General Education Requirement Committee
Agenda

April 21, 2006
ADM 201
1:00 – 1:45 pm

I. Roll

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

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for 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

General Education Requirement Committee Summary

April 14, 2006
ADM 201
1:00 – 1:45 pm

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) (pg. 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) (pg. 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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP	Computer Information Systems

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CIS	A376		3	(3+0)

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 ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Capstone GER

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/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)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIS A305 or COMM A241	N/A	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.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

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

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

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

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
   6. Enterprise Resource Planning

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

Kroenke, D. Using MIS. Upper Saddle River, NJ: Prentice-Hall, 2007.

VIII. Bibliography

Jessup, L., & Valacich, J. Information Systems Today. Upper Saddle River, NJ: Prentice-Hall, 2003.

Kisielnicki, J. Modern Organizations in Virtual Communities. Hershey, PA: IRM Press, 2002.

Kudyba, S. & Hoptroff, R. Data Mining and Business Intelligence: A Guide to Productivity. Hershey, PA: Idea Group, 2001.

McDonald, K. Mastering the SAP Business Information Warehouse. New York, NY: John Wiley, 2002.

McNurlin, B. C. & Sprague, R. H. Jr. Information Systems Management in Practice. Upper Saddle River, NJ: Prentice-Hall, 2005.

O'Brian, J. A. Introduction to Information Systems; Essentials for the e-Business Enterprise. Boston, MA: McGraw-Hill Irwin, 2003.

Schwalbe, K. Information Technology; Project Management. Boston, MA: Course Technology, 2005.

Thompson, R. & Cats-Baril, W. Information Technology and Management. Boston, MA: McGraw-Hill Irwin, 2003.

IX. Instructional Goals and Student Outcomes

A. Instructional Goals. **The instructor will:**
1. Knowledge Integration a. Integrate GER knowledge and business knowledge in presenting the history and foundations of IS. b. Demonstrate integration of hardware, software, people, data, and telecommunications components in IS.
2. Effective Communication a. Identify and analyze the effects of globalization and IS on business practices. b. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS. c. Empower students to be able to make clear business presentations on technological issues.
3. Critical Thinking a. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS. b. Challenge students in identifying societal and business implications of emerging technologies.
4. Information Literacy a. Empower students to be good information consumers and to be able to assess the credibility of businesses and non-business information posted online. b. Engage students in library research involving online resources.
5. Quantitative Perspectives Lead students in developing analysis and database tools to support quantitative decision making.

B. Student Outcomes. **Students will be able to:**	**Assessment Methods**
1. Knowledge Integration a. Describe why businesses use IS and how IS has evolved to meet changing business needs, considering technological, economical, geographic, and cultural reasons. b. Describe the interaction of hardware, software, people, database, and network components of the information processing systems in support of business value creation. c. Explain the central role people play in the planning, development and operation of IS.	a. Homework, class discussions, research paper, and written exam b. Homework, class discussion, and written exam c. Homework and class discussion
2. Effective Communication a. Debate implications of emerging technologies and globalization on businesses and on IS. b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology.	a. Homework, class discussion, and written exam b. Research paper and presentation
3. Critical Thinking a. Identify and differentiate the competitive advantages attained through e-commerce and online transaction processing systems, as well as the implications of emerging technologies and globalization on businesses and on IS. b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society.	a. Homework, class discussion, and written exam b. Group project presentation and class discussion
4. Information Literacy a. Identify the options in acquiring and maintaining a system for a given business situation and how the system life cycle affects mission critical functions. b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer.	a. