Graduate Academic Board

February 14, 2014
ADM 204
9:30 to 11:30

I. Roll Call
   () Arlene Schmuland  () Hsing-Wen Hu  () Sam Thiru
   () Susan Garton   () Peter Olsson   () Cindy Knall
   () Greg Protasel  () Anthony Paris  () GSA Vacancy
   () Dennis Drinka  () Patricia Sandberg () FSAL vacancy
   () Jervette Ward  () Clayton Trotter () David Yesner
   Ex-Officio Members:
   () Greg Protasel  () Anthony Paris  () GSA Vacancy  () David Yesner
   () Dennis Drinka  () Patricia Sandberg  () FSAL vacancy
   () Jervette Ward  () Clayton Trotter
   (x) Scheduling & Publications

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

III. Approval of Meeting Summary (pg. 3-5)

Program/Course Action Request – Second Reading

Add GEOL A654 Glacial and Quarternary Geology (stacked with GEOL A454)(3 cr)(3+0)(pg. 6-13)
Add GEOL A655 Permafrost (stacked with GEOL A455)(3 cr)(3+0)(pg. 14-21)
Add GEOL A656 Geoarchaeology (stacked with GEOL A456)(3 cr)(3+0)(pg. 22-30)
Add GEOL A660 Environmental Geochemistry (stacked with GEOL A460)(3 cr)(3+0)(pg. 31-40)
Add GEOL A690 Graduate Topics in Geology (stacked with GEOL A460)(1-4 cr)(1-4+0)(pg. 41-50)
Add EDEN A601 Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I(3 cr)(3+0)(pg. 51-56)
Add EDEN A602 Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II(3 cr)(3+0)(pg. 57-62)

IV. Program/Course Action Request - First Readings

Add BA A626 Strategic Leadership (3 cr)(3+0)(pg. 63-67)
Add BA A649 Advanced Business Data Analysis (3 cr)(3+0)(pg. 68-71)
Chg Master of Business Administration (pg. 72-82)
Chg Master of Social Work (pg. 83-109)
Chg Master of Public Health (pg. 83-109)
Add BIOM A692 Graduate Seminar (1 cr)(1+0)(pg. 110-112)
Add BIOM A696 Graduate Research Techniques (1 cr)(1+0)(pg. 113-116)
Add BIOM A698 Directed Research (1-6 cr)(0+3-18)(pg. 117-120)
Add BIOM A699 Thesis (1-9 cr)(0+3-27)(pg. 121-124)
Chg Master of Education, Counselor Education (pg. 125-136)
Chg Master of Education, Educational Leadership (pg. 137-143)
Chg Graduate Certificate, Educational Leadership (pg. 144-152)
Chg EDL A639 Politics, Law, & Ethics in Education (3 cr)(3+0)(pg. 153-158)
Chg EDL A651 Educator Supervision and Evaluation (3 cr)(3+0)(pg. 159-164)
V. Administrative Reports
   A. Associate Dean of the Graduate School David Yesner
   B. Graduate Student
   C. University Registrar Lora Volden

VI. Chair’s Report
   A. GAB Chair- Arlene Schmuland
   B. Faculty Alliance
   C. Graduate Council

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment
   A. Stacking Subcommittee Report (pg. 165)
I. Roll Call
(x) Arlene Schmuland  (x) Hsing-Wen Hu  (x) Sam Thiru
(x) Susan Garton  (E) Peter Olsson  (x) Cindy Knall  
(x) Greg Protasel  (x) Anthony Paris  (GSA Vacancy)  
() Dennis Drinka  (x) Patricia Sandberg  (FSAL vacancy)  
(x) Jervette Ward  () Clayton Trotter  (Scheduling & Publications)  

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

III. Approval of Meeting Summary (pg. 4-6)
Approved

Program/Course Action Request – Second Reading
Chg CIS A690 Selected Topics in Management Information Systems (3 cr)(3+0)(pg. 7-10)
Approved for second
Add Master of Science, Computer Engineering and Computer Science (pg. 11-15)
Approved for second

IV. Program/Course Action Request - First Readings
Add CSCE A611 Advanced Artificial Intelligence (stacked with CSCE A411)(3 cr)(3+0)(pg. 21-28)
Add CSCE A612 Advanced Evolutionary Computing (stacked with CSCE A412)(3 cr)(3+0)(pg. 29-27)
Add CSCE A615 Advanced Machine Learning (stacked with CSCE A415)(3 cr)(3+0)(pg. 38-47)
Add CSCE A621 Mission Critical Systems (3 cr)(3+0)(pg. 48-53)
Add CSCE A631 Advanced Compilers (stacked with CSCE A431)(3 cr)(3+0)(pg. 53-61)
Add CSCE A632 Advanced Programming Languages (3 cr)(3+0)(pg. 62-65)
Add CSCE A646 Advanced Digital Media and Interactive Systems (Stacked with CSCE A446)(3 cr)(3+0)(pg. 66-77)
Add CSCE A648 Advanced Computer Architecture (3 cr)(3+0)(pg. 78-81)
Add CSCE A650 Advanced Mobile Robotics (stacked with CSCE A450)(3 cr)(3+0)(pg. 82-91)
Add CSCE A652 Advanced Computational Theory and Algorithms (3 cr)(3+0)(pg. 92-96)
Add CSCE A660 Advanced Database Systems (stacked with CSCE A460)(3 cr)(3+0)(pg. 97-104)
Add CSCE A662 Advanced Data Mining (stacked with CSCE A462)(3 cr)(3+0)(pg. 105-112)
Add CSCE A665 Advanced Computer and Network Security (stacked with CSCE A465)(3 cr)(3+0)(pg. 113-121)
Add CSCE A667 Advanced computer Network Systems (3 cr)(3+0)(pg. 122-125)
Add CSCE A671 Research Methods in Computer Science and Engineering (3 cr)(3+0)(pg. 126-130)
Add CSCE A685 Advanced Computer and Machine Vision (stacked with CSCE A485)(3 cr)(3+0)(pg. 131-140)
Add CSCE A690 Topics in Computer Science and Computer Engineering (stacked with CSCE A490)(3 cr)(3+0)(pg. 141-148)
Add CSCE A698 Individual Research (1-3 cr)(0+3+9)(pg. 149-151)
Add CSCE A699 Thesis (1-6 cr)(0+3+18)(pg. 152-155)

All CSCE courses are waived for first reading and approved for second

NS courses reviewed and discussed as first reads
Chg NS A601 Advanced Pathophysiology I (1-4 cr)(1-4+0)(pg. 163-168)
Chg NS A602 Advanced Health Assessment in Primary Care (4 cr)(2+8)(pg. 169-175)
Add NS A603 Advanced Pathophysiology II (2 cr)(2+0)(pg. 176-180)
Chg NS A610 Pharmacology for Primary Care I (1-2)(1-2+0)(pg. 181-186)
Chg NS A611 Psychopharmacology for Advanced Practice Nursing (3 cr)(3+0)(pg. 187-191)
Remaining NS courses postponed
Add NS A612 Pharmacology for Primary Care II (3 cr)(3+0)(pg. 192-196)
Add NS A613 Advanced Practice Informatics (2 cr)(2+0)(pg. 197-200)
Add NS A614 Advanced Practice Ethics and Law (2 cr)(2+0)(pg. 201-204)
Add NS A615 Health Services Organization and Finance (4 cr)(4+0)(pg. 205-208)
Chg NS A618 Advanced Nursing Roles and Leadership (2-4)(2-4+0)(pg. 209-213)
Chg NS A619 Health Policy and Economics (2-4)(2-4+0)(pg. 214-218)
Chg NS A621 Knowledge Development for Advanced Nursing Practice (3 cr)(3+0)(pg. 219-223)
Add NS A627 Practice Inquiry I: The Nature of Evidence (3 cr)(3+0)(pg. 224-228)
Add NS A628 Practice Inquiry II: Design and Methods (3 cr)(3+0)(pg. 229-232)
Add NS A629 Practice Inquiry III: Proposal Development (2 cr)(2+0)(pg. 233-236)
Add NS A630 Practice Inquiry IV: Capstone Project (2 cr)(1+4)(pg. 237-240)
Add NS A633 Statistics for Advanced Practice (3 cr)(3+0)(pg. 241-244)
Add NS A634 Epidemiology for Advanced Practice (2 cr)(2+0)(pg. 245-248)
Add NS A637L Data Analysis: Qualitative (1 cr)(0+3)(pg. 249-251)
Add NS A638L Data Analysis: Quantitative (1 cr)(0+3)(pg. 252-255)
Chg NS A660 Family Nurse Practitioner I (4 cr)(2+8)(pg. 256-264)
Chg NS A661 Family Nurse Practitioner II (5 cr)(2+12)(pg. 265-272)
Chg NS A662 Family Nurse Practitioner III (5 cr)(2+12)(pg. 273-280)
Chg NS A663 Family Nurse Practitioner IV (6 cr)(2+16)(pg. 281-287)
Chg NS A670 Advanced Practice Psychiatric and Mental Health Nursing I (5 cr)(4+4)(pg. 288-292)
Chg NS A671 Advanced Practice Psychiatric and Mental Health Nursing II (5 cr)(3+8)(pg. 293-297)
Chg NS A672 Advanced Practice Psychiatric and Mental Health Nursing III (5 cr)(2+12)(pg. 298-303)
Chg NS A673 Advanced Practice Psychiatric and Mental Health Nursing IV (5 cr)(1+16)(pg. 304-307)
Add NS A683 Clinical Immersion (3 cr)(0+12)(pg. 308-311)
Add NS A684 Clinical Concentration (4 cr)(0+16)(pg. 312-314)
Add Doctor of Nursing Practice (pg. 155-162)

All BA courses postponed
Add Master of Business Administration (pg. 315-325)
Add BA A626 Strategic Leadership (3 cr)(3+0)(pg. 326-330)
Add BA A649 Advanced Business Data Analysis (3 cr)(3+0)(pg. 331-334)

V. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
The Accreditation process will be brought forward to GAB for approval before going to Faculty Senate Theses are being processed for the fall semester Reports for projects will now be permanently housed in the library GRRs and GSE’s will and move Working on revising the petition process so graduate petitions based on substitution of courses will be separate The Graduate School has moved into the ADM building Work on uniformity concerning and internships and teaching internships

B. Graduate Student

C. University Registrar Lora Volden
Purge lists have been released and faculty are encouraged to review them eCatalog and CourseLeaf has given administrative permissions to the Registrar’s Office Will work on eCatalog and CourseLeaf presentation to UAB
VI. Chair’s Report
   A. GAB Chair- Arlene Schmuland]
      No report

   B. Faculty Alliance

   C. Graduate Council

VII. Old Business
   A. Designation for Community-Engaged Learning Courses (pg. 335-336)
      GAB endorses that Faculty Senate adopt the designations and definitions for the Designation for
      Community-Engages Learning Courses
      2nd: Cindy Knall
      Unanimously Approved

VIII. New Business

IX. Informational Items and Adjournment
## Course Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. School or College</td>
<td>1b. Division</td>
<td>1c. Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Geological Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>A654</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title
**Glacial and Quaternary Geology**

**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
- [ ] Text Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] Level
  - [ ] College
  - [ ] Major
  - [ ] Other CCG (please specify)
- [ ] Cross-Listed/Stacked
- [ ] Repeat Status
- [ ] Contact Hours
- [ ] Repeat Status

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

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

### 11. Implementation Date
- From: Spring/2013  
- To: /9999

### 12. Cross Listed with
- [X] GEOL A454
- Stacked
- Cross-Listed Coordination

### 13a. Impacted Courses or Programs

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geological Sciences - BS</td>
<td>110-112</td>
<td>2-28-13</td>
<td>L. Munk</td>
</tr>
<tr>
<td>2. AAEST - COE</td>
<td>333-336</td>
<td>2-28-13</td>
<td>A. Dotson</td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Kristine J Crossen**  
**Initiator Signed Initials:** _________  **Date:** ________________

### 13b. Coordination Email
- Date: 2-28-13  
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 4-1-13

### 14. General Education Requirement
- [ ] 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 glacial processes of erosion and deposition, and the modern and ancient landforms produced by ice. Topics include: Quaternary history of glaciers, climate fluctuation, changes in terrestrial and marine environments, and evidence and techniques used to reconstruct past environments. Independent research project and weekend field trip required. Special note: Students are required to provide their own transportation to field locales. Not available for credit if previously completed GEOL A 454.

### 16a. Course Prerequisite(s) (list prefix and number)
- Instructor approval

### 16b. Test Score(s)

### 16c. Co-requisite(s) (concurrent enrollment required)
- [X] Graduate Standing

### 16d. Other Restriction(s)
- [X] College
- [ ] Major
- [X] Class
- [X] Level

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

### 17. Mark if course has fees

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

### 19. Justification for Action

Designed as 600-level graduate course requiring independent research.

**Initiator (faculty only)**

**Initiator Signed Initials:** _________  **Date:** ________________

**Initiator (TYPE NAME): Kristine J Crossen**

**Date:** ________________

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date:** ________________

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic**

**Date:** ________________

**Approved**

**Disapproved**

**Board Chairperson**

**Date:** ________________

**Approved**

**Disapproved**

**Provost or Designee**

**Date:** ________________
I. Date of Initiation: Spring 2013

II. Course Information
A. College: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A654
D. Number of Credits: 3.0 (3+0)
E. Course Title: Glacial and Quaternary Geology
F. Grading Basis: A-F
G. Course Description: Examines glacial processes of erosion and deposition, and the modern and ancient landforms produced by ice. Topics include: Quaternary history of glaciers, climate fluctuation, changes in terrestrial and marine environments, and evidence and techniques used to reconstruct past environments. Independent research project and weekend field trip required. Special note: Students are required to provide their own transportation to field locales. Not available for credit if previously completed GEOL A454.
H. Course Prerequisites: Instructor Approval
I. Restrictions: Graduate Standing
J. Fee: Yes

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals
   The instructor will:
   1. Present information concerning formation of, and the processes associated with, a variety of glaciers and their landforms.
   2. Present evidence for, and reconstructions of, the past Ice Ages.
   3. Teach students to analyze and critically evaluate the professional literature concerning glaciers and climate change.

B. Student Learning Outcomes and Evaluation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine changes in environments based on glacial features and landforms</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Reconstruct past environments based on evidence from pollen cores, invertebrates and vertebrate fossils, deep sea cores, stable isotopes, and radiometric dating</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Critique the relevant professional literature considering both the techniques used to gather data and the resulting interpretations made by the authors</td>
<td>Written summaries and discussion</td>
</tr>
<tr>
<td>Investigate an appropriate research topic, complete independent research and make a professional quality presentation to the class</td>
<td>Presentation</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>

**IV. Course Evaluations**

Based on grades received on exams, class exercises, field trip attendance and independent research project presentation.

**V. Course Level Justification**

Requires students to analyze and critique the professional literature. Graduate students must select and complete an appropriate research topic, and produce a professional quality presentation on their topic.

**VI. Topical Course Outline**

A. Glaciology – Modern Glacial Processes
   1. Subglacial Processes
   2. Meltwater Processes

B. Glacial Geology – Glacial Processes and Landforms
   1. Erosional Processes and Landforms
   2. Debris Transport
   3. Glacial Depositional Processes and Landforms
   4. Glacial Marine and Glacial Lacustrine Processes and Landforms
   5. Glacial Reconstructions

C. Quaternary Geology - Reconstructing Past Ice Ages
   1. Isostacy and Eustacy
   2. Palynological Evidence and Paleoenvironmental Reconstructions
   3. Vertebrate and Invertebrate Evidence and Paleoenvironments
   4. Dating Techniques
   5. Deep Sea Cores and Oxygen Isotopes
   6. Ice Cores and Interpretations

D. Professional Papers – Summaries and Discussions
   1. Beringian Paleoecology
   2. Cook Inlet Quaternary Geology
   3. Little Ice Age Reconstructions
   4. Mammoths
   5. Ice Man of the Alps

E. Professional Quality Presentation
   1. Selection of appropriate topic
   2. Data collection and analysis
   3. Professional presentation
VII. Suggested Text(s)


VIII. 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>AS CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>AMSC Division of Math Science</td>
</tr>
<tr>
<td>1c. Department</td>
<td>Geological Sciences</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>GEOL</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A454</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>3</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

### Complete Course Title
Glacial and Quaternary Geology

### Abbreviated Title for Transcript (30 characters)

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

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

#### If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- Class
- Level
- College
- Major
- Other CCG (please specify)

### Repeat Status
- No
- # of Repeats
- Max Credits

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

### Implementation Date
- From: Fall/2014
- To: /9999

### Cross Listed with
- GEOL A654

### Type of Course: Academic

### Course Description (suggested length 20 to 50 words)
Examines glacial processes of erosion and deposition, and the modern and ancient landforms produced by ice. Topics include: Quaternary history of glaciers, climate fluctuation, changes in terrestrial and marine environments, and evidence and techniques used to reconstruct past environments. Weekend field trip required. Special note: Students are required to provide their own transportation to field locales.

### Course Prerequisite(s)
GEOL A221 with minimum grade of C

### Test Score(s)

### Co-requisite(s)
(Concurrent enrollment required)

### Other Restrictions

### Registration Restriction(s) (non-codable)

### Mark if course has fees

### Justification for Action
Course stacking to allow graduate students access to the course offering. Additional information concerning field trips.

---

### Impacted Courses or Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology Sciences - BS</td>
<td>110-112</td>
<td>2-28-13</td>
<td>L. Munk</td>
</tr>
<tr>
<td>ASET - COE</td>
<td>333-336</td>
<td>2-28-13</td>
<td>A. Dotson</td>
</tr>
</tbody>
</table>

### Initiation Name (typied): Kristine J Crossen

### Initiation Signed Initials: _________  Date:______________

### Coordination Email
Date: 2-28-13
submitted to Faculty Listserv: 

### Coordination with Library Liaison
Date: 4-1-13

### General Education Requirement

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

### Course Prerequisite(s) (list prefix and number)
GEOL A221 with minimum grade of C

### Other Restriction(s)

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mark if course has fees

### Mark if course is a selected topic course

---

### Justification for Action
Course stacking to allow graduate students access to the course offering. Additional information concerning field trips.

Initiator (faculty only)  Date

Initiator (TYPE NAME)  Date

Approved
Disapproved

Dean/Director of School/College  Date

Approved
Disapproved

Undergraduate/Graduate Academic  Date

Approved
Disapproved

Board Chairperson

Approved

Provost or Designee  Date
Course Content Guide
University of Alaska Anchorage

GEOL A454
Glacial and Quaternary Geology

I. Date of Initiation: Spring 2013

II. Course Information
A. College: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A454
D. Number of Credits: 3.0 (3+0)
E. Course Title: Glacial and Quaternary Geology
F. Grading Basis: A-F
G. Course Description: Examines glacial processes of erosion and deposition, and the modern and ancient landforms produced by ice. Topics include: Quaternary history of glaciers, climate fluctuation, changes in terrestrial and marine environments, and evidence and techniques used to reconstruct past environments. Weekend field trip required. Special note: Students are required to provide their own transportation to field locales.
H. Fee: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals
The instructor will:
1. Present information concerning formation of, and the processes associated with, a variety of glaciers and their landforms.
2. Present evidence for and reconstructions of the past Ice Ages.
3. Teach students to analyze and critically evaluate the professional literature concerning glaciers and climate change.

B. Student Learning Outcomes and Evaluation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine changes in environments based on glacial features and landforms</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Reconstruct past environments based on evidence from pollen cores, invertebrates and vertebrate fossils, deep sea cores, stable isotopes, and radiometric dating</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Critique the relevant professional literature considering both the techniques used to gather data and the resulting interpretations made by the authors</td>
<td>Written summaries and discussion</td>
</tr>
</tbody>
</table>
IV. **Course Evaluations**

Based on grades received on exams, class exercises, field trip attendance and report.

V. **Course Level Justification**

Refines skills students have learned in earlier courses and requires students to analyze and critique the professional literature.

VI. **Topical Course Outline**

A. **Glaciology – Modern Glacial Processes**
   1. Subglacial Processes
   2. Meltwater Processes

B. **Glacial Geology – Glacial Processes and Landforms**
   1. Erosional Processes and Landforms
   2. Debris Transport
   3. Glacial Depositional Processes and Landforms
   4. Glacial Marine and Glacial Lacustrine Processes and Landforms
   5. Glacial Reconstructions

C. **Quaternary Geology - Reconstructing Past Ice Ages**
   1. Isostacy and Eustacy
   2. Palynological Evidence and Paleoenvironmental Reconstructions
   3. Vertebrate and Invertebrate Evidence and Paleoenvironments
   4. Dating Techniques
   5. Deep Sea Cores and Oxygen Isotopes
   6. Ice Cores and Interpretations

D. **Professional Papers – Summaries and Discussions**
   1. Beringian Paleoecology
   2. Cook Inlet Quaternary Geology
   3. Little Ice Age Reconstructions
   4. Mammoths
   5. Ice Man of the Alps

VII. **Suggested Text(s)**


VIII. Bibliography


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

1a. School or College  
AS CAS  
1b. Division  
AMSC Division of Math Science  
1c. Department  
Geological Sciences  

2. Course Prefix  
GEOL  
3. Course Number  
A655  
4. Previous Course Prefix & Number  
N/A  
5a. Credits/CEUs  
3  
5b. Contact Hours  
(Lecture + Lab)  
(3+0)  

6. Complete Course Title  
Permafrost  
Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
☒ Add  ☐ Change  ☐ Delete  
If a change, mark appropriate boxes:  
☐ Prefix  ☒ Credits  ☒ Title  ☒ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☒ Course Description  ☒ Course Prerequisites  ☐ Test Score Prerequisites  ☒ Co-requisites  ☒ Registration Restrictions  
☐ Class  ☐ Level  ☒ College  ☒ Major  ☒ Other  ☐ Other CCG (please specify)  

9. Repeat Status No  
# of Repeats  
Max Credits  

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

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

12. ☐ Cross Listed with  
☒ Stacked with  
GEOL A455  
Cross-Listed Coordination  
Signature  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geological Sciences - BS</td>
<td>110-112</td>
<td>2/28/13</td>
<td>L. Munk</td>
<td></td>
</tr>
<tr>
<td>Applied Environmental Science &amp; Technology- MS</td>
<td>333-336</td>
<td>2/28/13</td>
<td>A. Dotson</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kristine J Crossen  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
Date: 2/28/13  
submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu  

13c. Coordination with Library Liaison  
Date: 4/1/13  

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

15. Course Description (suggested length 20 to 50 words)  
Examines permafrost geomorphic processes, environments and landforms. Topics include: properties of ground ice and patterned ground, permafrost landscape dynamics, engineering and environmental problems, and impacts of climate change on permafrost systems. One weekend field trip and independent research required. Special note: Students are required to provide their own transportation to field locales. Not available for credit if previously completed GEOL A455.  

16a. Course Prerequisite(s) (list prefix and number)  
Instructor approval  
16b. Test Score(s)  
16c. Co-requisite(s) (concurrent enrollment required)  

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
16e. Registration Restriction(s) (non-codable)  
Graduate Standing  

17. ☒ Mark if course has fees  
18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Designed as 600-level graduate course requiring independent research. Stacked with GEOL A455.  

Initiator (faculty only)  
Kristine J Crossen  
Initiator (TYPE NAME)  

Initiator (faculty only)  
Date  
Approved  
Disapproved  
Dean/Director of School/College  
Date  

Approved  
Disapproved  
Department Chairperson  
Date  

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Board Chairperson  
Date  

Approved  
Disapproved  
Provost or Designee  
Date  

14
I. Date of Initiation: Spring 2013

II. Course Information
A. College or School: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A655
D. Number of Credits: 3.0 (3+0)
E. Course Title: Permafrost
F. Grading Basis: A-F
G. Course Description: Examines permafrost geomorphic processes, environments and landforms. Topics include properties of ground ice and patterned ground, permafrost landscape dynamics, engineering and environmental problems, and impacts of climate change on permafrost systems. One weekend field trip and independent research required. Special note: Students are required to provide their own transportation to field locales. Not available for credit if previously completed GEOL A455
H. Prerequisites: Instructor approval
I. Restrictions: Graduate standing
J. Fee: yes

III. Instructional Goals and Student Outcomes
A. Instructional Goals. The instructor will:
1) Present concepts, methods, and problems important to the study of permafrost and periglacial geomorphology.
2) Guide students toward an understanding of the linkages between cryosphere processes and resulting patterns in landforms, surface features, and ecosystems.
3) Design lectures and class exercises that will focus on aspects of theoretical and applied methods of describing and investigating frozen ground phenomena.

B. Student Learning Outcomes and Evaluation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of permafrost geomorphic processes, physical principles, and the</td>
<td>Exams and</td>
</tr>
<tr>
<td>factors affecting these processes</td>
<td>exercises</td>
</tr>
</tbody>
</table>
Combine knowledge gained about cryogenic processes with both predicted and observed patterns in landform and sediments

Integrate observational and conceptual information to interpret field data

Assess and critique current literature, formulate, justify, and adequately communicate educated opinions

Develop, investigate, and give a professional presentation of an independent research project

Exams and exercises

Projects

Summaries and projects

Presentation

IV. Course Evaluation

Students will be evaluated through exams focused on basic concepts, methods, and terminology. Essay components will be used to evaluate student ability to synthesize and communicate information. Exercises will be graded for quality of work, degree of understanding, and integration of outside knowledge. Students will discuss professional quality papers and make presentations.

V. Course Level Justification

This course uses both the conceptual and intellectual skills obtained in previous geology courses to apply to the study of permafrost geology. Students will not only learn new material, but will continue to develop and apply critical thinking skills, practice in scientific method, and synthesize the professional literature as characteristic of upper division courses. Independent research of appropriate topic is required.

