November 14, 2014
2:00-5:00
ADM 204

I. Roll
( ) Alberta Harder (FS)   ( ) Vacant (CBPP)   ( ) Kevin Keating (LIB)
( ) Utpal Dutta (FS)   ( ) Vacant (COH)   ( ) Rick Adams (KPC)
( ) Francisco Miranda (Chair)   ( ) Vacant (COH)   ( ) Sheri Denison (Mat-su)
( ) Barbara Harville (CAS)   ( ) Irasema Ortega (COE)   ( ) Jared Griffin (Kod)
( ) Vacant (CAS)   ( ) Carrie King (CTC)   ( ) Christina Stuive (ADV)
( ) Vacant (CAS)   ( ) Jeff Hoffman (SOE)

Ex-Officio Members
( ) Susan Kalina
( ) Lora Volden
( ) Scheduling and Publications

II. **Approval of the Agenda** (pg. 1)

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

IV. **Administrative Report**
    A. **Vice Provost for Undergraduate Academic Affairs Susan Kalina**

    B. **University Registrar Lora Volden**

V. **Chair's Report**
    A. **UAB Chair- Francisco Miranda**

    B. **GERC**

VI. **Program/Course Action Request- Second Readings**

VII. **Program/Course Action Request- First Readings**

VIII. **Old Business**

IX. **New Business**
    A. Minor Course Change for BA A264 Personal Selling (pg. 4-9)

    B. Curriculum Management Software Demonstration

    C. Proposal for Designation Process for Community-Engaged Academic Courses (10-12)

X. **Informational Items and Adjournment**

October 31, 2014
2:00-5:00
ADM 204

I. Roll

(x) Alberta Harder (FS)	( ) Vacant (CBPP)	(x) Kevin Keating (LIB)
(x) Utpal Dutta (FS)	( ) Vacant (COH)	(e) Rick Adams (KPC)
(x) Francisco Miranda (CAS, Chair)	( ) Vacant (COH)	(x) Sheri Denison (Mat-su)
(x) Barbara Harville (CAS)	(e) Irasema Ortega (COE)	( ) Jared Griffin (Kod)
( ) Vacant (CAS)	(x) Carrie King (CTC)	(x) Christina Stuive (ADV)
( ) Vacant (CAS)	(x) Jeff Hoffman (SOE)	

Ex-Officio Members
(x) Susan Kalina
(x) Lora Volden
( ) Scheduling and Publications

II.   Approval of the Agenda (pg. 1)
AAS in Process Technology has been removed from the agenda at the request of the faculty initiator
Approved as amended

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

IV.   Administrative Report
    A.   Vice Provost for Undergraduate Academic Affairs Susan Kalina
    Discussed the accreditation site visit this week (October 29th and 30th); recognized the work being done in program assessment. Encouraged board members to reflect on the Core Themes.

    B.   University Registrar Lora Volden
    Draft webinar with CourseLeaf was held yesterday, October 30th. CourseLeaf has done new programming for courses that are cross-listed. The system is now populated with UAA's courses and programs. Lora will provide a demonstration at a future meeting.

V.   Chair's Report
    A.   UAB Chair- Francisco Miranda

    B.   GERC
    Approved BIOL A481 and A489

VI.   Program/Course Action Request- Second Readings
    Chg   BIOL A481   Marine Biology (GER)(3 cr)(3+0)(pg. 4-8)
    Chg   BIOL A489   Population Genetics and Evolutionary Processes (GER)(3 cr)(3+0)(pg. 9-12)
    Both BIOL courses were unanimously approved for second reading

VII.   Program/Course Action Request- First Readings
    Chg   CIS A345   Managing Data Communications and Computer Networks (3 cr)(3+0)(pg. 13-16)
    Waive first reading, approve for second

    Chg   CIS A365   Object-Oriented Programming (3 cr)(3+0)(pg. 17-22)
    Waive first reading, approve for second

    Chg   CIS A390   Selected Topics in Management Information Systems (1-6 cr)(1-6+0)(pg. 23-26)
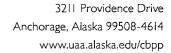   **Waive first reading, approve for second**

    Chg   PRPE A108   Introduction to College Writing (3 cr)(3+0)(pg. 27-33)
    Waive first reading, approve for second

~~Chg   Associate of Applied Science, Process Technology (pg. 34-43)~~
Removed at the request of faculty initiator Henry Haney; email was received October 29th requesting its removal from the agenda. The KPC Academic Review Committee will review the program again after the faculty initiator revisits a section of the program.

