

General Education Requirement Committee Agenda

April 14, 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 March 31, 2006 (pg. 2-4)

IV. Chair's Report

V. Course Action Requests

A. CAS – CHSW

Add CEL A292 Introduction to Civil Engagement (3 cr) (3+0)
(pg. 5-16)

Add CEL A450 Civic Engagement Capstone (3 cr) (1+4)
(pg. 17-24)

Add INTL A101 Local Places/Global Regions: An Introduction
to Geography (3 cr) (3+0) (pg. 25-31)

Chg GEOG A101 Local Places/Global Regions: An Introduction
to Geography (3 cr) (3+0) (pg. 32-38)

VI. Old Business

A. GER Tier 2 Descriptors – memo sent out to CAS by Gail Holtzman
(pg. 39-42)

B. GER Catalog Updates (pg. 43-46)

VII. New Business

General Education Requirement Committee Summary

March 31, 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 March 17, 2006 (pg. 2-3)

Approved.

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

Approved.

IV. Chair's Report

V. Course Action Requests

A. CAS – ART

Chg ART A367 History of Photography (3 cr) (3+0) (pg.7-10)

Want removed from GER list.

Motion to remove from GER list, approved, one abstention.

Add ART A491 Senior Seminar (3 cr) (3+0) (pg. 11-20)

Change course description, Box 17e, add “courses” after “skills”.
First outcome, Section VII.A. change to “Integrates knowledge”.

Instructional Goals 3 and 4, add “critical thinking, informational literacy” in boxes.

Approved unanimously with changes.

**Chg ECON A201 Principles of Macroeconomics (3 cr) (3+0)
(pg. 21-26)**

Approved unanimously.

Chg ECON A202 Principles of Microeconomics (3 cr) (3+0) (pg. 27-31)

Approved unanimously.

**Chg ECON A488 Seminar in Economic Research (3 cr) (3+0)
(pg. 32-37)**

Will be offered at least once a year.

Approved unanimously.

Chg BIOL A452 Human Genome (3 cr) (3+0) (pg. 38-45)

CAR: Justification – Contingent on something that will be done with another course. Strike first sentence.

Course description: Begin with “An in depth exploration”.

CCG: suggested changes: Mention critical thinking in outcomes. You need to have knowledge integration and assess it (see handout from Ben to Tim).

Approved unanimously.

VI. Old Business

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

Need to send back out to departments. Gail sent to CAS office and asked them to send out to Chairs. We heard back from Fine Arts. Send directly to Chairs. Ask for specific responses. Have it added to Chairs meeting agenda. Caedmon will talk with Patti in CAS regarding putting this on Chair’s agenda.

Tom recommends sending one descriptor to send to department. Tom propose deleting first two, sending out last one. Motion - Ben recommend send last one out to Chairs, approved. Tom – Give April 10 deadline. Natural Sciences Descriptors.

VII. New Business

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

Integrative Capstone Course Description:

“The GER experience concludes with the Integrative Capstone, which includes courses from across the university that require students 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. Integrative Capstone courses should focus on practice, study, and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century.

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.”

Certificate in Civic Engagement Program Plan

Student Name: _____ Student ID #: _____

Mailing Address: _____ Phone number: _____ Email: _____

Major: _____ Major Advisor: _____ Phone number: _____ Email: _____

Fac. Initial	Certificate Requirement	Required Credits: 30	Class (title, number, section)	Credits Earned:	Instructor	Semester Taken
	Foundation class	3	Introduction to Civic Engagement CEL A292-			
	Poverty/ Sustainability	3				
	Community/ Public policy	3				
	Community-based learning course (lower division)	3				
	Community-based learning course (upper division)	3				
	Community-based learning course (upper division)	3				
	Internship	6-9				
	Capstone	3-6				

Note: Certificate Faculty Advisor must approve all courses, as indicated by initials to left.

(Student signature) (date)

(Certificate Faculty Advisor signature) (date)

(CCEL Director signature) (date)

(CHSW Dean signature) (date)

Certificate in Civic Engagement Program Plan

Student Name: George Student Student ID #: _____

Mailing Address: _____ Phone number: _____ Email: _____

Major: **Biological Sciences-Ecology** Major Advisor: _____ Phone number: _____ Email: _____

Fac. Initial	Certificate Requirement	Required Credits: 30	Class (title, number, section)	Credits Earned:30	Instructor	Semester Taken
	Foundation class	3	Introduction to Civic Engagement CEL A292-001 (SS GER?)	3	Andes	Fall '07
	Poverty/ Sustainability	3	Earth as an Ecosystem: Intro to Environ Studies ENVI A202-001 (NS GER)	3	Smith	Fall '08
	Community/ Public policy	3	Environmental Economics and Policy ENVI A210-001	3	Colt	Spri '09
	Community-based learning course (lower division)	3	Technical Writing ENGL A212-010 (written communication GER)	3	Sears	Spri '08
	Community-based learning course (upper division)	3	Conservation Biology BIOL A373-001	3	Causey	Spri '09
	Community-based learning course (upper division)	3	Service Learning in Applied Ethics PHIL A495-001	3	Buller	Fall '08
	Internship	6-9	Civic Engagement Internship CEL A395-001	9	Andes	Sum '09
	Capstone	3-6	Civic Engagement Capstone CEL 450-001 (GER Capstone?)	3	Andes	Fall '09

Note: Certificate Faculty Advisor must approve all courses, as indicated by initials to left.