VI. Topical Course Outline

A. Permafrost Definitions and Distribution
   1. Continuous and discontinuous zones
   2. Depth to permafrost base
   3. Thickness of active layer

B. Active Layer
   1. Capillarity and cryosuction processes
   2. Segregation ice, jacking, heaving
   3. Convection, cyoturbation, stone nets

C. Mounded Landforms
   1. Hummocks and frost mixing
   2. Palsas, pingoes

D. Wedge Ice
   1. Contraction cracking, wedge formation
   2. Ice wedge polygons, erosional shorelines
E. Slope Processes and Landforms
   1. Weathering
   2. Solifluction, gelifluction, rock glaciers
   3. Tors, altiplanation terraces

F. Thermokarst
   1. Thaw lakes, fluvial and coastal

G. Engineering aspects
   1. Pipelines, roads, landing fields, buildings

H. Pleistocene environments and climate change

I. Guest Lectures
   1. Ice roads
   2. Tundra plants
   3. Russian permafrost
   4. Snow patches

J. Trip to Permafrost Tunnel – Fairbanks

K. Student Presentations – variety of subjects

VII. Suggested Text(s)


VIII. 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>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Geological Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>A455</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Permafrost

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

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

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis
☒ A-F  ☐ P/NP  ☐ NG

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

12. ☐ Cross Listed with
☒ Stacked with GEOL A655

13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geological Sciences - BS</td>
<td>110-112</td>
<td>2/28/13</td>
<td>L. Munk</td>
</tr>
<tr>
<td>2. Environment and Society - BA, BS</td>
<td>115-117</td>
<td>2/28/13</td>
<td>D. VanDommelen</td>
</tr>
<tr>
<td>3. AEST - COE</td>
<td>333-336</td>
<td>2/28/13</td>
<td>A. Dotson</td>
</tr>
</tbody>
</table>

13b. Coordination Email
Date: 2/28/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 4/1/13

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

15. Course Description (suggested length 20 to 50 words)
Examines permafrost geomorphic processes, environments and landforms. Topics include properties of ground ice and patterned ground, permafrost landscape dynamics, engineering and environmental problems, and impacts of climate change on permafrost systems. One weekend field trip required. Special note: Students are required to provide their own transportation to field locales.

16a. Course Prerequisite(s) (list prefix and number)
GEOL A221 with minimum grade of C

16b. Test Score(s)

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

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

16e. Registration Restriction(s) (non-codable)
Instructor approval

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course stacking with GEOL A655. Additional information concerning field trips.

Initiator Name (typed): Kristine J Crossen
Initiator Signed Initials: __________ Date: __________

Instructor (faculty only)
Kristine J Crossen

Initiator (TYPE NAME)

Approved  ☐ Disapproved
Dean/Director of School/College  Date

Approved  ☐ Disapproved
Undergraduate/Graduate Academic  Date

Approved  ☐ Disapproved
Board Chairperson  Date

Approved  ☐ Disapproved
Provost or Designee  Date

Page 18
I. Date of Initiation: Spring 2013

II. Course Information
A. College or School: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A455
D. Number of Credits: 3.0 (3+0)
E. Course Title: Permafrost
F. Grading Basis: A-F
G. Course Description: Examines permafrost geomorphic processes, environments and landforms. Topics include properties of ground ice and patterned ground, permafrost landscape dynamics, engineering and environmental problems, and impacts of climate change on permafrost systems. One weekend field trip required. Special note: Students are required to provide their own transportation to field locales.
H. Prerequisites: GEOL A221 with minimum grade of C
I. Fee: yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1) Present concepts, methods, and problems related to permafrost and periglacial geomorphology.
   2) Guide students toward an understanding of the linkages between cryosphere processes and resulting landforms, surface features, and ecosystems.
   3) Design lectures and class exercises that focus on aspects of theoretical and applied methods of describing and investigating frozen ground features.

B. Student Learning Outcomes and Evaluation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of permafrost geomorphic processes, physical principles, and the factors affecting these processes</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Combine knowledge gained about cryogenic processes with both predicted and observed patterns in landform and sediments</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Integrate observational and conceptual information to interpret field data</td>
<td>Projects</td>
</tr>
<tr>
<td>Assess and critique current literature, formulate, justify, and adequately communicate educated opinions</td>
<td>Summaries and projects</td>
</tr>
</tbody>
</table>
IV. Course Evaluation

Students will be evaluated through exams focused on basic concepts, methods, and terminology. Essay components will be used to evaluate student ability to synthesize and communicate information. Exercises will be graded for quality of work, degree of understanding, and integration of outside knowledge. Students will discuss professional quality papers and make presentations.

V. Course Level Justification

This course uses both the conceptual and intellectual skills obtained in previous geology courses to apply to the study of permafrost geology. Students will not only learn new material, but will continue to develop and apply critical thinking skills, practice in scientific method, and synthesize the professional literature as characteristic of upper division courses.

VI. Topical Course Outline

A. Permafrost Definitions and Distribution
   1. Continuous and discontinuous zones
   2. Depth to permafrost base
   3. Thickness of active layer

B. Active Layer
   1. Capillarity and cryosuction processes
   2. Segregation ice, jacking, heaving
   3. Convection, cyoturbation, stone nets

C. Mounded Landforms
   1. Hummocks and frost mixing
   2. Palsas, pingoes

D. Wedge Ice
   1. Contraction cracking, wedge formation
   2. Ice wedge polygons, erosional shorelines

E. Slope Processes and Landforms
   1. Weathering
   2. Solifluction, gelifluction, rock glaciers
   3. Tors, altiplanation terraces

F. Thermokarst
   1. Thaw lakes, fluvial and coastal

G. Engineering aspects
   1. Pipelines, roads, landing fields, buildings
H. Pleistocene environments and climate change

I. Guest Lectures
   1. Ice roads
   2. Tundra plants
   3. Russian permafrost
   4. Snow patches

J. Trip to Permafrost Tunnel – Fairbanks

K. Student Presentations – variety of subjects

VII. Suggested Text(s)


VIII. 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>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC</td>
<td>Geological Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>A656</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

| 6. Complete Course Title | Geoarchaeology |

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Preparatory/Development</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
</tr>
</thead>
</table>

| 8. Type of Action: | 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
- Other CCG (please specify)

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

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
<th>From: Fall/2014 To: /9999</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>12.</th>
<th>Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Stacked with GEOL A456</td>
</tr>
</tbody>
</table>

**Cross-Listed Coordination**

**Signature**

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

**Initiator Name (typed): Kristine J Crossen**

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geological Sciences - BS</td>
<td>110-112</td>
<td>2/28/13</td>
<td>L. Munk</td>
</tr>
<tr>
<td>Anthropology - BS, BA</td>
<td>94-96</td>
<td>2/28/13</td>
<td>S. Langdon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 2/28/13</th>
<th>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 4/1/13</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

**Mark appropriate box:**

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

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

Integration of geology and archaeology. Rock identification of lithic sources, sediment analysis of site deposits, paleolandscape reconstruction, geochronology, and environmental change. Response to changes in resources and climate by past societies and application to contemporary problems and issues. Independent research project required. Special Note: Students are required to provide their own transportation to field locales. Not available for credit if previously completed GEOL A456.

**16a. Course Prerequisite(s) (list prefix and number)**

**Instructor approval**

**16b. Test Score(s)**

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

**16d. Other Restriction(s)**

- College
- Major
- Class
- Level

<table>
<thead>
<tr>
<th>16e. Registration Requirement(s) (non-codable)</th>
</tr>
</thead>
</table>

**Graduate Standing**

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

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

**Designed as 600-level graduate course requiring independent research. Stacked with GEOL A456.**

**Initiator (faculty only)**

<table>
<thead>
<tr>
<th>Initator Name (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
</table>

**Approved**

**Disapproved**

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
</tr>
</thead>
</table>

**Board Chairperson**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Provost or Designee**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Curriculum Committee Chairperson**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

22
Course Content Guide  
University of Alaska Anchorage  

GEOL A656  
Geoarchaeology  

I. Date of Initiation: Spring 2013  

II. Course Information  
A. College: CAS  
B. Course Subject: Geological Sciences  
C. Course Number: GEOL A656  
D. Number of Credits: 3.0 (3+0)  
E. Course Title: Geoarchaeology  
F. Grading Basis: A-F  
G. Course Description: Integration of geology and archaeology. Rock identification of lithic sources, sediment analysis of site deposits, paleolandscape reconstruction, geochronology, and environmental change. Response to changes in resources and climate by past societies and application to contemporary problems and issues. Independent research project required. Special Note: Students are required to provide their own transportation to field locales. Not available for credit if previously completed GEOL A456.  
H. Course Prerequisites: Instructor Approval  
I. Restrictions: Graduate Standing  
J. Fees: Yes  

III. Instructional Goals and Student Learning Outcomes  
A. Instructional Goals: The instructor will:  
   1) Discuss the use of geologic concepts and methods to solve archaeological problems.  
   2) Apply earth science approaches of chronology, sedimentology, and environmental reconstructions to archaeological situations.  
   3) Appraise reading and writing skills that incorporate quantitative and critical thinking as applied to investigate past societies and their links to modern environmental and climatic problems.  
B. Student Learning Outcomes and Evaluation  

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify different lithologies used in tool making, determine Alaskan lithic sources, and</td>
<td></td>
</tr>
<tr>
<td>analyze sediments and soils</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Assess the processes that produce different types of landforms, and evaluate landforms</td>
<td>Exams</td>
</tr>
<tr>
<td>using aerial photography</td>
<td></td>
</tr>
<tr>
<td>Critique the different dating techniques used in archaeological sites</td>
<td>Exams and exercises</td>
</tr>
</tbody>
</table>
Assess the major climate sequences over the past 4 million years, and judge the effect on site formation processes

Demonstrate the ability to think critically about problems associated with partial data, discrepancies in dating techniques, and differences in data from a variety of sources

Judge problems logically and resolve them reasonably using scientific methods

Assess past environmental changes and their impacts of human society and relate these to contemporary issues facing modern societies

Investigate an appropriate research topic, complete independent research and make a professional quality presentation to the class

<table>
<thead>
<tr>
<th>IV. Course Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course will assess each student's ability to communicate effectively in both the written and oral formats through individual and group oral projects and through written synthesis of the professional literature. Projects will require students to locate and appropriately use a variety of library and web resources to complete their projects. The assignments will require quantitative and critical thinking skills to apply the lessons learned from past societies to understand and critically judge the responses of modern societies to problems of resource utilization, shortages, and climate change. The outcome will be evaluated using essay exams, research papers and/or oral presentations, class exercises, annotated bibliographies, and class discussions. Graduate students are required to complete an independent research topic and make a professional quality presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Course Level Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>This interdisciplinary course incorporates both archaeology (anthropology) and geology. This course requires background in two different disciplines, and requires the students to have the ability to read, analyze and synthesize the professional literature. The course requires graduate standing and independent research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Topical Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Lithics</td>
</tr>
<tr>
<td>1. Identification of rocks and minerals</td>
</tr>
<tr>
<td>2. Lithics used for tools and Alaskan lithic sources</td>
</tr>
<tr>
<td>B. Sediments</td>
</tr>
<tr>
<td>1. Depositional Environments - fluvial, aeolian, glacial, coastal</td>
</tr>
<tr>
<td>2. Soil formation in different environments</td>
</tr>
<tr>
<td>3. Paleosols - buried soils</td>
</tr>
<tr>
<td>C. Paleolandscape reconstruction</td>
</tr>
<tr>
<td>1. Processes of landscape formation - fluvial, aeolian, glacial, coastal</td>
</tr>
<tr>
<td>2. Interpretation of aerial photography</td>
</tr>
</tbody>
</table>
D. Geochronology
   1. Dating techniques used in archaeology - carbon dating, cosmogenic dating, radiometric dating, OSL (optically stimulated luminescence)

E. Quaternary climate change
   1. Effect of climate change on site formation and preservation
   2. Human response to past climate change
   3. Modern climate change and its effect on human societies

F. Professional literature on important sites
   1. Reading professional papers
   2. Writing annotated bibliographies
   3. Class discussion

G. Independent research project and class presentation
   1. Individual research of materials or problem from archaeological site
   2. Professional quality presentation

VII. Suggested Text(s)


VIII. 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>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC</td>
<td>Geological Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>A456</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add or Change or Delete</td>
<td># of Repeats</td>
<td>A-F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max Credits</td>
<td>P/NP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2014</td>
<td>GEOL A656</td>
</tr>
<tr>
<td>To: /9999</td>
<td>Cross-Listed Coordination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>Listed any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Program/Course</td>
<td>Catalog Page(s)</td>
</tr>
<tr>
<td>Geological Sciences - BS</td>
<td>110-112</td>
</tr>
<tr>
<td>Anthropology - BS, BA</td>
<td>94-96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed): Kristine J Crossen</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
<th>13b. Coordination Email Date:</th>
<th>13c. Coordination with Library Liaison Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2/28/13</td>
<td>4/1/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
<td>Integration of geology and archaeology. Rock identification of lithic sources, sediment analysis of site deposits, paleolandscape reconstruction, geochronology, and environmental change. Response to changes in resources and climate by past societies and application to contemporary problems and issues. Special Note: Students are required to provide their own transportation to field locales.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A211 and GEOL A221 with minimum C grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
<th>17. □ Mark if course has fees</th>
<th>18. □ Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Junior standing or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
<th>20. □ Course stacking to allow graduate students access to the course offering. Additional information concerning field trips.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristine J Crossen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Board Chairperson</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
</table>
Course Content Guide
University of Alaska Anchorage

GEOL A456
Geoarchaeology

I. Date of Initiation: Spring 2013

II. Course Information
A. College: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A456
D. Number of Credits: 3.0 (3+0)
E. Course Title: Geoarchaeology
F. Grading Basis: A-F
G. Course Description: Integration of geology and archaeology. Rock identification of lithic sources, sediment analysis of site deposits, paleolandscape reconstruction, geochronology, and environmental change. Response to changes in resources and climate by past societies and application to contemporary problems and issues. Special Note: Students are required to provide their own transportation to field locales.
H. Course Prerequisites: ANTH A211 and GEOL A221 with minimum grade of C
I. Restrictions: Junior standing or above
J. Fees: Yes

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals: The instructor will:
   1) Present the use of geologic concepts and methods to solve archaeological problems.
   2) Apply earth science approaches of chronology, sedimentology, and environmental reconstructions to archaeological situations.
   3) Assign reading and writing exercises that incorporate quantitative and critical thinking skills applied to investigate past societies and their links to modern environmental and climatic problems.

B. Student Learning Outcomes and Evaluations

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify different lithologies used in tool making, determine Alaskan lithic sources, and analyze sediments and soils</td>
<td>Exams and exercises</td>
</tr>
<tr>
<td>Assess the processes that produce different types of landforms, and evaluate landforms using aerial photography</td>
<td>Exams</td>
</tr>
<tr>
<td>Critique the different dating techniques used in archaeological sites</td>
<td>Exams and exercises</td>
</tr>
</tbody>
</table>
Assess the major climate sequences over the past 4 million years, and judge the effect on site formation processes | Exercises
---|---
Demonstrate the ability to think critically about problems associated with partial data, discrepancies in dating techniques, and differences in data from a variety of sources | Graded discussion
Judge problems logically and resolve them reasonably using scientific methods | Exercises and exams
Assess past environmental changes and their impacts of human society and relate these to contemporary issues facing modern societies | Exercises and discussion

IV. Course Evaluations

The course will assess each student's ability to communicate effectively in both the written and oral formats through individual and group oral projects and through written synthesis of the professional literature. Projects will require students to locate and appropriately use a variety of library and web resources to complete their projects. The assignments will require quantitative and critical thinking skills to apply the lessons learned from past societies to understand and critically judge the responses of modern societies to problems of resource utilization, shortages, and climate change. The outcome will be evaluated using essay exams, class exercises, annotated bibliographies, and class discussions.

V. Course Level Justification

This interdisciplinary capstone course incorporates both archaeology (anthropology) and geology and satisfies the general education requirement. This course enables students to apply their background skills in GER basic college level courses (Tier 1) with geology and archaeology disciplinary areas (Tier 2). Students must meet the criteria of Junior standing and have taken two 200-level courses as prerequisites. This course is part of the geology curriculum, requires prerequisites from two different disciplines, and requires the students to have the ability to read, analyze and synthesize the professional literature.

VI. Integrated Capstone Justification

1. Knowledge Integration/Interrelationships and synergy among GER disciplines: The course strives to integrate geology (natural science) and archaeology/anthropology (social science).

2. Effective Communication Skills: The course demands successful communication skills through essay examinations, individual and group classroom presentations, and discussions of current problems including climate change.
3. Critical Thinking: Students are required to integrate information across disciplines and to critically evaluate data, positions and arguments. They will be required to demonstrate their critical thinking in writing assignments, class presentations and examinations.

4. Information Literacy: Students will use computer and internet skills to acquire information, research scientific literature for information, and show that they can organize and analyze information from diverse sources. Discussions and presentations will test these skills.

5. Quantitative Perspectives: Students will use statistical analyses, graphical data, and tables of scientific data to investigate concepts and conclusions, and will generate graphical displays of their own results. Examinations and presentations will test these skills.

6. Evolving Realities of the 21st century: Understanding modern and past climate change as well as the human influences on climate change (and other processes occurring on the earth’s surface) help illustrate the connections between science, policy and social attitudes. This course strives to help students understand the impact of climate change on human societies (and vice versa) and understand the effects geologic processes on human societies (and vice versa) both in the past and present times.

VII. Topical Course Outline

A. Lithics
   1. Identification of rocks and minerals
   2. Lithics used for tools and Alaskan lithic sources

B. Sediments
   1. Depositional Environments - fluvial, aeolian, glacial, coastal
   2. Soil formation in different environments
   3. Paleosols - buried soils

C. Paleolandscape reconstruction
   1. Processes of landscape formation - fluvial, aeolian, glacial, coastal
   2. Interpretation of aerial photography

D. Geochronology
   1. Dating techniques used in archaeology - carbon dating, cosmogenic dating, radiometric dating, OSL (optically stimulated luminescence)

E. Quaternary climate change
   1. Effect of climate change on site formation and preservation
   2. Human response to past climate change
   3. Modern climate change and its effect on human societies

F. Professional literature on important sites
   1. Reading professional papers
   2. Writing annotated bibliographies
   3. Class discussion
VIII. Suggested Text(s)


IX. 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>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Geological Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>A660</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

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

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

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

If a change, mark appropriate boxes:

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

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

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

| 11. Implementation Date | semester/year | From: Fall/2014 | To: /9999 |

| 12. Cross Listed with | ☐ GEOL A460 | ☑ Cross-Listed Coordination |

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

**Impacted Program/Course**

<table>
<thead>
<tr>
<th>Program</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geological Sciences BS</td>
<td>110-113</td>
<td>2/28/13</td>
<td>LeeAnn Munk</td>
</tr>
<tr>
<td>2. Chemistry BS</td>
<td>101-103</td>
<td>2/28/13</td>
<td>Eric Holmberg</td>
</tr>
<tr>
<td>3. Applied Environmental Science &amp; Technology MS</td>
<td>333-336</td>
<td>2/28/13</td>
<td>Aaron Dotson</td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Kristine J Crossen

Initiator Signed Initials: _________ Date:________________

**13b. Coordination Email**

Date: 2/28/13

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

**13c. Coordination with Library Liaison**

Date: 4/1/13

**14. General Education Requirement**

Mark appropriate box:

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

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

Principles and applications of environmental geochemistry on a global scale. Geochemical cycles and chemical mass balance of elements. Chemical weathering and the composition of natural waters. Processes affecting the distribution of trace elements in geologic environments. Stable isotope fractionation and applications to modeling environmental systems. Review of specific cases of modern environmental geochemistry problems. Independent research project required. Special Note: Not available for credit if previously completed GEOL A460.

**16a. Course Prerequisite(s) (list prefix and number)**

Instructor approval

**16b. Test Score(s)**

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

**16d. Other Restriction(s)**

- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

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

Graduate standing

**17. Mark if course has fees**

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

**19. Justification for Action**

The course description, instructional goals, student outcomes, course outline, and course evaluation have been updated and/or condensed, the bibliography and suggested texts have been updated and this course will be stacked with GEOL A460.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristine J Crossen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Course Content Guide  
University of Alaska Anchorage

GEOL A660  
Environmental Geochemistry

I. Date of Initiation: Spring 2013

II. Course Information
   A. College or School: CAS  
   B. Course Subject: Geological Sciences  
   C. Course Number: A660  
   D. Number of Credits: 3.0 (3+0)  
   E. Course Title: Environmental Geochemistry  
   F. Grading Basis: A-F  
   G. Course Description: Principles and applications of environmental geochemistry on a global scale. Geochemical cycles and chemical mass balance of elements. Chemical weathering and the composition of natural waters. Processes affecting the distribution of trace elements in geologic environments. Stable isotope fractionation and applications to modeling environmental systems. Review of specific cases of modern environmental geochemistry problems. Independent research project required. Special Note: Not available for credit if previously completed GEOL A460.  
   H. Course Prerequisites: Instructor approval  
   I. Restrictions: Graduate standing  
   J. Fees: yes

III. Instructional Goals and Student Learning Outcomes:

   A. Instructional Goals. The instructor will:

   1. Present the concepts important in the study of environmental geochemistry
   2. Guide students to an understanding of the principles and applications of geochemistry to various environmental problems
   3. Demonstrate how to utilize geochemical data to understand the geochemical cycles of metals
   4. Provide novel and challenging assignments that require students to take their knowledge beyond the classroom instruction to solve “real world” problems
   5. Provide additional opportunities for graduate level students to develop their critical thinking skills through the analysis of professional literature in environmental geochemistry and the design and completion of independent research projects.
B. Student Learning Outcomes and Evaluation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the distribution of chemical elements between geochemical reservoirs on Earth</td>
<td>Homework assignments, quizzes and exams</td>
</tr>
<tr>
<td>Utilize geochemical models to understand the composition of natural waters and the effects of pollution</td>
<td>Homework assignments, quizzes and exams</td>
</tr>
<tr>
<td>Derive the principles of isotope fractionation and applications to environmental problems</td>
<td>Analysis, discussion, and synthesis of relevant professional literature, complete an original research project</td>
</tr>
<tr>
<td>Use a dataset to apply to the understanding of a local, regional, national or international environmental problem</td>
<td>Analysis of data set, discussion, and synthesis of relevant professional literature, presentation</td>
</tr>
</tbody>
</table>

IV. Course Evaluation

Students are evaluated based on homework assignments, quizzes, exams, class project, research paper and oral presentation.

V. Course Level Justification

This course requires graduate level standing.

VI. Topical Course Outline

A. Global water cycle
   1. Distribution of water on the planet
   2. Chemical composition of natural waters

B. General geochemical cycles
   1. Groundwater
   2. Surface water
   3. Oceans

C. Chemical weathering
   1. Major and trace element cycles
   2. Soil formation
   3. Stable isotope fractionation and environmental applications

D. Water quality
   1. Baseline geochemistry
   2. Assessing contamination
E. Original research project
   1. Investigate an original research problem
   2. Analyze original data
   3. Investigate published literature
   4. Give a professional quality presentation

VII. Suggested Text(s)


VIII. Example Bibliography


   Lyons, W.B., Harmon, R.S., eds., 2012, Urban Geochemistry, Elements, vol.8, no.6, ISSN 1811-5209, 401-480.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Geological Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>A460</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

Environmental Geochemistry

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

**7. Type of Course**

- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

**8. Type of Action:**

- Add
- Change
- Delete

If a change, mark appropriate boxes:

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

**9. Repeat Status No**

- # of Repeats
- Max Credits

**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

- semester/year

From: Fall/2014
To: 9/999

**12. Cross Listed with**

- GEOL A660

**Cross-Listed Coordination**

Signature

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

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geological Sciences BS</td>
<td>110-112</td>
<td>2/28/13</td>
<td>LeeAnn Munk</td>
</tr>
<tr>
<td>2. Chemistry BS</td>
<td>101-103</td>
<td>2/28/13</td>
<td>Eric Holmberg</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kristine J Crossen

Initiator Signed Initials: _________ Date:________________

**13b. Coordination Email**

Date: 2/28/13

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

**13c. Coordination with Library Liaison**

Date: 4/1/13

**14. General Education Requirement**

Mark appropriate box:

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

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


**16a. Course Prerequisite(s) (list prefix and number)**

GEOL A360 with minimum grade of C

**16b. Test Score(s)**

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

**16d. Other Restriction(s)**

- College
- Major
- Class
- Level

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

**17. Mark if course has fees**

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

**19. Justification for Action**

The course description, student outcomes, course outline, and course evaluation have been updated and/or condensed, the bibliography and suggested texts have been updated and this course will be stacked at the 600 level to allow graduate students to take it for graduate credit.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristine J. Crossen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curricular Committee Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date of Initiation: Spring 2013

II. Course Information
A. College or School: CAS
B. Course Subject: Geological Sciences
C. Course Number: A460
D. Number of Credits: 3.0 (3+0)
E. Course Title: Environmental Geochemistry
F. Grading Basis: A-F
G. Course Description: Principles and applications of environmental geochemistry on a global scale. Geochemical cycles and chemical mass balance of elements. Chemical weathering and the composition of natural waters. Processes affecting the distribution of trace elements in geologic environments. Stable isotope fractionation and applications to modeling environmental systems. Review of specific cases of modern environmental geochemistry problems.
H. Course Prerequisites: GEOL A360 with minimum grade of C or instructor approval
I. Fees: yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1) present the concepts important in the study of environmental geochemistry
   2) guide students to an understanding of the principles and applications of geochemistry to various environmental problems
   3) demonstrate how to utilize geochemical data to understand the geochemical cycles of metals
   4) provide novel and challenging assignments that require students to take their knowledge beyond the classroom instruction to solve “real world” problems

B. Student Learning Outcomes and Evaluation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the distribution of chemical elements between geochemical reservoirs on Earth</td>
<td>Homework assignments, quizzes and exams</td>
</tr>
<tr>
<td>Utilize geochemical models to understand the composition of natural waters and the effects of pollution</td>
<td>Homework assignments, quizzes and exams</td>
</tr>
<tr>
<td>Derive the principles of isotope fractionation and applications to environmental problems</td>
<td>Analysis, discussion, and synthesis of relevant professional literature, complete a group research project</td>
</tr>
</tbody>
</table>
IV. Course Evaluation

Students are evaluated based on homework assignments, quizzes, exams, class project, and group presentation.

V. Course Level Justification

This course has a 300-level prerequisite and builds upon materials from GEOL A360.