VIII.   Old Business

IX.   New Business

X.   Informational Items and Adjournment

College of Business
and Public Policy
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508-4614
www.uaa.alaska.edu/cbpp

Date: September 25, 2014

To: Lora Volden
        Registrar
        University of Alaska Anchorage

Thru: Edward Forrest
        Management and Marketing Department Chair
        College of Business and Public Policy (CBPP)

From: David Fitzgerald
        Curriculum Committee Chair
        College of Business and Public Policy (CBPP)

Re: Catalog Copy BA A264 Personal Selling
        Registration Restriction

Enclosed is a copy of the CAR and CCG from the Governance web page for BA A264 Personal Selling. I am requesting deletion of the Registration Restriction, "College of Business and Public Policy majors must be admitted to upper-division standing," from the catalog copy. This restriction is reserved for CBPP's 300-400 level business courses and was not included in CBPP's curriculum change request submitted in January 2013. Subsequently, in March 2013 it was inadvertently changed.

Please contact me at 786-4482 or dafitzgerald@uaa.alaska.edu if you have any questions.

Enclosure

cc: Susan Kalina

4

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 A 264	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)

6. Complete Course Title
Personal Selling

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix ☐ Course Number
☐ Credits ☐ Contact Hours
☐ Title ☐ Repeat Status
☐ Grading Basis ☐ Cross-Listed/Stacked
☒ Course Description ☐ Course Prerequisites
☐ Test Score Prerequisites ☐ Co-requisites
☐ Other Restrictions ☒ Registration Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☒ Other Update 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/2013 To: /9999

12. ☐ Cross Listed with _____

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. See attached sheet			
2.			
3.			

Initiator Name (typed): Jeri Rubin   Initiator Signed Initials: _____   Date: _____

13b. Coordination Email Date: 01/22/2013 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)	13c. Coordination with Library Liaison Date: 01/22/2013

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

15. Course Description *(suggested length 20 to 50 words)*
Designed for students with or without sales experience. Explores skills all individuals use to sell themselves, goods, services, and ideas. Offers opportunities for students to practice selling skills that will help them become better communicators throughout life.

16a. Course Prerequisite(s) *(list prefix and number)* N/A	16b. Test Score(s) N/A	16c. Co-requisite(s) *(concurrent enrollment required)* N/A

16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	16e. Registration Restriction(s) *(non-codable)* College of Business and Public Policy majors must be admitted to upper-division standing.

17. ☒ Mark if course has fees Standard CBPP computer lab fee	18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update course outline, textbook, and bibliography

	☐ Approved	

Initiator (faculty only)   Date
Jeri Rubin
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved   Department Chairperson   Date

☐ Approved
☐ Disapproved   Curriculum Committee Chairperson   Date

☐ Disapproved   Dean/Director of School/College   Date

☒ Approved
☐ Disapproved   Undergraduate/Graduate Academic Board Chairperson   03/04/13   Date

☒ Approved
☐ Disapproved   Provost or Designee   3/7/13   Date

GK 3/11/13

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 CBPP

2. Course Prefix BA	3. Course Number A264	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)

6. Complete Course Title
Personal Selling

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☒ Other Update CCG (please specify)

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with _____
☐ Stacked with _____ 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	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. See attached sheet			
2.			
3.			

Initiator Name (typed): Jeri Rubin   Initiator Signed Initials: JR   Date: 1/18/13

13b. Coordination Email Date: 01/22/2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/22/2013

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

15. Course Description (suggested length 20 to 50 words)
Designed for people with or without sales experience. Explores skills all individuals use to sell themselves, products, services, or ideas. Offers opportunities for students to practice selling skills that will help students become better communicators throughout life.

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

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

16e. Registration Restriction(s) (non-codable)
N/A

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update course outline, textbook, and bibliography

Initiator (faculty only)	Date 1/18/13	☒ Approved ☐ Disapproved Dean/Director of School/College	Date 1/28/13
Jeri Rubin Initiator (TYPE NAME)			
☒ Approved ☐ Disapproved Department Chairperson	Date 1/18/13	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson	Date
☒ Approved ☐ Disapproved Curriculum Committee Chairperson	Date 1/18/13	☐ Approved ☐ Disapproved Provost or Designee	Date

6

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

I.   **Date Initiated**   January 13, 2013

II.   **Course Information:**

College/School:	College of Business and Public Policy
Department:	Business Administration
Program:	Associate of Applied Science, Small Business Administration
	Bachelor of Business Administration, Marketing
	Associate of Applied Science, Digital Art: Digital Photography Concentration
Course Title:	Personal Selling
Course Number:	BA A264
Credits:	3
Contact Hours:	3 per week x 15 weeks = 45 hours
	0 lab hours
	6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis:	A – F

Course Description: Designed for students with or without sales experience. Explores skills all individuals use to sell themselves, goods, services, and ideas. Offers opportunities for students to practice selling skills that will help them become better communicators throughout life.