(Student signature) (date)

(Certificate Faculty Advisor signature) (date)

(CCEL Director signature) (date)

(CHSW Dean signature) (date)

Certificate in Civic Engagement Program Plan

Student Name: Jane Student Student ID #: _____

Mailing Address: _____ Phone number: _____ Email: _____

Major: Social Work Major Advisor: _____ Phone number: _____ Email: _____

Fac. Initial	Certificate Requirement	Required Credits: 30	Class (title, number, section)	Credits Earned:33	Instructor	Semester Taken
	Foundation class	3	Introduction to Civic Engagement CEL A292-001 (SS GER?)	3	Hirschberg	Spri '07
	Poverty/ Sustainability	3	Introduction to Social Welfare SWK/HUMS A106-002 (SS GER)	3	Cunningham	Fall '06
	Community/ Public policy	3	Small and Rural Communities SOC A222-001 (SS GER)	3	Araji	Spri '08
	Community-based learning course (lower division)	3	Diversity & Community Service SWK A243-001 (SS GER)	3	Henry	Spri '07
	Community-based learning course (upper division)	3	Introduction to Ethics (recommended for major) PHIL A301-002 (HUM GER)	3	Buller	Fall '07
	Community-based learning course (upper division)	3	Selected Topics on Disabilities PSY A456-001	3	Smith	Spri '08
	Internship	6-9	SW Generalist Practicum (alt. req. for major) SWK A461B-001-A462B-001	12	Emerman	Fall '08- Spri '09
	Capstone	3-6	SW Senior Honors Research Project (alt elect, req for dept honors; not capstone but SW majors must take dept. capstone) SWK A463-001	3	Burke	Fall '08

Note: Certificate Faculty Advisor must approve all courses, as indicated by initials to left.

(Student signature) (date)

(Certificate Faculty Advisor signature) (date)

(CCEL Director signature) (date)

(CHSW Dean signature) (date)



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division		1c. Department	
2. Course Prefix CEL	3. Course Number A292	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Civic Engagement Intro Civic Engagement <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 checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <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 type="checkbox"/> Other			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 Certificate in Civic Engagement					
14. Coordinate with Affected Units: Social Work, Human Services, Public Affairs, Philosophy, Psychology, Sociology, Nursing, History, Political Science, Languages, Biology, English 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 Introduces students to community engagement principles, issues of poverty and environmental sustainability, ethics, and to the local community through intensive readings, community-exposure activities, and reflections. Serves as a social sciences GER.					
17a. Course Prerequisite(s) (list prefix and number)		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 This class provides the intellectual and experiential platform for students pursuing the Certificate in Civic Engagement.					

____ 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 8 Date

**University of Alaska Anchorage
Center for Community Engagement and Learning
CEL A292 Introduction to Civic Engagement
Course Content Guide**

Date of Initiation: Spring, 2005

Course Information

School/College: Health & Social Welfare

Course Subject: Civic Engagement

Course Number: CEL A292

Number of Credits: 3

Contact Hours: 3+0 contact hours

Title: Introduction to Civic Engagement

Grading Basis: A - F

Course Description: Introduces students to community engagement principles, issues of poverty and sustainability, ethics, and the local community through intensive readings, community-exposure activities, and reflections. Serves as a social sciences GER.

Course pre-requisites, co-requisites, registration requirements: none

Course fee: no

Instructional Goals, Outcomes, and Evaluation Methods

Instructional Goals:

Instructor will propose working definitions of key concepts related to civic engagement, such as community, citizenship, democracy, participation, service, and social justice.

Instructor will introduce selected social issues/problem areas and identify values, methods, and evidence relevant to pursuing an engaged approach to learning.

Instructor will facilitate an environment conducive to students forming a learning community and actively supporting each other in civic engagement efforts.

Instructor will orient students to intellectual and experiential stances from which to build a coherent program of civic engagement in conjunction with their chosen major degree programs.

Student Outcomes and Evaluation Methods:

Outcomes: Students will...	Evaluation Methods: ...as demonstrated by...
Understand and summarize key themes regarding the Certificate’s 2 over-arching content areas, poverty and environmental sustainability, with emphasis on how they manifest and are being addressed in Alaska	-Active participation in class discussions and activities -Reflection papers collectively addressing personal, academic, and civic issues raised in class or the community exposure activities
Recognize diversity as not only about difference but also about power	-Active participation in class discussions and activities -Reflection papers (see above) -Paper on student-identified “model citizen” including: rationale for identifying this individual, description of her/his activities in the community with emphasis on political [in broadest sense] engagement as well as service, and analysis of the origins of his/her commitments
Critically examine the impact they as citizens can have even as they recognize the limitations of individual efforts	-Active participation in class discussions and activities -Reflection papers (see above) -Paper on student-identified “model citizen” (see above)
Determine competing interests and stakes in concrete situations	-Active participation in class discussions and activities -Reflection papers (see above)
Identify ethical dilemmas in concrete situations and weigh solutions using an accepted framework	-Active participation in class discussions and activities -Reflection papers (see above)
Articulate working theories of civic engagement to be refined later in Certificate & disciplinary studies	-Active participation in class discussions and activities -Reflection papers (see above) -Paper on student-identified “model citizen” (see above)
Identify their own core values and commitments, and analyze their origins	Values autobiography
Relate their core academic interests with civic interests and plan the steps needed to pursue them in tandem	Final reflection paper (will also serve as a foundation for the Certificate plan of study)

All written materials will be included in the students’ Certificate portfolios

Course Level Justification:

This class provides students conceptual, methodological, and affective foundations for later community-engaged learning and research experiences. Numbering it as a 200-level course signals that academic expectations are higher than for a 100-level; for example, readings will be selected from original sources, and active participation in class discussion is required for success.

Although preparatory to more intensive community-based learning, students' activity in the community is limited. This class intends to ground discussion in scholarly literature and current evidence while expanding students' intrinsic motivations for civic engagement.

Topical Course Outline

- Introduction: what is civic engagement?
- Poverty: how it manifests and how it is addressed; emphasis on Alaska and Anchorage area
- Environmental sustainability: goals and strategies; emphasis on Alaska and Anchorage area
- Ethics: frameworks for evaluation and decision-making
- Diversity and oppression & privilege; some emphasis on rural Alaska as “4th World”

Pedagogical approach will weave field trips to community agencies, guest speakers, and attention to key concepts throughout the semester.

Suggested texts:

Selections from the items listed in the bibliography

Bibliography

Addams, J. (1961 [1910]). *Twenty years at Hull-House*. New York: Signet.

