

General Education Requirement Committee Agenda

February 24, 2006
ADM 201
1:00 – 1:45 pm

I. Roll

<input type="checkbox"/> Ben Curtis	<input type="checkbox"/> Caedmon Liburd	<input type="checkbox"/> Robin Wahto
<input type="checkbox"/> Jackie Cason	<input type="checkbox"/> Walter Olivares	<input type="checkbox"/> Dan Schwartz
<input type="checkbox"/> Barbara Harville	<input type="checkbox"/> Jack Pauli	<input type="checkbox"/> SOENGR Vacant
<input type="checkbox"/> Gail Holtzman	<input type="checkbox"/> Len Smiley	<input type="checkbox"/> Guest Tom Miller

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for February 17, 2006 (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

A. CAS – SOC

Chg SOC A110 Introduction to Gerontology: Multidisciplinary
Approach (3 cr) (3+0) (pg. 4-9)

VI. Old Business

A. UAA Catalog Changes in Chapter 10 – Description of General Requirements latest mark-up incorporated Gail's and Ben's suggestions – attached) (pg. 10-24)

VII. New Business

A. Implementation of the Basic Skills in 60 Credits Rule (Separate message sent) (pg. 25-27)

B. WICHE course sharing (pg. 28)

General Education Requirement Committee Summary

February 17, 2006
ADM 201
1:00 – 1:45 pm

I. Roll

(x) Ben Curtis	(x) Caedmon Liburd	(x) Robin Wahto
(x) Jackie Cason	() Walter Olivares	(x) Dan Schwartz
() Barbara Harville	(x) Jack Pauli	() SOENGR Vacant
(x) Gail Holtzman	(x) Len Smiley	(x) Guest Tom Miller

II. Approval of the Agenda (pg 1)

Approved.

III. Approval of Meeting Summary for February 10, 2006 (pg 2-3)

Approved.

IV. Chair's Report

V. Course Action Requests

A. Add ART A491 Senior Seminar (3 cr) (3+0) (pg 4-13)

Box 19 on CAR, unclear "Also, required". Rework "New capstone course integrates information in professional practices for visual artists and prepares students for thesis semester."

Course description on CAR and CCG: Change course description to: "Integrates information in professional practices for visual artists." Delete: "Lectures and discussions include preparing for graduate school;"

Change justification: "To fulfill the GER Capstone requirement for BA and BFA in ART and to prepare BFA students for thesis semester."

Modify instructional goals in chart in back, change word "provide". Make more active role for instructor. Make assessment read that students will be evaluated for knowledge integration.

Update Section VII. B. Defined Outcomes, integrate chart in back.

GER Committee would like to see changes before approving.

VI. Old Business

VII. New Business

A. UAA Catalog Changes in Chapter 10 – Description of General Requirements (pg. 14-28)

Separated out Certificates, Undergraduate, Occupational Endorsement Certificates. Also separated Associate of Arts and Associate of Applied Science. General course requirement, was general requirement course, section updated.

Gail – under section General University Requirements, Associate Degree Programs, left column, number 4. transcribed term, delete reference. Next column, number 2, get rid of AAS Degree, in number 8, put AA Degree.

In AAS, under number 8, do the same.

In Double major, “providing degree program for each major”, pulled out.

B. Implementation of the Basic Skills in 60 Credits Rule.



4

Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division ASSC		1c. Department Sociology	
2. Course Prefix SOC	3. Course Number A110	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Gerontology: Multidisciplinary Approach. Intro to Gerontology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other (GER Status)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2006 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Gerontology Minor					
14. Coordinate with Affected Units: UAA Faculty List Serve, UAA Deans and Extended Site Directors Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description A multidisciplinary course that provides an introduction to gerontology. Covers many aspects of aging including those associated with biology, physiology, medical care, psychology, culture, sociology and social policies.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action The United States as well as other nations around the world are experiencing a large growth in the aging population. This includes Alaska. Given this demographic change, individuals, families, caregivers and service providers need more information about aging-related issues and/or about careers in aging. Introduction to Gerontology should be granted GER Social Science status because it is a broad survey course which provides exposure to theories, methods and data related to the study of aging. Students explore longitudinal cross sectional, and experimental data to derive insights about individuals, groups and cultures as these relate to the aging person and an aging society.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES**

Date January 27, 2006

Course Information

School/College College of Arts and Sciences

Course Subject Sociology

Course Number SOC A110

Number of Credits 3+0

Course Title Introduction to Gerontology: A Multidisciplinary Approach

Grading Basis A-F

Course Description. A multidisciplinary course that provides an introduction to gerontology. Covers many aspects of aging including those associated with biology, physiology, medical care, psychology, culture, sociology and social policies

Prerequisite(s) None

Fees None

Instructional Goals and Student Outcomes

Instructional Goals

1. Describe changes associated with aging and identify factors associated with longevity.
2. Introduce and critique theories, research methods and sources of information used by gerontologists.
3. Provide information about the demographic distribution of the aging population and how this may influence attitudes and distribution of resources.

Student Outcomes

As a result of completing this course the student should be able to do the following:

1. Describe optimal and typical physiological, sensory, cognitive and interpersonal changes associated with aging and identify causes and consequences of these changes as well as ways to prevent disabling conditions.
2. Identify and evaluate methods and theories that gerontologists use to study aging.
3. Identify demographic and historical trends that affect older persons.

Guidelines for Evaluation

Students will be evaluated on the basis of one or more of the following: scores on exams, presentations, written observations about service projects, written summaries of books, and research papers.

Course Level Justification

This is an introductory course. Basic concepts, theories, research and literature associated with gerontology, social gerontology and geriatrics are introduced.

Topical course outline

- A. The Study of Gerontology
 1. The academic study of gerontology – Sociology, Psychology, Anthropology, Economics, Political Science, Physiology, Biology
 2. Interdisciplinary relationships between applied fields that serve the elderly or study aging such as Nursing, Medicine, Nutrition, Journalism, Literature, Business, Marketing, Architecture, Safety Engineering, Epidemiology, Education including Physical Education and Health Promotion
 3. Social policy applications: Government, Health Care, Non-profit, For-profit
 4. Research methods – Experimental, Case Study, Longitudinal and Cross sectional types of methodology
 5. Theories of Aging
 6. Careers in Gerontology or Geriatrics

- B. The Aging Person: Individual Aging
 1. Common diseases associated with aging
 2. Social consequences of age related changes
 3. Risk factors associated with normal and disease caused age related changes
 4. Factors and practices associated with longevity including exercise, nutrition, psychosocial and demographic factors
 5. Death, dying and bereavement

- C. Historical and Cohort Differences
 1. Longevity and morbidity
 2. Attitudes toward aging and older persons
 3. National and regional differences among the aging population
 4. Current age, gender and ethnic distribution of the aging population
 5. Historical and demographic patterns
 6. Social and policy consequences of changing demographic patterns

- D. Aging in Contemporary U.S. Society
 1. Ethnic and racial differences
 2. Aging and family relationships
 3. Health care
 4. Marketing and business
 5. Housing
 6. Retirement
 7. Economic status of the aging population

- F. Social Policy Implications of Individual Aging and Demographic Changes
 1. Education
 2. Long-term care
 3. Elder abuse and protective services

- G. Application of basic findings on selected topics in gerontology and geriatrics
 1. Village and urban distribution
 2. Native population in village and urban settings
 3. Demography and epidemiology
 4. Distant and near family relationships
 5. Policy implications for long-term care and aging in place
 6. Nutrition – native foods
 7. Health policy

Suggested Texts

- Cavanaugh, J. C., Blanchard-Fields, F. (2006) *Adult Development and Aging* (5th edition) Belmont, CA: Wadsworth
- Cox, H. (2006). *Annual Editions: Aging*. Connecticut:Dushkin/Brown Benchmark Publishers.
- Foos, P.W., Clark, M.C. (2003) *Human Aging*. Boston: Allyn and Bacon
- Novak, M., (2006) *Issues in Aging*. Boston: Allyn and Bacon