VI. Topical Course Outline

A. Global water cycle
   1. Distribution of water on the planet
   2. Chemical composition of natural waters

B. General geochemical cycles
   1. Groundwater
   2. Surface water
   3. Oceans

C. Chemical weathering
   1. Major and trace element cycles
   2. Soil formation
   3. Stable isotope fractionation and environmental applications

D. Water quality
   1. Baseline geochemistry
   2. Assessing contamination

VII. Suggested Text(s)


VIII. Bibliography


Lyons, W.B., Harmon, R.S., eds., 2012, Urban Geochemistry, Elements, vol. 8, no. 6, ISSN 1811-5209, 401-480.

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Geological Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>A690</td>
<td>Reinstatem</td>
<td>1-4</td>
<td>(Lecture + Lab) (1-4+0)</td>
</tr>
</tbody>
</table>

**Complete Course Title:**

Graduate Topics in Geology

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

**Type of Course:**

- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

**Type of Action:**

- Add
- Change
- Delete

**Repeat Status:**

- Yes
- No

**Max Credits:**

- x

**Grading Basis:**

- A-F
- P/NP
- NG

**Implementation Date:**

- From: Fall/2014
- To: /999

**Cross Listed with**

- Stacked with GEOL A490

**Course Description**

Intensive study of narrowly defined topic in geology with emphasis on current problems. Independent research project required.

**Course Prerequisite(s)**

- Instructor approval

**Test Score(s)**

**Co-requisite(s)**

- Concurrent enrollment required

**Other Restriction(s)**

- Class
- Level
- College
- Major

**Registration Restrictions**

**Other CCG (please specify)**

**Initiator (typed): Kristine J Crossen**

**Initiator Signed Initials: _________**

**Date:________________**

**Initiator Coordination Email: Date:**

2/28/13 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**Coordination with Library Liaison:**

Date: 4-1-13

**General Education Requirement**

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

**Course Description**

Intensive study of narrowly defined topic in geology with emphasis on current problems. Independent research project required.

**Course Prerequisite(s) (list prefix and number)**

**Instructor approval**

**Other Restriction(s)**

- College
- Major
- Class
- Level

**Registration Restriction(s) (non-codable)**

Graduate standing

**Mark if course has fees**

**Mark if course is a selected topic course**

**Justification for Action**

Graduate level course to be stacked with GEOL A490.

**Initiator (faculty only) Date**

Kristine J Crossen

**Initiator (TYPE NAME) Date**

**Approved**

**Disapproved**

Dean/Director of School/College Date

Undergraduate/Graduate Academic Date

Board Chairperson

**Approved**

**Disapproved**

Provost or Designee Date
II. Course Information
   A. College or School: College of Arts and Sciences
   B. Course Title: Graduate Topics in Geology
   C. Course Subject/Number: GEOL A690
   D. Credit Hours: 1-4
   E. Contact time: (1-4 + 0)
   F. Grading Information: A-F
   G. Course Description: Intensive study of narrowly defined topic in geology with emphasis on current problems. Independent research project required.
   H. Course Prerequisites: Instructor approval
   I. Registration Restrictions: Graduate standing
   J. Lab fees: yes

III. Instructional Goals and Student Learning Outcomes
   A. Instructional Goals. The instructor will:
      1) Convey the geological concepts to the study of the particular topic.
      2) Demonstrate the applications of the selected topic to solving geologic problems and problems related to environmental sciences or other areas of interest.
      3) Guide students to utilize their problem solving skills to understand both the principles and applications of the selected geologic topic.
      4) Guide students in choosing a research topic and completing it in a professional manner.

   B. Student Learning Outcomes and Evaluation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the principles of the selected topic to geologic, environmental, and other appropriate fields of study</td>
<td>Exams</td>
</tr>
<tr>
<td>Analyze recent literature and examples of modern applications of geological studies</td>
<td>Literature reviews and discussion</td>
</tr>
<tr>
<td>Demonstrate research skills by participating in original research projects</td>
<td>Presentations and written papers</td>
</tr>
<tr>
<td>Produce a professional quality presentation and a professional quality report</td>
<td>Professional report</td>
</tr>
</tbody>
</table>
Improve their critical thinking skills through the analysis, discussion and synthesis of relevant professional literature

| Improve their critical thinking skills through the analysis, discussion and synthesis of relevant professional literature | Professional quality presentations and written reports |

IV. Course Activities:

The course consists of lectures, discussions, and small group collaboration facilitated by the instructor. Each student will initiate and complete an individual project under the direction of the instructor.

V. Methods of Assessment:

Students will be evaluated based on homework assignments, exams, presentations, reports, and analysis, discussion, and synthesis of professional literature and the design and completion of professional quality research projects. Grades will be determined according to the syllabus of the individual instructor.

VI. Course Level Justification:

Designed to be used as graduate level course to serve students in interdisciplinary studies, the AEST joint CAS/SOE master’s program, and other M.S. degree programs. Independent research, professional quality presentations and written reports required.

VII. Topical Course Outline:

Course outline will vary by topics selected.

Example from previous course - GEOL A690 - Isotope Geochemistry

A. Principles of radiogenic isotope geochemistry
   1. Law of radioactivity
   2. Radioactive decay modes

B. Isotope geochronometers
   1. Methods of dating
   2. Applications of radioactive isotopes to environmental problems

C. Principles of stable isotope geochemistry
   1. Isotope fractionation
   2. Equilibrium effects
   3. Kinetic effects
   4. Biological fractionation
D. Unconventional isotopes
   1. Trace metal isotopes
   2. Other light stable isotopes

E. Original research project
   1. Investigate an original research problem
   2. Analyze original data
   3. Investigate published literature
   4. Give a professional quality presentation

VIII. Suggested Text(s):

Texts will vary depending on the topic of the course.

Example from Isotope Geochemistry above:


IX. Bibliography:

References will vary depending on the selected topic.

Example from Isotope Geochemistry above.


1a. School or College  
AS CAS  

1b. Division  
AMSC Division of Math Science  

1c. Department  
Geological Sciences  

2. Course Prefix  
GEOL  

3. Course Number  
A490  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
1-4  

5b. Contact Hours (Lecture + Lab)  
(1-4+0)  

6. Complete Course Title  
Advanced Topics in Geology  

Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Credits  ☐ Course Number  ☐ Grading Basis  ☐ Title  ☐ Repeat Status  ☐ Contact Hours  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Other Restrictions  ☐ Registration Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major  ☐ Other CCG (please specify)  

9. Repeat Status Yes  # of Repeats x  Max Credits x  

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

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

12. ☐ Cross Listed with  
☒ Stacked with GEOL A690  

Cross-Listed Coordination  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geological Sciences - BS</td>
<td>110-112</td>
<td>2/28/13</td>
<td>L. Munk</td>
</tr>
<tr>
<td>2. Natural Science - BS</td>
<td>125-129</td>
<td>2/28/13</td>
<td>F. Rainey</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kristine J Crossen  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  
Date: 2/28/13  

13c. Coordination with Library Liaison  
Date: 4/1/13  

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

15. Course Description (suggested length 20 to 50 words)  
Detailed study of a selected topic in geology.  

16a. Course Prerequisite(s) (list prefix and number)  
GEOL A221 with minimum grade of C  

16b. Test Score(s)  

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

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

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

17. ☒ Mark if course has fees  

18. ☒ Mark if course is a selected topic course  

19. Justification for Action  
Change to be stacked with GEOL A690.  

Initiator (faculty only)  
Date  
Kristine J Crossen  

Initiator (TYPE NAME)  

☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic  
Date  

Board Chairperson  
Date  

Provost or Designee  
Date  

46
I. Date of Initiation: Spring 2013

II. Course Information
A. College or School: College of Arts and Sciences
B. Course Title: Advanced Topics in Geology
C. Course Subject/Number: GEOL A490
D. Credit Hours: 1-4
E. Contact time: (1-4 + 0)
F. Grading Information: A-F
G. Course Description: Detailed study of a selected topic in geology.
H. Status of course relative to degree program: May be used as upper-division elective to satisfy Geological Sciences major or minor.
I. Course Attributes: Applies toward upper division requirement for Geological Sciences major or minor.
J. Lab fees: yes
K. Course Prerequisites: GEOL A221 with minimum grade of C

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals. The instructor will:
   1) Convey the geological concepts to the study of the particular topic.
   2) Demonstrate the applications of the selected topic to solving geologic problems and problems related to environmental sciences or other areas of interest.
   3) Guide students to utilize their problem solving skills to understand both the principles and applications of the selected geologic topic.

B. Student Learning Outcomes and Evaluations

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the principles of the selected topic to geologic, environmental, and other appropriate field of study.</td>
<td>Exams</td>
</tr>
<tr>
<td>Analyze recent literature and examples of modern applications of geological studies.</td>
<td>Literature reviews, class discussion</td>
</tr>
<tr>
<td>Optional: Develop research skills by participating in original research group projects with their peers</td>
<td>Professional presentation</td>
</tr>
</tbody>
</table>
IV. Course Activities

The course consists of lectures, discussions, and small group collaboration facilitated by the instructor.

V. Methods of Assessment:

Students will be evaluated based on homework assignments, exams, presentations, reports, and analysis, discussion, and synthesis of professional literature. Some classes will require the design and completion of group research projects. Grades will be determined according to the syllabus of the individual instructor.

VI. Course Level Justification

Designed for Geological Science majors as an elective undergraduate course comparable to 400-level offerings at other universities. Designed to provide flexibility to offer and teach innovative senior-level lecture courses on a developmental basis. Such courses are essential to the student’s ability to succeed and integrate content with other 400-level courses in geological sciences.

VII. Topical Course Outline

Course outline will vary by topics selected.

Example from existing course - GEOL A490 - Isotope Geochemistry

A. Principles of radiogenic isotope geochemistry
   1. Law of radioactivity
   2. Radioactive decay modes

B. Isotope geochronometers
   1. Methods of dating
   2. Applications of radioactive isotopes to environmental problems

C. Principles of stable isotope geochemistry
   1. Isotope fractionation
   2. Equilibrium effects
   3. Kinetic effects
   4. Biological fractionation

D. Unconventional isotopes
   1. Trace metal isotopes
   2. Other light stable isotopes
VIII. Suggested Text(s)

Texts will vary depending on the topic of the course.

Example from Isotope Geochemistry above:


IX. Bibliography - References will vary depending on the selected topic.

Example from Isotope Geochemistry above.


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
EDEN

3. Course Number
A601

4. Previous Course Prefix & Number

5a. Credits/CEUs
3

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

6. Complete Course Title
Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I
Inq Based Scholar: Quan/Qual I
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix ☐ Credits ☐ Course Number ☐ Contact Hours ☐ Repeat Status
☐ Title ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Registration Restrictions
☐ Course Description ☐ Course Prerequisites ☐ General Education Requirement
☐ Test Score Prerequisites ☐ Co-requisites ☐ Other (please specify)
☐ Automatic Restrictions

If a change, mark appropriate boxes:
☐ Oral Communication ☐ Written Communication ☐ Social Sciences
☐ Quantitative Skills ☐ Humanities ☐ Fine Arts
☐ Natural Sciences ☐ Integrative Capstone

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2014 To: 1/26/13

12. Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ed McLain
Initiator Signed Initials: _____

13b. Coordination Email
Date: 11/26/13

Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

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

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

15. Course Description (suggested length 20 to 50 words)
Inquiry-based scholarship that focuses on planning and production of student initiated and developed research. Examines qualitative, quantitative, and mixed-method research methodologies with an emphasis on inquiry in action research, evaluation, and data-informed decision-making. Begins the transition from experienced practitioners to scholar-practitioners with refined skills to read, understand, analyze, write, and evaluate various kinds of research and scholarship.

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

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This is a foundation course for the professional doctorate in Education, Culture, and Leadership.

Initiator (faculty only) Ed McLain
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved
Date: _______ Undergraduate/Graduate Academic Date: _______

☐ Approved ☐ Disapproved
Date: _______ Board Chair Date: _______

☐ Approved ☐ Disapproved
Date: _______ Provost or Designee Date: _______
I. Date Initiated: December 5, 2012

II. Information for the Course Action Request

College/School: College of Education

Course Prefix: EDEN

Course Number: A601

Title: Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I

Credits: 3

Grading Basis: A-F

Implementation Date: Fall, 2014

Course Description: Inquiry-based scholarship that focuses on planning and production of student initiated and developed research. Examines qualitative, quantitative, and mixed-method research methodologies with an emphasis on inquiry in action research, evaluation, and data-informed decision-making. Begins the transition from experienced practitioners to scholar-practitioners with refined skills to read, understand, analyze, write, and evaluate various kinds of research and scholarship.

Course Prerequisites(s): EDEN A600

Test Scores(s): N/A

Corequisite(s) EDEN A610

Registration Restrictions: Graduate standing and admission to COE

Course Fee: ☐ Yes ☒ No
III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

1. Analysis and selection based on research criteria, and application or use of various research methodology

2. Consideration of learning theories with an emphasis on social learning theory including Communities of Practice

3. Exploration of applications of social learning theories to workplace contexts and fields of study and research

4. Analysis of workplace data, determination of a research focus, and review related scholarly literature

5. Discussion and analysis related to the selection and implementation of an innovation to improve performance

6. Analysis and interpretation of qualitative, quantitative, and mixed-method derived data and the application of that data and analysis in both research and applied settings

B. Student Learning Outcomes

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

1. Discuss, critique, and utilize various research methodologies (including data collection, pilot of any instruments, sampling, data analysis) to answer research questions related to an innovation implementation

2. Analyze and synthesize select learning theories with an emphasis on social learning theory such as Communities of Practice

3. Apply research to practice i.e., apply social learning theory to workplace related questions and context

4. Analyze workplace data, determine a research focus, and review related scholarly literature

Assessment Procedures

This outcome will be assessed by one or more of the following:

1. Theory and research methodology paper (to inform direction for action research project)

2. Theory and research methodology paper

3. Proposal for action research project

4. Proposal for action research project

IV. Course Level Justification

This course requires students to read extensively, critically interpret, and evaluate literature and research relevant to their fields of study and their individual research plans and questions; utilize developed research and writing skills to analyze,
synthesize, and organize new information; and collaborate with other students, other professionals, faculty, and leaders in their field in the planning and production of research and written documents related to that research.

V. Course Outline

1. Key concepts as related to educational setting
   1.1 Nature of research and science
   1.2 Concepts, variable, and research problems
   1.3 Role of the scholar-practitioner

2. Research Methodologies: frameworks for continuous improvements
   2.1 Qualitative
   2.2 Quantitative
   2.3 Multi-mode (mixed methods)

3. Social Learning theory
   3.1 Communities of practice
   3.2 Learning through observation
   3.3 Intrinsic reinforcement and external-environmental reinforcement
   3.4 Modeling process (attention, retention, reproduction, motivation)

4. Research to practice
   4.1 Applying social learning theory to workplace
   4.2 Knowledge gathering and preparation
   4.3 Understanding place/environment

5. Literature Review related to research question
   5.1 Role in research question development
   5.2 Relevance to research questions
   5.3 Integration and summary of known body of knowledge
   5.4 Use to develop theoretical framework
   5.5 Supports the credibility and vision of an ethical leader

VI. Suggested Text(s)


VII. Bibliography


*Classic texts and references*
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>No Division Code</td>
<td>EDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEN</td>
<td>A602</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

**Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II**

Inq Based Scholar:Quan/Qual II

Abbreviated Title for Transcript (30 character)

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

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>✗ Add</th>
<th>Change</th>
<th>Delete</th>
</tr>
</thead>
</table>

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>✗ A-F</th>
<th>P/NP</th>
<th>NG</th>
</tr>
</thead>
</table>

11. Implementation Date: semester/year

From: Spring/2015 To: /9999

12. Cross Listed with

- Stacked with

Cross-Listed Coordination Signature

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

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

**Impacted Program/Course**

<table>
<thead>
<tr>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Ed McLain**

Initiator Signed Initials: __________ Date: __________

13b. Coordination Email Date: 11/26/13 (as EDEN 601)

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

13c. Coordination with Library Liaison Date: 11/26/13 (as EDEN 601)

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)

Advanced inquiry-based research methodologies that utilize qualitative, quantitative, or mixed-method inquiry in action research, evaluation, and data-informed decision-making. Supports the transition from being experienced practitioners to scholar-practitioners, with refined skills in reading, understanding, analyzing, and evaluating educational research and scholarship used to support educational practice.

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

EDEN A600 and EDEN A601 (with a grade of B or higher)

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

16c. Automatic Restriction(s)

- ✗ College
- Major
- Class
- Level

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

Graduate standing and admission to COE

17. Mark if course has fees

18. ✗ Mark if course is a selected topic course

19. Justification for Action

This is a foundation course for the professional doctorate in Education, Culture, and Leadership.

**Initiator (faculty only) Date**

**Ed McLain Initiator (TYPE NAME)**

**Approved**

**Disapproved**

Dean/Director of School/College Date

Undergraduate/Graduate Academic Board Chair Date

Provost or Designee Date
Course Content Guide
University of Alaska Anchorage
College of Education

I. Date Initiated: December 5, 2012

II. Information for the Course Action Request

College/School: College of Education

Course Prefix: EDEN

Course Number: A602

Title: Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II

Credits: 3

Grading Basis: A-F

Implementation Date: Spring, 2015

Course Description: Advanced inquiry-based research methodologies that utilize qualitative, quantitative, or mixed-method inquiry in action research, evaluation, and data-informed decision-making. Supports the transition from being experienced practitioners to scholar-practitioners, with refined skills in reading, understanding, analyzing, and evaluating educational research and scholarship used to support educational practice.

Course Prerequisites(s): EDEN A600 and EDEN 601 (with a grade of B or higher)

Test Scores(s): N/A

Corequisite(s): N/A

Registration Restrictions: Graduate standing and admission to COE

Course Fee: ☐ Yes ☒ No
### III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will facilitate:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In-depth analysis and selection of appropriate research methodology (including data collection, pilot of any instruments, sampling, data analysis) to answer the research questions related to the innovation implementation based on research criteria, and intended audience, purpose, and application of research, paper, or report.</td>
</tr>
<tr>
<td>2.</td>
<td>In-depth analysis of learning theories with an emphasis on social learning theory including Communities of Practice</td>
</tr>
<tr>
<td>3.</td>
<td>Application of social learning theories to workplace context and issues and fields of study and research</td>
</tr>
<tr>
<td>4.</td>
<td>In-depth analysis of workplace data, determination of a research focus, and review of related scholarly literature</td>
</tr>
<tr>
<td>5.</td>
<td>Implementation of an innovation to improve performance</td>
</tr>
<tr>
<td>6.</td>
<td>Analysis, and interpretation of qualitative and quantitative data and the analysis and application of that work in research and applied settings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>1. Analyze workplace data, determine a research focus, and review related scholarly literature</td>
<td>Proposal for action research project</td>
</tr>
<tr>
<td>2. Select and implement an innovation to improve performance in the area of focus</td>
<td>Action research project (documentation of the innovation)</td>
</tr>
<tr>
<td>3. Analyze and interpret the data using qualitative and/or quantitative methods</td>
<td>Action research project (documentation of the analysis &amp; interpretation)</td>
</tr>
<tr>
<td>4. Compose a research paper depicting the situation, theoretical framework, methods, findings, and conclusions; Prepare and present a relevant literature review</td>
<td>Action research project (paper submitted for review)</td>
</tr>
<tr>
<td>5. Present research findings informed by what is learned from an action research study</td>
<td>Dissemination project (conference ready paper, poster, proposal, or professional development)</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This course requires students to read and write extensively, critically interpret, and evaluate literature and research relevant to their fields of study and their individual research plans and questions; utilize developed research and writing skills to organize, analyze, and synthesize new information; and collaborate with other students, other professionals, faculty, and leaders in their field in the planning and production of research and written documents related to that research. This is the second of two related courses focused on inquiry-based scholarship and the planning and production of student initiated and developed research.

V. Course Outline
1. In-depth analysis of key concepts
   1.1 Nature of research and science
   1.2 Concepts, variable, and research problems
   1.3 Role of the scholar-practitioner

2. In-depth analysis of research methodologies: Frameworks for continuous improvements
   2.1 Qualitative
   2.2 Quantitative
   2.3 Multi-mode (mixed methods)

3. In-depth analysis of social learning theory
   3.1 Communities of practice
   3.2 Learning through observation
   3.3 Intrinsic reinforcement and external-environmental reinforcement
   3.4 Modeling process (attention, retention, reproduction, motivation)

4. Application of research to practice
   4.1 Applying social learning theory to workplace
   4.2 Knowledge gathering and preparation
   4.3 Understanding place/environment

5. Literature review to support research project
   5.1 Role in research
   5.2 Relevance to project
   5.3 Integration and summary of known body of knowledge
   5.4 Support of theoretical framework
   5.5 Support of the credibility and vision of an ethical leader

VI. Suggested Text(s)

VII. Bibliography


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

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

2. Course Prefix  
BA  
3. Course Number  
A626  
4. Previous Course Prefix & Number  
N/A  
5a. Credits/CEUs  
3  
5b. Contact Hours  
(Lecture + Lab) (3+0)

6. Complete Course Title  
Strategic Leadership

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Class
- Level
- College
- Other
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement

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

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

11. Implementation Date  
semester/year  
From: Fall/2014  
To: 2014

12. ☐ Cross Listed  
☐ with  
☐ Stacked  
☐ with

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy Coordination</td>
<td>11/20/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed):  
Terry Nelson  
Initiator Signed Initials:  
Date:

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

13c. Coordination with Library Liaison  
Date: 12/06/2013

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)  
Integrates and synergizes the concepts and principles learned in the MBA core and leadership concentration courses. Student teams will partner with a local organization to develop recommendations to solve a critical organizational problem, or to develop a strategic plan.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
BA A621 and BA A622

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

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

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

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This course was added based on requests from the MBA students and from the business community to address the need of additional training in leadership.

Initiator (faculty only)  
Terry Nelson  
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

Approved  ☐ Disapproved  
Department Chair  Date

Approved  ☐ Disapproved  
College/School Curriculum Committee Chair  Date

Approved  ☐ Disapproved  
Provost or Designee  Date
I. Date Initiated

II. Course Information
College/School: College of Business and Public Policy
Department: Business Administration
Program: Master of Business Administration
Course Title: Strategic Leadership
Course Number: BA A626
Credits: 3
Contact Hours: 3 hours per week x 15 weeks = 45 hours
Grading Basis: A – F
Course Description: Integrates and synergizes the concepts and principles learned in the MBA core and leadership concentration courses. Student teams will partner with a local organization to develop recommendations to solve a critical organizational problem, or to develop a strategic plan.
Course Prerequisites: BA A621 and BA A622
Registration Restrictions: Graduate standing
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Lectures
B. Discussions
C. Experiential activities
D. Case studies
E. Group presentations
F. Team project

IV. Course Level Justification
This advanced 600-level course requires prerequisites that demonstrate accomplishment in specific courses in the MBA leadership emphasis. The nature of the topics and the level of the discussion will require advanced understanding of the concepts, as well as business experience beyond an undergraduate degree.
V. **Outline**

A. **Introduction and Student Team Formulation**

B. **Leadership and the Strategic Management Process**
   1. Initiating strategic initiatives
      a. Assessing organizational and external climate
      b. Building internal support
   2. Formulating strategic initiatives
      a. Assessing organizational competency, i.e. culture, design, human capital, finance
      b. Identifying stakeholders for successful implementation
      c. Articulating and presenting strategic initiatives across multiple levels of organizations
   3. Implementing strategic initiatives
      a. Executing change
      b. Monitoring and reporting

C. **Team Project**
   1. Introducing teams to an organizational partner from the community
   2. Collaborating with organizational partner to determine strategic needs or problem to address and produce an agreement defining deliverables for the strategic plan
   3. Formulating strategy to address the needs of the client organization along with an implementation plan.
   4. Presenting and defending the strategy and implementation plan for the client organization.