Anderson, A. (2004). *Women and sustainable agriculture: Interviews with 14 agents of change*. Jefferson, NC: McFarland & Company.

Bellah, R.N. et al. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley: University of California Press

Bullard, R.D. (2000). *Dumping in Dixie: Race, class, and environmental quality* (3rd ed.). Boulder: Westview Press.

Carson, R. (2002 [1962]). *Silent Spring*. Boston: Houghton Mifflin.

- Cohen, D., de la Vega, R. & Watson, G. (eds.) (2001). *Advocacy for social justice: A global action and reflection guide*. Bloomfield, CT: Kumarian Press.
- Coles, R. (1993). *The call of service: A witness to idealism*. Boston: Houghton Mifflin Company.
- Colby, A., Ehrlich, T., Beaumont, E. & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.
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- Diamond, J. (2004). *Collapse*. New York: Penguin.
- Durbin, K. (2005). *Tongass: Pulp politics and the fight for the Alaska rain forest* (2nd ed.). Corvallis: Oregon State University Press.
- Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Metropolitan Books.
- Fox, S. (1981). *John Muir and his legacy: The American conservation movement*. Boston: Little, Brown.
- Gerston, L.N. (2002). *Public policymaking in a democratic society: A guide to civic engagement*. New York: ME Sharpe.
- Haycox, S.W. (2002). *Frigid embrace: Politics, economics, and the environment in Alaska*. Corvallis: Oregon State University Press.
- Leopold, A. (2001 [1949]). *A sand county almanac: With essays on conservation*. New York : Oxford University Press.
- King, M.L. (1994). *Letter from the Birmingham jail*. San Francisco: Harper.
- Piven, F.F. & Cloward, R.A. (1993). *Regulating the poor: The functions of public welfare* (updated ed.). New York: Vintage Books.
- Plato. (1993). *The last days of Socrates: Euthyphro, Apology, Crito, Phaedo*. Hugh Tredennick & Harold Tarrant (trans.). London: Penguin Books.
- Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.
- deToqueville, A. (2004 [1835, 1840]). *Democracy in America*. Arthur Goldhammer (trans.). New York: Library of America/Penguin Putnam.

Worldwatch Magazine: Independent research for an environmentally sustainable and socially just society.

Curriculum Coordination Form

Notification Date: January 29, 2006

Initiating unit: Center for Community Engagement & Learning (CCEL)

Affected unit(s): Social Work, Human Services, Public Affairs, Philosophy, Psychology, Nursing, Sociology, Political Science, History, Languages, English, Biology

Course Prefix and Number: CEL A292, A395, A450 Previous Prefix and Number: n/a

Complete Course/Program Title: Certificate in Civic Engagement

Previous Course/Program Title: n/a

Description of Action: Initiating a new program that includes 3 new classes and builds on existing courses. The affected units named are those whose curricula include a civic component and/or which historically have offered many of the courses which could apply to the Certificate. Chairs and faculty members known to be interested in CCEL activities were emailed draft catalog copy and invited to inform their colleagues, comment, or request additional information. NOTE: The same information and invitation was sent to faculty and staff from UAF and UAS who attended the CCEL's Fall, 2005, Community Engagement Symposium in order to involve interested parties at our sister schools.

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

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: CEL A292 Introduction to Civic Engagement

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

Name: We do not have a liaison; however, we consulted with Ralph Courtney about how to insure that those who build the collection are keeping in mind a need for civic engagement-related materials.

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 and information recommended to support the proposal.

None at this time.

(But please note – when it becomes feasible to subscribe to new journals, we would like to be consulted.)

Initiator signature

Resource Implication Form

1. School/College Health & Social Welfare with the Center for Community Engagement & Learning

2. Program/Course Introduction to Civic Engagement

3. Course Prefix CEL

4. Course Number A292

5. Implementation Date Fall, 2006

6. Type of Action and Category

Course addition 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.

<input checked="" type="checkbox"/> part-time faculty	\$32,000-38,000
<input type="checkbox"/> new full-time faculty	\$
<input type="checkbox"/> reassignment of full-time faculty	\$
<input type="checkbox"/> additional class/lab space	\$
<input type="checkbox"/> modification of class/lab space	\$
<input type="checkbox"/> additional library resources	\$
<input type="checkbox"/> additional computer equipment	\$
<input checked="" type="checkbox"/> other costs	\$2000

8. Explanation: Part-time faculty: A tripartite, tenured/tenure-track faculty member will have a half-time appointment with the Certificate teaching three classes as well as performing related research and service; Other costs: general program supplies

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

**University of Alaska Anchorage
Center for Community Engagement and Learning
CEL A450 Civic Engagement & GER Capstone
Course Content Guide**

Date of Initiation: Spring, 2006

Course Information

School/College: Health and Social Welfare

Course Subject: Civic Engagement

Course Number: CEL A450

Number of Credits: 3 credits

Contact Hours: 1 + 4

Title: Civic Engagement Capstone

Grading Basis: A - F

Course Description: Integration of Certificate, major, and GER coursework through an individual project.

Special Note: Students may substitute another integrative capstone class if specified civic engagement outcomes and project criteria are achieved.

Substitution requires prior approval of a project proposal by the Certificate Faculty Advisor.

Course pre-requisites: CEL A292 and CEL A395

Registration restrictions: formal enrollment in Certificate for Civic Engagement, completion of GER Tier 1 (basic college-level skills) courses

Co-requisites: none

Course fee: none

Instructional Goals, Outcomes, and Evaluation Methods:

Faculty instructor and community partner supervisor will:

Provide guidance and mentorship as students design and complete individual projects – for example, community-based research projects – that incorporate and extend previously gained knowledge, skills, and values from Certificate experiences, their majors, and GERs.

Highlight the importance of history and processes of democracy, social class, and sustainability within the public and civic issues pertinent to the project.

Suggest relevant information and resources for conducting the project.

