General Education Requirement Committee
Agenda

March 31, 2006
ADM 201
1:00 – 1:45 pm

I. Roll

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

II. Approval of the Agenda (pg. 1)

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

Approval of Meeting Summary for March 10, 2006 (pg. 4-6)

IV. Chair’s Report

V. Course Action Requests

A. CAS – ART

Chg  ART  A367  History of Photography (3 cr) (3+0) (pg.7-10)
Add  ART  A491  Senior Seminar (3 cr) (3+0) (pg. 11-20)
Chg  ECON A201  Principles of Macroeconomics (3 cr) (3+0) (pg. 21-26)
Chg  ECON A202  Principles of Microeconomics (3 cr) (3+0) (pg. 27-31)
Chg  ECON A488  Seminar in Economic Research (3 cr) (3+0) (pg. 32-37)
Chg  BIOL A452  Human Genome (3 cr) (3+0) (pg. 38-45)

VI. Old Business

A. GER Tier 2 Descriptors – memo sent out to CAS by Gail Holtzman (pg 46-48)

VII. New Business

A. Tier 3: Integrative Capstone – Suggested Changes from Ben Curtis (pg. 49-50)
I. Roll

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

II. Approval of the Agenda (pg. 1)

No quorum, could not approve.

III. Approval of Meeting Summary for March 10, 2006 (pg. 2-4)

No quorum, could not approve.

IV. Chair’s Report

No report.

V. Course Action Requests

A. CAS – ART

Chg  ART A367  History of Photography (3 cr) (3+0)  (pg. 5-8)

Add  ART A491  Senior Seminar (3 cr) (3+0)  (pg. 9-18)

Chg  ECON A201  Principles of Macroeconomics (3 cr) (3+0)  (pg. 19-24)

Changes made from UAB first reading.
Recommended for Social Sciences GER.
No objections by members present.

Chg  ECON A202  Principles of Microeconomics (3 cr) (3+0)  (pg. 25-29)

Changes made from UAB first reading.
Recommended for Social Sciences GER.
Made as a sequence – There is a part of 201 that is needed for both courses.
No objections by members present.
Changes made from UAB first reading.
Recommended for Social Sciences GER.
Box 13, remove requirements for BA Economics and BBA Economics.
What kind of assignments are you going to use to make sure you met outcomes you specify and evaluate student performance?
Degrees require 12 electives in Economics.
Recommended as Capstone.

VI. Old Business

VII. New Business

A. Tier 3: Integrative Capstone – Suggested Changes from Ben Curtis

Not addressed.
I. Roll

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

II. Approval of the Agenda (pg. 1)

Approved, fix page numbers.

III. Approval of Meeting Summary for February 24, 2006 (pg. 2-3)

Approved.

IV. Chair’s Report

V. Course Action Requests

Tom - Copy, Board of Regents Policy on GERs - Board of Regents set parameters, we work within those parameters. We can define, as long as we don’t contradict. If we want to say one belongs in one, instead of the other, we can. There isn’t any policy that says we have to consider one in both. It would be a modification to the original resolution.

Ben – Len’s conclusion is based on semantics. He was saying that we are calling our classifications as categories. Our discipline areas are categories. His interpretation is different.

Tom – This group needs to decide whether to take it to UAB, and UAB needs to decide if they need to take it to Faculty Senate.

Robin – we need to look at what is best for students. Are we doing our students a disservice if it is only listed in one category?

Caedmon – It depends on how we define benefit. Are we restricting it by only defining one category? Where is the greatest gain to students?

Tom – We can look at the outcomes in both areas. If you have outcomes in Fine Arts and you also have outcomes in another area that doesn’t have as much outcomes achieved, then you should list in Fine Arts.
Caedmon - The number of Humanities that need to be taken – we require a lot. I am nervous about that one.

Tom – the Provost would have to make the decision on policy change. The GER Committee makes recommendations to UAB. UAB makes recommendations to Faculty Senate.

Sean – I feel that each course covers both areas.

A. CAS – ART

Chg ART A261 History of Western Art I (3 cr) (3+0) (pg. 4-11)

CAR: Box 14 - Delete “BFA in Digital Graphics & Design”.
CAR: Box 14 - Add “& Humanities” after “Fine Arts”.
CCG: Section VII: first outcome, delete word “circumstances” replace with word “contexts”.
CCG: Third outcome: at end of outcome, replace “presented in course materials” with “used to assess and interpret works of art”.
CCG: Section VII. Change “Instruction” to “Instructional”.

Approved for GER in Fine Arts and Humanities with changes.

Chg ART A262 History of Western Art II (3 cr) (3+0) (pg. 12-19)

CAR: Box 14 - Delete “BFA in Digital Graphics & Design”.
CAR: Box 14 - Add “& Humanities” after “Fine Arts”.
CCG: Section VII. Change “Instruction” to “Instructional”.
CCG: Section VII: first outcome, delete word “circumstances” replace with word “contexts”.
CCG: Third outcome: at end of outcome, replace “presented in course materials” with “used to assess and interpret works of art”.

Approved for GER in Fine Arts and Humanities with changes.

Add ART A360 History of Non-Western Art (3 cr) (3+0) (pg. 20-34)

CAR: Box 14: Add word “Humanities” after “Fine Arts”
CCG: H. Add words “and Humanities” after “Fine Arts”
CCG: Need to redo outcomes, be specific to ART, need parallels to match goals, be more course specific.
CCG: Section VII.3, change “seasoned” to “reasoned”, extra period at end of sentence.

Tabled. Sean to bring back next week with changes.
Chg ART A367 History of Photography (3 cr) (3+0) (pg. 34-38)
Continued – Committee did not have time to review.

Add ART A491 Senior Seminar (3 cr) (3+0) (pg. 39-48)
Continued – Committee did not have time to review.

VI. Old Business

A. UAA Catalog Changes in Chapter 10 – Description of General Requirements (latest mark-up) (pg. 49-64)

B. Implementation of the Basic Skills in 60 Credits Rule (pg 65-67)

C. WICHE Course Sharing (pg. 68)

VII. New Business
## Curriculum Action Request

**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

### 1a. School or College  
CAS  
### 1b. Division  
AFAR  
### 1c. Department  
ART  

### 2. Course Prefix  
ART  
### 3. Course Number  
A367  

### 4. Previous Course Prefix & Number  

### 5a. Credits/CEU  
3  

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

### 6. Complete Course/Program Title  
History of Photography  

### Abbreviated Course/Program Title for Transcripts (30 characters)  

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

### 8. Type of Action  
Add  
Change  
(adjust appropriate boxes)  
Delete  

### 9. Repeat Status No  
Limit  
Max Credits  

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

### 11. Implementation Date  
semester/year  
From: Fall/2006  
To: 1999  

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

### 13. Coordinate with Affected Units:  
with UAA, all Community Campuses, Undergraduate Affairs Board and Journalism & Public Communications Department.  

### 14. List any programs or college requirements that require this course  
BA and BFA in Art degrees  

### 15. General Education Requirement  
Oral Communication  
Written Communication  
Quantitative Skills  
Humanities  
Fine Arts  
Social Sciences  
Natural Sciences  

### 16. Course Description  
Investigates the history of photography; its origins, chronology, culture context, and the significant contributions of individual photographers.  

### 17a. Course Prerequisite(s) (list prefix and number)  
Art A262  

### 17b. Test Score(s)  
NA  

### 17c. Corequisite(s) (concurrent enrollment required)  
NA  

### 17d. Other Restriction(s)  
College  
Major  
Class  
Level  

### 17e. Registration Restriction(s) (non-codable)  

### 18. Mark if course has fees  

### 19. Justification for Action  
Remove from University GER list-specialized course with limited audience. Updated course description reflects current course content. Change in course prerequisites to better reflect course level expectations. Eliminate cross listing at the request of JPC.  

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Initiator (faculty only)  
Date  

Approved  
Disapproved:  

Dean/Director of School/College  
Date  

Approved  
Disapproved:  

Department Chairperson  
Date  

Approved  
Disapproved:  

Undergraduate or Graduate  
Academic Board Chairperson  
Date  

Approved  
Disapproved:  

Provost or Designee  
Date  

Approved  
Disapproved:  

Curriculum Committee Chairperson  
Date  

Approved  
Disapproved:
UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE  

I. Initiation Date: September 2005  

II. Course Information  
A. College: College of Arts and Sciences  
B. Course Title: History of Photography  
C. Course Number: ART A367  
D. Credit Hours: 3  
E. Contact Time: 3 + 0  
F. Grading Information: A - F  
G. Course Description: Investigates the history of photography; its origins, chronology, culture context, and the significant contributions of individual photographers.  
H. Status of course relative to a degree or certificate program  
Applies to B.A. and B.F.A. in Art degrees.  
I. Lab Fee: Yes  
J. Coordination: With UAA, all community campuses, Undergraduate Affairs Board and Journalism and Public Communications Department  
K. Course Prerequisite: ART A261 History of Western Art I  
   ART A262 History of Western Art II  

III. Course Activities:  
Lectures to include slides, films, videos, and actual early historical examples of books, cameras and photographs. Gallery and museum photographic shows and visiting lecturers. Class discussions and presentations.  

IV. Evaluation:  
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class presentations, homework assignments, essay/journal/written work and research papers, mid-term and final exams, progress throughout semester, attendance and participation.  

A. Criteria for Grading  
1.0 To receive a grade of A:  
1.1 Scholarship/Research: Strong, exceeding all instructor requirements.  
1.2 Initiative: Contributions exceed expectations for the class.  
1.3 Attitude: Excellent interactive skills in the classroom.  
1.4 Cooperation: Excels in contributions to group activities.  
1.5 Demonstrates mastery and knowledge of the History of Photography.  
2.0 To receive a grade of B:  
2.1 Scholarship/Research: Meets all instructor requirements  
2.2 Initiative: Contributions are above average for the class.  
2.3 Attitude: Above average interactive skills in the classroom.  
2.4 Cooperation: Above average contributions in group activities
2.5 Demonstrates mastery and knowledge of the History of Photography.

3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments.
3.2 Initiative: Contributions are average for the class.
3.3 Attitude: Average interactive skills in the classroom.
3.4 Cooperation: Average contributions to group activities.
3.5 Demonstrates mastery and knowledge of the History of Photography.

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments.
4.2 Initiative: Contributions are below average for the class.
4.3 Attitude: Below interactive skills in the classroom.
4.4 Cooperation: Below average contributions to group activities.
4.5 Demonstrates mastery and knowledge of the History of Photography.

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course level justification:
History of Photography is an upper division Art History course that teaches the evolution of photography from its invention to present day artistic contemporary photographic works and artists. The course surveys style, approach, content and form of the major trends in Europe and America.

VI. Outline:
1.0 Historical, Technological and Cultural Perspectives
1.1 Antecedents to and the invention of photography from its earliest inception to digital photographic processes.
1.2 Contemporary applications and issues relevant to traditional and digital photography.

2.0 Photographic Analysis
2.1 Critical assessments pertaining to social, political, and economic photographic applications.
2.2 Photographic impact on the visual arts from the nineteenth to the twenty-first centuries.

3.0 Critical Issues pertinent to Photographers and Fine Artists
3.1 Early photographers during the nineteenth and twentieth century.
3.2 Photography as fine art
3.3 Post World War II traditional and digital photographers

VII. Instructional Goals and Defined Outcomes:
A. Instructional Goals: Instructor Will:
1. Provide foundation for understanding photography's development as an art form.
2. Introduce the student to appropriate resource materials
3. Develop an understanding of Photography's impact on the world as an invention and as an expressive art discipline.
4. Establish a basis for a fundamental analytical evaluation of historical and contemporary photography.
B. Defined Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate developments in the world that led to the invention of photography</td>
<td>Test, papers and in-class presentations.</td>
</tr>
<tr>
<td>Demonstrate how photography changed our view of the world.</td>
<td>Test, papers and in-class presentations.</td>
</tr>
<tr>
<td>Evaluate the impact of photography on society and the visual arts.</td>
<td>Test, papers and in-class presentations.</td>
</tr>
<tr>
<td>Demonstrate the use of contemporary applications to photography as an art form in a global context</td>
<td>Test, papers and in-class presentations.</td>
</tr>
<tr>
<td>Demonstrate how photography continues to be a powerful form of communication.</td>
<td>Test, papers and in-class presentations.</td>
</tr>
</tbody>
</table>

VIII. Suggested Text

IX. Bibliography and Resources

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

1a. School or College
   CAS

2. Course Prefix
   ART

3. Course Number
   A491

4. Previous Course Prefix & Number

5a. Credits/CEU
   3

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

6. Complete Course/Program Title
   Senior Seminar

Abbreviated Title for Transcript (30 character)

7. Type of Course
   Academic

8. Type of Action
   Add

9. Repeat Status
   No

10. Grading Basis
    A-F

11. Implementation Date
    From: Fall /2006
    To: /9999

12. Cross Listed with
    NA

13. Coordinate with Affected Units:
    Department of Philosophy & College of Business

    Required for BA and BFA in Art. Satisfies GER capstone requirement

14. List any programs or college requirements that require this course
    Required for BA and BFA in Art. Satisfies GER capstone requirement

15. X General Education Requirement
    Oral Communication
    Written Communication
    Quantitative Skills
    Humanities
    Fine Arts
    Social Sciences
    Natural Sciences
    X Capstone

16. Course Description
    Lectures, discussions, and projects integrating the following: knowledge of professional practices for the artist, the development of effective communication skills to be a practicing artist, the necessary critical tools to resolve and assess creative problem solving art-related issues, and the ability to research the needed information to make reasonable decisions pertinent to art practices.

17a. Course Prerequisite(s) (list prefix and number)

PHIL A401 & BA A166

17b. Test Score(s)
    NA

17c. Corequisite(s) (concurrent enrollment required)
    NA

17d. Other Restriction(s)
    NA

17e. Registration Restriction(s) (non-codable)
    Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills)

18. X Mark if course has fees

19. Justification for Action
    New capstone course integrates knowledge of professional practices for the artists, professional communication skills, creative problem solving in the arts and ethics and practical ethics in the arts.

Initiator Signature
Date

Initiator (faculty only) Date

Approved Disapproved:

Dean/Director of School/College Date

Approved Disapproved:

Department Chairperson Date

Approved Disapproved:

Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved:

Provost or Designee Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: January 2005

II. Course Information:
A. College: College of Arts and Sciences
B. Course Title: Senior Seminar
C. Course Subject/Number: ART A491
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Lectures, discussions, and projects integrating the following: knowledge of professional practices for the artist, the development of effective communication skills to be a practicing artist, the necessary critical tools to resolve and assess creative problem solving art-related issues, and the ability to research the needed information to make reasonable decisions pertinent to art practices.

Special Note: Offered Fall Semester Only

H. Status of course relative to degree or certificate program
   Required for Bachelor of Arts in Art and Bachelor of Fine Arts in Art degree and satisfies GER capstone requirement.

I. Lab Fees: YES
J. Coordination: Department of Philosophy & College of Business
K. Course Prerequisites: PHIL A401 Aesthetics
   BA A166 Small Business Management
L. Registration Restrictions: Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills)

III. Course Activities:
   Lecture seminar course. Readings, class discussions, research, and writing assignments.
   Proposals for artistic projects will be written during this course.

IV. Evaluation:
   Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.
A. Criteria for Grading

1.0 To receive a grade of A:
   1.1 Scholarship/Research: Strong, exceeding all instructor requirements.
   1.2 Initiative: Contributions exceed expectations for the class.
   1.3 Attitude: Excellent interactive skills in the classroom.
   1.4 Cooperation: Excels in contributions to group activities.
   1.5 Individual Improvement: Demonstrates mastery of professional practices and skills in the arts.

2.0 To receive a grade of B:
   2.1 Scholarship/Research: Meets all instructor requirements
   2.2 Initiative: Contributions are above average for the class.
   2.3 Attitude: Above average interactive skills in the classroom.
   2.4 Cooperation: Above average contributions to group activities
   2.5 Individual Improvement: Above average demonstration of professional practices and skills in the arts.

3.0 To receive a grade of C:
   3.1 Scholarship/Research: Does required assignments.
   3.2 Initiative: Contributions are average for the class.
   3.3 Attitude: Average interactive skills in the classroom.
   3.4 Cooperation: Average contributions to group activities.
   3.5 Individual Improvement: Average demonstration of professional practices and skills in the arts.

4.0 To receive a grade of D:
   4.1 Scholarship/Research: Below average assignments
   4.2 Initiative: Contributions are below average for the class.
   4.3 Attitude: Below interactive skills in the classroom.
   4.4 Cooperation: Below average contributions to group activities.
   4.5 Individual Improvement: Below average demonstration of professional practices and skills in the arts.

5.0 To receive a grade of F:
   5.1 Majority of work unacceptable or missing

V. Course Level Justification:
To fulfill the GER Capstone requirement for BA and BFA in Art and to prepare BFA students for thesis semester.

VI. Outline:
1.0 Knowledge of Professional Practices for the Artist
   1.1 Art Proposal Research
      1.1.1 Proposal Development and Writing
         1.1.1.1 Topic selection
         1.1.1.2 Research
         1.1.1.3 Development of the proposal
         1.1.1.4 Historical and aesthetic influences on one’s art
1.2 Exhibition/Presentation Planning Issues
   1.2.1 Site development
   1.2.2 Space usage in the gallery or museum
   1.2.3 Information and signage in the gallery or museum
   1.2.4 Publicity
1.3 Business and Technical Applications to the Arts
   1.3.1 Starting up the business
   1.3.2 Fiscal and physical plant management
   1.3.3 Advertising
2.0 Professional Communication Skills
   2.1 Resume preparation
   2.2 Portfolio production
   2.3 Documentation of art work
   2.4 Networking with galleries and museums
   2.5 Grant writing and Internships
3.0 Creative Problem Solving in the Arts
   3.1 Innovative use of materials in the production of art work
   3.2 Development of research methodologies to develop strategies for producing art work
   3.3 Long term planning in a globally challenging and changing environment
4.0 Information Pertinent to Art Practices and Ethics
   4.1 Copyright and patent issues pertaining to the arts
   4.2 Ethical practices in business
   4.3 Fair use issues pertaining to the appropriation of art images and objects

VII. Instructional Goals and Defined Outcomes:
A. Instructional Goals. The Instructor Will:
   1. Present the pertinent information regarding the integration and knowledge of professional practices for the artist
   2. Develop the necessary professional communication skills needed to be an effective practicing artist
   3. Foster critical thinking to address creative problem solving abilities in the arts
   4. Facilitate and understanding of the importance of ethics in business practices and their relevance to the arts

B. Defined Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>Demonstrate knowledge of the integration and knowledge necessary to be a practicing artist regarding research as it applies to art proposals, exhibition and presentation planning concerns and the application of business and technical as they apply to the arts</th>
<th>Project designs and written assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the necessary communication skills to be a practicing professional artist</td>
<td>In-class discussions and written assignments</td>
</tr>
</tbody>
</table>


Understand creative problem solving as it pertains to the use of materials, research and long term planning at a global level

Written assignments, in-class discussions and presentations

Identify and understand the ethical aspects associated with art production in a business context

In-class discussions and written assignments

VIII. Suggested Text:

IX. Bibliography and Resources:

<table>
<thead>
<tr>
<th>KNOWLEDGE INTEGRATION</th>
<th>ACTIVITY / TOPIC / THEME</th>
<th>INSTRUCTIONAL GOALS</th>
<th>STUDENT OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 1. Discuss historical & aesthetic influences  
2. Discuss the impact of global relationships on the making of art by means of reading, writing, and seeing.  
3. Discuss pertinent social & public programs  
  a. percent for art programs  
  b. artist in schools programs  
  c. artist in residency  
4. Discuss business plans (taxes / contracts), financial plans, copyrights & legal concerns relevant to art practice  
5. Discuss studio design & organization | Instructor will:  
1. Demonstrate opportunities for consideration and discourse on historical, aesthetic, political, economic, and societal influences on the making of art  
2. Engage in discussions focused on the essential resources to facilitate consideration of business and economic influences for artists engaged in art as a business | Student will:  
1. Demonstrate and integrate considerations of historical, aesthetic, political, economic, and societal influences art proposals  
2. Demonstrate knowledge of business practices used by artists engaged in art as a business | 1. Written artistic proposals  
2. Business plans |
<table>
<thead>
<tr>
<th>EFFECTIVE COMMUNICATION</th>
<th>1. Discuss by means of writing and reading development of a. thesis proposal b. exhibition proposal c. artist statement d. resume e. exhibition plan f. publicity statement</th>
<th>1. Guide the student in preparing appropriate proposals, plans &amp; statements required of an artist engaged in art as a business a. engage students in presenting and discussion of professional resources b. guide students in the development of effective understanding, synthesis, discourse and presentation of historical, aesthetic, political, economic, and societal influences on the making of art</th>
<th>1. Develop research and writing skills to present, and discuss effective proposals, plans and statements required of an artist engaged in art as a business 2. Develop skills relevant to the synthesis, discourse and presentation of historical, aesthetic, political, economic, and societal influences on the making of art</th>
<th>1. Written artistic proposals 2. Oral presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss historical &amp; aesthetic influences on own work</td>
<td>3. Discuss social &amp; public programs pertaining to a. percent for art programs b. artist in schools programs c. artist in residency</td>
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<tr>
<td>CRITICAL THINKING</td>
<td>1. Discuss and consideration of historical and aesthetic influences on content of an artist's body of work</td>
<td>1. Demonstrate historical, aesthetic, political, economic, and societal influences on the making of art</td>
<td>1. Develop and integrate considerations of historical, aesthetic, political, economic, and societal influences on the making of art</td>
<td>1. Written artistic proposals</td>
</tr>
<tr>
<td>INFORMATION LITERACY</td>
<td>1. Discuss research methodologies applied to</td>
<td>1. Demonstrate the needed resources to facilitate investigation</td>
<td>1. Demonstrate the use of published and web based resources to</td>
<td>1. Written artistic proposals</td>
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<td>2. Discuss business plans &amp; impact of copyrights and legal concerns on your artwork</td>
<td>2. Demonstrate the needed resources to facilitate consideration of business and economic influences upon an artist engaged in art as a business</td>
<td>and societal influences into the thesis proposal</td>
<td>2. Demonstrate and identify business and economic influences for artists engaged in art as a business</td>
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<td>3. Discuss critical reviews and criticism of one’s own art work and other artists’ works</td>
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<td>4. Discuss the impact of global influences on the making of art by means of reading, writing and seeing</td>
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<td>5. Discuss pertinent social &amp; public programs</td>
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<tr>
<td>a. percent for art programs</td>
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<tr>
<td>b. artist in schools programs</td>
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<tr>
<td>c. artist in residency</td>
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<tr>
<td>a. thesis topic including historical &amp; aesthetic influences</td>
<td>b. resume formats</td>
<td>c. local building codes</td>
<td>d. studio equipment &amp; upkeep</td>
<td>e. contracts</td>
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<tr>
<td>into a variety of issues, topics, and concerns facing the artist engaged in art as a business</td>
<td>2. Direct the students in using web based information, guest speakers, and published materials.</td>
<td>3. Engage students in the necessary resources for the development of an artists portfolio including online and photographic technics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop appropriate plans and proposals required for an artist engaged in art as a business</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**QUANTITATIVE PERSPECTIVES**

1. Discuss the preparation of exhibition budgets
2. Discuss strategic financial plans for short and long term

1. Guide the student in the use of appropriate resources necessary to develop and analyze s budgetary and financial issues faced by artists

1. Demonstrate knowledge of budgetary and financial issues related to artist engaged in art as a business

1. Written budgetary and financial plans for the artist
<table>
<thead>
<tr>
<th>developments</th>
<th>engaged in art as a business</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Discuss contracts and taxes related to running an art business</td>
<td></td>
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<table>
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<th>15. General Education Requirement</th>
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<tr>
<td>Oral Communication</td>
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<td>Written Communication</td>
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<tr>
<td>Quantitative Skills</td>
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<tr>
<td>Humanities</td>
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</tr>
<tr>
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<tr>
<td>Natural Sciences</td>
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<tr>
<td>Integrative Capstone</td>
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<table>
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<th>16. Course Description</th>
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<tr>
<td>Introduction to economics including analysis and theory of national income, money and banking, public finance and taxation, economic growth, and international finance. Primary concentration on the capitalist system and the United States economy.</td>
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<table>
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<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
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<td>Level</td>
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<th>18. Mark if course has fees standard CBPP computer lab fee</th>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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<tr>
<td>This is an update to the existing CCG adding a prerequisite, changing the course description, and making the outline current.</td>
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<th>Disapproved</th>
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<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Undergraduate or Graduate Academic Board Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
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<tr>
<td>Provost or Designee</td>
<td>21 Date</td>
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</table>
I. Date Initiated       January 17, 2006

II. Course Information
College/School: College of Business and Public Policy
Department: Economics
Program: Bachelor of Arts, Economics; Bachelor of Business Administration, Economics
Course Title: Principles of Macroeconomics
Course Number: ECON A201
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: Introduction to economics including analysis and theory of national income, money and banking, public finance and taxation, economic growth, and international finance. Primary concentration on the capitalist system and the United States economy.

Course Prerequisites: MATH A105 or MATH A107 or MATH A172
Registration Restrictions: If prerequisite is not satisfied, suitable SAT score, ACT score, or UAA approved Math Placement Test is required.
Fees: Standard CBPP computer lab fee

III. Course Activities
Lectures and discussions

IV. Guidelines for Evaluation
A. Class participation and discussion
B. In-class written assignments and homework
C. Written exams

V. Course Level Justification
The Principles of Economics courses introduce fundamental ideas and concepts in economic theory. The material rises above 100-level courses through its use of logical reasoning and mathematics to understand economic behavior. Math A105 is a prerequisite.

VI. Outline
A. Basic Concepts/Postulates of Economics
B. Role and Method of Economics Written exams
C. Supply and Demand
D. Market Dynamics
E. Economic Institutions and Systems
F. Government and the Economy
G. Macroeconomic Variables
H. Economic Growth
I. Aggregate Demand and Aggregate Supply
J. Fiscal Policy
K. Money and the Banking System
L. The Federal Reserve and Monetary Policy
M. Inflation, Unemployment and Expectations
N. International Finance

VII. Suggested Texts

VIII. Bibliography


IX. **Instructional Goals and Student Outcomes**

A. **Instructional Goals.**

   The instructor will:

   1. Present the history and foundations of economics.
   2. Discuss major macroeconomic theories.
   3. Explain major macroeconomic results and implications.
   4. Explain and analyze public policy actions using economic theory.
   5. Integrate the global economy into discussions and examinations.

B. **Student Outcomes.**

   **Students will be able to:**

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>

   **1.** Explain observed behavior by examining incentives.

   **2.** Infer price and quantity changes in particular markets using supply and demand analysis.

   **3.** Estimate gross domestic product from basic economic variables using commonly accepted techniques.

   **4.** Compute inflation rates and unemployment rates from economic data.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>5.</td>
<td>Explain fiscal policy issues, actions, and consequences.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>6.</td>
<td>Explain monetary policy issues, actions, and consequences.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>7.</td>
<td>Employ economic theory to discuss international transactions.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>8.</td>
<td>Explain the role of property rights in market economies.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>9.</td>
<td>Identify factors that promote long-term economic growth.</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>
Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness
Standard 2.A - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business & Public Policy
Program/Course Title: ECON A201 Principles of Macroeconomics

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Trina Carter, Head of reference/Assoc. Professor, LIB 116, Phone: 786-1846,
   Fax: 786-6050, afcc@uaa.alaska.edu

2. Please list any new library resource and/or information that you recommend to support this course/program change.

   • Business Source Premier (existing)
   • NBER Working Papers (existing)
   • ECONLit (existing)

________________________________________
Initiator signature
# Curriculum Action Request
University of Alaska Anchorage

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

<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>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<tr>
<td>ECON</td>
<td>A202</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
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## 6. Complete Course/Program Title
Principles of Microeconomics

Abbreviated Title for Transcript (30 character)

## 7. Type of Course
- [x] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

## 8. Type of Action
- [x] Add
- [ ] Change
- [ ] Delete

### Add
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
  - Class
  - College
  - Major
- Other Updated course outline

### Change
- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Registration Restrictions

### Delete
- Grading Basis
- Cross Listed with
- Stacked with
- Other Restriction(s)
  - College
  - Major
  - Class
  - Level
- Registration Restriction(s)
  - (non-codable)

### Other
- Mark if course has fees standard CBPP computer lab fee

## 9. Repeat Status
- No
- # of Repeats
- Max Credits
  - 3.0

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

## 11. Implementation Date
From: Fall/2006
To: /9999

## 12. Cross Listed with
- [ ]
- Stack with

## 13. List any programs or college requirements that require this course
AAS-CIS; BBA; BA-Economics; BS, Technology

## 14. Coordinate with Affected Units
Listserve
Department, School, or College

Initiator Signature Date

## 15. General Education Requirement
- [x] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [x] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

## 16. Course Description
Theory of prices and markets, industrial organization, public policy, income distribution, contemporary problems of labor and business, and international trade.

## 17a. Course Prerequisite(s) (list prefix and number)
ECON A201

## 17b. Test Score(s)
N/A

## 17c. Co-requisite(s) (concurrent enrollment required)
N/A

## 17d. Other Restriction(s)
- [x] College
- [ ] Major
- [ ] Class
- [ ] Level

## 17e. Registration Restriction(s) (non-codable)
N/A

## 18. Mark if course has fees standard CBPP computer lab fee

## 19. Justification for Action
This is an update to the existing CCG changing the course description and making the outline current.

---

**Approved**

Initiator (faculty only) Date

Dean/Director of School/College Date

Approved

Disapproved:

Department Chairperson Date

Approved

Disapproved:

Undergraduate or Graduate Date

Academic Board Chairperson

Approved

Disapproved:

Provost or Designee Date

---
I. Date Initiated
   January 17, 2006

II. Course Information
   College/School: College of Business and Public Policy
   Department: Economics
   Program: Bachelor of Arts, Economics; Bachelor of Business Administration, Economics
   Course Title: Principles of Microeconomics
   Course Number: ECON A202
   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: Theory of prices and markets, industrial organization, public policy, income distribution, contemporary problems of labor and business, and international trade.
   Course Prerequisites: ECON A201
   Registration Restrictions: None
   Fees: Standard CBPP computer lab fee

III. Course Activities
   Lectures and discussions

IV. Guidelines for Evaluation
   A. Class participation and discussion
   B. In-class written assignments and homework
   C. Written exams

V. Course Level Justification
   The Principles of Economics courses introduce fundamental ideas and concepts in economic theory. The material rises above 100-level courses through its use of logical reasoning and mathematics to understand economic behavior. ECON A201 is a prerequisite.

VI. Outline
   A. Review of Basic Economic Concepts
   B. Elasticity
   C. Utility Theory and Marginal Utility Analysis
   D. Production and Costs
   E. Theory of the Firm and Profit Maximization
   F. Industrial Organization
   G. Theory of Perfect Competition, Imperfect Competition, and Monopoly
   H. Market Failure and Government Intervention
I. Regulation and Antitrust Policy
J. Input Markets
K. International Trade

VII. Suggested Texts

VIII. Bibliography


IX. **Instructional Goals and Student Outcomes**

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
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<tbody>
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<td>The instructor will:</td>
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<td>1. Present the history and development of microeconomic theory.</td>
<td></td>
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<tr>
<td>2. Discuss major microeconomic theories.</td>
<td></td>
</tr>
<tr>
<td>3. Explain major microeconomic results and implications.</td>
<td></td>
</tr>
<tr>
<td>4. Explain and analyze how public policy actions affect economic units.</td>
<td></td>
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<tr>
<td>5. Integrate the global economy into discussions and examinations.</td>
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<table>
<thead>
<tr>
<th>B. Student Outcomes.</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Compare price and quantity outcomes resulting from shifts in supply and demand.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>2. Compute and interpret elasticity measures.</td>
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</tr>
<tr>
<td>3. Compute the solution to profit maximizing and cost minimizing problems of the firm.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>4. Compute the solution to the utility maximization problem of households.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>5. Discuss economic goals, activities, and outcomes of government.</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>
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Standard 5.A - Purpose and Scope
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<tr>
<td>Requires integration of principles, theories, and methods learned in courses taken throughout the economics major/program. Students analyze, synthesize, and critically evaluate and apply knowledge of economics in a research project. Formal written and oral presentations of the research are required.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<th>17e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>Completion of all GER Tier 1 (basic college-level skills) courses and senior standing.</td>
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<tr>
<td>Major</td>
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<table>
<thead>
<tr>
<th>18. Mark if course has fees standard CBPP computer lab fee</th>
</tr>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised content to meet the Integrative Capstone GER requirements</td>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<th>Disapproved</th>
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<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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<tbody>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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<tbody>
<tr>
<td>Undergraduate or Graduate Academic Board Chairperson</td>
<td>Date</td>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Date Initiated February 17, 2006

II. Course Information
College/School: College of Business and Public Policy
Department: Economics
Program: Bachelor of Arts, Economics; Bachelor of BusinessAdministration, Economics
Course Title: Seminar in Economic Research
Course Number: ECON A488
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: Requires integration of principles, theories, and methods learned in courses taken throughout the economics major/program. Students analyze, synthesize, and critically evaluate and apply knowledge of economics in a research project. Formal written and oral presentations of the research are required.
Course Prerequisites: ECON A321, ECON A324, and either ECON A412 or ECON A429
Registration Restrictions: Completion of all GER Tier 1 (basic college-level skills) courses and senior standing.
Fees: Standard CBPP computer lab fee

III. Course Activities
Lectures, presentations, and discussions

IV. Guidelines for Evaluation
A. Class participation and discussion
B. Written course project and oral presentation
C. Written and oral critique of peer research
D. Written exams

V. Course Level Justification
This is an Integrative Capstone course that requires students to synthesize skills and knowledge learned throughout the economics major and through their Tier 1 GER courses.
VI. Outline
A. Overview and course requirements
B. What you know now: A review of the content of the economics major
C. Comprehensive exam
D. Doing economic analysis
   1. Getting ideas
   2. Reviewing what others have done
   3. Gathering data and information
   4. Writing about economics
   5. Making a public presentation
E. Planning a project
F. Presentation of tentative student projects
G. Seminars with professional economists
H. Presentations of and critiques of student projects

VII. Suggested Texts


VIII. Bibliography


### IX. Instructional Goals and Student Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The instructor will:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Knowledge Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Present a review of the content of the economics program.</td>
</tr>
<tr>
<td>b. Integrate knowledge from GER courses while doing economic analysis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Effective Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss various approaches to clear communication of the results of economic analysis.</td>
</tr>
<tr>
<td>b. Provide feedback to students during project development and execution of a written and oral presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate how economic theory can be applied to a wide range of empirical investigations.</td>
</tr>
<tr>
<td>b. Discuss the rhetoric of economics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide for economic researchers to discuss analytic approaches with students.</td>
</tr>
<tr>
<td>b. Discuss methods for evaluating quality of data and information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Quantitative Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the relationship between theory, data, and empirical analysis.</td>
</tr>
</tbody>
</table>
### B. Student Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>1. Knowledge Integration</td>
</tr>
<tr>
<td>a. Demonstrate the ability to assess, judge, compare, and critically evaluate diverse fields of knowledge in examining a problem.</td>
</tr>
<tr>
<td>b. Demonstrate comprehension and application of economic concepts.</td>
</tr>
<tr>
<td>a. Written assignments</td>
</tr>
<tr>
<td>b. Standardized test</td>
</tr>
<tr>
<td>2. Communications</td>
</tr>
<tr>
<td>Defend approaches to and results of economic research.</td>
</tr>
<tr>
<td>Written assignment and oral presentation</td>
</tr>
<tr>
<td>3. Critical Thinking</td>
</tr>
<tr>
<td>a. Formulate testable economic hypotheses.</td>
</tr>
<tr>
<td>b. Devise an economics research project and carry it out.</td>
</tr>
<tr>
<td>c. Evaluate and revise an economic research project at various stages of its conception, development, and execution.</td>
</tr>
<tr>
<td>d. Critique approaches to and results of economic research.</td>
</tr>
<tr>
<td>a. Written assignment</td>
</tr>
<tr>
<td>b. Written project</td>
</tr>
<tr>
<td>c. Written project</td>
</tr>
<tr>
<td>d. Written assignment and class discussion</td>
</tr>
<tr>
<td>4. Information Literacy</td>
</tr>
<tr>
<td>a. Critique current research in economics.</td>
</tr>
<tr>
<td>b. Propose avenues of economic investigation based on the literature and available data.</td>
</tr>
<tr>
<td>a. Written review of relevant literature</td>
</tr>
<tr>
<td>b. Written assignment</td>
</tr>
<tr>
<td>5. Quantitative Perspectives</td>
</tr>
<tr>
<td>Demonstrate the ability to critique published studies using the scientific method or standardized statistical practice.</td>
</tr>
<tr>
<td>Written assignment</td>
</tr>
</tbody>
</table>
Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness
Standard 2.A - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business & Public Policy
Program/Course Title: ECON A488 Seminar in Economic Research

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Trina Carter, Head of reference/Assoc. Professor, LIB 116, Phone: 786-1846, Fax: 786-6050, afcc@uaa.alaska.edu

2. Please list any new library resource and/or information that you recommend to support this course/program change.

   • Business Source Premier (existing)
   • NBER Working Papers (existing)
   • ECONLit (existing)

Initiator signature
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>AMSC</th>
<th>1c. Department</th>
<th>BIOL</th>
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<tbody>
<tr>
<td>2. Course Prefix</td>
<td>BIOL</td>
<td>3. Course Number</td>
<td>A452</td>
<td>4. Previous Course Prefix &amp; Number</td>
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<tr>
<td>5a. Credits/CEU</td>
<td>3</td>
<td>5b. Contact Hours (Lecture + Lab) (3+0)</td>
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<td>6. Complete Course/Program Title</td>
<td>Human Genome</td>
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<td>Abbreviated Title for Transcript (30 character)</td>
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<td>Professional Development</td>
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<td>Prefix</td>
<td>Credits</td>
<td>Title</td>
<td>Grading Basis</td>
<td>Course Description</td>
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<tr>
<td></td>
<td>Course Number</td>
<td>Contact Hours</td>
<td>Repeat Status</td>
<td>Cross-Listed/Stacked</td>
<td>Co-requisites</td>
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<tr>
<td># of Repeats</td>
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<tr>
<td>Max Credits</td>
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<td>A-F</td>
<td>P/NP</td>
<td>NG</td>
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<td>To:</td>
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<td>12.</td>
<td>Cross Listed with</td>
<td>Stacked</td>
<td>Cross-Listed Coordination Signature</td>
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<td>13. List any programs or college requirements that require this course</td>
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<tr>
<td>14. Coordinate with Affected Units:</td>
<td>Distributed to UAA faculty listserv; coordinated with UAA's Psychology Department and Anthropology Department</td>
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<tr>
<td>15. General Education Requirement</td>
<td>Oral Communication</td>
<td>Written Communication</td>
<td>Quantitative Skills</td>
<td>Humanities</td>
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<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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<tr>
<td>16. Course Description</td>
<td>An introduction to the human genome with emphasis on social aspects. Topics will include the Human Genome Project, genome database searching, human chromosome and gene structure, developmental genetics, genetics of normal human traits, hereditary diseases, genetic screening and ethical issues, and genomic evidence of human evolution and migrations. Special Note: Normally offered in alternate Fall semesters.</td>
<td></td>
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<tr>
<td>17a. Course Prerequisite(s) (list prefix and number)</td>
<td>BIOL A252 or ANTH A205 or PSY A370</td>
<td>17b. Test Score(s)</td>
<td>17c. Co-requisite(s) (concurrent enrollment required)</td>
<td></td>
<td></td>
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<tr>
<td>17d. Other Restriction(s)</td>
<td>College</td>
<td>Major</td>
<td>Class</td>
<td>Level</td>
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<tr>
<td>17e. Registration Restriction(s) (non-codable)</td>
<td>Completion of all GER Tier 1 (basic college-level skills) courses and junior standing.</td>
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<tr>
<td>18.</td>
<td>Mark if course has fees</td>
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<tr>
<td>19. Justification for Action</td>
<td>Upon approval of this new course, the Biology Department will initiate the paperwork to delete Biol 352 Human Genetics. The revised title and course description reflect the ongoing, revolutionary changes in our understanding of the human genome and in current research methodologies. The breadth and complexity of these changes make this course suitable for graduate students, thus compelling the change to 400-level. This course is constructed to meet the characteristics of a GER Integrative Capstone so as to provide an opportunity for Biology majors to fulfill this GER requirement.</td>
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Date: 28 Feb 2006

College or School: College of Arts and Sciences

Course Subject: Biological Sciences

Course Number: A452

Credits: 3

Course Title: Human Genome

Grading Basis: A-F

Course Description:
An introduction to the human genome with emphasis on social aspects. Topics will include the Human Genome Project, genome database searching, human chromosome and gene structure, developmental genetics, genetics of normal human traits, hereditary diseases, genetic screening and ethical issues, and genomic evidence of human evolution and migrations. Special Note: Normally offered in alternate Fall semesters.