Bibliography

- Atchley, R., Barusch, A. (2004). *Social Forces and Aging: An Introduction to Social Gerontology* (10th ed). New York: Wadsworth.
- Easley, C, Charles, G. et al.(2004) "Health Status of Alaska Native Elders"
National Center for American Indians Alaska Natives and Native Hawaiian Elders
<http://elders.uaa.alaska.edu/>
- Hayflick, L. (1996) *How and Why we Age*. New York: Ballantine Books
- Hooyman, H. & Kiyak, H. (2005). *Social Gerontology* (7th ed). Boston: Allyn & Bacon.
- Perls, T, Silver, M.H. Llaerman, J.F. (1999) *Living to 100: Lessons in Living to Your Maximum Potential at Any Age*. Basic Books
- Rozsak, Theodore (2001) *Longevity Revolution: As Boomers Become Elders*
Berkely , CA, Berkely Hills Books
- Snowden, David (2001) *Aging with Grace: What the Nun Study tells us about Living Longer and More Meaningful Lives* Boston MA Beacon Press
- Thomas, William (2004) *What Are Old People For? – How Elders will Save the World* VanderWyk & Burnham
- The Anchorage Senior Study 2000 (June 2000). *A Planning Document for the Aging Population of Anchorage*. Anchorage Senior Citizens Advisory Commission.

Suggested Periodicals

Abstracts in Social Gerontology
Ageing and Society
Aging
Annual Review of gerontology and geriatrics
Contemporary Gerontology
Educational Gerontology
Experimental Gerontology
Geriatrics and Gerontology international
Gerontology
Journal of Cross-Cultural Gerontology
Journal of Educational Gerontology
Journal of Religion and Aging
Journals of Gerontology
Journal of the American Geriatric Society
Research on Aging (Sage Periodicals Press Publication)
Social Security Bulletin

Internet & Web Sources

Alaska Geriatric Education Center <http://www.alaskagec.org/>

Alzheimer's Association <http://www.alz.org/>

American Society on Aging <http://www.asaging.org/>

American Geriatrics Society <http://www.americangeriatrics.org/>

American Association of Retired Persons <http://www.aarp.org/>

Association for Gerontology in Higher Education
<http://www.aghe.org/site/aghewebsite/>

Gerontological Society of America <http://www.geron.org/>

National Institute on Aging <http://www.nia.nih.gov/>

National Resource Center for American Indians Alaska Natives and Native
Hawaiian Elders <http://elders.uaa.alaska.edu/>

CHAPTER 10

UNDERGRADUATE PROGRAMS

The Curriculum

Academic Programs

- Certificates
- Associate Degrees
- Baccalaureate Degrees

General University Requirements for

Certificates and Associate Degree Programs

Concurrent Associate Programs

- Double Majors
- Double Degrees

Second Associate Degree

- UAA Students
- Transfer Students

Associate of Applied Science Degree

Requirements

General Course Requirement Classification List for Associate of Applied Science Degrees

Baccalaureate Degrees

General University Requirements for All

Baccalaureate Degrees

General Education Requirements (GER)

Baccalaureate Degrees

- Tier 1: Basic College-Level Skills
- Tier 2: Disciplinary Areas
- Tier 3: Integrative Capstone

GER Student Outcomes

Petitions for General Education and/or University Requirements

General Education Classification List

- Tier 1: Basic College-Level Skills
- Tier 2: Disciplinary Areas
- Tier 3: Integrative Capstone

Concurrent Baccalaureate Programs

- Double Majors
- Multiple Degrees

Second Baccalaureate Degree

- UAA Students
- Transfer Students

Interdisciplinary Baccalaureate Degrees

Undergraduate Program Descriptions

Deleted: Undergraduate

Deleted: Course

UNDERGRADUATE PROGRAMS

THE CURRICULUM

The University of Alaska Anchorage provides curricula that offer its students the opportunity to acquire the intellectual skills, habits of minds, and ethical sensibilities necessary to develop into individuals who make informed judgments and interpretations about their community and the broader world, who take full responsibility for their beliefs and actions, who recognize the connection between knowing and acting, and who commit themselves to lifelong learning. The UAA curricula emphasizes that while the acquisition of knowledge is an end in itself, each UAA graduate must enter the world beyond the University fully equipped to live resiliently in a changing world and be willing to apply theories and methodologies to examine and resolve the problems of their own communities, and those of an increasingly diverse and interdependent world.