Provide orienting questions and facilitate discussions during class meetings and for reflection papers to promote students' integration of knowledge and skills regarding civic commitments with the moral & ethical virtues of their home disciplines.

Outcomes: On successful completion of the civic engagement capstone project, students will be able to:

1. Recognize historical, aesthetic, organizational, or cultural dynamics that impact civic engagement;
2. Review, analyze, and adopt critical perspectives for understanding civic engagement, poverty, and environmental sustainability;
3. Determine, interpret, and resolve competing interests and stakes in a concrete public problem-solving situation, particularly pertaining to a local community;
4. Discern vocational and personal pathways regarding moral and ethical dilemmas found in a variety of concrete situations, and weigh solutions using a meaningful and coherent framework;
5. Adapt and demonstrate a variety of civic engagement leadership skills including problem-setting and -solving;
6. Determine and analyze the complexities in building civic commitments and deliver resources building community capacity.

Evaluation Methods: (for ALL outcomes)

1. Active participation in class meetings
2. Reflection papers addressing academic, personal, and civic issues raised by project engagement
3. Evaluation from faculty advisor and community mentor
4. Final product (e.g., report, paper or creative activity)

All written materials will be included in the students' Certificate portfolios.

Course Level Justification:

This capstone provides students an opportunity to bring together in a situation of their own design the various knowledges, skills, and commitments developed through the Certificate experiences, their major studies, and GERs. It is anticipated that many students will ground their capstone projects in previous community-service learning internships.

An Integrative Civic Engagement Capstone Project:

1. has innovative, effective, or ethical impacts with significance to a community-identified need applied through a collaborative off-campus project;

2. presents depth of expertise and preparation regarding the problem in the context of scholarly, professional, *and* community-based models, perspectives, methodologies, and orientations;
3. demonstrates appropriateness of chosen goals and methods;
4. includes the student's participation in the community through leadership in and scholarly contributions with organizations working to address civic engagement, poverty, or sustainability interests and beliefs;
5. has sufficient scope to clearly demonstrate advanced knowledge and skills in civic engagement and the student's undergraduate program of study;
6. produces a project report or portfolio presented publicly in scholarly, professional, or community audiences; and
7. requires a level of effort consistent with three or six semester hours of credit.

Topical Course Outline

Students are expected to work independently on their projects, completing upwards of 50 field work hours, consisting of approximately 30 hours on-site plus 20-30 hours off-site work over the semester. Students will meet with faculty and community mentors regularly.

In addition, all students taking this class will meet five times during the semester. Class meetings will revolve around focusing questions which will be provided to students several days beforehand based on their projects. A typical range of topics and questions includes:

- Public Service
- Purposes of Community Service
- The Human Condition & Community Contexts
- Research as Service
- The Scholar in Public Service

Suggested texts:

Readings will be based on that term's student projects.

Bibliography

Block, P. (1996). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler Publishers.

Campus Compact, editor. (2003). *Introduction to service-learning toolkit: Readings and resources for faculty (2nd Ed.)*. Providence, RI: Campus Compact.

Campus Compact. (2005). *Raise your voice: Student action for change*. Providence, RI: Brown University (URL: <http://www.actionforchange.org/>).

- Chrislip, D.D. (2002). *The collaborative leadership fieldbook: A guide for citizens and civic leaders*. San Francisco: Jossey-Bass.
- Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.
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- Gerston, L.N. (2002). *Public policymaking in a democratic society: A guide to civic engagement*. New York: ME Sharpe.
- Greenwood, D. & Levin, M. (1998). *Introduction to action research: Social research for social change*. Thousand Oaks, CA: Sage.
- Huber, M.T. & Hutchings, P. (2004). *Integrative learning: Mapping the terrain*. Washington, DC: Association of American Colleges & Universities and The Carnegie Foundation for the Advancement of Teaching.
- Longo, N., Williams, J., & Zlotkowski, E. (In Press). *Students as colleagues: Expanding the circle of service-learning leadership*. Providence, RI: Campus Compact.
- Palmer, P.J. (1999). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.
- Strand, K., Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community-based research and higher education: Principles and practices*. San Francisco: Jossey-Bass.
- Stringer, E.T. (2004). *Action research in education*. Upper Saddle River, NJ: Pearson Prentice Hall.

Curriculum Coordination Form

Notification Date: January 29, 2006

Initiating unit: Center for Community Engagement & Learning (CCEL)

Affected unit(s): Social Work, Human Services, Public Affairs, Philosophy, Psychology, Nursing, Sociology, Political Science, History, Languages, English, Biology

Course Prefix and Number: CEL A292, A395, A450 Previous Prefix and Number: n/a

Complete Course/Program Title: Certificate in Civic Engagement

Previous Course/Program Title: n/a

Description of Action: Initiating a new program that includes 3 new classes and builds on existing courses. The affected units named are those whose curricula include a civic component and/or which historically have offered many of the courses which could apply to the Certificate. Chairs and faculty members known to be interested in CCEL activities were emailed draft catalog copy and invited to inform their colleagues, comment, or request additional information. NOTE: The same information and invitation was sent to faculty and staff from UAF and UAS who attended the CCEL's Fall, 2005, Community Engagement Symposium in order to involve interested parties at our sister schools.

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

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: CEL A450 Civic Engagement Capstone

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

Name: We do not have a liaison; however, we consulted with Ralph Courtney about how to insure that those who build the collection are keeping in mind a need for civic engagement-related materials.

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 and information recommended to support the proposal.

None at this time.

(But please note – when it becomes feasible to subscribe to new journals, we would like to be consulted.)

Initiator signature

Resource Implication Form

1. School/College Health & Social Welfare with the Center for Community Engagement & Learning

2. Program/Course Certificate in Civic Engagement

3. Course Prefix CEL

4. Course Number 292, 395, 450

5. Implementation Date Fall, 2006

6. Type of Action and Category

Course addition 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.