Course Prerequisites: N/A

Registration Restrictions: N/A

Fees: Standard CBPP computer lab fee

III.   **Course Activities**
   A.   Lecture/discussion format
   B.   In-class case analyses
   C.   Role playing
   D.   Videotaped sales presentations
   E.   Guest presenters

IV.   **Course Level Justification**
   This course builds upon a basic understanding of business and/or personal work experiences.

V.   **Outline**
   A.   What is professional selling?
      1.   Role of selling in marketing
      2.   Selling as a career choice: types of sales jobs
      3.   Ethics and social responsibility

   B.   Preparing for Relationship Selling

1. Understanding customers: psychological and social influences
2. Feature, advantages, benefits, and their impact on selling
3. Basics of effective communication
4. Critical sales knowledge: customers, products, pricing, promotion, distribution, industry, and technology

C. The Relationship Selling Process
1. Prospecting and qualifying customers
2. Planning the sales presentation
3. Conducting an effective sales presentation
4. Developing an approach
5. Handling objections
6. Closing the sale
7. Following up

D. Sales Management
1. Time and territory management
2. Self-management

VI. Suggested Text

Futrell, Charles M. *ABCs of Relationship Selling through Service*. 12th ed. New York: McGraw-Hill Inc., 2013. Print.

VII. Bibliography

Feltenstein, Tom. *401 Killer Marketing Tactics to Increase Sales, Maximize Profits, and Stomp Your Competition*. 2nd ed. New York: McGraw-Hill, 2010. Print.

Grigeo, Michael. *42 Rules to Increase Sales Effectiveness: A Practical Guidebook for Sales Reps, Sales Managers and Anyone Looking to Improve their Selling Skills*. Silicon Valley: Super Star Press, 2009. Print.

Kaplan, Mike. *Secrets of a Master Closer: A Simpler, Easier, and Faster Way to Sell Anything to Anyone, Anytime, Anywhere*. Waterbury: Waterbury Publishers, Inc., 2012. Print.

Smith, Mark. *Super Sales Skills: How To Be A Sales Superstar*. 2010. eBook.

Sobel, Andrew, and Jerold Penas. *Power Questions: Build Relationships, Win New Business, and Influence Others*. Hoboken: John Wiley & Sons, Inc., 2012. Print.

Welch, Tim. *The Defining Skill in Selling*. Mustang: Tate Publishing, 2012. eBook.

VIII. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Introduce students to professional selling and to the rewarding career of professional selling
2. Explain the role and importance of the sales force in a firm's total marketing effort
3. Discuss the importance of social, ethical, and legal issues as essential to becoming an outstanding sales professional
4. Demonstrate the importance of selling products' benefits instead of features
5. Demonstrate effective verbal and nonverbal communication
6. Discuss prospecting and its relevance to continued sales success
7. Explain sales call planning and its importance to developing an effective sales presentation
8. Identify a wide selection of approach techniques and explain which techniques work best under various circumstances
9. Describe how to design an effective sales presentation
10. Demonstrate how to skillfully and professionally handle prospects' questions, resistance, and objections
11. Demonstrate a variety of techniques for closing the sale
12. Explain how to provide service to customers that will lead to long-term relationships
13. Discuss techniques for staffing and self-management

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Demonstrate knowledge of a wide range of selling techniques	Exams, homework assignments and video sales presentation
2. Create a sales scenario that substantiates knowledge of the selling process	Written sales presentation
3. Demonstrate effective verbal and nonverbal communication techniques	Video sales presentation(s)
4. Produce a complete sales presentation and, in a role play scenario, apply professional selling techniques	Video sales presentation

Proposal for Designation Process for Community-Engaged Academic Courses October, 2014

The Faculty Senate approved new definitions for community engaged academic curriculum in February 2014. The approved modifications will better distinguish between courses that generally include community engagement in the course objectives and more stringently-defined service-learning courses. The Community Engagement designation (CE) encompasses a broad range of ways that courses might engage students in learning about and taking action for the public good. Courses with the Service-Learning designation (SL) are a subset of that broad range meeting additional criteria. A course may be designated as either CE or SL but not both.[i]

This request addresses a deficiency noted in the CCEL's recent self-evaluation for the Carnegie Institute – the absence of accurate data on classroom engagement. The course designation process is critical to the CCEL's ability to adequately assess the efficacy of engagement at the course level. Absent course designation, there is no mechanism for capturing, assessing, and reporting these efforts. Capturing this data, assessing it, and reporting out are integral to UAA's accreditation reports and to our continued status as a Carnegie Engaged University. Assessment to date has been hampered by difficulty identifying classroom initiatives across campus; the alternative processes described below are suggested as methods that will allow data collection to begin as quickly as possible.

Following the October 2014 E-Board meeting, the Faculty Senate requested that the Community Engagement Task Force propose a process for the designation of courses. The following proposal recommends that both designations be self-imposed by individual faculty for a period of three semesters: Fall 2015-Fall 2016. In Summer 2016, a CCEL research project will assess the workability of the self-designations with two semesters of data and make recommendations to both the Faculty Senate and the Community Engagement Task Force.

Self-Designation for both Community Engaged (CE) and Service Learning (SL)

The attribution of a community-engaged course may apply to a broad spectrum of courses that could include a wide variety of experiences and activities. There may be a portion of the course or set of assignments that require the students' interaction with community and/or community issues that does not carry throughout the semester. Activities might be indirect or direct service to a community organization or individuals and could potentially take place entirely in the classroom. This broad definition may sometimes capture work that is exploratory for faculty beginning to engage with community in their courses, brings an application of theory to practice that is appropriate for only part of a course, or requires a relatively low level of community interaction due to large course size or other practical considerations that make more intensive engagement difficult.

In any case, with the new Faculty Evaluation Guidelines (FEGs), we want to make it as easy as possible for faculty to document the work they are doing, describe it accurately, and to look for guidance in how to do the best engaged teaching and engaged scholarship that is possible in their individual circumstances. We suggest

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*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).

that faculty can be thoughtful about the designator they choose for their courses, and in fact, that the FEGs and the preparation of their faculty files are best served by facultydescribing accurately what they are doing that can be called engaged teaching and engaged scholarship.

The SL designation, by definition, asks more of the faculty and the students in designing a more significant experience based in the community and asks that issues of impact, sustainability and reciprocity be addressed with the community partner, in addition to the requirements that students be prepared for the service roles, that reflection be more structured, and that there be some attempt at evaluation of impact for students and community.

We propose that a pilot project of three semesters be established with self-designators for both CE & SL. Each semester, Fall 2015 & Spring 2016, the course schedule forms will be designated in concert with faculty by whomever in that department completes the forms, similar to the process for designating distance learning courses. In Spring and Summer of 2016, a faculty research project will begin to review the designations for each semester, assessing for the workability of self-designation and the validity and reliability of the process. A mid-term report of the pilot project will be submitted to the Faculty Senate and the Community Engagement Task Force in April 2016 with a final report in August 2016.   It is likely that the process would not be able to be changed substantially in time for the Fall 2016 semester, which is the reason it was extended to three semesters, rather than the one academic year. Changes could be proposed, if needed, for Spring 2017.

The Registrar's Office is prepared to implement this process for Fall 2015 with the CE or SL designation being entered on the Final Schedule Proofs in the "attendance method" column. The final Fall 2015 Schedule Proofs are due to the Curriculum Office on 2/6/15. This will hold true for the main campus in Anchorage and for courses taught in Eagle River. If Mat-Su, Kodiak and Kenai Peninsula faculty wish to code their courses in this way, Lora Volden is willing to work with the appropriate office on adapting or adopting the process that we've set in place.

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*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).

[i] The two definitions that were approved by the Faculty Senate March 7, 2014 are:

CE* A Community Engaged course involves the student(s) in some kind of work outside of the classroom that contributes to the public good. At a minimum, the course should:

- Design and implement the community work with appropriate community input so that the students' efforts will provide an identifiable public benefit rather than a community burden.
- Clearly link the community work to student learning outcomes in the syllabus.
- Engage students in some oral or written reflection that explores their experience of engagement and connects it with the course learning goals.

SL* A Service-Learning course is a Community-Engaged course which integrates the service and learning more deeply and more intentionally. At a minimum, the course should have:

- Service: significant community-based work defined in response to a need or aspiration presented by one or more partnering community organizations and for which core issues of impact, sustainability and reciprocity have been addressed.
- Clear linkage between the service and student learning outcomes: both academic and civic learning are addressed, and this is communicated in the syllabus.
- Preparation for service: students are prepared for the roles they will play, including engaging respectfully with a community that may differ significantly in race, class, age, or other elements of social identity.
- Structured reflection: intentional, systematic reflection on students' experience in the community is integrated throughout the course, not added as a one-time or final assignment.   Reflection activities may include talking, writing or other means, and may be individual, group-based, or both.
- Evaluation: assessment of student learning and community impact has been planned. This could consist of asking the CCEL to survey the community partner and students, or could be instructor-designed assessment activities.

*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (http://cesl.umass.edu/).