The University does not prescribe specific courses for all students. It is the responsibility of each student to determine an appropriate program of courses within the framework of their academic program in consultation with an academic advisor. (See Chapter 6, "Advising and Academic Support," for further information.) The requirements for each degree include completion of a minimum number of courses, resident credits, fulfillment of the General University Requirements and the General Education Requirements, and completion of program requirements.

ACADEMIC PROGRAMS

CERTIFICATES

The university offers two types of certificates at the undergraduate level:

- Undergraduate certificates of 30 credits or more offer focused instruction in a concentrated area. They include an equivalent of at least 6 credits of related instruction at the collegiate level in communications, computation and human relations. These certificates provide knowledge and skill development in broad enough areas to prepare students for entry into a variety of career fields. They are particularly appropriate in scientific or technical areas such as health care, computer systems, transportation or industrial technology.
- Occupational Endorsements are certificates requiring 29 or fewer credits to complete. These certificates provide the specialized knowledge and skills needed for entry-level positions in specific employment sectors.

Both of these certificate types are noted on transcripts. Coursework used to complete each type may also apply to associate and baccalaureate degrees that the student may pursue.

ASSOCIATE DEGREES

The University of Alaska Anchorage offers two types of associate degrees, both of which require the completion of 60 credits or more:

- Associate of Arts (AA) degrees combine broad studies in the general education areas of written

communication, oral communication, humanities, mathematics, natural sciences, and social sciences, with elective coursework selected by the student. The degree provides broad exposure to systems of thought and inquiry, allows exploration of a variety of disciplines and learning experiences, and provides a solid foundation for further study at the baccalaureate level. The AA degree is administered by the College of Arts and Sciences (CAS). The complete program description is found under the CAS section of this chapter.

- Associate of Applied Science degrees provide a focused curriculum that prepares students for work in a particular field of employment, or for a particular type of endeavor. Students in these degree programs build knowledge and skills needed to carry out specific tasks while they develop abilities in the essential elements of communications, computation, and human relations.

BACCALAUREATE DEGREES

Baccalaureate, or Bachelor degrees, are organized programs of study that consist of a minimum of 120 credits. In addition to providing extensive preparation in a specific knowledge area, the content and activities found in the baccalaureate degree promote in students the abilities to reason, research, and analyze, and to form, support, and communicate ideas and opinions. Bachelor of Arts and Bachelor of Science degrees are offered in over 40 majors. Other baccalaureate degrees are more directly related to specific disciplines such as the Bachelor of Music, Bachelor of Business Administration or Bachelor of Social Work.

MINORS

A minor is a component of a baccalaureate degree. A minor may only be issued simultaneously with a baccalaureate degree. A minor from UAA consists of a minimum of 18 credits, at least six (6) of which must be upper-division. Students must earn at least three (3) credits in residence in each minor field. They must also earn a UAA cumulative GPA of at least 2.00 (C) in the minor. Students must follow minor requirements from the same catalog used for the baccalaureate program. Refer to each discipline for specific requirements. Students must declare minors no later than the deadline to submit an Application for Graduation.

REGIONAL STUDIES

Regional studies programs offer students opportunities to develop the academic insight, knowledge, and technical skills needed to deal effectively with the far-reaching challenges of contemporary global society. At UAA, regional studies are informed by national developments, international contexts and comparative studies, and their aim is to prepare students to become educated world citizens by providing courses which draw upon the insights of many academic disciplines and by recognizing the cultural diversity that exists within the North Pacific region.

Deleted: <#>Associate degrees are programs of 60 credits or more that combine focused coursework in a major field with broad studies in the general education areas of written communication, oral communication, humanities, mathematics, natural sciences, and social sciences.¶

<#>¶
An Associate of Arts degree provides a broad-based program of studies that may be used to satisfy a student's educational need, or may be used as a basis for transfer into a selected baccalaureate degree field.¶

¶
Associate

Deleted: a position

Deleted: are programs

Deleted: will

Deleted: NON-TRANSCRIPTED CERTIFICATES¶

A Non-Transcribed Certificate documents that an individual has completed a program of formal instruction that may satisfy the training requirement(s) in a code or license regulated field, while not contributing towards either the associate or the baccalaureate degree equivalency.¶

Comment [U1]: Need AA program description in CAS section of catalog. Description should include a GER preamble or something similar that identifies the GER outcomes of the AA degree.