<input checked="" type="checkbox"/> part-time faculty	\$32,000-38,000
<input type="checkbox"/> new full-time faculty	\$
<input type="checkbox"/> reassignment of full-time faculty	\$
<input type="checkbox"/> additional class/lab space	\$
<input type="checkbox"/> modification of class/lab space	\$
<input type="checkbox"/> additional library resources	\$
<input type="checkbox"/> additional computer equipment	\$
<input checked="" type="checkbox"/> other costs	\$34,000

8. Explanation: Part-time faculty: A tripartite, tenured/tenure-track faculty member will have a half-time appointment with the Certificate teaching three classes as well as performing related research and service; Other costs: support for student internships (e.g. stipends, travel, housing, cross-cultural training), also general program supplies

_____ Approved

_____ Disapproved _____ Department Chair _____ Date

_____ Approved

_____ Disapproved _____ Dean/Director of School/College _____ Date

_____ Approved

_____ Disapproved _____ Provost _____ Date



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 Anthropology and Geography	
2. Course Prefix INTL	3. Course Number A101	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Local Places/Global Regions: An Introduction to Geography (Intro to Geography) <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 checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input checked="" 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 type="checkbox"/> Other			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 checked="" type="checkbox"/> Cross Listed with GEOG A101 <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges Department, School, or College <div style="text-align: right;">_____ Initiator Signature Date</div>					
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 Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.					
17a. Course Prerequisite(s) (list prefix and number)		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 This course needed a content update as part of a broader geography curriculum review (See GEOG A101). New cross-listed course a reflection of the strong international content of this course and clear links between geographic and international understanding. This course plays critical link in broadening international understanding at the university and serving as a foundational course in international curriculum.					

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 **25** Date

INTL A101

Course Content Guide

Date: 17 February 2006

I. Course Information

- a. College of Arts and Sciences
- b. INTL
- c. A101
- d. 3 credits, 3 + 0 contact
- e. Local Places/Global Regions: An Introduction to Geography
- f. A-F
- g. No prerequisite
- h. None
- i. Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to many of the world's regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.
2. Engage students through building a general understanding of the physical and human geography of key regions of the world. Topics include regional environments and environmental issues, population movements and settlements, cultural attributes, geographic/political issues and social and economic development.
3. Expose students to key global issues such as globalization and global interdependence, global warming, population growth, terrorism, nationalism, language loss, colonialism and post-colonialism, and how these issues impact individuals and local places.
4. Develop in students an appreciation of the world's cultural complexity, the necessity to understand cultural diversity and the challenges globalization presents to this complexity.
5. Introduce students to some of the fundamentals of interpreting geographic/social science data as depicted by maps, charts, and graphs.

B. Student Outcomes – Students will be able to:

Outcomes	Assessment Methods
Students will be able to investigate the discipline of geography and identify how geographic modes of inquiry help us to understand the world.	Exams Quizzes
Students will be able to describe the key human and physical features of the world's major regions and recognize the cultural diversity of the global geographic experience.	Exams and Quizzes Projects and Presentations
Students will be able to identify and describe key global and international issues (including globalization and cultural diversity) and explore how they impact and/or transform modern life and individual lives.	Exams and Quizzes Projects and Presentations
Students will be able to read tables, graphs, and maps as different modes of information depiction, while addressing their usage in various contexts.	Exams Quizzes

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing. Individual and group presentations are also recommended. Examination is mandatory in GEOG A101.

IV. Course Level Justification

This is an introductory course intended to introduce students to the basics of geography and international studies.

V. Topic Course Outline

1. Introduction to the Disciplines of Geography and International Studies.
2. Key Concepts in Global Human Geography: Population, Cultural Patterns, Political Units, Globalization and Global Interdependence, Economic and Social Development
3. Key Concepts in Global Environmental Geography: Physical Systems, Natural Hazards, Global Climate Change, Agriculture and Agricultural Change
4. Survey of World's Regions and Places (through key concepts and an emphasis on the impact of global issues on the world's peoples)

VI. Suggested Texts

There are a wide variety of texts available on the market, but instructors should generally choose a contemporary world, regional geography text such as Marston, et al. *World Regions in Global Context*, Prentice Hall, 2005. A newspaper or magazine such as *The Economist* or *The Christian Science Monitor* that stresses current, international affairs is also recommended.

VIII. Bibliography

Below is a sample of possible resources:

- Agnew, John A. 1998. *Geopolitics: Re-Visioning World Politics*. London: Routledge.
- Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Anderson, Sarah and John Cavanagh. 1999. *Field Guide to the Global Economy*. New York: New Press.
- Blaikie, Piers, et al. 1994. *At Risk: Natural Hazards, People's Vulnerability, and Disasters*. London: Routledge.
- Brown, Lester. 1996. *Tough Choices: Facing the Challenge of Food Scarcity*. New York: W.W. Norton.
- Bush, Mark. 2000. *Ecology of a Changing Planet*. Upper Saddle River, NJ: Prentice Hall.
- Christopherson, Robert. 2002. *Geosystems: An Introduction to Physical Geography*, 4th ed. Upper Saddle River, NJ: Prentice Hall.
- Gelbspan, Ross. 1997. *The Heat Is On: The High Stakes Battle Over Earth's Threatened Climate*. Reading, MA: Addison Wesley.
- Katzner, Kenneth. 1995. *The Languages of the World*. London: Routledge.
- Manning, Richard. 2000. *Food's Frontier: The Next Green Revolution*. New York: North point Press.
- McFalls, Joseph, Jr. 1995. *Population: A Lively Introduction*. Washington, DC: Population Reference Bureau.
- Riley, Nancy. 1997. *Gender, Power and Population Change*. Washington, DC: Population Reference Bureau.
- Schaeffer, Robert. 1997. *Understanding Globalization: The Social Consequences of Political, Economic and Environmental Change*. Lanham, MD: Rowman & Littlefield.

Curriculum Coordination Form

Notification Date: 17 February 2006

Initiating unit: CAS, Anthropology and Geography

Affected unit(s): Deans and Directors: College of Business and Public Policy, College of Education, College of Health and Social Welfare, Community and Technical College, School of Engineering, Matanuska-Susitna College, Kenai Peninsula College, Kodiak College

Course Prefix and Number: INTL A101

Previous Prefix and Number:

Complete Course/Program Title: Local Places/Global Regions: An Introduction to Geography

Previous Course/Program Title:

Description of Action: New cross-listed course/updated CCG of GEOG A101

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

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.

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: INTL A101: Local Places/Global Regions: An Introduction to Geography

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

Name: Ralph Courtney

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 and information recommended to support proposal.

Please see attached bibliography. This bibliography is a sample of possible resources. The Consortium Library has always had adequate resources for the delivery of GEOG 101 INTL 101's cross-listed course and this will not change with the new CCG.

Initiator signature

Resource Implication Form

1. School/College CAS
2. Program/Course Anthropology and Geography
3. Course Prefix INTL/GEOG
4. Course Number A101
5. Implementation Date Fall 2006

6. Type of Action and Category

- Course addition 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.

- | | |
|--|----|
| <input type="checkbox"/> part-time faculty | \$ |
| <input type="checkbox"/> new full-time faculty | \$ |
| <input type="checkbox"/> reassignment of full-time faculty | \$ |
| <input type="checkbox"/> additional class/lab space | \$ |
| <input type="checkbox"/> modification of class/lab space | \$ |
| <input type="checkbox"/> additional library resources | \$ |
| <input type="checkbox"/> additional computer equipment | \$ |
| <input type="checkbox"/> other costs | \$ |

8. Explanation: GEOG A101, INTL A101's cross-listed course, is a regularly offered course. Changes are being made to course content and in no way impact resources.

_____ Approved

_____ Disapproved

Department Chair

Date

_____ Approved

_____ Disapproved

Dean/Director of School/College

Date

_____ Approved

_____ Disapproved

Provost

Date

GEOG A101

Course Content Guide

Date: 17 February 2006

I. Course Information

- a. College of Arts and Sciences
- b. GEOG
- c. A101
- d. 3 credits, 3 + 0 contact
- e. Local Places/Global Regions: An Introduction to Geography
- f. A-F
- g. No prerequisite
- h. None
- i. Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems. Fulfills GER Social Science Requirement.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to many of the world's regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.
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Students will be able to read tables, graphs, and maps as different modes of information depiction, while addressing their usage in various contexts.	Exams Quizzes

III. Guidelines for Evaluation

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- Bush, Mark. 2000. *Ecology of a Changing Planet*. Upper Saddle River, NJ: Prentice Hall.
- Christopherson, Robert. 2002. *Geosystems: An Introduction to Physical Geography*, 4th ed. Upper Saddle River, NJ: Prentice Hall.
- Gelbspan, Ross. 1997. *The Heat Is On: The High Stakes Battle Over Earth's Threatened Climate*. Reading, MA: Addison Wesley.
- Katzner, Kenneth. 1995. *The Languages of the World*. London: Routledge.
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- Riley, Nancy. 1997. *Gender, Power and Population Change*. Washington, DC: Population Reference Bureau.
- Schaeffer, Robert. 1997. *Understanding Globalization: The Social Consequences of Political, Economic and Environmental Change*. Lanham, MD: Rowman & Littlefield.

Curriculum Coordination Form

Notification Date: 17 February 2006

Initiating unit: CAS, Anthropology and Geography

Affected unit(s): Deans and Directors: College of Business and Public Policy, College of Education, College of Health and Social Welfare, Community and Technical College, School of Engineering, Matanuska-Susitna College, Kenai Peninsula College, Kodiak College

Course Prefix and Number: GEOG A101

Previous Prefix and Number:

Complete Course/Program Title: Local Places/Global Regions: An Introduction to Geography

Previous Course/Program Title:

Description of Action: Updated CCG

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

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

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Standard 5.A - Purpose and Scope

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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: GEOG A101: Local Places/Global Regions: An Introduction to Geography

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

Name: Ralph Courtney

To see who your library liaison is at:

UAA go to: <http://www.lib.uaa.alaska.edu/webgroup/liason.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 and information recommended to support proposal.

Please see attached bibliography. This bibliography is a sample of possible resources. The Consortium Library has always had adequate resources for the delivery of GEOG 101 and this will not change with the new CCG.

Initiator signature

Kelly-Frances Poston

From: UAA Governance
Sent: Wednesday, April 05, 2006 1:15 PM
To: Cheryl Easley - CHSW; James Liszka - CAS; Mary Snyder - COE; Robert Lang - SOE; Sandra Carroll-Cobb - CTC; Thomas Case - CBPP; Carol Swartz - Homer; Connie Dooley - Kodiak; Dennis Clark - Mat-Su; Gary Turner - Kenai; Mel Kalkowski - EAFB/Ft. Rich; Paul Dauphinais - Eagle River
Cc: afgmh@uaa.alaska.edu; afcac@uaa.alaska.edu
Subject: GER Tier 2 Descriptors
Attachments: Final Memo.doc

Attached is a final review letter from the GER Committee regarding GER Tier 2 Descriptors. They have asked me to forward this on to Deans and Directors so that you may distribute this memo to your Department Chairs and ask that they address this memo as soon as possible.

The GER Committee is asking for proposed changes by April 14. If there are no proposed changes submitted, the GER Committee will recommend that UAB adopt the descriptions as listed on the attached document.

Please send your proposed changes or comments to aygov@uaa.alaska.edu.

If you have any questions, please give me a call.

Thank you,

Kelly Poston
Governance Coordinator
786-1994

Date: April 5, 2006
To: Tier 2 GER Department Chairs
Through: Deans and Directors
From: Gail Holtzman, Chair GER Committee
Subject: GER Tier 2 Descriptors – Final review

The GER Committee is 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 include these definitions in the 2006-2007 UAA catalog. These category definitions will be used by the GER Committee as the criteria to determine if particular courses are included in each 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 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 review the attached version 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 before April 14, 2006. The GER Committee will compile the suggested revisions and send revised versions of the definition back to Department chairs and faculty for review, and forward through the UAB for approval.

These proposed category descriptions were sent out to the departments in Spring 2005 and again in March 2006. No comments or suggested changes were received for any of the categories. If no changes are proposed by April 14, 2006 the committee will recommend that the UAB adopt the descriptions as stated.

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: student outcomes moved to last part of definition)

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.

GENERAL EDUCATION REQUIREMENTS (GER) FOR BACCALAUREATE DEGREES

PREAMBLE

The GER provides students with a common educational experience in order to (1) provide a foundation for further study and (2) broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st Century (Tier 3).

Tier 1: Basic College-Level Skills 12 credits

The UAA GER begins with Basic College-Level Skills enhancement in written communication, oral communication, and quantitative skills:

- Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.
- Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life. Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved Basic College-Level Skills, which may also fulfill requirements in their intended major. Faculty in English, Communication, and Mathematics provide placement criteria (which may require the completion of preparatory coursework).

Tier 2: Disciplinary Areas 22 credits

The GER continues with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience. These are Fine Arts, Humanities, Natural Science, and Social Science:

- Courses in the Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.
- Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.
- Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

Note: 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 Admissions Policies).

Tier 3: Integrative Capstone 3 credits

For Baccalaureate students, the GER experience concludes with an Integrative Capstone, which includes courses from across the

university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design. Tier 3 (Integrative Capstone) courses may be taken only after the student has completed all Tier 1 (Basic College-Level Skills) requirements.

GER Advising Note: All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits.
- *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 Admissions Policies).*
- Each of the eight General Education Classifications has a list of approved courses (see the General Education Classification List). Only courses from the GER Classification List may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy School/College requirements and/or Degree/Program requirements, but no course may be counted in more than one General Education category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER Classification List cannot be petitioned to meet a GER.

GER STUDENT OUTCOMES

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

PETITIONS FOR GENERAL EDUCATION AND/OR UNIVERSITY REQUIREMENTS

Petitions pertaining to general education requirements and/or general university requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the Provost. After the petition has received final approval or denial, a copy reflecting that decision will be returned to the student and advisor. Changes in course level,

grading, or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate General Education Requirements (GER) list cannot be petitioned to meet a GER. For more information, see Academic Petition section in chapter 7 of this catalog.

GENERAL EDUCATION CLASSIFICATION LIST

Courses listed here as satisfying a General Education Requirement are also identified in the course description area of the catalog.

TIER 1: BASIC COLLEGE-LEVEL SKILLS

Classification Credits

1. Oral Communication Skills 3

Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

Courses completed at UAA must be selected from the following:

COMM A111 Fundamentals of Oral Communication
 COMM A235 Small Group Communication
 COMM A237 Interpersonal Communication
 COMM A241 Public Speaking

Classification Credits

2. Quantitative Skills 3

Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following:

MATH A107 College Algebra
 MATH A108 Trigonometry
 MATH A109 Precalculus
 MATH A172 Applied Finite Mathematics
 MATH A200 Calculus I
 MATH A201 Calculus II
 MATH A272 Applied Calculus
 STAT A252 Elementary Statistics
 STAT A253 Applied Statistics
 STAT A307 Probability

Classification Credits

3. Written Communication Skills 6

Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for

establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

Courses completed at UAA must be selected from the following:

ENGL A111 Methods of Written Communication
 ENGL A211 Academic Writing About Literature
 ENGL A212 Technical Writing
 ENGL A213 Writing in the Social & Natural Sciences
 ENGL A214 Persuasive Writing
 ENGL A311 Advanced Composition
 ENGL A312 Advanced Technical Writing
 ENGL A414 Research Writing

TIER 2: DISCIPLINARY AREAS

Classification Credits

4. Fine Arts** 3

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.

**Note: Music Majors must select courses outside the major.

Courses completed at UAA must be selected from the following:

ART A160 Art Appreciation
 ART A261 History of World Art I
 ART A262 History of World Art II
 DNCE A170 Dance Appreciation
 JPC A367 History of Photography
 MUS A121 Music Appreciation*
 MUS A221 History of Music I*
 MUS A222 History of Music II*
 THR A111 Introduction to the Theatre
 THR A311 Representative Plays I
 THR A312 Representative Plays II
 THR A411 History of the Theatre I
 THR A412 History of the Theatre II

Classification Credits

5. Humanities (outside the major) 6

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.

Courses completed at UAA must be selected from the following:

AKNS A101 Alaska Native Languages I
 AKNS A102 Alaska Native Languages II
 AKNS A201 Native Perspectives
 ART A261 History of World Art I
 ART A262 History of World Art II
 ASL A101 Elementary American Sign Language I
 ASL A102 Elementary American Sign Language II
 ASL A201 Intermediate American Sign Language I
 ASL A202 Intermediate American Sign Language II
 CHIN A101 Elementary Chinese I
 CHIN A102 Elementary Chinese II
 ENGL A121 Introduction to Literature
 ENGL A201 Masterpieces of World Literature I
 ENGL A202 Masterpieces of World Literature II
 ENGL A301 Literature of Britain I
 ENGL A302 Literature of Britain II
 ENGL A305 Topics in National Literatures
 ENGL A306 Literature of the United States I
 ENGL A307 Literature of the United States II
 ENGL A310 Ancient Literature
 ENGL A383 Film Interpretation
 ENGL A445 Alaska Native Literatures
 FREN A101 Elementary French I
 FREN A102 Elementary French II
 FREN A201 Intermediate French I
 FREN A202 Intermediate French II
 GER A101 Elementary German I
 GER A102 Elementary German II
 GER A201 Intermediate German I
 GER A202 Intermediate German II
 HIST A101 Western Civilization I
 HIST A102 Western Civilization II
 HIST A121 East Asian Civilization I
 HIST A122 East Asian Civilization II
 HIST A131 History of United States I
 HIST A132 History of United States II
 HIST A341 History of Alaska
 HUM A211 Introduction to Humanities I
 HUM A212 Introduction to Humanities II
 HUM A250 Myths and Contemporary Culture
 ITAL A101 Elementary Italian I
 ITAL A102 Elementary Italian II
 JPC A215 History of Mass Communication
 JPN A101 Elementary Japanese I
 JPN A102 Elementary Japanese II
 JPN A201 Intermediate Japanese I
 JPN A202 Intermediate Japanese II
 KOR A101 Elementary Korean I