VI. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th>A. <strong>Instructional Goals.</strong> The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide a comprehensive explanation and demonstration of the essential components and process of strategic planning and leadership</td>
</tr>
<tr>
<td>2. Facilitate case discussion demonstrating successful application of strategic leadership</td>
</tr>
<tr>
<td>3. Discuss and demonstrate the logic and importance of functional integration with competitive strategy</td>
</tr>
<tr>
<td>4. Explain strategic performance assessment techniques and criteria</td>
</tr>
<tr>
<td>5. Facilitate and manage students interaction with organizational partner</td>
</tr>
</tbody>
</table>
B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercise leadership in the development and implementation of strategy</td>
<td>Written assignments In-class exercises</td>
</tr>
<tr>
<td>2. Lead and manage the strategy-making process that can enhance organizational performance</td>
<td>Written assignments In-class exercises</td>
</tr>
<tr>
<td>3. Apply leadership theories to strategic decisions</td>
<td>Class discussions Written assignments In-class exercises</td>
</tr>
<tr>
<td>4. Identify components of an organization and articulate the role of strategic leadership as it relates to leveraging these components for success</td>
<td>Written assignments In-class exercises</td>
</tr>
<tr>
<td>5. Demonstrate critical thinking during the strategic management process</td>
<td>Written assignments In-class exercises</td>
</tr>
<tr>
<td>6. Work within a team to deliver a strategic plan for partnering organization</td>
<td>Written report Project evaluation</td>
</tr>
</tbody>
</table>

VII. Suggested Texts
N/A. The instructor will provide relevant articles and case studies.

VIII. Bibliography and Resources


## 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>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A649</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Business Data Analysis</td>
</tr>
<tr>
<td>Advanced Business Data Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td>A-F</td>
<td>P/NP</td>
<td>NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: Fall/2014</td>
</tr>
<tr>
<td>NG</td>
<td>To: 9/999</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy Coordination</td>
<td>10/23/2013</td>
<td>Ed Forrest</td>
</tr>
<tr>
<td>2. Courtesy Coordination</td>
<td>10/23/2013</td>
<td>Bogdan Hoanca</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 10/23/2013</td>
<td>Date: 10/23/2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze business data using popular statistical methods including ANOVA, ANCOVA, regression, and logistic regression. Emphasis is on the appropriate selection, use and interpretation of statistical analysis for decision making, and presentation of results. Statistical software package of SAS is intensively used to build statistical models for business data. This course will prepare students for the SAS certification exam for Statistical Business Analyst.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A610</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>17. Mark if course has fees Standard CBPP computer lab fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CBPP computer lab fee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fills a need for a more updated and applied course in quantitative decision-making and executive decision support systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yonggang Lu</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Signed Initials</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

[Approved by appropriate signature]
I. Date Initiated: February 11, 2014

II. Course Information
- College/School: College of Business and Public Policy
- Department: Business Administration
- Program: Master of Business Administration, Business Intelligence and Analytics
- Course Title: Advanced Business Data Analysis
- Course Number: BA A649
- Credits: 3
- Contact Hours: 3 hours 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: Analyze business data using popular statistical methods including ANOVA, ANCOVA, regression, and logistic regression. Emphasis is on the appropriate selection, use and interpretation of statistical analysis for business decision making, and presentation of results. Statistical software package of SAS is intensively used to build statistical models for business data. This course will prepare students for the SAS certification exam for Statistical Business Analyst.
- Course Prerequisites: BA A610
- Registration Restrictions: Graduate Standing
- Fees: Standard CBPP computer lab fee

III. Course Activities
- Lecture
- Discussion
- Lab

IV. Course Level Justification
This course requires rigorous statistical analysis and synthesis, as well as quantitative logical thinking skills.
V. Outline

A. Introduction to Statistics
   1. Fundamental Statistical Concepts
   2. Picturing Distributions
   3. Confidence Intervals for the Mean
   4. Hypothesis Testing

B. Analysis of Variance
   1. Two-Sample t-Tests in PROC TTEST
   2. One-Way ANOVA
   3. ANOVA with Data from a Randomized Block Design
   4. ANOVA Post Hoc Tests
   5. Two-Way ANOVA with Interactions

C. Regression
   1. Exploratory Data Analysis
   2. Simple Linear Regression
   3. Concepts of Multiple Regression
   4. Model Building and Interpretation

D. Regression Diagnostics
   1. Examining Residuals
   2. Influential Observations
   3. Collinearity

E. Categorical Data Analysis
   1. Describing Categorical Data
   2. Tests of Association
   3. Introduction to Logistic Regression
   4. Multiple Logistic Regression

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

   1. Introduce students to popular statistical modeling for business data analysis.
   2. Explain the role and significance of data-driven decision making in the organization.
   3. Demonstrate statistical inference regarding estimation and hypotheses testing.
   4. Discuss selected statistical methods and their applicability to business decision making.
B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an understanding of a statistical model as a tool for business prediction and forecasting, primarily the probabilistic foundations of the model and their implications.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply regression-based methods for analyzing and interpreting data.</td>
</tr>
<tr>
<td>3.</td>
<td>Use model regression data in non-standard situations, e.g., discrete response variables, correlated error models, interaction, indicator variables, multicollinearity, time series, nonlinear models, heteroscedastic and correlated error models, and models for non-normal distributions.</td>
</tr>
<tr>
<td>4.</td>
<td>Use SAS for basic data management, statistical programming, display, and analysis of data.</td>
</tr>
</tbody>
</table>

VII. Suggested Texts


Supplemented with SAS Teaching Notes
October 23, 2013

To Whom It May Concern:

Several changes are being proposed for the Master of Business Administration program. We are adding several emphasis areas that are most relevant for MBA students (Leadership, Entrepreneurship and Marketing). The emphasis areas are all based on existing courses or on courses that had been taught as experimental or independent study and that are now made permanent. As a new strategic direction, the College of Business and Public Policy is also introducing two new courses in Leadership, to support the new Leadership emphasis area.

Bogdan Hoanca, Ph.D.
Professor of Management Information Systems
Director of Graduate Programs
College of Business and Public Policy
University of Alaska Anchorage
3211 Providence Dr, Room RH 308A
Anchorage AK 99508
Ph: 907-786-4140
Fax: 907-786-4115
Email: bhoanca@uaa.alaska.edu
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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

2. Complete Program Title/Prefix
Master of Business Administration

3. Type of Program
Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Master of Business Administration

4. Type of Action:
- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

5. Implementation Date (semester/year)
From: Fall/2014 To: 9999

6a. Coordination with Affected Units
Department, School, or College:
- Initiator Name (typed): Bogdan Hoanca
  - Initiator Signed Initials: _________
  - Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
- Date: 10/23/13

6c. Coordination with Library Liaison
- Date: 10/25/2013

7. Title and Program Description - Please attach the following:
- ☐ Cover Memo
- ☑ Catalog Copy in Word using the track changes function

8. Justification for Action
Add several emphasis areas that are relevant for MBA students (Leadership, Entrepreneurship, Marketing). Several courses that have been taught as experimental or independent study are now made permanent.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bogdan Hoanca</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson Date</th>
<th>Date</th>
<th>Provost or Designee</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson Date</th>
<th>Date</th>
<th>Provost or Designee</th>
</tr>
</thead>
</table>

Approved
Disapproved
COLLEGE OF BUSINESS
AND PUBLIC POLICY

The College of Business and Public Policy (CBPP) offers three graduate degrees: Master of Business Administration, General Management; Master of Science, Global Supply Chain Management; and Master of Public Administration. These degree programs prepare students to function as effective leaders and managers in for-profit and not-for-profit organizations. Because of the related nature of the three CBPP degrees, students interested in pursuing two degrees simultaneously or in pursuing a second graduate degree may be able to complete the second degree with a significantly reduced number of credit hours, in accordance with the Graduate School’s policies on Additional Master’s Degrees in this catalog.

BUSINESS ADMINISTRATION

Edward & Cathryn Rasmuson Hall (RH), Room 304, (907) 786-4171
www.uaa.alaska.edu/cbpp

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

Program Policies and Administration

Students must maintain a minimum 3.00 GPA in all coursework in the MBA program. Although minimally acceptable, a grade of C in a graduate course must be offset with an A grade in another graduate course. Students with a GPA below 3.00 will be placed on probation and may be dropped from the program if the GPA is not brought up to 3.00 within one semester. All MBA course requirements must be completed within seven calendar years.

The faculty reserves the right, where warranted by evaluation of a student’s progress and apparent knowledge, to require additional coursework or other preparation to ensure the degree candidate possesses adequate professional skills and capabilities. This includes the ability to reason and communicate effectively, both verbally and quantitatively.

The MBA program is the responsibility of CBPP’s graduate faculty, which acts as a policy-setting body and as an appeals board. Contact the CBPP Graduate Programs Office for full program information, including application forms and procedures.

Graduate Programs Office
UAA College of Business and Public Policy
University of Alaska Anchorage
3211 Providence Drive, Anchorage, AK 99508, U.S.A.
Telephone: (907) 786-4171
Facsimile: (907) 786-4115

Master of Business Administration, General Management

The MBA in General Management provides students with perspectives and skills to prepare them for increasingly significant managerial and leadership roles.

The focus of the program is management practice, recognizing that sound practice requires a thorough understanding of underlying management principles and techniques. The MBA graduate should be thoroughly grounded in state-of-the-art management theory and practice, aware of the complex global environment in which modern organizations operate, adaptive to change, articulate, and ethical.
The program serves full- and part-time students, and classes are generally scheduled on evenings or Saturdays. Most courses are offered in fall and/or spring, and a limited number in summer. Although most students are from the greater Anchorage area, the program attracts students from throughout the United States and from foreign countries, particularly those on the Pacific Rim.

**Admission Requirements**

Applicants must meet both the Admission Requirements for Graduate Degrees and the College of Business and Public Policy requirements outlined here.

Admission to the MBA program is limited to students who have earned a baccalaureate degree from an AACSB or regionally accredited university, or foreign equivalent. Undergraduate GPA on a 4.00 scale and the Graduate Management Admission Test (GMAT) score must satisfy the following formula:

\[
\text{Undergraduate GPA} \times 200 + \text{GMAT} > 1150
\]

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

1. Hold another master’s degree from an accredited university.
2. Have a professional designation beyond the baccalaureate (such as CPA, CFA).
3. Have an undergraduate GPA of 3.50 or higher.

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

Each applicant must submit the following to the UAA Office of Admissions as part of their application materials:

- A statement of purpose.
- A resume, including the names and contact information of three references.
- All transcripts from prior college/university studies.

Applicants whose native language is not English must score at least 80 (Internet based exam scale) on the TOEFL examination. Students may apply to enter the program at the beginning of either the fall or spring semester. There currently is no specific application deadline, but students should apply before the start of their first semester.

**MBA Student Learning Outcomes**

Upon graduation, MBA program graduates will possess or show ability in the following areas as defined by these MBA student learning outcomes:

1. Develop an understanding of the organization as a complex goal-seeking system interacting with and adapting to the dynamics of its external environment.
2. Demonstrate an understanding of the key elements and tools of business performance management.
3. Demonstrate effective communication skills utilizing a variety of tools and media suited to specific situations.
4. Provide leadership in settings ranging from the organization-wide level to the team.
5. Demonstrate professionalism through the maintenance of high standards of personal performance, teamwork, professional development and ethical behavior.

**Graduation Requirements**

See University Requirements for Graduate Degrees at the beginning of this chapter.

**Program Requirements**

1. Foundation Courses (9 credits)
All students must complete the three foundation courses. Advisors may, however, waive one or more of the foundation courses if the student has completed disciplinary equivalent coursework within five years preceding their admission.

2. Core Courses (21 credits):

ACCT A650  Seminar in Executive Uses of Accounting  3
BA A610  Business Intelligence and Analytics  3
BA A613  Applied Leadership  3
BA A632  Organizational Behavior and Foundations of Behavioral Science  3
BA A635  Current Marketing Issues Seminar  3
BA A636  Financial Decision Making  3
BA A655  Strategic Management Seminar  3

In certain cases, where warranted by previous education or experience, students may petition to substitute an elective instead.

3. Executive Focus (3 credits):

Select one course from the following:

BA A628  Executive Leadership  3
BA A629  Negotiation and Conflict Management  3
BA A631  Business Environment Analysis  3
BA A634  Organizational Design and Development  3

4. Elective coursework/Emphasis area (9 credits):

Students may take graduate elective courses in CBPP, for example in management theory and practice, marketing, finance, international business and global economics, management information systems, logistics and supply chain management, or public administration. In addition, with the advisor’s approval, elective coursework can be selected from graduate courses offered by other colleges, disciplines, or graduate courses offered by other accredited universities. Up to two 400-level courses may be taken as electives if graduate course offerings are not available on those topics. By selecting courses in a particular business related discipline, students can design a custom emphasis area or can choose one of the emphasis areas below.

**Business Intelligence and Business Analytics Emphasis**

- BA A633  Problem Formulation and Decision Analysis  3
- BA A648  Business Intelligence and Data Mining  3
- BA A649  Advanced Business Statistics and Data Analysis (3)  3
  or
- CIS A670  Data Warehouses and Business Intelligence (3)

**Entrepreneurship Emphasis**

- BA A671  Introduction to Entrepreneurship  3
- BA A672  Developing a Business Plan  3
- BA A673  Entrepreneurship - Creating the Venture  3

**Leadership Emphasis**

- BA A621  Change Leadership and Facilitation  3
BA A622   Leading Performance and Coaching  3
BA A631   Business Environment Analysis  3

Marketing Emphasis
BA A640   Global Marketing  3
BA A641   Advanced Consumer Behavior  3
BA A680   Social Media Strategies  3

5. Capstone course requirement (3 credits)

Select one course based on preferred nature of experience (practical or academic) and application (applied or theoretical):

BA A626   Strategic Leadership  3
BA A656   Management Project  3
BA A686   Management Simulation  3
BA A698   MBA Individual Research  3

FACULTY

Nalinaksha Bhattacharyya, Professor, AFNB@uaa.alaska.edu
Yong Cao, Professor, AFYC@ uaa.alaska.edu
Alpana Desai, Professor, alpana@uaa.alaska.edu
Ted Eschenbach, Professor Emeritus, AFTGE@uaa.alaska.edu
Edward Forrest, Professor, AFEJF1@ uaa.alaska.edu
George Geistauts, Professor, AFGAG@ uaa.alaska.edu
Bogdan Hoanca, Professor/Director of CBPP Graduate Programs, AFBH@uaa.alaska.edu
Lee Huskey, Professor, AFLH@ uaa.alaska.edu
Frank Jeffries, Professor, AFDJ@ uaa.alaska.edu
Yonggang Lu, Assistant Professor, AFYL@ uaa.alaska.edu
Terry Nelson, Assistant Professor,
Rashmi Prasad, Professor/Dean CBPP, AFRP2@ uaa.alaska.edu
Darren Prokop, Professor, AFDJP1@ uaa.alaska.edu
Larry Ross, Professor, AFLLR@ uaa.alaska.edu
The College of Business and Public Policy (CBPP) offers three graduate degrees: Master of Business Administration, General Management; Master of Science, Global Supply Chain Management; and Master of Public Administration. These degree programs prepare students to function as effective leaders and managers in for-profit and not-for-profit organizations. Because of the related nature of the three CBPP degrees, students interested in pursuing two degrees simultaneously or in pursuing a second graduate degree may be able to complete the second degree with a significantly reduced number of credit hours, in accordance with the Graduate School’s policies on Additional Master's Degrees in this catalog.

**Business Administration**

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

**Program Policies and Administration**

Students must maintain a minimum 3.00 GPA in all coursework in the MBA program. Although minimally acceptable, a grade of C in a graduate course **must** be offset with an A grade in another graduate course. Students with a GPA below 3.00 will be placed on probation and may be dropped from the program if the GPA is not brought up to 3.00 within one academic semester. All advanced MBA course requirements (core plus electives) must be completed within seven calendar years.

The faculty reserves the right, where warranted by evaluation of a student’s progress and apparent knowledge, to require additional coursework or other preparation to ensure the degree candidate possesses adequate professional skills and capabilities. This includes the ability to reason and communicate effectively, both verbally and quantitatively.

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

Contact the CBPP Graduate Programs Office for full program information, including application forms and procedures.

- Graduate Programs Office
- UAA College of Business and Public Policy
- University of Alaska Anchorage
- 3211 Providence Drive, Anchorage, AK 99508, U.S.A.
- Telephone: (907) 786-4171
- Facsimile: (907) 786-4115

**Master of Business Administration, General Management**

The MBA in General Management provides students with perspectives and skills to prepare them for increasingly significant managerial and leadership roles.

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

The program serves full- and part-time students, and classes are generally scheduled on evenings or Saturdays. Most courses are offered in fall and/or spring, and a limited number in summer. Although most students are from the greater Anchorage area, the program also attracts students from throughout the United States and from foreign countries, particularly those on the Pacific Rim.

Students may enter the program in either fall or spring semester. A limited number of courses are also offered during the summer. Current application deadlines, as well as other detailed program information, may be obtained by contacting the CBPP Graduate Programs Office.

Admission Requirements

Applicants must meet both the Admission Requirements for Graduate Degrees and the College of Business and Public Policy requirements outlined here.

Admission to the MBA program is limited to students who have earned a baccalaureate degree from an AACSB or regionally accredited university, or foreign equivalent. Undergraduate GPA on a 4.00 scale and the Graduate Management Admission Test (GMAT) score must satisfy the following formula:

\[ \text{Undergraduate GPA} \times 200 + \text{GMAT} > 1150 \]

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

1. Hold another master’s degree from an accredited university.
2. Have a professional designation beyond the baccalaureate (such as CPA, CFA).
3. Have an undergraduate GPA of 3.50 or higher.

If an applicant is not eligible for a GMAT waiver, admission will be deferred until he or she submits an examination score.

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

Each applicant must submit the following to the UAA Office of Admissions as part of their application materials:

- A statement of purpose.
- A resume, including the names and contact information of three references.
- All transcripts from prior college/university studies.

Applicants whose native language is not English must score at least 80 (Internet based exam scale) on the TOEFL examination, or otherwise demonstrate competency in English. Students may apply to enter the program at the beginning of either the fall or spring semester. There currently is no specific application deadline, but students should apply before the start of their first semester. In some cases, students may be admitted conditionally while their paperwork is completed.

MBA Student Learning Outcomes

Upon graduation, MBA program graduates will possess or show ability in the following areas as defined by these MBA student learning outcomes:

1. Develop an understanding of the organization as a complex goal-seeking system interacting with and adapting to the dynamics of its external environment.
2. Demonstrate an understanding of the key elements and tools of business performance management.
3. Demonstrate effective communication skills utilizing a variety of tools and media suited to specific situations.
4. Provide leadership in settings ranging from the organization-wide level to the team.
5. Demonstrate professionalism through the maintenance of high standards of personal performance, teamwork, professional development and ethical behavior.
General Management Program Structured Graduation Requirements

Program Requirements

1. Foundation Courses (9 credits)

Requirements consist of two parts: foundation courses and advanced courses in business or accounting or relevant experience and expertise. In key functional areas of business, additional foundational coursework may be required. These foundation courses are:

ACCT A601 Accounting Foundations for Executives 3
BA A603 Fundamentals of Finance 3
ECON A602 Introduction to Economics for Managers 3

All students must complete the three foundation courses. Advisors may, however, waive one or more of the foundation courses if the student has completed disciplinary equivalent coursework within five years preceding their admission.

2. Core Courses (21 credits):

ACCT A650 Seminar in Executive Uses of Accounting 3
BA A610 Business Intelligence and Analytics 3
BA A613 Applied Leadership 3
BA A632 Organizational Behavior and Foundations of Behavioral Science 3
BA A635 Current Marketing Issues Seminar 3
BA A636 Financial Decision Making 3
BA A655 Strategic Management Seminar 3

In certain cases, where warranted by previous education or experience, students may petition to substitute an elective instead.

3. Executive Focus Curricular Options (3/5 credits):

Executive Focus (3 credits)-Select at least one course from the following:

BA A628 Executive Leadership 3
BA A629 Negotiation and Conflict Management 3
BA A631 Business Environment Analysis 3
BA A634 Organizational Design and Development 3

4. Elective coursework/Emphasis area Complete one of the following emphasis Elective coursework (9 credits):

Formatted: Font: Gill Sans MT, 13 pt
Formatted: Font: 9 pt, Bold
Formatted: Font: Bold
Formatted: Font: 9 pt, Bold
Formatted: Indent: Left: 0", First line: 0"
Formatted: Font: Bold
Students may take graduate elective courses in CBPP, for example in management theory and practice, marketing, finance, international business and global economics, management information systems, logistics and supply chain management, or public administration. In addition, with the advisor’s approval, elective coursework can be selected from graduate courses offered by other colleges, disciplines, or graduate courses offered by other accredited universities. Up to two 400-level courses may be taken as electives if graduate course offerings are not available on those topics. By selecting courses in a particular business related discipline, students can design a custom emphasis area or can choose one of the emphasis areas below:

**Business Intelligence and Business Analytics Emphasis**
- BA A633 Problem Formulation and Decision Analysis 3
- BA A648 Business Intelligence and Data Mining 3
- BA A649 Advanced Business Statistics and Data Analysis (3) 3
- or
- CIS A670 Data Warehouses and Business Intelligence (3)

**Entrepreneurship Emphasis**
- BA A671 Introduction to Entrepreneurship 3
- BA A672 Developing a Business Plan 3
- BA A673 Entrepreneurship - Creating the Venture 3

**Leadership Emphasis**
- BA A621 Change Leadership and Facilitation 3
- BA A622 Leading Performance and Coaching 3
- BA A631 Business Environment Analysis 3

**Marketing Emphasis**
- BA A640 Global Marketing 3
- BA A641 Advanced Consumer Behavior 3
- BA A680 Social Media Strategies 3

*Students may design an area of concentration from CBPP courses that focus on management theory and practice, marketing, finance, international business and global economics, management information systems, logistics and supply chain management, or public administration. In addition, elective coursework can be selected from graduate courses offered by other colleges, disciplines, or graduate courses offered by other accredited universities.

5. Capstone course requirement (3 credits)
   Capstone courses provide the opportunities to integrate acquired knowledge of business administration. Select one course based on preferred nature of experience (practical or academic) and application (applied or theoretical):
   - BA A626 Strategic Leadership 3
   - BA A656 Management Project 3
   - BA A686 Management Simulation 3
   - BA A698 MBA Individual Research 3

* A minimum of 36 credits are required for this degree.

**Thesis Option:**
- BA A699 Thesis 6

Students (especially those who are considering pursuing a PhD degree) may elect to complete a master’s thesis.
MBA with an Emphasis in Business Intelligence and Business Analytics

MBA degree candidates will receive a degree with an emphasis in Business Intelligence and Business Analytics by completing the following sequence of elective courses as a part of their degree program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A633</td>
<td>Problem Formulation and Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA A648</td>
<td>Business Intelligence and Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>BA A690</td>
<td>Advanced Business Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BA A649</td>
<td>Advanced Topics in Business*</td>
<td>3</td>
</tr>
<tr>
<td>CIS A670</td>
<td>Data Warehouses and Business Intelligence*</td>
<td></td>
</tr>
</tbody>
</table>

*Recommended Advanced Topics in Business courses include business statistics and data analysis.

MBA with an Emphasis in Entrepreneurship

MBA degree candidates will receive a degree with an emphasis in Entrepreneurship by completing the following sequence of elective courses as a part of their degree program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A671</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BA A672</td>
<td>Developing a Business Plan</td>
<td>3</td>
</tr>
<tr>
<td>BA A673</td>
<td>Entrepreneurship - Creating the Venture</td>
<td>3</td>
</tr>
</tbody>
</table>

MBA with an Emphasis in Leadership

MBA degree candidates will receive a degree with an emphasis in Leadership by completing the following sequence of elective courses as a part of their degree program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A621</td>
<td>Change Leadership and Facilitation</td>
<td>3</td>
</tr>
<tr>
<td>BA A622</td>
<td>Leading Performance and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>BA A631</td>
<td>Business Environment Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

MBA with an Emphasis in Marketing

MBA degree candidates will receive a degree with an emphasis in Marketing by completing the following sequence of elective courses as a part of their degree program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A640</td>
<td>Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BA A641</td>
<td>Advanced Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA A680</td>
<td>Social Media Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

FACULTY

Carlos Alsua, Associate Professor, AFC1@uaa.alaska.edu
Nalinaksha Bhattacharyya, Professor, AFNB@uaa.alaska.edu
Yong Cai, Associate Professor, AFYC@uaa.alaska.edu
Alpana Desai, Associate Professor, alpana@uaa.alaska.edu
Kevin Dow, Associate Professor, afkd@uaa.alaska.edu
Ted Eschenbach, Professor Emeritus, AFTGE@uaa.alaska.edu
Edward Forrest, Professor, AFEF1@uaa.alaska.edu
George Geistauts, Professor, AFGAG@uaa.alaska.edu
Bogdan Hoanca, Professor/Director of CBPP Graduate Programs, AFBH@uaa.alaska.edu
Lee Huskey, Professor, AFLH@uaa.alaska.edu
To: College of Health Curriculum Committee
From: Randy Magen, School of Social Work
        Jenny Miller, Department of Health Sciences
RE: MSW/MPH Dual Degree

The School of Social Work and the Department of Health Sciences are proposing a dual degree, MSW/MPH. The dual degree program will provide academic training in order to maximize the impact of both public health and social work practices. The goal of this dual degree is to train leaders who have the skills and competencies to address many of the social and public health problems facing Alaska and the nation. An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Both programs are fully accredited by professional accreditation organizations (MSW by the Council on Social Work Education, MPH by the Council on Education in Public Health). With the formation of the College of Health and the explicit focus on interprofessional collaborations, this is the optimal time for the creation of a dual degree option within the College of Health.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>School of Social Work</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix  
Master of Social Work/MSW

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

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/2014  
To:  1999

6a. Coordination with Affected Units  
Department, School, or College: College of Health  
Initiator Name (typed): Virginia Miller  
Initiator Signed Initials:  Date: 

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 4.4.2013

6c. Coordination with Library Liaison  
Date: 4.5.2013

7. Title and Program Description - Please attach the following:  
☒ Cover Memo  
☐ Catalog Copy in Word using the track changes function

8. Justification for Action  
A dual MSW/MPH degree will train leaders who have the skills and competencies to address many of the social and public health problems facing Alaska and the nation.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Miller</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)  
☐ Approved  
☐ Disapproved  

Dean/Director of School/College  
Date

Department Chair  
Date

Undergraduate/Graduate Academic Board Chair  
Date

Provost or Designee  
Date
1a. School or College  
CH College of Health  

1b. Department  
Health Sciences  

2. Complete Program Title/Prefix  
Master of Public Health/MPH  

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

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/2014 To: 9999  

6a. Coordination with Affected Units Department, School, or College: College of Health  
Initiator Name (typed): Virginia Miller  
Initiator Signed Initials: Date:  

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 4.4.2013  

6c. Coordination with Library Liaison Date: 4.5.2013  

7. Title and Program Description - Please attach the following:  
☒ Cover Memo ☐ Catalog Copy in Word using the track changes function  

8. Justification for Action  
A dual MSW/MPH degree will train leaders who have the skills and competencies to address many of the social and public health problems facing Alaska and the nation.  

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virginia Miller</strong></td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

85
HEALTH SCIENCES

Diplomacy Building (DPL), Room 405, (907)786-6540
www.uaa.alaska.edu/healthsciences

Master of Public Health, Public Health Practice

Public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. Public health professionals typically take a community or population focus. Our graduate program prepares public health practitioners who identify and assess needs of populations; plan, implement and evaluate programs to address those needs; and otherwise assure conditions that protect and promote the health of populations. The Master of Public Health (MPH) in Public Health Practice is an interdisciplinary degree designed to provide a broad background to meet the challenges of the diverse and complex field of public health, with a particular focus on the needs of Alaska and the circumpolar north. Students with backgrounds in the natural sciences, social sciences, health professions, human services, business, education and law have successfully entered the field of public health at the graduate level.

Both mid-career students and recent graduates may pursue their careers with minimal disruption while working on the MPH degree, because all required courses are offered via distance format. Students are required to attend one mandatory meeting in Anchorage each year, typically in conjunction with the Alaska Public Health Summit, and are expected to communicate frequently with their MPH academic advisor. In-person oral defense of the capstone thesis in Anchorage is also expected of the student at the end of the MPH program.

This degree requires core courses in health education and behavioral sciences, environmental and occupational health, health management and policy, biostatistics, and epidemiology. It also includes coursework in research methods, program evaluation, circumpolar health issues and management of public health emergencies and disasters, as well as the opportunity to create an individualized emphasis as the foundation for the required capstone project.