Course Prerequisites: BIOL A252 or ANTH A205 or PSY A370

Registration Restrictions:
Completion of all GER Tier 1 (basic college-level skills) courses and junior standing.

Course Fee: No

Instructional Goals and Student Outcomes:
This is primarily a lecture course. One or two class sessions are held in a computer lab to provide students with hands-on experience in searching genome and literature databases. Students are required to research and synthesize information obtained from these databases to cover a topic of their choice related to the human genome or a genetic disease, typically giving an in-class presentation.

The instructor will:
• describe the Human Genome Project and how it is changing the way we think about human genes.
• emphasize the extent and historical/geographic patterns of human genomic diversity (and similarity), and explain how diversity arises through mutation and meiotic recombination.
• provide detailed examples of our knowledge of human chromosome structure, emphasizing that the vast majority of the genome does not code for any protein products.
• explain how the expression of genes is regulated by specific sequence regions, and link this to the exquisite patterning of gene expression responsible for normal human embryonic development.

• describe how genes responsible for particular diseases and traits are identified, emphasizing the “candidate gene” vs. “position cloning” approaches.

• explain current approaches to genetic screening, gene therapy, and related topics, and encourage students to express their views on these issues.

<table>
<thead>
<tr>
<th>Student outcome</th>
<th>Assessment method</th>
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<tbody>
<tr>
<td>Describe the Human Genome Project and be able to find genomic information; use the Internet to obtain information on genes, gene technology, and human genetic disease</td>
<td>Formal exam and/or homework</td>
</tr>
<tr>
<td>Describe current concepts of human evolution, based on use of DNA to map population origins</td>
<td>Formal exam</td>
</tr>
<tr>
<td>Describe approaches to identifying genes underlying complex human traits</td>
<td>Formal exam</td>
</tr>
<tr>
<td>Synthesize biological knowledge with current societal issues</td>
<td>Class presentation and discussion</td>
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Guidelines for Evaluation:
Evaluation procedures are at the discretion of the faculty member teaching the course. Typically, evaluation is based on a midterm and a final exam, each including a substantial essay component. In addition, students will be graded on the quality of their participation in the class presentations and in the computer lab session.

Course Level Justification:
Students are required to research and analyze detailed information from human genome databases; to synthesize biological genetic knowledge and social considerations; and to apply course materials to current problems.

GER Integrative Capstone Justification:
Justifications for designating BIOL A452 Human Genome as a GER Integrative Capstone course include its emphases on:

 Interrelationships and synergy among GER disciplines: Biology’s relationship to the social sciences is an overall theme of the course. We focus on anthropology and psychology as disciplines for which the linkage to human genetics is most readily accessible.

 Information literacy: Students are expected to achieve and demonstrate computer and Internet skills for acquiring genomic information. Genomic science is also intensively quantitative, requiring students to sharpen their appreciation and understanding of the mathematics underlying, for example, genetic linkage mapping.
Effective communication skills: Course success demands effective communication through essay examinations and individual classroom presentations.

Evolving realities of the 21st Century: The concept of “geneticization” has been introduced in the scholarly literature to describe the interlocking of and interaction between medicine, genetics, society and culture. This course strives to help students understand the implications of genomic knowledge for medicine and for interpersonal and social relations.

Topical Course Outline:

1.0 The Human Genome Project
   1.1 History and ethical issues
   1.2 Sequencing methods, gene identification and annotation

2.0 Human chromosome structure
   2.1 Centromere and telomere structure
   2.2 Protein-coding genes, noncoding RNA genes, and repetitive sequences
   2.3 Comparative mammalian genomics

3.0 Mitochondrial genome
   3.1 Mitochondrial genetic disorders
   3.2 Mitochondrial DNA mutation and human evolution

4.0 Regulation of gene expression
   4.1 Gene regulatory networks in embryonic development
   4.2 Role of gene regulation evolution in the emergence of human traits

5.0 Human genetic diversity and similarity
   5.1 Prevalence and importance of meiotic recombination
   5.2 Linkage disequilibrium and haplotype blocks
   5.3 Variation within and between human populations
   5.4 Genomic evidence of human migrations
   5.5 Genes and race

6.0 Approaches to identifying genes for mendelian and complex traits
   6.1 Cloning based on knowledge of relevant proteins: the candidate gene approach
   6.2 Positional cloning in mendelian traits: the linkage mapping approach

7.0 Genetic control of complex human traits:
   7.1 Behavior and personality
   7.2 Intelligence and language

8.0 Gene therapy and stem cell therapy
   8.1 Prenatal diagnosis and genetic screening
   8.2 Gene therapy by complementation: in vivo and ex vivo approaches
   8.3 Gene repair (or gene editing, gene correction, etc.)
   8.4 Stem cell therapy

9.0 Ethical issues about diseases and genes
   9.1 Race and medicine
   9.2 Genomic priorities and public health
   9.3 The ‘geneticization’ of medicine and culture
10.0 Feedback between culture and the human genome
   10.1 Examples of culturally associated changes in human gene frequency
   10.2 Conservation of human biological diversity

Suggested text:

Recommended additional reading:

Bibliography
An extensive reference list of current literature from scientific journals is utilized for this course; please contact Tim Hinterberger, aftjh or 6-4632.
Notification Date: 1 March 2006

Initiating unit: Department of Biological Sciences, CAS

Affected unit(s): all UAA

Course Prefix and Number: BIOL A452       Previous Prefix and Number: none

Complete Course/Program Title: Human Genome

Previous Course/Program Title: none

Description of Action: add course; designate as GER Integrative Capstone course

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Biol 452 Human Genome

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Daria Carle

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library resources and information recommended to support the proposal.


3.

________________________________________________________________________

Initiator signature
Resource Implication Form

1. School/College CAS

2. Program/Course Human Genome

3. Course Prefix BIOL

4. Course Number A452

5. Implementation Date Fall 2006

6. Type of Action and Category
   - [ ] Course addition
   - [x] Course change
   - [ ] Program addition
   - [ ] Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - [ ] part-time faculty
   - [ ] new full-time faculty
   - [x] reassignment of full-time faculty
   - [ ] additional class/lab space
   - [ ] modification of class/lab space
   - [ ] additional library resources
   - [ ] additional computer equipment
   - [ ] other costs

   Explanation: Biol 452 Human Genome will replace Biol 352 Human Genetics. Modification to meet the characteristics of a GER Integrative Capstone will provide an opportunity for Biology majors to fulfill this GER requirement. No additional funding is necessary.

   ______ Approved
   ______ Disapproved

   Department Chair
   ______ Approved
   ______ Disapproved

   Dean/Director of School/College
   ______ Approved
   ______ Disapproved

   Provost

   Date

   Date

   Date
To: Tier 2 GER Department Chairs

From: Gail Holtzman, Chair GER Committee

Subject: GER Tier 2 Descriptors

This year the GER Committee is tasked with revising all the GER category definitions as part of the process of complying with Faculty Senate GER Motion 3: “That GER courses meet the category definition of only one GER category.” The intention of the GER Committee is to submit revised definitions for all GER categories for approval by UAB this semester for inclusion in the 2006-2007 UAA catalog. The wording of these category definitions is important as these definitions will be used by the GER Committee as the criteria to determine if a particular course with its outcomes should be included in a particular GER category. All the new GER category definitions must include both a brief description of the category and student outcomes.