KOR A102 Elementary Korean II
 LAT A101 Elementary Latin I
 LAT A102 Elementary Latin II
 LING A101 The Nature of Language
 MUS A221 History of Music I
 MUS A222 History of Music II
 PHIL A101 Introduction to Logic
 PHIL A201 Introduction to Philosophy
 PHIL A211 History of Philosophy I
 PHIL A212 History of Philosophy II
 PHIL A301 Ethics
 PHIL A313B Eastern Philosophy and Religion
 PHILA314 Western Religion
 PS A331 Political Philosophy
 PS A332 History of Political Philosophy I: Classical
 PS A333 History of Political Philosophy II: Modern
 RUSS A101 Elementary Russian I
 RUSS A102 Elementary Russian II
 RUSS A201 Intermediate Russian I
 RUSS A202 Intermediate Russian II
 SPAN A101 Elementary Spanish I
 SPAN A102 Elementary Spanish II
 SPAN A201 Intermediate Spanish I
 SPAN A202 Intermediate Spanish II
 THR A311 Representative Plays I
 THR A312 Representative Plays II
 THR A411 History of the Theatre I
 THR A412 History of the Theatre II

Classification

6. **Natural Sciences** (must include a laboratory course) 7

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.

Credits

Courses completed at UAA must be selected from the following:

ASTR A103 Introductory Astronomy I
 ASTR A104 Introductory Astronomy II
 BIOL A102 Introductory Biology
 BIOL A103 Introductory Biology Laboratory
 BIOL A111 Human Anatomy and Physiology I
 BIOL A112 Human Anatomy and Physiology II
 BIOL A115 Fundamentals of Biology I
 BIOL A116 Fundamentals of Biology II
 BIOL A178 Fundamentals of Oceanography
 BIOL A179 Fundamentals of Oceanography Lab

CHEM A103/L Survey of Chemistry
 CHEM A104/L Introduction to Organic Chemistry and Biochemistry
 CHEM A105/L General Chemistry I
 CHEM A106/L General Chemistry II
 ENVI A202 Earth as an Ecosystem: Introduction to Environmental Science
 GEOG A205/L Elements of Physical Geography
 GEOL A111 Physical Geology
 GEOL A221 Historical Geology
 GEOL A115/L Environmental Geology
 GEOL A178 Fundamentals of Oceanography
 GEOL A179 Fundamentals of Oceanography Lab
 LSIS A101 Discoveries in Science
 LSIS A102 Origins: Earth-Solar Systems-Life
 LSIS A201 Life on Earth
 LSIS A202 Concepts and Processes: Natural Sciences
 PHYS A101 Physics for Poets
 PHYS A123/L Basic Physics I
 PHYS A124/L Basic Physics II
 PHYS A211/L General Physics I
 PHYS A212/L General Physics II

Classification

7. Social Sciences

(outside the major; from 2 different disciplines)

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.

Credits

6

Courses completed at UAA must be selected from the following:

ANTH A101 Introduction to Anthropology
 ANTH A200 Natives of Alaska
 ANTH A202 Cultural Anthropology
 ANTH A250 The Rise of Civilization
 BA A151 Introduction to Business
 ECON A201 Principles of Macroeconomics
 ECON A202 Principles of Microeconomics
 ENVI A201 Living on Earth: Introduction to Environmental Studies
 GEOG A101 Introduction to Geography
 HS A220 Core Concepts in the Health Sciences
 HUMS A106 Introduction to Social Welfare
 INTL A301 Canada: Introductory Survey
 JPC A101 Introduction to Mass Communication
 JUST A110 Introduction to Justice
 JUST A330 Justice and Society
 PARL A101 Introduction to Law
 PS A101 Introduction to American Government
 PS A102 Introduction to Political Science

PS A311 Comparative Politics
 PS A351 Political Sociology
 PSY A111 General Psychology
 PSY A150 Life Span Development
 SOC A101 Introduction to Sociology
 SOC A110 Gerontology: Multidisciplinary Approach
 SOC A201 Social Problems and Solutions
 SOC A202 The Social Organization of Society
 SOC A222 Small and Rural Communities
 SOC A342 Sexual, Marital and Family Lifestyles
 SOC A351 Political Sociology
 SWK A106 Introduction to Social Welfare
 SWK A243 Cultural Diversity and Community Services
 WS A200 Introduction to Women's Studies

TIER 3: INTEGRATIVE CAPSTONE

Classification **Credits**

8. Integrative Capstone***

3

Integrative capstone courses focus on practice, study, and critical evaluation, and include in their learning outcomes an emphasis on the evolving realities of the 21st century. Students completing the integrative capstone requirement must demonstrate the ability to assess, judge and compare diverse facts and ideas and critically evaluate their own views in relation to different fields of knowledge.

ART 491 Senior Seminar
 BIOL 452 Human Genome
 CS A470 Applied Software Development Project
 ECON 488 Seminar in Economic Research
 EDFN A300 Philosophical and Social Context of American Education
 GEOL A456 Geoarcheology
 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
 SOC A488 Capstone Seminar
 STAT A308 Intermediate Statistics for the Sciences
 SWK A431 Social Work Practice IV

See Class Schedule for additional Integrative Capstone courses.

*** Note: 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 Admissions Policies).

CONCURRENT BACCALAUREATE PROGRAMS

DOUBLE MAJORS

Baccalaureate degree-seeking students may graduate (during the same semester) with two majors, provided they have applied for and been accepted in each degree program and that the degree is the same for each major. For example, a student may select two areas from the approved majors within a Bachelor of Arts degree