MPH Mission Statement

The MPH in Public Health Practice program at the University of Alaska Anchorage enhances health in diverse communities across Alaska, the circumpolar north, the nation, and the world. This is accomplished through excellence in the education of public health practice leaders, scientific investigation of public health issues, and engaging communities in an organized effort to identify, assess, prevent, and mitigate community health challenges.

MPH Program Goals and Program-Level Objectives

Based on national accreditation criteria and quality standards, the program goals are:

A. Service

   To provide leadership and service to enhance public health practice at the local, state, national and international levels.
   1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.
   2. Promote collaboration with a variety of public and private agencies in the rural areas and the surrounding region to meet current and future public health practice needs.
   3. Provide leadership to national, regional, and state public health and community health education professional organizations.

B. Teaching and Research

   To develop an academic public health program that contributes to and helps train students and support faculty to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.
1. Support a local and global research agenda through enhanced international collaboration and increased graduate student involvement in research.
2. Increase the opportunities for students to participate in and learn from faculty-directed research designed to inform public health decision-making.
3. Facilitate qualitative, quantitative, and mixed-method research.
4. Stimulate innovative, cutting edge, interdisciplinary research (grounded in the ecological model) that will help solve public health problems.
5. Facilitate the publication and dissemination of student and faculty research.
6. Strengthen and support student and faculty capacity for conducting ethical research.

C. Workforce Development

To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.
1. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for workforce capacity building.
2. Conduct continuing education programs that help meet the needs determined in the assessments above.
3. Facilitate student collaboration with faculty to participate in community and continuing education.
4. Periodically evaluate the current program, student/faculty perceptions and experiences.
5. Revise or enhance courses, the program, opportunities, and resources based on an evolving body of knowledge and on results of periodic evaluations.
6. Create and/or enhance mechanisms (media, pamphlets/fliers, meetings, seminars, and others) to provide opportunities for education regarding ongoing and emerging public health issues, especially those based on community concerns.
7. Provide student MPH opportunities in communities to disseminate information and foster action on public health issues.

D. Program Student Learning Outcomes

To prepare public health professionals who can demonstrate attainment of our MPH program competencies.
1. Give, solicit and receive oral, written, graphic and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings. [Competency: Communication]
2. Interact sensitively and professionally with individuals and communities with diverse characteristics. [Competency: Diversity and cultural proficiency]
3. Create and communicate a shared vision to improve the public’s health.
4. Develop and champion solutions to population health challenges.
5. Demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commit to personal and institutional development. [Competency: Professionalism and ethics]
6. Design, develop, implement and evaluate strategies and interventions to improve individual and community health. [Competency: Program planning and assessment]
7. Recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities. [Competency: Systems thinking]
8. Utilize biostatistics in the practice of public health. [Competency: Biostatistics]
9. Design, develop, implement and evaluate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. [Competency: Environmental health]
10. Utilize epidemiological skills for informing scientific, ethical, economic, and public health policy decisions on health issues. [Competency: Epidemiology]
11. Understand the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S. [Competency: Health policy and management]
12. Understand the role of social, behavioral and community factors in both the onset and solution of public health problems. [Competency: Social and behavioral science]
E. Environment

To create an environment where diverse faculty, students, and staff work collaboratively and respectfully to promote public health.

1. Maintain a diverse student body that reflects the diversity of the region we serve.
2. Maintain a student body with diverse educational and professional backgrounds.
3. Provide a multi-disciplinary, ethnically diverse, and experienced public health faculty and staff.
4. Provide students with contact and involvement with diverse communities and peoples within and outside the MPH program, that provide and/or enhance knowledge and experience.
5. Annually monitor and continually evaluate processes for recruitment and admission into the program.

Professional Program Fee

A professional program fee is required of all students in the MPH program in addition to course tuition fees, lab fees, course material fees, and student activity fees. The professional program fee is a sum equal to 50 percent of resident tuition, and is charged upon enrollment in MPH courses. The fee contributes directly to program support.

Admission Requirements

See the beginning of this chapter for Admission Requirements for Graduate Degrees. In addition, students should also meet the following criteria when applying for admission to the MPH program:

1. Have earned a baccalaureate degree from a regionally accredited institution in the United States, or a foreign equivalent.
2. Have a GPA of at least 3.00 (B average on a 4.00 scale) in their baccalaureate degree.
3. Submit documentation indicating a grade of 2.00 (C) or higher in an introductory statistics course which covers descriptive and inferential statistics.
4. Provide copies of one or more substantial professional writing samples.
5. Submit an essay explaining how and why obtaining the MPH degree would contribute to the student’s career goals.
6. Completed applications are reviewed twice each year. The Department of Health Sciences deadlines are March 1 for fall admission and October 1 for spring admission. UAA admission must be successfully processed before the Department of Health Sciences will consider an application complete. The UAA process may take as long as four months, so applicants are encouraged to apply to the university early.

Note also that:

1. To the extent that there are limited positions available in the program, preference may be given to residents of the state of Alaska as defined by the university’s policy on residency for tuition purposes.
2. Preference may also be given to applicants with two or more years work experience in the field of public health. Such applicants must submit documentation of their public health-related work experience, and a request for special consideration to the admissions committee.

Academic Progress

In order to maintain satisfactory academic progress toward the degree, a student in the MPH program is expected to complete a minimum of 6 semester credits each academic year, beginning with the first semester of enrollment. For satisfactory academic progress, the 6 semester credits may consist of prerequisite courses or program courses. Failure to comply with the 6 credit minimum each academic year may result in the student being removed from the degree program. See the beginning of this chapter for additional requirements to remain in good standing, and to maintain satisfactory academic progress toward the degree.

Candidacy Requirements

See the section Advancement to Candidacy at the beginning of this chapter.

Graduation Requirements

See University Requirements for Graduate Degrees at the beginning of this chapter.
Program Requirements

1. Complete the MPH core courses (28 credits total):
   - HS A605 Public Health and Society 3
   - HS A610 Environmental and Occupational Health 3
   - HS A615 Health Services Administration 3
   - HS A624 Circumpolar Health Issues 3
   - HS/NS A625 Biostatistics for Health Professionals 3
   - HS/NS A626 Principles of Epidemiology 3
   - HS/SWK A628 Program Evaluation 3
   - HS A629 Public Health Research Tools and Methods 4
   - HS A630 Public Health Emergencies and Disasters 3

2. Complete three focused public health-related emphasis courses at the 600-level (graduate) with advisor approval 9

3. Complete a Project Practicum (HS A698) or Thesis Practicum (HS A699) 5

4. A total of 42 credits are required for the degree.

Dual Degree, Master of Social Work/Master of Public Health

The Master of Social Work/Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

Admission Requirements

Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 12, page 309-311.

Advising

Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.
Academic Progress

To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

Graduation Requirements

Each degree will be awarded when the requirements for graduation for that degree have been met.

Major Requirements

The dual degree program has been structured so that all the requirements for each program will be fully met. Each program has a set of required courses and electives. Students will be able to substitute some required courses in one program for electives or requirements in the other.

1. Complete MPH core courses (28 credits), plus 5 credits for HS 698 or HS699.
2. Complete MSW required courses (48 credits).
3. HS A628/SWK A628 (3 credits) is a cross-listed course and fulfills a requirement in both degree programs.
4. HS A698/HS A699 (MPH Project Practicum/MPH Thesis Practicum) will substitute for SWK A698 (MSW Research Project). The MPH Practicum Thesis/Project committee must contain at least one social work faculty member and the topic must be relevant to both fields.
5. HS A629 (Public Health Research Tools & Methods) substitutes for SWK A624 (Social Work Research Methods).
6. Advisor approved HS courses count toward the 9 elective credits in the MSW program and advisor-approved SWK courses count toward the 9 transdisciplinary (interdisciplinary) emphasis electives in the MPH program.
7. Students must complete a practicum in public health for one of the two-practicum years (SWK A644/A645 or SWK A646/A647).

FACULTY

Betty J. Monsour, Associate Professor, Betty.Monsour@uaa.alaska.edu
Gabriel Garcia, Assistant Professor, GGarc16@uaa.alaska.edu
Liz Hodges Snyder, Assistant Professor, EHodges4@uaa.alaska.edu
Rhonda M. Johnson, Professor/MPH Coordinator, Rhonda.Johnson@uaa.alaska.edu
Jenny Miller, Assistant Professor, VLMiller2@uaa.alaska.edu
Nancy Nix, Assistant Professor, NANix@uaa.alaska.edu
SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

Master of Social Work

The mission of the UAA Master of Social Work program is to prepare advanced generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska. Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program will have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of 32 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take SWK A632 Direct Practice I (3 credits) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall.

Program Student Learning Outcomes

Students graduating with a Master of Social Work will be able to:

1. Be leaders who assume multiple practice roles to address health and social issues in Alaska.
2. Engage in practice consistent with the values and ethics of the social work profession.
3. Utilize critical thinking to synthesize and apply a broad range of knowledge and skills.
4. Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
5. Differentially intervene with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
6. Develop and conduct research to inform practice.
7. Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.
8. Develop and evaluate social policies that promote social and economic well-being.
9. Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
10. Engage in planned change using theory and evidence based practice processes to provide competent and effective services in Alaska.

Admission Requirements

1. Deadline for application: January 15. This is the only application date for the year.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor’s degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

**Liberal Arts Requirements for Admissions**

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines).
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development).
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines).
4. One university course in oral communication.
5. One university course in written communication.
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-pyscho-social determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

**Academic Progress**

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

**Transfer Credits**

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

**Candidacy for a Master of Social Work Degree**

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in SWK A635 Advanced Generalist Integrative Seminar during spring semester of the concentration year of the program.

**Graduation Requirements**

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Successful completion of research project (SWK A698).
3. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

**Program Requirements**

The following outlines course requirements for the full-time program plan. Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work.

1. **Foundation Curriculum:** Complete, test out of, or waive the following required courses in the foundation sequence:

   **Fall — Year One**
   - SWK A630 Practice Skills Lab 1
   - SWK A631 Foundation Practice 3
   - SWK A632 Direct Practice I* 3
   - SWK A642 Human Behavior in the Social Environment 3
   - SWK A643 Human Diversity in Social Work Practice 3
   - SWK A644 Generalist Practicum I 3

   **Spring — Year One**
   - SWK A607 Social Welfare Policy and Services 3
   - SWK A624 Foundation Research Methods* 4
   - SWK A636 Community Practice 3
   - SWK A645 Generalist Practicum II 3
   - Graduate-level Social Work elective 3

   *Advanced placement students take SWK A624 and SWK A632 in the summer prior to enrolling in the concentration curriculum.*

2. **Concentration Curriculum:**

   **Fall — Year Two**
   - SWK A608 Social Policy for Advanced Generalist Practice 3
   - SWK/HS A628 Program Evaluation 3
   - SWK A633 Direct Practice II 3
   - SWK A634 Organizational Practice 3
   - SWK A646 Advanced Generalist Practicum I 3

   **Spring — Year Two**
   - SWK A635 Advanced Generalist Integrative Seminar 3
   - SWK A647 Advanced Generalist Practicum II 4
   - SWK A698 MSW Research Project 3
   - Graduate-level Social Work electives 6

3. A minimum of 38 credits is required for the Master of Social Work.
A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. No more than 3 credits at the 400 level may be counted toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

Research Project
All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

Graduate Certificate, Clinical Social Work Practice
The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a licensed clinical social worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes
Students graduating with a Graduate Certificate in Clinical Social Work Practice will be able to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well-being of individuals, families and groups who seek their services.
- Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
- Develop a concept and a plan for their future professional development.

Admission Requirements
Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade point average of 3.00 or higher (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

Curriculum Requirements
Total = 15 credits:

1. Required courses (7 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A651</td>
<td>Social Work Practice in Addictions and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SWK A663</td>
<td>Clinical Social Work with Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>SWK A664</td>
<td>Clinical Social Work with Adults</td>
<td>2</td>
</tr>
</tbody>
</table>
2. Plus completion of 8 credits from the following: 8
   SWK A656  Treatment of Families (3)
   SWK A665  Comparative Group Work (3)
   SWK A667  Clinical Group Therapy (2)
   SWK A672  Social Work with Families and Couples (2)

   Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Graduate Certificate, Social Work Management

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes

Students graduating with a Graduate Certificate in Social Work Management will be able to:

- Demonstrate the role of leadership and decision-making in social service organizations.
- Apply supervisory management skills at multiple levels within an organization.
- Integrate budget development and fiscal analysis into social services program planning.
- Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations.
- Design and implement financial resource development plans for social programs/social service agencies.

Admission Requirements

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

Curriculum Requirements

Total = 15 credits:

- SWK A634  Organizational Practice 3
- SWK A654  Supervisory Management in Social Work 3
- SWK A659  Leadership and Decision Making in Social Work 3
- SWK A660  Financial Leadership for Social Work Administrators 2
- SWK A661  Marketing in the Social Sector 2
- SWK A662  Financial Resource Development for Social Services 2
Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Dual Degree, Master of Social Work/Master of Public Health

The Master of Social Work/Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

Admission Requirements

Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 12, page 309-311.

Advising

Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.

Academic Progress

To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

Graduation Requirements

Each degree will be awarded when the requirements for graduation for that degree have been met.

Major Requirements

The dual degree program has been structured so that all the requirements for each program will be fully met. Each program has a set of required courses and electives. Students will be able to substitute some required courses in one program for electives or requirements in the other.

1. Complete MPH core courses (28 credits), plus 5 credits for HS 698 or HS699.
2. Complete MSW required courses (48 credits).
3. HS A628/SWK A628 (3 credits) is a cross-listed course and fulfills a requirement in both degree programs.
4. HS A698/HS A699 (MPH Project Practicum/MPH Thesis Practicum) will substitute for SWK A698 (MSW Research Project). The MPH Practicum Thesis/Project committee must contain at least one social work faculty member and the topic must be relevant to both fields.
5. HS A629 (Public Health Research Tools & Methods) substitutes for SWK A624 (Social Work Research Methods).
6. Advisor approved HS courses count toward the 9 elective credits in the MSW program and advisor-approved SWK courses count toward the 9 transdisciplinary (interdisciplinary) emphasis electives in the MPH program.
7. Students must complete a practicum in public health for one of the two-practicum years (SWK A644/A645 or SWK A646/A647).
FACULTY

Donna Aguiniga, Assistant Professor, dmaquiniga@uaa.alaska.edu
Mary Dallas Allen, Associate Professor, mdallen@uaa.alaska.edu
Tracey Burke, Associate Professor, tkburke@uaa.alaska.edu
Patrick Cunningham, Associate Professor, pmcunningham@uaa.alaska.edu
Alexa Filanowicz, Clinical Assistant Professor/BSW Field Coordinator, afilanowicz@uaa.alaska.edu
Eva Kopacz, Professor/MSW Field Coordinator, ekopacz@uaa.alaska.edu
Randy Magen, Professor, magen@uaa.alaska.edu
Chad Morse, Clinical Professor/MSW Program Coordinator, AFCEM@uaa.alaska.edu
Elizabeth A. Sirles, Professor/Director, easirles@uaa.alaska.edu
Kathi Trawver, Associate Professor/BSW Program Coordinator, ktrawver@uaa.alaska.edu
HEALTH SCIENCES

Master of Public Health, Public Health Practice

Public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. Public health professionals typically take a community or population focus. Our graduate program prepares public health practitioners who identify and assess needs of populations; plan, implement and evaluate programs to address those needs; and otherwise assure conditions that protect and promote the health of populations. The Master of Public Health (MPH) in Public Health Practice is an interdisciplinary degree designed to provide a broad background to meet the challenges of the diverse and complex field of public health, with a particular focus on the needs of Alaska and the circumpolar north. Students with backgrounds in the natural sciences, social sciences, health professions, human services, business, education and law have successfully entered the field of public health at the graduate level.

Both mid-career students and recent graduates may pursue their careers with minimal disruption while working on the MPH degree, because all required courses are offered via distance format. Students are required to attend one mandatory meeting in Anchorage each year, typically in conjunction with the Alaska Public Health Summit, and are expected to communicate frequently with their MPH academic advisor. In-person oral defense of the capstone thesis in Anchorage is also expected of the student at the end of the MPH program.

This degree requires core courses in health education and behavioral sciences, environmental and occupational health, health management and policy, biostatistics, and epidemiology. It also includes coursework in research methods, program evaluation, circumpolar health issues and management of public health emergencies and disasters, as well as the opportunity to create an individualized emphasis as the foundation for the required capstone project.

MPH Mission Statement

The MPH in Public Health Practice program at the University of Alaska Anchorage enhances health in diverse communities across Alaska, the circumpolar north, the nation, and the world. This is accomplished through excellence in the education of public health practice leaders, scientific investigation of public health issues, and engaging communities in an organized effort to identify, assess, prevent, and mitigate community health challenges.

MPH Program Goals and Program-Level Objectives

Based on national accreditation criteria and quality standards, the program goals are:

A. Service

To provide leadership and service to enhance public health practice at the local, state, national and international levels.

1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.
2. Promote collaboration with a variety of public and private agencies in the rural areas and the surrounding region to meet current and future public health practice needs.
3. Provide leadership to national, regional, and state public health and community health education professional organizations.

B. Teaching and Research

To develop an academic public health program that contributes to and helps train students and support faculty to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.
1. Support a local and global research agenda through enhanced international collaboration and increased graduate student involvement in research.

2. Increase the opportunities for students to participate in and learn from faculty-directed research designed to inform public health decision-making.

3. Facilitate qualitative, quantitative, and mixed-method research.

4. Stimulate innovative, cutting edge, interdisciplinary research (grounded in the ecological model) that will help solve public health problems.

5. Facilitate the publication and dissemination of student and faculty research.

6. Strengthen and support student and faculty capacity for conducting ethical research.

**C. Workforce Development**

To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.

1. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for workforce capacity building.

2. Conduct continuing education programs that help meet the needs determined in the assessments above.

3. Facilitate student collaboration with faculty to participate in community and continuing education.

4. Periodically evaluate the current program, student/faculty perceptions and experiences.

5. Revise or enhance courses, the program, opportunities, and resources based on an evolving body of knowledge and on results of periodic evaluations.

6. Create and/or enhance mechanisms (media, pamphlets/fliers, meetings, seminars, and others) to provide educational opportunities for education regarding ongoing and emerging public health issues, especially those based on community concerns.

7. Provide student MPH opportunities in communities to disseminate information and foster action on public health issues.

**D. Program Student Learning Outcomes**

To prepare public health professionals who can demonstrate attainment of our MPH program competencies.

1. Give, solicit and receive oral, written, graphic and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings. [Competency: Communication]

2. Interact sensitively and professionally with individuals and communities with diverse characteristics. [Competency: Diversity and cultural proficiency]

3. Create and communicate a shared vision to improve the public’s health.

4. Develop and champion solutions to population health challenges.

5. Demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commitment to personal and institutional development. [Competency: Professionalism and ethics]

6. Design, develop, implement and evaluate strategies and interventions to improve individual and community health. [Competency: Program planning and assessment]

7. Recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities. [Competency: Systems thinking]

8. Utilize biostatistics in the practice of public health. [Competency: Biostatistics]

9. Design, develop, implement and evaluate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. [Competency: Environmental health]

10. Utilize epidemiological skills for informing scientific, ethical, economic, and public health policy decisions on health issues. [Competency: Epidemiology]

11. Understand the main components and issues of the organization, financing and delivery of health services and public health systems in the US. [Competency: Health policy and management]
12. Understand the role of social, behavioral and community factors in both the onset and solution of public health problems. [Competency: Social and behavioral science].

**E. Environment**

To create an environment where diverse faculty, students, and staff work collaboratively and respectfully to promote public health,

1. Maintain a diverse student body that reflects the diversity of the region we serve.
2. Maintain a student body with diverse educational and professional backgrounds.
3. Provide a multi-disciplinary, ethnically diverse, and experienced public health faculty and staff.
4. Provide students with contact and involvement with diverse communities and peoples within and outside the MPH program, that provide and/or enhance knowledge and experience.
5. Annually monitor and continually evaluate processes for recruitment and admission into the program.

**Professional Program Fee**

A professional program fee is required of all students in the MPH program in addition to course tuition fees, lab fees, course material fees, and student activity fees. The professional program fee is a sum equal to 50 percent of resident tuition, and is charged upon enrollment in MPH courses. The fee contributes directly to program support.

**Admission Requirements**

See the beginning of this chapter for Admission Requirements for Graduate Degrees. In addition, students should also meet the following criteria when applying for admission to the MPH program:

1. Have earned a baccalaureate degree from a regionally accredited institution in the United States, or a foreign equivalent.
2. Have a GPA of at least 3.00 (B average on a 4.00 scale) in their baccalaureate degree.
3. Submit documentation indicating a grade of 2.00 (C) or higher in an introductory statistics course which covers descriptive and inferential statistics.
4. Provide copies of one or more substantial professional writing samples.
5. Submit an essay explaining how and why obtaining the MPH degree would contribute to the student’s career goals.
6. Completed applications are reviewed twice each year. The Department of Health Sciences deadlines are March 1 for fall admission and October 1 for spring admission. UAA admission must be successfully processed before the Department of Health Sciences will consider an application complete. The UAA process may take as long as four months, so applicants are encouraged to apply to the university first and early.

Note also that:

1. To the extent that there are limited positions available in the program, preference may be given to residents of the state of Alaska as defined by the university’s policy on residency for tuition purposes.
2. Preference may also be given to applicants with two or more years work experience in the field of public health. Such applicants must submit documentation of their public health-related work experience, and a request for special consideration to the admissions committee.

**Academic Progress**

In order to maintain satisfactory academic progress toward the degree, a student in the MPH program is expected to complete a minimum of 6 semester credits each academic year, beginning with the first semester of enrollment. For satisfactory academic progress, the 6 semester credits may consist of prerequisite courses or program courses. Failure to comply with the 6 credit minimum each academic year may result in the student being removed from the degree program. See the beginning of this chapter for additional requirements to remain in good standing, and to maintain satisfactory academic progress toward the degree.

**Candidacy Requirements**

See the section Advancement to Candidacy at the beginning of this chapter.
Graduation Requirements
See University Requirements for Graduate Degrees at the beginning of this chapter.

Program Requirements
1. Complete the MPH core courses (28 credits total):
   - HS A605 Public Health and Society 3
   - HS A610 Environmental and Occupational Health 3
   - HS A615 Health Services Administration 3
   - HS A624 Circumpolar Health Issues 3
   - HS/NS A625 Biostatistics for Health Professionals 3
   - HS/NS A626 Principles of Epidemiology 3
   - HS/SWK A628 Program Evaluation 3
   - HS A629 Public Health Research Tools and Methods 4
   - HS A630 Public Health Emergencies and Disasters 3
2. Complete three focused public health-related emphasis courses at the 600-level (graduate) with advisor approval 9
3. Complete a Project Practicum (HS A698) or Thesis Practicum (HS A699) 5
4. A total of 42 credits are required for the degree.

Dual Degree, Master of Social Work/Master of Public Health
The Master of Social Work/Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

Admission Requirements
Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 12, page 309-311.

Advising
Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.
**Academic Progress**

To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

**Graduation Requirements**

Each degree will be awarded when the requirements for graduation for that degree have been met.

**Major Requirements**

The dual degree program has been structured so that all the requirements for each program will be fully met. Each program has a set of required courses and electives. Students will be able to substitute some required courses in one program for electives or requirements in the other.

1. Complete MPH core courses (28 credits), plus 5 credits for HS 698 or HS699.
2. Complete MSW required courses (48 credits).
3. HS A628/SWK A628 (3 credits) is a cross-listed course and fulfills a requirement in both degree programs.
4. HS A698/YS A699 (MPH Project Practicum/MPH Thesis Practicum) will substitute for SWK A698 (MSW Research Project). The MPH Practicum Thesis/Project committee must contain at least one social work faculty member and the topic must be relevant to both fields.
5. HS A629 (Public Health Research Tools & Methods) substitutes for SWK A624 (Social Work Research Methods).
6. Advisor approved HS courses count toward the 9 elective credits in the MSW program and advisor-approved SWK courses count toward the 9 transdisciplinary (interdisciplinary) emphasis electives in the MPH program.
7. Students must complete a practicum in public health for one of the two-practicum years (SWK A644/A645 or SWK A646/A647).

**FACULTY**

Betty J. Monsour, Associate Professor, Betty.Monsour@uaa.alaska.edu
Gabriel García, Assistant Professor, GGarcia@uaa.alaska.edu
Liz Hodges Snyder, Assistant Professor, EHodges@uaa.alaska.edu
Rhonda M. Johnson, Professor/MPH Coordinator, Rhonda.Johnson@uaa.alaska.edu
Jenny Miller, Assistant Professor, VLMiller2@uaa.alaska.edu
Nancy Nix, Assistant Professor, NANix@uaa.alaska.edu
SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

Master of Social Work

The mission of the UAA Master of Social Work program is to prepare advanced generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska. Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program will have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of 32 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take SWK A652 Direct Practice I (3 credits) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall.

Program Student Learning Outcomes

Students graduating with a Master of Social Work will be able to:

- Be leaders who assume multiple practice roles to address health and social issues in Alaska.
- Engage in practice consistent with the values and ethics of the social work profession.
- Utilize critical thinking to synthesize and apply a broad range of knowledge and skills.
- Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
- Differentially intervene with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
- Develop and conduct research to inform practice.
- Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.
- Develop and evaluate social policies that promote social and economic well-being.
- Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
- Engage in planned change using theory and evidence based practice processes to provide competent and effective services in Alaska.

Admission Requirements

1. Deadline for application: January 15. This is the only application date for the year.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor’s degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Liberal Arts Requirements for Admissions

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines).
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development).
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines).
4. One university course in oral communication.
5. One university course in written communication.
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).

7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course), human development over the entire life span (one course), and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-psych-social determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Academic Progress

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not maintain a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

Transfer Credits

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

Candidacy for a Master of Social Work Degree

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in SWK A635 Advanced Generalist Integrative Seminar during spring semester of the concentration year of the program.

**Graduation Requirements**

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Successful completion of research project (SWK A698).
3. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A644, SWK A645, SWK A646, SWK A647).

**Program Requirements**

The following outlines course requirements for the full-time program plan. Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work.

