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 April 14, 2006 (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

A. CBPP – CIS

   Chg  CIS  A376  Management Information Systems (3 cr) (3+0) (pg. 4-11)

B. CAS – CHSW

   Add  CEL  A450  Civic Engagement Capstone (3 cr) (1+4) (pg. 12-19)

VI. Old Business

A. GER Tier 2 Descriptors – memo sent out to CAS by Gail Holtzman
   (pg. 20-22)

B. GER Catalog Updates (pg. 23-26)

VII. New Business
I. Roll

(x) Ben Curtis  ( ) Caedmon Liburd  (x) Robin Wahto
(x) Jackie Cason  ( ) Walter Olivares  ( ) 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.

III. Approval of Meeting Summary for March 31, 2006 (pg. 2-4)

Approved with changes. At end of Section VII. A. add “Approved unanimously”.

IV. Chair’s Report

We need to discuss integrated capstone descriptor in new catalog copy. Does not match what was approved.

V. Course Action Requests

A. CAS – CHSW

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

Need to rewrite outcomes and take out specific certificate references if course is to be considered for GER in Social Science.

Motion to approve course as GER in Social Science, 1 for, with modification to strike references to certificate, 2 against, 2 abstain. Motion did not pass.

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

Capstone, Ben – need list of knowledge integration.
Add INTL A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0) (pg. 25-31)

CCG: Section III. Change “GEOG” to “INTL”.
Approved as Social Science GER.

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

Approved as Social Science GER cross listing with INTL A101.

VI. Old Business

A. GER Tier 2 Descriptors – memo sent out to CAS by Gail Holtzman (pg. 39-42) – not discussed.

B. GER Catalog Updates (pg. 43-46) – not discussed.

VII. New Business
### 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>
<td>ADBP</td>
<td>Computer Information Systems</td>
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<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>A376</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

#### 6. Complete Course/Program Title

Management Information Systems

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

#### 7. Type of Course

- Academic
- Non-credit
- CEU
- Professional Development

#### 8. Type of Action

- Add
- Change
- Delete

#### 9. Repeat Status

- No
- # of Repeats
- Max Credits

#### 10. Grading Basis

- A-F
- P/NP
- NG

#### 11. Implementation Date

- Semester/year
- From: Fall/2006
- To: /9999

#### 12. Cross Listed with

- Stacked with
- Cross-Listed Coordination Signature

#### 13. List any programs or college requirements that require this course

- BBA in all CBPP majors, except Accounting; BS, Aviation Technology

#### 14. Coordinate with Affected Units:

- CS, CTC, COMM, ListServ
- Department, School, or College

**Initiator Signature**

**Date**

#### 15. General Education Requirement

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

#### 16. Course Description

Analysis of the historical, current, and future implications of Information Systems (IS) and emerging technologies on businesses and on the society in general. Class discussions on the ethical dilemmas due to technological challenges to cultural norms and to the traditional legal framework. Focuses on e-commerce and globalization issues.

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

- CIS A305 or COMM A241

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

- N/A

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

- N/A

#### 17d. Other Restriction(s)

- College
- Major
- Class
- Level

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

- BBA students must be admitted to upper-division standing. Completion of all Tier 1 GER (basic college-level skills) courses and junior standing.

#### 18. Mark if course has fees

- Standard CBPP computer lab fee

#### 19. Justification for Action

Revised content to meet the GER Integrative Capstone requirements.

---

**Approved Disapproved:**

- Initiator (faculty only) Date
- Dean/Director of School/College Date
- Department Chairperson Date
- Undergraduate or Graduate Date
- Academic Board Chairperson Date
- Provost or Designee Date
I. Date Initiated
   April 4, 2006

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Bachelor of Business Administration, Computer Information Systems
   Course Subject: Management Information Systems
   Course Number: CIS A376
   Credits: 3.0
   Contact Hours: 3 per week x 15 weeks = 45 hours
   0 lab hours
   Approximately 6 -9 hours outside of class per week x 15 weeks = 90 - 135 hours
   Course Title: Management Information Systems
   Grading Basis: A – F
   Course Description: Analysis of the historical, current, and future implications of Information Systems (IS) and emerging technologies on businesses and on the society in general. Class discussions on the ethical dilemmas due to technological challenges to cultural norms and to the traditional legal framework. Focuses on e-commerce and globalization issues.
   Course Prerequisites: CIS A305 or COMM A241
   Registration Restrictions: BBA students must be admitted to upper-division standing. For GER Capstone credit, must have completed all Tier I GER courses and junior standing.
   Fees: Standard CBPP computer lab fee.

