<td>Date</td>
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<tr>
<td>Department Chairperson</td>
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<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<td>Date</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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<td>Date</td>
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<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
   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


VII. Bibliography


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

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>CB CBPP</th>
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<tbody>
<tr>
<td>2. Course Prefix</td>
<td>BA</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A480</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
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<tr>
<td>5a. Credits/CEUs</td>
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<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+0)</td>
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<td>6. Complete Course Title</td>
<td>Social Media Marketing</td>
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<td>7. Type of Course</td>
<td>Academic</td>
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<td>8. Type of Action:</td>
<td>Add or Change or Delete</td>
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<td>9. Repeat Status No</td>
<td># of Repeats</td>
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<tr>
<td>10. Grading Basis</td>
<td>A-F, P/NP, NG</td>
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<td>11. Implementation Date:</td>
<td>semester/year</td>
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<td>From: Fall/2013 To: /9999</td>
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<tr>
<td>12. Cross Listed with</td>
<td>Yes</td>
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</tr>
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<td>13b. Coordination Email:</td>
<td>Date: 02/01/13</td>
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<td>13c. Coordination with Library Liaison:</td>
<td>Date: 02/01/13</td>
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<tr>
<td>14. General Education Requirement</td>
<td>Mark appropriate box: Oral Communication, Written Communication, Quantitative Skills, Humanities, Fine Arts, Social Sciences, Natural Sciences, Integrative Capstone</td>
</tr>
<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td>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.</td>
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<td>16a. Course Prerequisite(s) (list prefix and number)</td>
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<td>16d. Other Restriction(s)</td>
<td>College, Major, Class, Level</td>
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<td>16e. Registration Restriction(s) (non-codable)</td>
<td>CBPP majors must be admitted to upper-division standing</td>
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<td>17. Mark if course has fees</td>
<td>Standard CBPP computer lab fee</td>
</tr>
<tr>
<td>18. Mark if course is a selected topic course</td>
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</tbody>
</table>

**Initiator Name (typed): Mei Rose**

Initiator Signed Initials: __________ Date: __________

**Course Action Request**

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

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

43
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<th>Date</th>
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<td>Mei Rose</td>
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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
                  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


VII. Bibliography


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:

<table>
<thead>
<tr>
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<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>1. Describe the social media marketing ecosystem and its impact on traditional marketing strategy.</td>
<td>Examinations and presentations</td>
</tr>
<tr>
<td>2. Select appropriate social media tools and platforms to engage consumers and monitor and measure the results of these efforts.</td>
<td>Research project and presentations</td>
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<tr>
<td>3. Describe consumers’ digital media behavior and their attitudes toward a company and its competitors’ brands.</td>
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</tr>
<tr>
<td>4. Explain the best marketing practices for social media marketing.</td>
<td>Examinations and presentations</td>
</tr>
</tbody>
</table>
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

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.

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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

Suspension Initiated by Faculty and/or College/School Academic Dean/Campus Director

Consult With Office of Academic Affairs

College/School Dean/Director

Notification

Coordination with Affected College/School Dean/Director for Programs Offered on Multiple Campuses & Community Campus Programs

Programs Offered on One Campus

Notification

OAA/Provost Approval

Notification

Notification

Notification

Northwest Commission on Colleges and Universities

Statewide Academic Council

Chancellor

Registrar
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

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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/](http://www.uaa.alaska.edu/governance/)
Regents. 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

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(See suspension approval process for greater detail)

Consult With Office of Academic Affairs

Develop Proposal Based on Relevant Considerations

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

*Requires 60-day advance notice to have items placed on the agenda

Accommodation for Existing Students

Impact on Other Departments and Colleges

Input from External Stakeholders

Considerations

Workforce Credentials

Undergraduate Programs

Graduate Programs
**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: 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.
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<td>BA, International Studies selected topics course; Purge per Patricia Fagan</td>
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<td>Nonparametric Statistics</td>
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<td>SWK</td>
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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
  o Concentration
  o Track
  o Option
  o 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.