1. **Foundation Curriculum:** Complete, test out of, or waive the following required courses in the foundation sequence:

<table>
<thead>
<tr>
<th>Fall — Year One</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A630 Practice Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>SWK A631 Foundation Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A632 Direct Practice I*</td>
<td>3</td>
</tr>
<tr>
<td>SWK A642 Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A643 Human Diversity in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A644 Generalist Practicum I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring — Year One</strong></td>
<td>16 credits</td>
</tr>
<tr>
<td>SWK A607 Social Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK A624 Foundation Research Methods*</td>
<td>4</td>
</tr>
<tr>
<td>SWK A636 Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A645 Generalist Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level Social Work elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Advanced placement students take SWK A624 and SWK A632 in the summer prior to enrolling in the concentration curriculum.

2. **Concentration Curriculum:**

<table>
<thead>
<tr>
<th>Fall — Year Two</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A608 Social Policy for Advanced Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK/HS A628 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SWK A633 Direct Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK A634 Organizational Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A646 Advanced Generalist Practicum I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring — Year Two</strong></td>
<td>16 credits</td>
</tr>
<tr>
<td>SWK A635 Advanced Generalist Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SWK A647 Advanced Generalist Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>SWK A698 MSW Research Project</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level Social Work electives</td>
<td>6</td>
</tr>
</tbody>
</table>

3. A minimum of 38 credits is required for the Master of Social Work.
A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. No more than 3 credits at the 400 level may be counted toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

Research Project
All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

Graduate Certificate, Clinical Social Work Practice
The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a licensed clinical social worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes
Students graduating with a Graduate Certificate in Clinical Social Work Practice will be able to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well-being of individuals, families and groups who seek their services.
- Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
- Develop a concept and a plan for their future professional development.

Admission Requirements
Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade point average of 3.00 or higher (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

Curriculum Requirements
Total = 15 credits:

1. Required courses (7 credits):
   - SWK A651 Social Work Practice in Addictions and Mental Health 3
   - SWK A663 Clinical Social Work with Children and Adolescents 2
   - SWK A664 Clinical Social Work with Adults 2
2. Plus completion of 8 credits from the following:  
   SWK A656  Treatment of Families (3)  
   SWK A665  Comparative Group Work (3)  
   SWK A667  Clinical Group Therapy (2)  
   SWK A672  Social Work with Families and Couples (2)  
   Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

**Certificate Completion Requirements**

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

**Graduate Certificate, Social Work Management**

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

**Program Student Learning Outcomes**

Students graduating with a Graduate Certificate in Social Work Management will be able to:

- Demonstrate the role of leadership and decision-making in social service organizations.
- Apply supervisory management skills at multiple levels within an organization.
- Integrate budget development and fiscal analysis into social services program planning.
- Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations.
- Design and implement financial resource development plans for social programs/social service agencies.

**Admission Requirements**

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

**Curriculum Requirements**

Total = 15 credits:

- SWK A634  Organizational Practice 3
- SWK A654  Supervisory Management in Social Work 3
- SWK A659  Leadership and Decision Making in Social Work 3
- SWK A660  Financial Leadership for Social Work Administrators 2
- SWK A661  Marketing in the Social Sector 2
- SWK A662  Financial Resource Development for Social Services 2
Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

**Dual Degree, Master of Social Work/Master of Public Health**

The Master of Social Work/ Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

**Admission Requirements**

Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 13, page 309-311.

**Advising**

Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.

**Academic Progress**

To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

**Graduation Requirements**

Each degree will be awarded when the requirements for graduation for that degree have been met.

**Major Requirements**

The dual degree program has been structured so that all the requirements for each program will be fully met. Each program has a set of required courses and electives. Students will be able to substitute some required courses in one program for electives or requirements in the other.

1. Complete MPH core courses (28 credits), plus 5 credits for HS 698 or HS 699.
2. Complete MSW required courses (48 credits).
3. HS A628/SWK A628 (3 credits) is a cross-listed course and fulfills a requirement in both degree programs.
4. HS A698/MPH A699 (MPH Practicum/MPH Thesis Practicum) will substitute for SWK A698 (MSW Research Project). The MPH Practicum Thesis/Project committee must contain at least one social work faculty member and the topic must be relevant to both fields.
5. HS A629 (Public Health Research Tools & Methods) substitutes for SWK A624 (Social Work Research Methods).
6. Advisor approved IBS courses count toward the 9 elective credits in the MSW program and advisor-approved SWK courses count toward the 9 transdisciplinary (interdisciplinary) emphasis electives in the MPH program.
7. Students must complete a practicum in public health for one of the two-practicum years (SWK A644/A645 or SWK A646/A647).
FACULTY

Donna Aguiniga, Assistant Professor, damaguiniga@uaa.alaska.edu
Mary Dallas Allen, Associate Professor, m dal len@uaa.alaska.edu
Tracey Burke, Associate Professor, t b urke@uaa.alaska.edu
Patrick Cunningham, Associate Professor, pmcunningham@uaa.alaska.edu
Alexa Filanowicz, Clinical Assistant Professor/BSW Field Coordinator, a filanowicz@uaa.alaska.edu
Eva Kopacz, Professor/MSW Field Coordinator, ekopacz@uaa.alaska.edu
Randy Magen, Professor, magen@uaa.alaska.edu
Chad Morse, Clinical Professor/MSW Program Coordinator, AFCEM@uaa.alaska.edu
Elizabeth A. Sirles, Professor/Director, esirles@uaa.alaska.edu
Kathi Trauver, Associate Professor/BSW Program Coordinator, ktruver@uaa.alaska.edu
### 1a. School or College
CH College of Health

### 1b. Division
No Division Code

### 1c. Department
WAMI

### 2. Course Prefix
BIOM

### 3. Course Number
A692

### 4. Previous Course Prefix & Number

### 5a. Credits/CEUs
1

### 5b. Contact Hours
(1+0)

### 6. Complete Course Title
Graduate Seminar

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

### 8. Type of Action:
☐ Add ☑ Change ☐ Delete

If a change, mark appropriate boxes:

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

### 9. Repeat Status
Yes ☑ # of Repeats 3

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

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

### 12. Cross Listed with
cross-listed coordination signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):**

**Initiator Signed Initials:**

**Date:**

### 13b. Coordination Email
Date: 1/15/14

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

### 13c. Coordination with Library Liaison
Date: 1/15/14

### 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)
Topical subjects relevant to biomedical or molecular medicine selected from Science in Medicine Series, Ground Rounds, Biological Sciences, Nursing, Public Health and Psychology seminars.

**Special Notes:** May be repeated for a maximum of 4 credits.

### 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. Automatic Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

### 16d. Registration Restriction(s) (non-codable)
Graduate Standing and Faculty Permission

### 17. Mark if course has fees
☐

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

### 19. Justification for Action

This course formalizes attendance of graduate students pursuing Interdisciplinary Studies Degree with a biomedical or molecular medicine focus area at seminars of relevance to these foci, and by so doing recognizes seminar attendance as an important component of graduate training and education.

**Initiator (faculty only)***

**Initiator Signed Initials:**

**Date:**

- ☐ 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:**

- ☐ Approved
- ☐ Disapproved
I. Date of Initiation: Fall 2013

II. Curriculum Action Request
A. College: College of Health
B. Course Prefix: BIOM
C. Course Number: A692
D. Number of Credits and Contact Hours: 1; 1+0
E. Course Title: Graduate Seminar
F. Grading Basis: P/NP
G. Implementation Date: Fall 2014
H. Cross-listed: N/A
I. Stacked: N/A
J. Course Description: Topical subjects relevant to biomedical or molecular medicine selected from Science in Medicine Series, Ground Rounds, Biological Sciences, Nursing, Public Health and Psychology seminars. Special Notes: May be repeated for a maximum of 4 credits.
K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: Level
N. Registration Restrictions: Graduate Standing and Faculty Permission
O. Course Fees: No

III. Course Level Justification
Through attendance and participation in selected professional seminar series such as Science in Medicine, Ground Rounds, Biological Sciences, Nursing, Public Health and Psychology, this course is designed to mentor students pursuing graduate level study in a biomedical or molecular medicine focus area in current scholarly topics and research techniques, as well as effective presentation skills of relevance to their chosen area.

IV. Instructional Goals and Student Learning Outcomes
A. Instructional Goals.
The instructor will guide the critical analysis of data collection, analysis, and interpretation, as well as oral presentation techniques relevant to biomedical or molecular medicine topic areas.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>1. Perfect skills in critical analysis of presentations relevant to biomedical or molecular medicine research.</td>
</tr>
<tr>
<td>2. Assess appropriate data collection, analysis</td>
</tr>
</tbody>
</table>
V. **Topical Course Outline**
Because this course will be tailored to the individual graduate student biomedical or molecular medicine focus area and the seminar topics of relevance presented each semester, there is no single best outline for course content. The individual faculty advisor, in consultation with the graduate student, will develop an appropriate list of seminars to attend each semester.

VI. **Suggested Texts**
Because this course is tailored to the biomedical or molecular medicine research focus area of each participating graduate student, and is based on attendance at professional seminars there is no single best list of primary literature or textbooks. The individual faculty member, in consultation with the graduate students, will identify reading materials as needed to facilitate critical analysis of the seminars presented each semester.

VII. **Bibliography (American Medical Association style)**
Dechema E.V. Checklist for Analyzing Oral Presentations. European Federation of Catalysis Societies. 


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

**1a. School or College:** CH College of Health  
**1b. Division:** No Division Code  
**1c. Department:** WAMI

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM</td>
<td>A696</td>
<td></td>
<td>1</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title:** Graduate Research Techniques  
**Abbreviated Title for Transcript:**

**7. Type of Course:**  
- [X] Academic  
- [ ] Preparatory/Development  
- [ ] Non-credit  
- [ ] CEU  
- [ ] Professional Development

**8. Type of Action:**  
- [X] Add  
- [ ] Change  
- [ ] Delete

**9. Repeat Status:**  
- [ ] Yes  
- [ ] No  
- [ ] # of Repeats: 5  
- [ ] Max Credits: 6

**10. Grading Basis:**  
- [X] A-F  
- [ ] P/NP  
- [ ] NG

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

**12. Cross Listed with:**  
- [ ]  
- [ ] Stacked with  
- [ ] Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Initiate Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only): Cindy Knall, PhD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>Mark appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

**15. Course Description:**  
Provides training in data collection, analysis, presentation, and synthesis techniques, as appropriate to the field of biomedical or molecular medicine research.

**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. Automatic Restriction(s)**  
- [ ] College  
- [ ] Major  
- [X] Class  
- [ ] Level

**16d. Registration Restriction(s)** (non-codable)  
Graduate Standing and Faculty Permission

**17. Mark if course has fees:**  
- [ ]

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

**19. Justification for Action:**  
This course formalizes weekly meetings between faculty, graduate students and other research team members at which students present and discuss research techniques and applications, and by so doing recognizes these meetings as an important component of graduate training and education.

---

**Initiator (faculty only):** Cindy Knall, PhD  
**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:**
University of Alaska Anchorage  
College of Health  
Course Content Guide  

I. Date of Initiation: Fall 2013  

II. Curriculum Action Request  
   A. College: College of Health  
   B. Course Prefix: BIOM  
   C. Course Number: A696  
   D. Number of Credits and Contact Hours: 1; 1+0  
   E. Course Title: Graduate Research Techniques  
   F. Grading Basis: A-F  
   G. Implementation Date: Fall 2014  
   H. Cross-listed: N/A  
   I. Stacked: N/A  
   J. Course Description: Provide training in data collection, analysis, presentation, and synthesis techniques, as appropriate to the field of biomedical or molecular medicine research.  
   K. Course Prerequisites: N/A  
   L. Course Co-requisites: N/A  
   M. Other Restrictions: Level  
   N. Registration Restrictions: Graduate Standing and Faculty Permission  
   O. Course Fees: No  

III. Course Level Justification  
Through discussion of primary literature and grant applications of relevance to the focus area, this course is designed to mentor students pursuing graduate level study in a biomedical or molecular medicine focus area in techniques of data collection, analysis, and interpretation, as well as effective presentation skills.  

IV. Instructional Goals and Student Learning Outcomes  
A. Instructional Goals.  
The instructor will guide the critical analysis of techniques in data collection, analysis, and interpretation, as well as techniques in scientific writing of relevance to biomedical and molecular medicine topic areas through readings and discussion of primary literature and grant applications.  

B. Student Learning Outcomes and Assessment Measures  

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>Measures</td>
</tr>
<tr>
<td>1. Perfect skills in critical reading of primary literature of relevance to biomedical or molecular medicine research.</td>
<td>Discussions and written critiques of primary literature</td>
</tr>
<tr>
<td>2. Assess appropriate data collection, analysis and interpretation strategies of relevance to biomedical or molecular medicine research.</td>
<td>Discussions of primary literature and grant applications</td>
</tr>
</tbody>
</table>
3. Refine written critical assessment skills of relevance to biomedical and molecular medicine research.

V. **Topical Course Outline**

A. **Effective Reading**
   1. Identification of learning style to facilitate effective reading
   2. PQR (Preview, Question, Read, React, Recite, Review)
   3. Identification of overall meaning of article
   4. Distinguishing relevant from irrelevant information

B. **Critical Reading of Primary Literature**
   1. Underlying Assumptions
   2. The argument
      a. Claim
      b. Premise
      c. Conclusion
      d. Indicator words
   3. Evaluating the Argument
      a. Terms used
      b. Fairness of data
      c. Logical nature of claim
      d. Degrees of support

C. **Data Collection, Analysis & Interpretation**
   1. Primary literature
      a. Abstract
      b. Conclusion
      c. Section headings
      d. Figures and tables
   2. Grants
      a. Project summary
      b. Specific aims
      c. Approach

D. **Written Critical Assessment**
   1. Primary literature
   2. Grant proposals

VI. **Suggested Texts**

Because this course is tailored to the biomedical or molecular medicine research focus area of each WWAMI faculty member and the needs of the participating graduate students, there is no single best list of primary literature or grant applications. The individual faculty member, in consultation with the graduate students, will develop the list of primary literature and grant applications to be covered each semester.

VII. **Bibliography (American Medical Association style)**


**Course Action Request**

University of Alaska Anchorage

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

---

**1a. School or College**
CH College of Health

**1b. Division**
No Division Code

**1c. Department**
WAMI

**2. Course Prefix**
BIOM

**3. Course Number**
A698

**4. Previous Course Prefix & Number**

**5a. Credits/CEUs**
1-6

**5b. Contact Hours**
(Lecture + Lab) (0+3-18)

---

**6. Complete Course Title**
Directed Research

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

---

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

---

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

**If a change, mark appropriate boxes:**
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Co-requisites
- Registration Restrictions
- General Education Requirement

---

**9. Repeat Status**

**# of Repeats**
3

**Max Credits**
6

---

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

---

**11. Implementation Date**

**semester/year**
From: Fall/2014
To: 9/999

---

**12. Cross Listed with**

**Stacked with**

**Cross-Listed Coordination Signature**

---

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

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

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** 

**Initiator Signed Initials:** 

**Date:**

---

**13b. Coordination Email**

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

**Date:** 1/15/14

---

**13c. Coordination with Library Liaison**

**Date:** 1/15/14

---

**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)*

Research in biomedical or molecular medicine for graduate students. Area of research to be approved and directed by a faculty member in the WWAMI School of Medical Education.

**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. Automatic Restriction(s)**

- College
- Major
- Class
- Level

---

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

Graduate Standing and Faculty Permission

---

**17. Mark if course has fees**

---

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

---

**19. Justification for Action**

To meet student needs for directed research in biomedical or molecular medicine focus area to be applied toward graduate Interdisciplinary Studies Degree with WWAMI faculty member as graduate advisor.

**Initiator (faculty only):** Cindy Knall, PhD

**Initiator (TYPE NAME):**

**Date:**

---

**Approved**

**Disapproved**

**1. Dean/Director of School/College**

**Date:**

---

**Approved**

**Disapproved**

**1. Undergraduate/Graduate Academic**

**Date:**

---

**Approved**

**Disapproved**

**1. Board Chair**

**Date:**

---

**Approved**

**Disapproved**

**1. Provost or Designee**

**Date:**

---

117
I. Date of Initiation: Fall 2013

II. Curriculum Action Request
A. College: CH College of Health
B. Course Prefix: BIOM
C. Course Number: A698
D. Number of Credits and Contact Hours: 1-6; 0+3-18
E. Course Title: Directed Research
F. Grading Basis: A-F
G. Implementation Date: Fall 2014
H. Cross-listed: N/A
I. Stacking: N/A
J. Course Description: Research in biomedical or molecular medicine for graduate students. Area of research to be approved and directed by a faculty member in the WWAMI School of Medical Education.

K. Course Prerequisites: N/A
L. Course Corequisites: N/A
M. Other Restrictions: Level
N. Registration Restrictions: Graduate Standing and Faculty Permission
O. Course Fees: No

III. Course Level Justification
This course is an advanced research course in which hypotheses are tested, primary literature is read, interpreted and evaluated, experimental design, research methodology and data analyses are performed to generate new knowledge to be applied toward an interdisciplinary master’s degree or cooperative doctoral degree in which a WWAMI faculty member is the graduate advisor.

IV. Instructional Goals and Student Learning Outcomes
A. Instructional Goals
The instructor will mentor the conceptualization and formulation of testable hypotheses based on observation and literature review, experimental design, methodologies and analyses to test and/or revise hypotheses using either newly generated or existing data sets culminating in a research project and research document integrating results with appropriate literature.
## B. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generate original research of a biomedical or molecular medicine focus</td>
<td>Meetings, scheduled milestones, research project, research document</td>
</tr>
<tr>
<td>2. Perform the scientific method to generate and/or analyze data sets producing results appropriate to writing a publishable scientific paper or thesis</td>
<td>Meetings, scheduled milestones, research project, research document</td>
</tr>
<tr>
<td>3. Explicate and present progress on a research project with faculty and other members of the research community</td>
<td>Meetings, scheduled milestones, research document</td>
</tr>
</tbody>
</table>

## V. Topical Course Outline

Because this is a course tailored to the individual graduate student and their focus area in biomedical or molecular medicine research, there is no single best outline for course content. The individual faculty advisor, in consultation with the graduate student and their graduate committee, will develop a meeting schedule and scheduled milestones, along with expectations for the research project and research document each semester.

## VI. Suggested Texts (American Medical Association style)

Specific readings from the primary literature will vary by student research project. Readings from primary literature will be arranged each semester between the faculty member and graduate student. These readings may be accessed through the following electronic sources:


## 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>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>No Division Code</td>
<td>WAMI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM</td>
<td>A699</td>
<td></td>
<td>1-9</td>
<td>(0+3-27)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

**Thesis**

**Abbreviated Title for Transcript**

7. Type of Course

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

8. Type of Action:

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

9. Repeat Status

- Yes
- # of Repeats: 3
- Max Credits: 18

10. Grading Basis

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

11. Implementation Date

- From: Fall/2014
- 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).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1/15/14</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): [Cindy Knall, PhD]

Initiator Signed Initials: [Signature]

Date: [1/15/14]

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)

Planning, preparation, and completion of graduate thesis for which the student’s graduate advisor is a faculty member in the WWAMI School of Medical Education. Special Notes: Permission of graduate advisor required. No more than 6 credits may apply towards interdisciplinary master’s degree, or 18 credits towards cooperative doctorate.

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

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

16c. Automatic Restriction(s)

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

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

- Graduate Standing and Faculty Permission

17. [ ] Mark if course has fees

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

19. Justification for Action

To meet the needs of students pursuing graduate Interdisciplinary Studies Degree in which one of the academic disciplines constituting the degree falls within biomedicine and for which a WWAMI faculty member is the chair of the student’s graduate studies committee and serves as the student’s graduate advisor.

Initiator (faculty only)

Cindy Knall, PhD

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
I. Date of Initiation: Fall 2013

II. Curriculum Action Request
   A. College: CH College of Health
   B. Course Prefix: BIOM
   C. Course Number: A699
   D. Number of Credits and Contact Hours: 1-9; 0+3-27
   E. Course Title: Thesis
   F. Grading Basis: A-F
   G. Implementation Date: Fall 2014
   H. Cross-listed: N/A
   I. Stacking: N/A
   J. Course Description: Planning, preparation, and completion of graduate thesis for which the student’s graduate advisor is a faculty member in the WWAMI School of Medical Education. Special Notes: Permission of graduate advisor required. No more than 6 credits may apply towards interdisciplinary master’s degree, or 18 credits towards cooperative doctorate.

   K. Course Prerequisites: N/A
   L. Course Corequisites: N/A
   M. Other Restrictions: Level
   N. Registration Restrictions: Graduate Standing and Faculty Permission
   O. Course Fees: No

III. Course Level Justification
    This is an advanced research course in which hypotheses are tested, primary literature is read, interpreted and evaluated, experimental design, research methodology and data analyses are performed to generate new knowledge culminating in a scholarly thesis in partial fulfillment of an interdisciplinary studies degree in which a WWAMI faculty member is the graduate advisor.

IV. Instructional Goals and Student Learning Outcomes
   A. Instructional Goals
      The instructor will mentor the conceptualization and formulation of testable hypotheses based on observation and literature review, experimental design, methodologies and analyses leading to the testing of these hypotheses culminating in the completion of a scholarly thesis documenting the research and integrating results with appropriate literature in the relevant disciplines.
B. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generate original research of a biomedical or molecular medicine focus</td>
<td>Meetings, scheduled milestones, research project, research thesis</td>
</tr>
<tr>
<td>2. Perform the scientific method to generate and/or analyze data sets producing results</td>
<td>Meetings, scheduled milestones, research project, manuscript and/or thesis</td>
</tr>
<tr>
<td>appropriate to writing a publishable scientific paper and/or thesis</td>
<td></td>
</tr>
<tr>
<td>3. Explicate and present progress on a research project with faculty and other members</td>
<td>meetings, scheduled milestones, public presentation, manuscript and/or thesis</td>
</tr>
<tr>
<td>of the research community</td>
<td></td>
</tr>
</tbody>
</table>

V. Topical Course Outline
Because this is a course tailored to the individual graduate student and their focus area in biomedical or molecular medicine research, there is no single best outline for course content. The individual faculty advisor, in consultation with the graduate student and their graduate committee, will develop a meeting schedule and scheduled milestones, along with expectations for the research project, manuscript and/or thesis.

VI. Suggested Texts (American Medical Association style)
Specific readings from the primary literature will vary by student research project. Readings from primary literature will be arranged each semester between the faculty member and graduate student. These readings may be accessed through the following electronic sources:


VII. Bibliography


TO: Graduate Academic Board

FROM: Keith Cates, Assoc. Professor - Counselor Education

DATE: January 7, 2014

SUBJECT: Program changes to the M.Ed in Counselor Education

The Counselor Education Program in the Counseling and Special Education department in the College of Education is proposing the following program changes to its Master of Education in Counselor Education:

In the core curriculum of the program:
- Remove EDSE A632 Special Education Law

In the School Counseling option:
- Increase the Internship requirements from 3 to 6 credit hours

In the Community Agency option:
- Change option name to Clinical Mental Health Counseling
- Increase option requirements from 12 to 27 credit hours. This will include:
  - Add course EDCN A641 Counseling Military Personnel/Families (currently an elective in the Counselor Education program course list)
  - Add course EDCN A643 Grief and Trauma Counseling (currently an elective in the Counselor Education program course list)
  - Increase the Internship requirements from 3 to 6 credit hours
  - Increase the Electives from 3 to 9 credit hours
- Require completion of the Counselor Preparation Comprehensive Exam (CPCE)

Justification: The program is being updated to better align with national standards in the Counselor Education field and Alaska state licensure requirements for Licensed Professional Counselors. It will also increase program graduate’s clinical competency in school, educational, community, hospital and agency settings to better meet Alaska’s current and future needs.
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>Counseling and Special Education</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix
Counselor Education

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: or 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/2014 To: 9999

6a. Coordination with Affected Units
Department, School, or College: COE
Initiator Name (typed): Keith Cates
Initiator Signed Initials: Date:

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 1/30/2014

6c. Coordination with Library Liaison
Date: 1/30/2014

7. Title and Program Description - Please attach the following:
  - [X] Cover Memo
  - [X] Catalog Copy in Word using the track changes function

8. Justification for Action
Justification: The program is being updated to better align with national standards in the Counselor Education field and Alaska State licensure requirements for Licensed Professional Counselors. This revision will increase each program graduate’s clinical competency in school, educational, community, hospital and agency settings to better meet Alaska’s current and future needs.

Initiator (faculty only)
Keith Cates
Initiator (TYPE NAME)

Approved
Disapproved
Date
Dean/Director of School/College

Approved
Disapproved
Date
Undergraduate/Graduate Academic Board Chair

Approved
Disapproved
Date
Provost or Designee

Approved
Disapproved
Date
College/School Curriculum Committee Chair

Approved
Disapproved
Date
Department Chair
Chapter 12: Graduate Programs

COLLEGE OF EDUCATION

Master of Education

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

A. Counselor Education
   School Counseling (K-8, 7-12, or both)
   Clinical Mental Health Counseling
B. Early Childhood Special Education
C. Educational Leadership
   Principal (K-8, 7-12, or both)
   Teacher Leadership — admission suspended
D. Teaching and Learning
E. Special Education
   Special Education
   Special Education Administration— admission suspended

Professional Field Practice

Prior to permitting the candidate to enter the final stage of preparation, which is characterized in most options by participation in a practicum or internship, a faculty committee will evaluate the candidate’s performance in the program. Admission into this final phase of professional preparation is a faculty decision and is separate from entry into the graduate program. Difficulties including inadequate academic performance, unprofessional behavior, unsatisfactory field reports, or other factors, may result in denial of entry to practicum or internship. Performance in practicum and internship is closely monitored, with stated minimum competencies and the development of individual objectives. Since this is the practice and application phase of professional development, it is assumed that candidates will demonstrate appropriate professional dispositions with respect to their professional actions, attitude, and performance.

The Alaska Department of Education and Early Development issues certificates/endorsements as a result of successful program completion as verified by the department chair and the dean.

Field Placements

Most College of Education graduate programs require field experiences in school or agency settings.