III. Course Activities
   A. Discussion and lecture augmented by case analyses, guest speakers, and student presentations
   B. Multimedia presentations
   C. Class projects exploring applications, technologies, or societal issues of relevance to the Management Information Systems (MIS) field

IV. Guidelines for Evaluation
   A. Homework and class discussions
   B. Written exams
   C. Group project presentations
   D. Research papers and presentations

V. Course Level Justification
   This is an Integrative Capstone course dealing with the theory, analysis, and design of IS for management planning and control, from both historical and future perspective.
VI. Outline

A. Introduction to Management Information Systems (MIS)
   1. Business IS
   2. Systems development
   3. Competitive advantage
   4. Problem solving
   5. Decision making
   6. IS personnel

B. Hardware and Software
   1. Processing and memory devices
   2. Secondary storage, input devices, and output devices
   3. Computer system types
   4. Systems software
   5. Application software
   6. Programming languages

C. Organizing Data and Information
   1. Data management
   2. Data modeling and database models
   3. Database Management Systems
   4. Database development
   5. Database security

D. Telecommunications and Networks
   1. Use and functioning of the Internet
   2. Internet and telecommunications services
   3. Intranets and extranets
   4. Networking issues

E. Electronic Services and Transactions Processing Systems
   1. Introduction to E-commerce
   2. Applications of E-commerce
   3. E-Commerce technology components
   4. Strategies for successful E-commerce
   5. Transaction Processing Systems

F. Information and Decision Support Systems
   1. Overview of MIS
   2. Functional aspects of MIS
   3. Decision Support Systems
   4. Group Decision Support Systems
   5. Executive Support Systems

G. Specialized Business IS
   1. Artificial Intelligence
   2. Expert Systems
   3. Virtual Reality
H. Systems Development
   1. Systems Development Life Cycle (SDLC)
   2. Systems investigation
   3. Systems analysis and design
   4. Systems implementation
   5. Systems maintenance and review
   6. Alternative systems development approaches

I. IS Security, Privacy, and Ethical Issues in Today’s Society
   1. Computer waste and mistakes
   2. Computer crime
   3. Privacy
   4. Health concerns
   5. Disaster preparedness

VII. Suggested Text

VIII. Bibliography


IX. Instructional Goals and Student Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
</tr>
<tr>
<td></td>
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<tr>
<td>1. Knowledge Integration</td>
</tr>
<tr>
<td>a. Integrate GER knowledge and business knowledge in presenting the history and foundations of IS.</td>
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<tr>
<td>b. Demonstrate integration of hardware, software, people, data, and telecommunications components in IS.</td>
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<tr>
<td>2. Effective Communication</td>
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<tr>
<td>a. Identify and analyze the effects of globalization and IS on business practices.</td>
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<tr>
<td>b. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS.</td>
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<tr>
<td>c. Empower students to be able to make clear business presentations on technological issues.</td>
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<tr>
<td>3. Critical Thinking</td>
</tr>
<tr>
<td>a. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS.</td>
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<tr>
<td>b. Challenge students in identifying societal and business implications of emerging technologies.</td>
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<td></td>
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<tr>
<td>4. Information Literacy</td>
</tr>
<tr>
<td>a. Empower students to be good information consumers and to be able to assess the credibility of businesses and non-business information posted online.</td>
</tr>
<tr>
<td>b. Engage students in library research involving online resources.</td>
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<tr>
<td>5. Quantitative Perspectives</td>
</tr>
<tr>
<td>Lead students in developing analysis and database tools to support quantitative decision making.</td>
</tr>
<tr>
<td>B. Student Outcomes.</td>
</tr>
<tr>
<td>----------------------</td>
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<tr>
<td><strong>Students will be able to:</strong></td>
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<td><strong>Effective Communication</strong></td>
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<tr>
<td><strong>Critical Thinking</strong></td>
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<td><strong>Information Literacy</strong></td>
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<tr>
<td>c. Evaluate the human resources and societal implications of the Internet; with emphasis on the new security, privacy, and ethical issues introduced for both technical and non-technical personnel.</td>
</tr>
<tr>
<td>d. Engage in library research involving online resources.</td>
</tr>
</tbody>
</table>
| 5. Quantitative Perspectives  
Develop analysis and database tools to support quantitative decision making. | Homework and class discussion |
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: CIS A376, Management Information Systems

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.

   None will be needed to support this course.

  ________________________________
  Initiator signature
### Curriculum Action Request

#### University of Alaska Anchorage

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

<table>
<thead>
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<th>1c. Department</th>
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<tbody>
<tr>
<td>HW CHSW</td>
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<table>
<thead>
<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 (Lecture + Lab) (1+4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL</td>
<td>A450</td>
<td></td>
<td>3</td>
<td>(1+4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Engagement Capstone</td>
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</table>