All the revised GER category definitions approved by the GER Committee and submitted to UAB need to originate in the appropriate academic department(s). Because the GER Tier 2 courses span multiple departments, to facilitate the production of these definitions, the GER Committee has completed a cursory review of the current version of these definitions and produced suggested revisions. The Fine Arts definition was submitted and approved in November 2005. The Natural Sciences GER was worked on in the GER Committee because up until this time there existed 2 different descriptors, neither of which was being used. Social Sciences and Humanities descriptors were developed less than 10 years ago by the faculty and may only need a little tweaking.

Please find attached the current and two revised versions of the Natural Sciences definition, as well as, the current versions of the other GER Tier 2 Humanities and Social Sciences definitions. It is essential that the GER Natural Sciences, Social Sciences and Humanities chairs and faculty review the attached definitions and reply with suggested revisions to the GER Committee. The GER Committee is willing to compile the suggested revisions and send revised versions of the definition back to Department chairs and faculty for further revisions and approval.

Your prompt review of the attached GER Tier 2 category definitions, completion of revisions, and submission of the final version of the definitions to the GER Committee by March 15 would be greatly appreciated. This would enable us to put these into the catalogue for next year.
**Fine Arts and General Education (revised & approved 2nd reading GER Committee 11/11/05)**

The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact of subsequent artistic work.

**The Humanities and General Education (UAA Curriculum Handbook p.50)**

The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world’s heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to identify texts or objects, to place them in the historical context of the discipline, to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to use a formal technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

**Social Sciences and General Education (UAA Curriculum Handbook p.50)**

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and non-empirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

**Natural Sciences and General Education (current version UAA Curriculum Handbook p. 51)**

The natural sciences (astronomy, biology, chemistry, geology, physical geography, and physics) focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Students completing their natural sciences GER will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those
hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines and a knowledge of the discoveries and advances made within that discipline. Students will recognize, measure, and possibly control natural processes that they encounter. Students will also articulate the strengths and limitations of the scientific method; as well as the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Laboratory classes, field work and demonstrations illustrate how scientists develop, test, and challenge scientific theories. These types of classes give students an appreciation for the process and problems involved in the advancement of scientific knowledge. Students completing a laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

Natural Sciences and General Education (Suggested revision #1: underlined/italics sections above are deleted & underlined bold below added.)

The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines. Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline; as well as, the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge. Students completing a laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

Natural Sciences and General Education (Suggested revision #2: student outcomes moved to last part of definition; underlined/italics sections above are deleted & underlined bold below added.)

The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge. Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline; as well as, the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history. Students completing the laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.
TIER 3: INTEGRATIVE CAPSTONE

Classification Credits
8. Integrative Capstone*** 3
Courses from across the University that fulfill this requirement are those that require the student to demonstrate knowledge integration, using GER skills (Tier 1), across GER disciplines (Tier 2).

HIST A390A Themes in World History
HNRS A490 Senior Honors Seminar
MATH A420 History of Mathematics
MEDT A302 Clinical Laboratory Education and Management
NS A411 Health II: Nursing Therapeutics
PEP A384 Cultural and Psychological Aspects of Health and Physical Activity
PSY A370 Biological Psychology
SWK A431 Social Work Practice IV

See Class Schedule for additional Integrative Capstone courses.

The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Chapter 7 Academic Standards and Regulations, Related Undergraduate Admission Policies.)

Definition of UAA Integrative Capstone
The central goal of the Integrative Capstone category is to require students to synthesize across GER domains. Integrative Capstone courses give students the opportunity to develop and apply the collaborative working skills, critical thinking skills, and intensive written and oral communication skills that lead to an understanding of the fundamental interrelations among disciplinary skills and perspectives, as well as the distinctive viewpoints of the disciplines.

Integrative Capstone Course Description
The GER experience concludes with the Integrative Capstone (Tier 3), which includes courses from across the university that involve the interrelationships and synergy of GER Basic-College Level skills (Tier 1) and Disciplinary Areas (Tier 2). Courses in this category should focus on practice, study, and critical evaluation, and are encouraged to include in their student outcomes an emphasis on the evolving realities of the 21st century (such as globalization, diversity, scientific developments, and social dynamics) and the responses of an educated person to these forces.

All Integrative capstone courses are designed to reflect the following GER Preamble Student Outcomes:
- Communicate effectively in a variety of contexts and formats;
- Locate and use relevant information to make appropriate personal and professional decisions;
- Adopt critical perspectives for understanding the forces of globalization and diversity; and
- Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Integrative Capstone courses must address the following instructional goals and student outcomes:
- Knowledge Integration must be incorporated as part of course design and specifically addressed as part of outcomes assessment for the proposed course.
Integrative Capstone Course Description

The GER experience concludes with the Integrative Capstone, which includes courses from across the university that give students the opportunity to synthesize across GER domains. Integrative Capstone courses must include knowledge integration of GER Basic College-Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of their course design. Courses in this category should focus on practice, study, and critical evaluation, and are encouraged to include in their student outcomes an emphasis on the evolving realities of the 21st century (such as globalization, diversity, scientific developments, and social dynamics) and the responses of an educated person to these forces.

Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by both accessing, judging, and comparing diverse fields of knowledge and critically evaluating their own views in relation to different fields of knowledge. In addition, they must be able to demonstrate three of the four following outcomes:

- communication skills necessary to function professionally in the 21st century;
- the ability to think critically by defining issues clearly, identifying problems accurately, analyzing them logically, and conceptualizing reasoned solutions;
- the ability to distinguish logical and appropriate uses of information from specious and fallacious uses of information in various media, and locate and use relevant information to make appropriate personal and professional decisions;
- the ability to perform (original) and/or to critique (published) studies using quantitative methods or standardized statistical practice.

Student Outcome: Knowledge Integration
Students shall demonstrate both the ability to access, judge, and compare diverse fields of knowledge and to evaluate critically their own views in relation to these different fields of knowledge.

Student Outcome 1: Effective Communication
Students shall demonstrate communication skills necessary to function professionally in the 21st century.

Student Outcome 2: Critical Thinking
Students shall demonstrate the ability to think critically by defining issues clearly, identifying problems accurately, describing situations precisely; bringing to those issues, problems, and situations material of appropriate relevance, depth, and breadth; analyzing them logically; and conceptualizing reasoned solutions.

Student Outcome 3: Information Literacy
Students shall practice the responsible, legal, and ethical uses of information, including demonstrating a thorough understanding of the issues surrounding plagiarism and the canons of academic honesty, and students should be able to demonstrate the ability to distinguish logical and appropriate uses of information from specious and fallacious uses of information in various media.

Student Outcome 4: Quantitative Perspectives
Students shall demonstrate the ability to perform (original) and/or to critique (published) studies using the scientific method or standardized statistical practice.