Criminal History Background Clearance

The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork and those enrolling in coursework offered at the Providence Early Learning Lab (PELL). In some cases, criminal history background clearance is required for admission to a department or program. In addition to self disclosure of criminal history to the College of Education and its partners, a check of the Alaska and National Sex Offender Registries, a fingerprint-based check by the Federal Bureau of Investigation, and a name-based check through the Alaska Public Safety Information Network may be required. Various agencies and centers may have additional requirements.

Failure to comply with the College of Education background check requirements will result in denial of access to field placement settings or PELL. Failure to pass the criminal history background check will result in removal from the program. More information is available at www.uaa.alaska.edu/coe/currentstudents/field-experiences/background-checks.cfm.

Cooperating School/Agency

Practica, internships, and other field placements are made only in cooperation with participating school districts and agencies. The school districts and agencies that work with the College of Education reserve the right to request additional information and/or preparation from candidates, in accordance with their established policies/practices. Cooperating districts and agencies also determine the number of available spaces and
placements for candidates. Placements may become competitive if the number of applicants exceeds the number of spaces. Districts and agencies also reserve the right to refuse or terminate placements when candidates do not meet an acceptable standard of performance. Thus, while the university makes every effort to find appropriate field placements for candidates, admittance to a degree/certificate/endorsement program does not guarantee acceptance by cooperating school districts or agencies. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field placement.

Transfer
Candidates who have taken all or part of an approved program at another university must take at least 9 credits of approved education courses at the University of Alaska prior to being admitted to an advanced practicum or internship.

Admission Procedures
Individuals applying to the MEd must complete both UAA’s graduate application (www.uaa.alaska.edu/admissions) and the application for the specific program in the College of Education. When all official transcripts and other required materials are received by the Office of Admissions, a copy of the applicant’s file is forwarded to the College of Education and combined with the College of Education admission materials for consideration by the appropriate department. In some cases, applicants may be contacted about providing writing samples or for scheduling personal interviews with the department after their completed files are received. When all documents are received and reviewed by the department, the applicant will be notified of the department’s decision.

Admission Deadlines
Applicant files are reviewed throughout the year. However, applications for admission need to be submitted by specific dates (July 1, November 1, and May 1) to qualify for financial aid.

Admission Requirements
1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter.
2. Hold a baccalaureate degree from a regionally accredited institution or equivalent from another country.
3. Have a GPA of 3.00 (on a 4.00 point scale) in the last 30 credits.
4. Satisfy the admission requirements as specified by the appropriate program. In general, programs require submission of a resume documenting professional experience, goal statements, and professional references. Some programs may require teacher certification.
   Departments may request writing samples or interviews as part of the admission process.

Competitive Qualifications
Applicants who meet the above criteria are considered for program admission on a competitive basis.

Continuous Registration
Graduate students must demonstrate continuous progress toward program completion. College of Education candidates must complete at least one approved program course during any 24-month consecutive period to maintain active status in their programs. Candidates not making continuous progress and not on an approved leave of absence (see Leave of Absence policy at the beginning of this chapter) may be removed from master’s degree-seeking status.

Graduate Studies Plan
An official Graduate Studies Plan must be approved before completion of more than 12 credits of coursework.

Graduation Requirements
Candidates completing the Master of Education degree must complete the following requirements:
1. Satisfy University Requirements for Graduate Degrees and master’s level graduation requirements at the beginning of this chapter.
2. Complete a minimum of 30 credits of approved coursework. Specific programs may require more than 30 credits. See appropriate program for credit requirements.
3. Satisfy the requirement of a comprehensive examination, comprehensive portfolio, or other scholarly work as specified by the program.
Cautionary note: Graduate courses completed prior to being admitted as a graduate student will not necessarily be applicable toward a specific graduate degree program. Since recency of credits is of concern to the candidate’s committee when developing the graduate program, coursework must be completed within a consecutive seven-year period prior to graduation in order to fulfill the requirements of the degree.

Institutional Recommendation
Following are the requirements for an institutional recommendation for those programs leading to a recommendation for certification or endorsement:
1. All program courses must be completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the program coursework.
3. For endorsements, all requirements for a current Teacher Certificate must be successfully met.

4. For Principal Type B Administrative Certificates, candidates must have three years of successful certificated contract experience as a teacher or special services provider (Type C). In addition, a minimum of a master’s degree is required.

5. For the Principal Type B Certificate, the MEd must be conferred.

6. For the Type F Special Education Administration Certificate, candidates must have three years of successful certificated contract experience as a special services provider. The certificate is restricted to those candidates who hold a Type C Special Services Certificate with an endorsement in school psychology, speech-language pathology, or school counseling. In addition, a minimum of a master’s degree is required.

7. For the Type B Administrative Certificate with an endorsement in special education administration, candidates must have three years of successful certificated contract experience as a special education teacher. In addition, a minimum of a master’s degree is required.

8. Demonstration of basic computer/technology competence. See specific programs for additional information.

Note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for the certificate.

**Program Requirements (MEd)**

Complete one of the following courses of study:

**A. Counselor Education**

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

The MEd in Counselor Education is designed for individuals who desire initial professional preparation as counselors in school, educational, community, hospital, and agency settings. The program encompasses theory, technology, research, and practice relating to the delivery of counseling services to children, adolescents or adults who require assistance with developmental, academic, personal, social, or career issues.

**Program Student Learning Outcomes**

Upon completion of this program, graduates will be able to:

1. Communicate essential knowledge and understandings of the profession of counseling including an ability to integrate knowledge into personally meaningful frameworks.

2. Apply practical knowledge that is developmentally appropriate to individuals and groups in multicultural contexts.

3. Utilize individual and group approaches to assessment and evaluation to support and improve counseling practices in multicultural contexts.

4. Show dispositions relating to effective counseling practices for diverse populations.

5. Engage in work that meets ethical standards and legal mandates in the field of counseling.

6. Communicate essential knowledge and understanding of career development and related life issues.

7. Utilize professional literature, research methods, and program evaluation to support and improve counseling practices.

8. Communicate essential knowledge of and skills in effective group counseling practice including theoretical and experiential understanding of group approaches in a multicultural society.

9. Create a plan for continued professional development in a counseling specialty area.

**Admission Requirements**

1. See 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. Complete the Counselor Education application (application packet can be found on the program web site).

3. Submit three letters (or reference forms) of professional recommendation (see application packet for forms).

4. Provide a goal statement of approximately 500 words that contains an autobiography, career goals, and how the MEd program relates to those goals.

5. Participate in an interview, if requested.

6. Provide an additional writing sample, if requested.

**Background Check Requirements**

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

**Program Requirements**

1. Research Core (6 credits):

   EDRS A660 Fundamentals of Research in Education 2
2. Counselor Education Core (27 credits):
   
   EDCN A610  Professional and Ethical Orientation to Counseling  3
   EDCN A613  Human Development for Helping Professionals  3
   EDCN A614  Counseling Diverse Populations  3
   EDCN A616  Counseling Theories  3
   EDCN A620  Assessment in Counseling  3
   EDCN A623  Counseling Skills and Techniques  3
   EDCN A624  Group Counseling  3
   EDCN A632  Lifespan Career Development  3
   EDCN A680  Counseling Practicum  3

3. Choose one of two options:
   a. School Counseling
   b. Clinical Mental Health Counseling

The School Counseling and Community Agency options address the academic requirements for the credential of National Certified Counselor (NCC). Additional requirements apply. See the National Board for Certified Counselor for more information: www.nbcc.org. The School Counseling option addresses partial academic requirements and the Clinical Mental Health Counseling option addresses the full academic requirements for the credential of Licensed Professional Counselor (LPC) in Alaska. Candidates must have a total of 60 credits approved by the LPC Board. Additional requirements apply. See the Alaska Board of Professional Counselors website for more information: www.commerce.state.ak.us/occ/ppco.htm. Also see the Graduate Certificate in Counselor Education.

a. School Counseling (15 credits)

The School Counseling option is designed for individuals who want to work as counselors in public school settings.

EDCN A625  Administration and Practices in School Counseling  3
EDCN A633  Counseling Children and Adolescents  3
EDCN A695E*  Counseling Internship: Elementary School  6
   or
EDCN A695S*  Counseling Internship: Secondary School  3
Electives by advisement  3

*EDCN A695E Counseling Internship: Elementary School and EDCN A695S Counseling Internship: Secondary School cannot be used to fulfill elective course requirements for the degree.

The School Counseling option may lead to an institutional recommendation for a Type C Special Services Certificate with an endorsement in School Counseling. Candidates will be considered for endorsement at the elementary (K-8) or secondary (7-12) level upon completion of an internship at the appropriate level. Thus, candidates seeking institutional recommendation for grades K-12 must successfully complete internships at both elementary and secondary levels. The School Counseling option addresses EED’s academic requirements for a Type C Special Services Certificate with an endorsement in School Counseling. In addition to program completion and institutional recommendation, EED requires approved coursework in multicultural education/cross-cultural communication and Alaska studies. The multicultural education/cross-cultural communication requirement is met through completion of EDCN A614 Counseling Diverse Populations if taken after May 2008. Candidates are encouraged to complete an approved course in Alaska studies in addition to program coursework to qualify for a regular Type C certificate. Candidates who do not complete an approved course in Alaska studies may qualify for an initial Type C certificate. For a list of all approved courses, see the EED website at www.eed.state.ak.us.

b. Clinical Mental Health Counseling (27 credits) *

The Clinical Mental Health Counseling option is designed for individuals who want to work as counselors in community, hospital and agency settings.

EDCN A627  Counseling in Community Agencies  3
EDCN A637  Treating Emotional and Mental Disorders  3
EDCN A641  Counseling Military Personnel/Families  3
EDCN A643  Grief and Trauma Counseling  3
EDCN A695C**  Counseling Internship: Community Agency  6
Electives by advisement  9

* Students in the Clinical Mental Health Counseling track must also pass the Counselor Preparation Comprehensive Examination.
**EDCN A695C Counseling Internship: Community Agency cannot be used to fulfill elective course requirements for the degree.**

4. See College of Education Graduation Requirements at the beginning of this section.

5. Successful completion of a portfolio is required.

6. Successful completion of a case study analysis is required.

Note: EDRS A660 is waived for candidates entering the program with a master’s degree that included an equivalent research course. EDCN A680 Counseling Practicum and an internship (EDCN A695E, EDCN A695C, EDCN A695S) are required for all candidates seeking a master’s degree in Counselor Education. Also, coursework taken at another institution to satisfy requirements for the master’s degree must be pre-approved by an advisor in the Counselor Education program in order to be accepted as part of the graduate studies plan.
Chapter 12: Graduate Programs

COLLEGE OF EDUCATION

Master of Education

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

A. Counselor Education
   School Counseling (K-8, 7-12, or both)
   Community Agency/Clinical Mental Health Counseling

B. Early Childhood Special Education

C. Educational Leadership
   Principal (K-8, 7-12, or both)
   Teacher Leadership – admission suspended

D. Teaching and Learning

E. Special Education
   Special Education
   Special Education Administration – admission suspended

Professional Field Practice

Prior to permitting the candidate to enter the final stage of preparation, which is characterized in most options by participation in a practicum or internship, a faculty committee will evaluate the candidate’s performance in the program. Admission into this final phase of professional preparation is a faculty decision and is separate from entry into the graduate program. Difficulties including inadequate academic performance, unprofessional behavior, unsatisfactory field reports, or other factors, may result in denial of entry to practicum or internship. Performance in practicum and internship is closely monitored, with stated minimum competencies and the development of individual objectives. Since this is the practice and application phase of professional development, it is assumed that candidates will demonstrate appropriate professional dispositions with respect to their professional actions, attitude, and performance.

The Alaska Department of Education and Early Development issues certificates/endorsements as a result of successful program completion as verified by the department chair and the dean.

Field Placements

Most College of Education graduate programs require field experiences in school or agency settings.

Criminal History Background Clearance

The College of Education requires compliance with specific background clearance policies and procedures for candidates participating in university-sponsored fieldwork and those enrolling in coursework offered at the Providence Early Learning Lab (PELL). In some cases, criminal history background clearance is required for admission to a department or program. In addition to self disclosure of criminal history to the College of Education and its partners, a check of the Alaska and National Sex Offender Registries, a fingerprint-based check by the Federal Bureau of Investigation, and a name-based check through the Alaska Public Safety Information Network may be required. Various agencies and centers may have additional requirements.

Failure to comply with the College of Education background check requirements will result in denial of access to field placement settings or PELL. Failure to pass the criminal history background check will result in removal from the program. More information is available at www.uaa.alaska.edu/coe/currentstudents/field-experiences/background-checks.cfm.

Cooperating School/Agency

Practicum, internships, and other field placements are made only in cooperation with participating school districts and agencies. The school districts and agencies that work with the College of Education reserve the right to request additional information and/or preparation from candidates, in accordance with their established policies/practices. Cooperating districts and agencies also determine the number of available spaces and
placements for candidates. Placements may become competitive if the number of applicants exceeds the number of spaces. Districts and agencies also reserve the right to refuse or terminate placements when candidates do not meet an acceptable standard of performance. Thus, while the university makes every effort to find appropriate field placements for candidates, admittance to a degree/certificate/endorsement program does not guarantee acceptance by cooperating school districts or agencies. Unacceptable academic performance, an unprofessional attitude, unsatisfactory field reports, violation of professional ethics, or other factors may result in removal from the field placement.

**Transfer**

Candidates who have taken all or part of an approved program at another university must take at least 9 credits of approved education courses at the University of Alaska prior to being admitted to an advanced practicum or internship.

**Admission Procedures**

Individuals applying to the MEd must complete both UAA’s graduate application (www.uaa.alaska.edu/admissions) and the application for the specific program in the College of Education. When all official transcripts and other required materials are received by the Office of Admissions, a copy of the applicant’s file is forwarded to the College of Education and combined with the College of Education admission materials for consideration by the appropriate department. In some cases, applicants may be contacted about providing writing samples or for scheduling personal interviews with the department after their completed files are received. When all documents are received and reviewed by the department, the applicant will be notified of the department’s decision.

**Admission Deadlines**

Applicant files are reviewed throughout the year. However, applications for admission need to be submitted by specific dates (July 1, November 1, and May 1) to qualify for financial aid.

**Admission Requirements**

1. Satisfy Admission Requirements for Graduate Degrees at the beginning of this chapter.
2. Hold a baccalaureate degree from a regionally accredited institution or equivalent from another country.
3. Have a GPA of 3.00 (on a 4.00 point scale) in the last 30 credits.
4. Satisfy the admission requirements as specified by the appropriate program. In general, programs require submission of a resume documenting professional experience, goal statements, and professional references. Some programs may require teacher certification. Departments may request writing samples or interviews as part of the admission process.

**Competitive Qualifications**

Applicants who meet the above criteria are considered for program admission on a competitive basis.

**Continuous Registration**

Graduate students must demonstrate continuous progress toward program completion. College of Education candidates must complete at least one approved program course during any 24-month consecutive period to maintain active status in their programs. Candidates not making continuous progress and not on an approved leave of absence (see Leave of Absence policy at the beginning of this chapter) may be removed from master’s degree-seeking status.

**Graduate Studies Plan**

An official Graduate Studies Plan must be approved before completion of more than 12 credits of coursework.

**Graduation Requirements**

Candidates completing the Master of Education degree must complete the following requirements:

1. Satisfy University Requirements for Graduate Degrees and master’s level graduation requirements at the beginning of this chapter.
2. Complete a minimum of 30 credits of approved coursework. Specific programs may require more than 30 credits. See appropriate program for credit requirements.
3. Satisfy the requirement of a comprehensive examination, comprehensive portfolio, or other scholarly work as specified by the program.

Cautionary note: Graduate courses completed prior to being admitted as a graduate student will not necessarily be applicable toward a specific graduate degree program. Since recency of credits is of concern to a candidate’s committee when developing the graduate program, coursework must be completed within a consecutive seven-year period prior to graduation in order to fulfill the requirements of the degree.

**Institutional Recommendation**

Following are the requirements for an institutional recommendation for those programs leading to a recommendation for certification or endorsement:

1. All program courses must be completed with a grade of C or higher.
2. Cumulative GPA of 3.00 in the program coursework.
3. For endorsements, all requirements for a current Teacher Certificate must be successfully met.
4. For Principal Type B Administrative Certificates, candidates must have three years of successful certificated contract experience as a teacher or special services provider (Type C). In addition, a minimum of a master's degree is required.
5. For the Principal Type B Certificate, the MEd must be conferred.
6. For the Type F Special Education Administration Certificate, candidates must have three years of successful contract experience as a special services provider. The certificate is restricted to those candidates who hold a Type C Special Services Certificate with an endorsement in school psychology, speech-language pathology, or school counseling. In addition, a minimum of a master's degree is required.
7. For the Type B Administrative Certificate with an endorsement in special education administration, candidates must have three years of successful certificated contract experience as a special education teacher. In addition, a minimum of a master's degree is required.
8. Demonstration of basic computer/technology competence. See specific programs for additional information.

Note: Certification is awarded by the State of Alaska through the Alaska Department of Education and Early Development (EED) in Juneau. Graduates must meet all requirements specified by EED at the time of application for the certificate.

Program Requirements (MEd)

Complete one of the following courses of study:

A. Counselor Education

www.uaa.alaska.edu/coe/degrees

The MEd in Counselor Education is designed for individuals who desire initial professional preparation as counselors in public schools, educational, community, hospital, and agency settings or community agencies. The program encompasses theory, technology, research, and practice relating to the delivery of counseling services to children, adolescents or adults who require assistance with developmental, academic, personal, social, or career issues.

Program Student Learning Outcomes

Upon completion of this program, graduates will be able to:
1. Communicate essential knowledge and understandings of the profession of counseling including an ability to integrate knowledge into personally meaningful frameworks.
2. Apply practical knowledge that is developmentally appropriate to individuals and groups in multicultural contexts.
3. Utilize individual and group approaches to assessment and evaluation to support and improve counseling practices in multicultural contexts.
4. Show dispositions relating to effective counseling practices for diverse populations.
5. Engage in work that meets ethical standards and legal mandates in the field of counseling.
6. Communicate essential knowledge and understanding of career development and related life issues.
7. Utilize professional literature, research methods, and program evaluation to support and improve counseling practices.
8. Communicate essential knowledge of and skills in effective group counseling practice including theoretical and experiential understanding of group approaches in a multicultural society.
9. Create a plan for continued professional development in a counseling specialty area.

Admission Requirements

1. See 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. Complete the Counselor Education application (application packet can be found on the program web site).
3. Submit three letters (or reference forms) of professional recommendation (see application packet for forms).
4. Provide a goal statement of approximately 500 words that contains an autobiography, career goals, and how the MEd program relates to those goals.
5. Participate in an interview, if requested.
6. Provide an additional writing sample, if requested.

Background Check Requirements

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

Program Requirements

1. Research Core (6 credits):
   EDRS A660 Fundamentals of Research in
### Educated Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRS A664</td>
<td>Developing and Writing Literature Reviews</td>
<td>2</td>
</tr>
<tr>
<td>EDRS A667</td>
<td>Program Evaluation</td>
<td>2</td>
</tr>
</tbody>
</table>

*Must be taken within the first 12 credits of program coursework.*

#### 2. Counselor Education Core (27 credits):  
- EDCN A610 Professional and Ethical Orientation to Counseling Professionals  
- EDCN A613 Human Development for Helping Professionals  
- EDCN A614 Counseling Diverse Populations  
- EDCN A616 Counseling Theories  
- EDCN A620 Assessment in Counseling  
- EDCN A623 Counseling Skills and Techniques  
- EDCN A624 Group Counseling  
- EDCN A632 Lifespan Career Development  
- EDCN A680 Counseling Practicum  
- EDSR A692 Special Education Law: Principles and Practices  

#### 3. Choose one of two options:  
a. **School Counseling**  
   
   **Community Agency Clinical Mental Health Counseling**  
   The School Counseling and Community Agency options address the academic requirements for the credential of National Certified Counselor (NCC). Additional requirements apply. See the National Board for Certified Counselor for more information: [www.nbcc.org](http://www.nbcc.org). The School Counseling option addresses partial academic requirements and the Clinical Mental Health Counseling option addresses the full academic requirements for the credential of Licensed Professional Counselor (LPC) in Alaska.  
   Candidates must have a total of 60 credits approved by the LPC Board. Additional requirements apply. See the Alaska Board of Professional Counselors website for more information: [www.commerce.state.ak.us/occ/ppco.htm](http://www.commerce.state.ak.us/occ/ppco.htm). Also see the Graduate Certificate in Counselor Education.  

   **School Counseling (32 credits)**  
   
   The School Counseling option is designed for individuals who want to work as counselors in public school settings.  

   - EDCN A625 Administration and Practices in School Counseling  
   - EDCN A633 Counseling Children and Adolescents  
   - EDCN A695E Counseling Internship: Elementary School  
   - EDCN A695S Counseling Internship: Secondary School  
   
   Electives by advisement  

   *EDCN A695E Counseling Internship: Elementary School and EDCN A695S Counseling Internship: Secondary School cannot be used to fulfill elective course requirements for the degree.*  

   The School Counseling option may lead to an institutional recommendation for a Type C Special Services Certificate with an endorsement in School Counseling. Candidates will be considered for endorsement at the elementary (K-8) or secondary (7-12) level upon completion of an internship at the appropriate level. Thus, candidates seeking institutional recommendation for grades K-12 must successfully complete internships at both elementary and secondary levels. The School Counseling option addresses EED's academic requirements for a Type C Special Services Certificate with an endorsement in School Counseling. In addition to program completion and institutional recommendation, EED requires approved coursework in multicultural education/cross-cultural communication and Alaska studies. The multicultural education/cross-cultural communication requirement is met through completion of EDCN A634 Counseling Diverse Populations if taken after May 2008. Candidates are encouraged to
complete an approved course in Alaska studies in addition to program coursework to qualify for a regular Type C certificate. Candidates who do not complete an approved course in Alaska studies may qualify for an initial Type C certificate. For a list of all approved courses, see the EED website at www.eed.state.ak.us.

b. **Community Agency Clinical Mental Health Counseling (27 credits)** *

The Community Clinical Mental Health Counseling option is designed for individuals who want to work as counselors in community, hospital and agency settings.

- EDCN A627 Counseling in Community Agencies 
- EDCN A637 Treating Emotional and Mental Disorders 
- EDCN A641 Counseling Military Personnel/Families 
- EDCN A643 Grief and Trauma Counseling

EDCN A695** Counseling Internship: Community Agency **3

Electives** by advisement **93

*EDCN A695C Counseling Internship: Community Agency cannot be used to fulfill elective course requirements for the degree.

** Students seeking a concentration in career counseling should choose CTE A611 Historical and Philosophical Foundations of Career and Technical Education.**

** Students in the Clinical Mental Health Counseling track must also pass the Counselor Preparation Comprehensive Examination.

EDCN A680 Counseling Practicum and an internship (EDCN A695E, EDCN A695C, EDCN A695S) are required for all candidates seeking a master’s degree in Counselor Education. Also, coursework taken at another institution to satisfy requirements for the master’s degree must be pre-approved by an advisor in the Counselor Education program in order to be accepted as part of the graduate studies plan.

4. See College of Education Graduation Requirements at the beginning of this section.

5. Successful completion of a portfolio is required.

6. Successful completion of a case study analysis is required.

A minimum of 48 credits is required for the degree. Note: EDRS A660 is waived for candidates entering the program with a master’s degree that included an equivalent research course. EDCN A680 Counseling Practicum and an internship (EDCN A695E, EDCN A695C, EDCN A695S) are required for all candidates seeking a master’s degree in Counselor Education. Also, coursework taken at another institution to satisfy requirements for the master’s degree must be pre-approved by an advisor in the Counselor Education program in order to be accepted as part of the graduate studies plan.
TO: Graduate Academic Board
FROM: Robyn Rehmann, Assistant Professor, Educational Leadership, COE
DATE: February 5, 2014
SUBJECT: Program Action Request for Masters in Educational Leadership

The Educational Leadership Program, College of Education, is bringing forward a program action request for the Masters in Education degree in Educational Leadership. The current curriculum was written twelve years ago based on the educational needs and issues facing administrators at that time. School leadership demands and expectations have evolved in recent years. These changes require adjustments in practice and expertise from a focus on school management to instructional leadership with an emphasis on research-based practice and social justice.

The program revisions include changes in both admission requirements and curriculum. The changes are as follows:

1. Candidates will be required to write an educational goal statement
2. Three professional recommendations will be required to include one from a current educational supervisor who has evaluated the candidate.
3. The core classes have been revised both in focus and content. Two classes, EDL A637 and EDL A638, were approved last year. A third class, EDL A639 is presented today.
4. Three courses are added to the required curriculum.
   a. EDL A610, Orientation to Graduate Studies in Leadership, and EDL A620, Leadership in Alaska Culture and Social Justice Issues, were approved last year.
   b. EDL A651, Educator Supervision and Evaluation, prepares the future principal with the skills to lead educators and improve instruction in compliance with changes in state regulations. This class is presented today.

If approved, the MED in Educational Leadership will consist of the following classes for a total of 36 credits:

Foundational Core (12 credits)
EDL A610 Orientation to Graduate Studies in Leadership 3 credits
EDL A620 Leadership in Alaska Culture and Social Justice Issues 3 credits
EDL A660 Fundamentals in Research in Education 2 credits
EDL A661 Data-Informed Instruction 2 credits
EDL A667 Program Evaluation 2 credits
Principal Core (24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A637</td>
<td>Educational Leadership and Organizational Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDL A638</td>
<td>Instructional and Curricular Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDL A639</td>
<td>Politics, Law and Ethics in Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDL A651</td>
<td>Educator Supervision and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDL A641</td>
<td>Principal’s Internship (2 semesters)</td>
<td>6 credits</td>
</tr>
<tr>
<td>EDL A642</td>
<td>Principal’s Seminar I</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDL A643</td>
<td>Principal’s Seminar II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The recommended program action request will result in a graduate certification program for a principal endorsement that is current and relevant to the demands of public educational practice in Alaska and at the national level.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>EDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership/ EDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
</tr>
<tr>
<td>Undergraduate:</td>
</tr>
<tr>
<td>Choose One</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Graduate:</td>
</tr>
<tr>
<td>Master of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This program is a Gainful Employment Program:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM</td>
</tr>
<tr>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2014</td>
</tr>
<tr>
<td>To: /999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: COE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed): Robyn Rehmann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

| 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) |
| Date: 1/30/2014 |

| 6c. Coordination with Library Liaison |
| Date: 1/30/2014 |

| 7. Title and Program Description - Please attach the following: |
| Cover Memo | Catalog Copy in Word using the track changes function |

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Educational Leadership Master of Education program for principal certification has been revised. Courses have been reviewed and one new class is being added this year while two new classes were added this catalog year. These changes provide relevancy to assist school leaders in meeting current and future needs of the educational system in Alaska.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only): Robyn Rehmann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Dean/Director of School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Board Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Provost or Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>EDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership/ EDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
</tr>
<tr>
<td>Undergraduate:</td>
</tr>
<tr>
<td>Choose One</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Graduate:</td>
</tr>
<tr>
<td>Master of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This program is a Gainful Employment Program:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM</td>
</tr>
<tr>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2014</td>
</tr>
<tr>
<td>To: /999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: COE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed): Robyn Rehmann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

| 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) |
| Date: 1/30/2014 |

| 6c. Coordination with Library Liaison |
| Date: 1/30/2014 |

| 7. Title and Program Description - Please attach the following: |
| Cover Memo | Catalog Copy in Word using the track changes function |

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Educational Leadership Master of Education program for principal certification has been revised. Courses have been reviewed and one new class is being added this year while two new classes were added this catalog year. These changes provide relevancy to assist school leaders in meeting current and future needs of the educational system in Alaska.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only): Robyn Rehmann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Dean/Director of School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Board Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Provost or Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

139
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.
4. Submit an educational goal statement.
5. Submit three letters of recommendation or rating forms. At least one rating form must be from an educational supervisor who has evaluated the candidate.

**Program 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, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by stakeholders.
2. Sustain a school culture, trust and a personalized learning environment with high expectations; create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program; develop and supervise the instructional and leadership capacity of school staff; and promote the most effective and appropriate technologies to support teaching and learning.
3. Ensure effective management of operations and resources for a safe, efficient, and effective learning environment; capacity for distributed leadership to support high-quality instruction and student learning.
4. Collaborate with faculty, families and community members regarding diverse community needs and mobilizing community resources to achieve defined organizational outcomes; building and sustaining positive relationships with families and community partners.
5. Act with integrity and fairness in an ethical reflective manner; promoting social justice to ensure individual student needs in all aspects of schooling.
6. Understand, respond to, and influence the larger political, social, economic, legal and cultural context; anticipating emerging trends and initiatives while adapting leadership strategies.

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>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A610</td>
<td>Orientation to Graduate Studies in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL A620</td>
<td>Leadership in Alaska Culture and Social Justice Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Research Foundation (6 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRS A660</td>
<td>Fundamentals of Research in Education</td>
<td>2</td>
</tr>
<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>
</tr>
</tbody>
</table>
3. Principal Core (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A637</td>
<td>Educational Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDL A638</td>
<td>Instructional and Curricular Leadership (3)</td>
<td>3</td>
</tr>
<tr>
<td>EDL A639</td>
<td>Politics, Law and Ethics In Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL A651</td>
<td>Educator Supervision And Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL A641</td>
<td>Principal Internship (3-6)</td>
<td>6</td>
</tr>
<tr>
<td>EDL A642</td>
<td>Principal’s Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>EDL A643</td>
<td>Principal’s Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>


5. 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. EDL A620 meets the requirement for multicultural education/cross-cultural communication. See the Alaska Department of Education and Early Development website for more information: [www.eed.state.ak.us](http://www.eed.state.ak.us).*

b. Teacher Leadership

   *Admission to the Teacher Leadership option is suspended.*
A. C. Educational Leadership

Admission Requirements

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

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.
4. Submit an educational goal statement.
5. Submit three letters of recommendation or rating forms. At least one rating form must be from an educational supervisor who has evaluated the candidate.

Program 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. Ensure effective management of operations and resources for a safe, efficient, and effective learning environment.
3. Ensure effective management of operations and resources for a safe, efficient, and effective learning environment; capacity for distributed leadership to support high-quality instruction and student learning.
4. Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
5. Collaborate with faculty, families and community members regarding diverse community needs and mobilizing community resources to achieve defined organizational outcomes; building and sustaining positive relationships with families and community partners.
6. Act with integrity and fairness in an ethical, reflective manner, promoting social justice to ensure individual student needs in all aspects of schooling.

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
   - EDL A620 Leadership in Alaska Culture and Social Justice Issues

2. Elective Courses (12 credits):
2. Research Foundation (6 credits)

EDRS A660 Fundamentals of Research in Education 2
EDRS A661 Data-Informed Instruction 2
EDRS A667 Program Evaluation 2

2.3. Principal Core (24 credits):

EDL A637 Educational Leadership and Organizational Behavior 3
EDL F631 Culture, Community, and the Curriculum (3)
EDL A638 Instructional and Curricular Leadership (3) 3

or

EDL F631 Culture, Community, and the Curriculum (3)
EDL A639 The Politics, Law and Ethics of Education in Leadership 3
EDL A651 Educator Supervision And Evaluation 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

2.4. Comprehensive portfolio documenting attainment of ELCC standards required.

b. Teacher Leadership

Admission to the Teacher Leadership option is suspended.

Alaska certification note: EED requires 3 credits of multicultural education/cross-cultural communication and 3 credits of Alaska studies for state licensure. EDL A620 meets the requirement for multicultural education/cross-cultural communication. See the Alaska Department of Education and Early Development website for more information: www.eed.state.ak.us.
TO: Graduate Academic Board

FROM: Robyn Rehmann, Assistant Professor, Educational Leadership, COE

DATE: February 5, 2014

SUBJECT: Program Action Request for Educational Leadership Graduate Certificate

The Educational Leadership Program, College of Education, is bringing forward a program action request for the Educational Leadership Graduate Certificate for individuals with a master's degree who are seeking advanced professional preparation to become a principal. The current curriculum was written twelve years ago based on the educational needs and issues facing administrators at that time. The demands and expectations for school leadership have evolved in recent years requiring changes in practice and expertise. This has created a change in focus from school management to instructional leadership with an emphasis on research-based practice and social justice.

The program revisions include changes in both admission requirements and credits. The changes are as follows:

1. Candidates entering the program are required to hold a master's degree. This will include a minimum of six credits in educational research methodology.
2. At least one of the required professional references for admission will be from a current educational supervisor who has evaluated the candidate.
3. The core classes have been revised both in focus and content. Two classes, EDL A637 and EDL A638, were approved last year. A third class, EDL A639 is presented today.
4. Two classes will be added to the required curriculum.
   a. EDL A610, Orientation to Graduate Studies in Leadership, approved last year for the MED will be added to the graduate certificate program.
   b. EDL A651, Educator Supervision and Evaluation, prepares the future principal with the skills to lead educators and improve instruction in compliance with changes in state regulations. This class is presented today.

If approved, the Graduate Certificate in Educational Leadership will be 27 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A610</td>
<td>Orientation to Graduate Studies in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL A637</td>
<td>Educational Leadership and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDL A638</td>
<td>Instructional and Curricular Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL A639</td>
<td>Politics, Law and Ethics in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL A651</td>
<td>Educator Supervision and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL A641</td>
<td>Principal’s Internship (2 semesters)</td>
<td>6</td>
</tr>
<tr>
<td>EDL A642</td>
<td>Principal’s Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>EDL A643</td>
<td>Principal’s Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>
The recommended program action request will result in a graduate certificate program for a principal endorsement that is current and relevant to the demands of public educational practice in Alaska and at the national level.
# Program/PREFIX Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>EDL</td>
</tr>
</tbody>
</table>

| 2. Complete Program Title/PREFIX |  
| Educational Leadership/ EDL |

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
</table>

Choose one from the appropriate drop down menu:  
- Undergraduate:  
- Graduate:  

**CHOOSE ONE**  
- Graduate Certificate

This program is a Gainful Employment Program:  
- Yes  
- No

| 4. Type of Action: |  
| PROGRAM |  
| Add |  
| Change |  
| Delete |

| PREFIX |  
| Add |  
| Change |  
| Inactivate |

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2014</td>
</tr>
</tbody>
</table>

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

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

| 6b. Coordination Email submitted to Faculty Listserv |  
| (uaa-faculty@lists.uaa.alaska.edu) |  
| **Date:** 1/30/2014 |

| 6c. Coordination with Library Liaison |  
| **Date:** 1/30/2014 |

| 7. Title and Program Description - Please attach the following: |
| - Cover Memo  
| - Catalog Copy in Word using the track changes function |

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
</table>

The Educational Leadership graduate certificate program for principal certification has been updated and substantially revised for individuals with a Masters in Education seeking advanced professional preparation. These changes assist in providing relevancy for school leaders to meet current and future needs of public schools in Alaska and the nation.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robyn Rehmann</td>
<td></td>
</tr>
</tbody>
</table>

**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 |

146
B. Graduate Certificates, Educational Leadership

www.uaa.alaska.edu/coe/degrees

Principal and Superintendent

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.

Program Student Learning Outcomes

Student outcomes for these certificates are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders, 2011 Building level. Students who complete the Educational Leadership Graduate Certificate programs will be able to:

1. Collaboratively facilitate the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by stakeholders.
2. Sustain a school culture, trust and a personalized learning environment with high expectations; create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program; develop and supervise the instructional and leadership capacity of school staff; and promote the most effective and appropriate technologies to support teaching and learning.
3. Ensure effective management of operations and resources for a safe, efficient, and effective learning environment; capacity for distributed leadership to support high-quality instruction and student learning.
4. Collaborate with faculty, families and community members regarding diverse community needs and mobilizing community resources to achieve defined organizational outcomes; building and sustaining positive relationships with families and community partners.
5. Act with integrity and fairness in an ethical reflective manner; promoting social justice to ensure individual student needs inform all aspects of schooling.
6. Understand, respond to, and influence the larger political, social, economic, legal and cultural context; anticipating emerging trends and initiatives while adapting leadership strategies

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. This will include a minimum of six credits in educational research methodology.
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. At least one of the professional references must be from a current educational supervisor who has evaluated the candidate.

Graduation Requirements

1. Satisfy the University Requirements for Graduate Certificates 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. Complete required courses (27 credits):
   - EDL A610 Orientation to Graduate
   - EDL A637 Studies in Leadership
   - EDL A637 Educational Leadership and Organizational Behavior
   - EDL A638 Instructional and Curricular Leadership
   - Or
   - ED AF631 Culture, Community, and the Curriculum
   - EDL A639 Politics, Law and Ethics in Leadership
   - EDL A651 Educator Supervision and Evaluation
   - EDL A641 Principal Internship (3-6)
   - EDL A642 Principal’s Seminar I
   - EDL A643 Principal’s Seminar II

2. Complete portfolio documenting attainment of ELCC standards.
3. Complete a total of 27 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
   - EDL A672 Student Performance: Academic and Developmental
   - EDL A673 Human Resource Management and Labor Relations
   - EDL A674 Public School Finance and Facilities
   - EDL A675 Superintendent Internship (3-6)
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 ELCC 2011 standards through a professional portfolio.
A.B. Graduate Certificates, Educational Leadership

Principal and Superintendent
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.

Program Student Learning Outcomes
Student outcomes for these certificates are based on the Educational Leadership Constituent Council (ELCC) Standards for School Leaders 2011 Building level. Students who complete the Educational Leadership Graduate Certificate programs will be able to:

1. Collaboratively facilitate the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by stakeholders.
2. Sustain a school culture, trust, and a personalized learning environment with high expectations; create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program; develop and supervise the instructional and leadership capacity of school staff; and promote the most effective and appropriate technologies to support teaching and learning.
3. Ensure effective management of operations and resources for a safe, efficient, and effective learning environment; capacity for distributed leadership to support high-quality instruction and student learning.
4. Collaborate with faculty, families and community members regarding diverse community needs and mobilizing community resources to achieve defined organizational outcomes; building and sustaining positive relationships with families and community partners.
5. Act with integrity and fairness in an ethical reflective manner; promoting social justice to ensure individual student needs inform all aspects of schooling.
6. Understand, respond to, and influence the larger political, social, economic, legal and cultural contexts; anticipating emerging trends and initiatives while adapting leadership strategies.

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. This will include a minimum of six credits in educational research methodology.
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. At least one of the professional references must be from a current educational supervisor who has evaluated the candidate.

Graduation Requirements
1. Satisfy the University Requirements for Graduate Certificates 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. Complete required courses (274 credits):
2. EDL A610 Orientation to Graduate Studies in Leadership
3. EDL A637 Educational Leadership and Organizational Behavior
   EDL AF621 Culture, Community, and the Curriculum (3)
   Or
   EDL A638 Instructional and Curricular Leadership (3)
3. EDL A641 Principal Internship (3-6)
4. EDL A639 Politics, Law and Ethics in Leadership/Politics of Education
5. EDL A651 Educator Supervision and Evaluation
6. EDL A642 Principal’s Seminar I
7. EDL A640 Law and Ethics in Education
8. EDL A643 Principal’s Seminar II

2.4. Complete portfolio documenting attainment of ELCC standards.
2.5. Complete a total of 274 credits for the certificate and 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.edd.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.edd.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 ELCC 2011 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>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td></td>
<td>EDL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL</td>
<td>A639</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics, Law, &amp; Ethics in Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pol., Law, &amp; Ethics in Ed.</td>
</tr>
</tbody>
</table>

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

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

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Other Restrictions
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Registration Restrictions
- Class Level
- College Major
- Other (please specify)

<table>
<thead>
<tr>
<th>9. Repeat Status</th>
<th># of Repeats</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Spring/2015</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
</table>

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Liz Boario/Robyn Rehmann**

**Initiator Signed Initials:** 

**Date:**

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 12/10/2013</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 1/29/2014</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Social Sciences
- Natural Sciences
- Integrative Capstone

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

Examines knowledge and skills required for implementing political, legal and ethical practices within an educational setting. Analyzes legal and policy issues, and politics impacting public education. Integrates professional practice standards, school board policies and regulations, constitutional, statutory, and case law.

| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| 16b. Co-requisite(s) (concurrent enrollment required) |
| EDL A610                                                |

<table>
<thead>
<tr>
<th>16c. Other Restriction(s)</th>
</tr>
</thead>
</table>

- College
- Major
- Class
- Level

<table>
<thead>
<tr>
<th>16d. Registration Requirement(s) (non-codable)</th>
</tr>
</thead>
</table>

Graduate Studies

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

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

Updated course to provide relevancy, and recency to content.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
</table>

**Initiator Signed Initials:** 

**Date:**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Dean/Director of School/College**

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Undergraduate/Graduate Academic**

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Board Chair**

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Provost or Designee**

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

153
I. **Date Initiated:** November 25, 2013

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

<table>
<thead>
<tr>
<th>College/School:</th>
<th>College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Subject:</td>
<td>EDL</td>
</tr>
<tr>
<td>Course Number:</td>
<td>A639</td>
</tr>
<tr>
<td>Title</td>
<td>Politics, Law and Ethics in Leadership</td>
</tr>
<tr>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Grading Basis:</td>
<td>A-F</td>
</tr>
<tr>
<td>Implementation Date:</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Examines knowledge and skills required for implementing political, legal and ethical practices within an educational setting. Analyzes legal and policy issues, and politics impacting public education. Integrates professional practice standards, school board policies and regulations; constitutional, statutory and case law.</td>
</tr>
<tr>
<td>Course Prerequisite(s):</td>
<td>EDL A610</td>
</tr>
<tr>
<td>Test Score(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>Restrictions:</td>
<td>Admission to College of Education, Graduate Status</td>
</tr>
<tr>
<td>Course Fee:</td>
<td>No</td>
</tr>
<tr>
<td>Justification:</td>
<td>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.</td>
</tr>
</tbody>
</table>
III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1. Discuss the role of both federal and state constitutions, statutes, and landmark case law on educational processes
2. Synthesize federal and state political influences on local education policies
3. Examine the management of school operations, with a focus on legal, moral, and ethical issues
4. Analyze the impact of legal cases on Alaskan schools
5. Review the impact of socio-cultural, economic, and political impacts on school practice
6. Analyze beliefs and practices related to diverse ethnic groups-cross-cultural awareness
7. Examine moral, ethical, and value judgments in relationship to Alaskan educational situations

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>Educational Leader Constituent Council (ELCC) Standard: 5, &amp; 6 Standards for Alaska Administrators (SAA): Standard 8</td>
<td>This outcome addresses the following core value:</td>
</tr>
</tbody>
</table>

1. Analyze how the federal and state constitutions, statutes and case law effect educational processes | Essay | Leadership |
2. Identify federal and state political platforms and mandates that influence local community educational processes and policies | Essay | Leadership |
3. Manage the school operations, from issues | Presentation | Leadership |
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Review the Alaskan legal cases both recent and pending and how these impact schools</td>
<td>Exam</td>
<td>ELCC Standard: 6 SAA Standard: 9</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate knowledge of the impact of socio-cultural, economic, community influences and local politics on education and school practice</td>
<td>Quiz</td>
<td>ELCC Standard: 2, 5 &amp; 6 SAA Standard: 9</td>
</tr>
<tr>
<td>6.</td>
<td>Understand personal beliefs and practices related to equity/inclusion issues among diverse ethnic groups</td>
<td>Written Report</td>
<td>ELCC Standard: 5 &amp; 6 SAA Standard: 7</td>
</tr>
<tr>
<td>7.</td>
<td>Apply ethics to value judgments in school situations</td>
<td>Reflection</td>
<td>ELCC Standard: 5 SAA Standard: 8</td>
</tr>
</tbody>
</table>

## IV. Course Level Justification

This course provides a foundation for advocating, developing, implementing, monitoring, evaluating, and revising sound legal and ethical practices/policies in schools.

## V. Course Outline

1. State and federal constitutions, case law, and statutes effects on public school operations
   1.1 Law and political directives as they apply to school practice and personnel
   1.2 Policy directives based on political and legal decisions
   1.3 Statutes and court cases that impact public education

2. Federal and state mandates that influence public school processes
   2.1 Safe, efficient, and effective learning environment
   2.2 Impact of federally funded programs on economics and equity in public schools
2.3 Compliance implications with educational law, regulations and policies

3. Management challenges defining issues and advocacy
   3.1 Examination of socio-cultural issues influencing student and staff behavior
   3.2 Identification of policy and law in reinforcing cultural awareness built upon ethical assumptions and belief
   3.3 Articulation of personal beliefs and practices

4. Operation of public schools
   4.1 Alaskan historical political influences on public school law
   4.2 National, state, and local demographic, and political factors that impact the operation of public schools and local funding support
   4.3 Legal impact of funding for public and private schools

5. Recent Alaska legal cases that impact public schools
   5.1 Educational structures and procedures for providing service to students that comply with federal and state guidelines
   5.2 Educational expansion to serve the many needs of society

6. Professional practices in operating public schools
   6.1 Cultural awareness
   6.2 Collaboration
   6.3 Communication

7. Community influences on educational practice
   7.1 Socio-cultural and economic conditions
   7.2 Local political powers effects on school practice

8. Personal beliefs and practices
   8.1 Ethical value judgments applied to school practices

VI. Suggested Text(s)


VII. Bibliography


*classic text
# Course Action Request

## University of Alaska Anchorage

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

---

### 1. School or College

**EA COE**

### 2. Course Prefix

**EDL**

### 3. Course Number

**A651**

### 4. Previous Course Prefix & Number

**NA**

### 5a. Credits/CEUs

**3 credits**

### 5b. Contact Hours

**(Lecture + Lab) (3+0)**

### 6. Complete Course Title

**Educator Supervision and Evaluation**

---

### 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**
- **Max Credits**

### 10. Grading Basis

- **A-F**
- **P/NP**
- **NG**

### 11. Implementation Date

- **From:** Fall/2014
- **To:** 9999

---

### 13a. Impacted Courses or Programs:

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Robyn Rehmann  
**Initiator Signed Initials:** __________  
**Date:** __________

---

### 13b. Coordination Email

- **Date:** 1/30/2014
- **submitted to Faculty Listserv:** (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

- **Date:** 1/30/2014

---

### 14. General Education Requirement

- **Mark appropriate box:**
  - Oral Communication
  - Written Communication
  - Quantitative Skills
  - Humanities
  - Fine Arts
  - Social Sciences
  - Natural Sciences
  - Integrative Capstone

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

Examines the school principal’s role in the supervision and evaluation of educators. Analyzes research-based strategies to improve instruction and student learning within a culture of trust. Develops an in-depth knowledge of the evaluation process and how it interfaces with supervision. Emphasizes compliance with State of Alaska regulations for educator evaluation.

---

### 16a. Course Prerequisite(s)

- **(list prefix and number or test code and score)**
- **EDL A610**

### 16b. Co-requisite(s)

- **(concurrent enrollment required)**

### 16c. Automatic Restriction(s)

- **College**  
- **Major**  
- **Class**  
- **Level**

### 16d. Registration Restriction(s)

- **(non-codable)**

### 17. Mark if course has fees

- **Mark if course is a selected topic course**

### 18. Justification for Action

New class added in EDL MEd and graduate certificate programs to develop skills and expertise in supervision and evaluation.

---

**Initiator (faculty only) Date**

**Robyn Rehmann**

**Initiator (TYPE NAME)**

- **Approved**
- **Disapproved**

**Dean/Director of School/College Date**

**Undergraduate/Graduate Academic**

- **Approved**
- **Disapproved**

**Board Chair**

- **Approved**
- **Disapproved**

**Provost or Designee Date**

---

159
I. **Date Initiated:** 11/25/2013

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

- **College/School:** College of Education
- **Department:** Educational Leadership
- **Subject:** EDL
- **Course Number:** A651
- **Title:** Educator Supervision and Evaluation
- **Credits:** 3 credits
- **Grading Basis:** Graded A-F
- **Implementation Date:** Fall 2014
- **Course Description:** Examines the school principal's role in the supervision and evaluation of educators. Analyzes research-based strategies to improve instruction and student learning within a culture of trust. Develops an in-depth knowledge of the evaluation process and how it interfaces with supervision. Emphasizes compliance with State of Alaska regulations for educator evaluation.
- **Course Prerequisite(s):** A610
- **Test Score(s):** N/A
- **Corequisite(s):** N/A
- **Registration Restrictions:** Admission to College of Education, Graduate Status
- **Course Fee:** No
- **Justification:** This graduate-level course is intended as a required course for certified teachers in pursuit of a graduate certificate or Master's degree in EDL and as an elective for graduate programs.
### Instructional Goals, Student Learning Outcomes, and Assessment Procedures

#### A. Instructional Goals

#### B. The instructor will:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Examine the leadership traits to develop a culture of trust with a focus on communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Analyze educator supervision models that support best practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Develop instructional observation and feedback skills to influence educator’s practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discuss and analyze the State of Alaska regulations for educator evaluation, past and present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Examine various educator evaluation tools with application to the school setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Analyze constructs of educator practice according to Alaska State Standards for Teachers and Alaska Cultural Standards for Educators</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### C. 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. Evaluate the leadership traits necessary to develop a culture of trust conducive to improving educator practice</td>
<td>Discussion, essay, and case studies</td>
<td>Alaska State Administrator Standards (AK): 1 Educational Leaders Constituents Council (ELCC): 2, 3</td>
<td>Leadership Collaboration</td>
</tr>
<tr>
<td>2. Analyze supervision models to support classroom instruction</td>
<td>Essay</td>
<td>AK: 2, 3 ELCC: 2</td>
<td>Leadership Intellectual Vitality</td>
</tr>
<tr>
<td>3. Demonstrate instructional observation skills</td>
<td>Demonstration, or essay</td>
<td>AK: 2 ELCC: 3, 4</td>
<td>Collaboration Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| 4. | Synthesize evaluation systems as applied to the local district level and state requirements within a culturally responsive context | Essay | AK: 4, 8  
ELCC: 2, 5, 6  
Alaska Cultural Standards for Educators | Intellectual Vitality  
Collaboration |
| 5. | Demonstrate competency with multiple evaluation tools | Evaluation protocols | AK: 1, 2, 3  
ELCC: 2 | Leadership  
Intellectual Vitality |
| 6. | Integrate effective communication skills with staff regarding supervision and evaluation of educator practice | Presentation | AK: 1, 7  
ELCC: 5 | Collaboration  
Leadership |

**IV. Course Level Justification**

This course provides an analysis of best practice in educator supervision and evaluation.

**V. Course Outline**

1. Creating a culture of change and instructional improvement
   - 1.1 Development of trust and distributed leadership
   - 1.2 Leader communication skills to enhance performance
   - 1.3 Development of collective language to focus on effective instructional practice

2. Supervision models
   - 2.1 Clinical supervision: history, theory and practice
   - 2.2 Supervision skills and tools
   - 2.3 Supervision resulting in instructional improvement

3. Alaska State educator evaluation process
   - 3.1 Culture of trust and collaboration
   - 3.2 Educator and cultural standards
   - 3.3 Growth model
4. Educator evaluation models and tools

4.1 Danielson’s Framework for Teaching
4.2 Marzano’s Art and Science of Teaching Framework
4.3 Center for Educational Leadership-Five Dimensions of Teaching and Learning
4.4 Other models designed and approved by State of Alaska

VI. Suggested Text(s)


VII. Bibliography


Report from UAB/GAB subcommittee on stacking of classes

The combined (GAB and UAB) subcommittee met for an hour on Wednesday, Jan 29 to scope the issues surrounding the undergrad/grad stacking of classes. A number of concerns were voiced but discussion generally centered around the following topics:

• 1) Historically, GAB has only been using a spare subset of the guidance that the Curriculum Handbook (CR) provides to GAB for evaluation of proposed stacked curricula.

• 2) To get the requisite information needed to address (1), an additional form for specific to stacked courses may be needed.

• 3) Commission of a survey of peer and maybe aspirational universities to elucidate their policies with respect to with stacked courses

• 4) Rearrange university course numbers to create a "middle ground" for courses taken by undergrads and grads but which do not belong to either. This may or may not include re-purposing the 500-level prefix.

A review of pertinent Curriculum Handbook guidance (essentially the CCG section) by Peter Olsson and GAB Chair Arlene Schmuland subsequent to the meeting suggests that there is clearly a policy intention in the CH, but that in its current form it may well be difficult to implement.