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
</tr>
<tr>
<td>Non-credit</td>
<td>Change</td>
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<td>CEU</td>
<td>Delete</td>
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<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tr>
<td>Yes</td>
<td>1</td>
<td>6</td>
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<th>10. Grading Basis</th>
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<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: fall/2006</td>
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<td>NG</td>
<td>To: /9999</td>
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<table>
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<tr>
<th>12. Cross Listed with</th>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td></td>
<td>Certificate in Civic Engagement</td>
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<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
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</thead>
<tbody>
<tr>
<td>Social Work, Human Services, Public Affairs, Philosophy, Psychology, Sociology, Nursing, Political Science, History, Languages, Biology, English</td>
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<table>
<thead>
<tr>
<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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<td>Quantitative Skills</td>
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<td>Humanities</td>
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<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
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<td>Integrative Capstone</td>
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<table>
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<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>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.</td>
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<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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<tbody>
<tr>
<td>CEL A292, CEL A395</td>
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<tr>
<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>formal enrollment in Certificate program; completion of GER Tier I (basic college-level skills) courses</td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
<td></td>
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<td>Level</td>
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<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
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</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>This class provides students the opportunity to integrate and extend previously gained knowledge, skills, and values.</td>
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<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<td>Dean/Director of School/College</td>
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<td>Department Chairperson</td>
<td>Date</td>
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<td>Disapproved:</td>
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<td>Approved:</td>
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<tr>
<td>Undergraduate or Graduate Academic Board Chairperson</td>
<td>Date</td>
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<td>Disapproved:</td>
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<td>Approved:</td>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
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</table>

12
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.
Course pre-requisites: CEL A292 and CEL A395
Course attribute: UAA GER Integrative Capstone
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

Attributes of 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.

Instructional Goals, Outcomes, and Evaluation Methods

(Capstone domains in italics):
Instructional Goals: Faculty instructor and community partner supervisor will:

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

2. Highlight the importance of history and processes of democracy, social class, and sustainability within the public and civic issues pertinent to the project (critical thinking);

3. Suggest relevant information and resources for conducting the project (information literacy); and

4. 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 (critical thinking and effective communication).

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 (knowledge integration, critical thinking);

2. Identify and utilize pertinent resources in order to review, analyze, and adopt critical perspectives for understanding civic engagement, poverty, and environmental sustainability (information literacy, critical thinking);

3. Determine, interpret, and resolve competing interests and stakes in a concrete public problem-solving situation, particularly pertaining to a local community (knowledge integration, critical thinking);

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 (critical thinking);

5. Adapt and demonstrate a variety of civic engagement leadership skills including problem-setting and –solving (knowledge integration); and

6. Determine and analyze the complexities in building civic commitments and deliver resources building community capacity (knowledge integration).

Evaluation Methods: (for ALL outcomes):
1. Active participation in class meetings (knowledge integration, critical thinking, effective communication);
2. Reflection papers addressing academic, personal, and civic issues raised by project engagement (knowledge integration, critical thinking, effective communication);
3. Evaluation from faculty advisor and community mentor;
4. Final product (e.g., report, paper or creative activity), including public presentation of product to University and/or Community Partner groups (knowledge integration, critical thinking, effective communication, information literacy).

All written materials will be included in the students’ Certificate portfolios (artifacts demonstrating achievement of outcomes).

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.

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


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/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 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 Civic Engagement Capstone

3. Course Prefix CEL

4. Course Number A450

5. Implementation Date Fall, 2006

6. Type of Action and Category
   - [x] 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.
   - [x] part-time faculty: $32,000-38,000
   - [ ] new full-time faculty: $
   - [ ] reassignment of full-time faculty: $
   - [ ] additional class/lab space: $
   - [ ] modification of class/lab space: $
   - [ ] additional library resources: $
   - [ ] additional computer equipment: $
   - [ ] other costs: $2,000

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: general program supplies

Approved

Disapproved

Department Chair

Date

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Provost

Date

19
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,
Courses completed at UAA must be selected from the following:

STAT A252 Elementary Statistics
MATH A272 Applied Calculus
MATH A201 Calculus II
MATH A172 Applied Finite Mathematics
MATH A109 Precalculus
MATH A108 Trigonometry

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

Courses completed at UAA must be selected from the following:

ENGL A414 Research Writing
ENGL A312 Advanced Technical Writing
ENGL A212 Technical Writing
ENGL A213 Writing in the Social & Natural Sciences
ENGL A214 Persuasive Writing
ENGL A311 Advanced Composition

Courses completed at UAA must be selected from the following:

ART A262 History of World Art I
ART A261 History of World Art II
ART A160 History of the Theatre
ART A222 History of Music I*
ART A221 History of Music II*
JPC A367 History of Photography
MUS A121 Music Appreciation*
MUS A221 History of Music I*
MUS A222 History of Music II*

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

Courses completed at UAA must be selected from the following:

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

Courses completed at UAA must be selected from the following:

MUS A221 History of Music I*
MUS A222 History of Music II*
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 A261 History of World Art I
ART A262 History of World Art II
DNCE A170 Dance Appreciation

**TIER 2: DISCIPLINARY AREAS**

Courses completed at UAA must be selected from the following:

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 skills-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 A333 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
- PHIL A314 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 Credits
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.

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
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.

Courses completed at UAA must be selected from the following:

- ANTH A101 Introduction to Anthropology
- 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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Social Sciences</td>
<td>6</td>
</tr>
</tbody>
</table>

(outside the major; from 2 different disciplines)

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
- EDFA 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
- MEDIT 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.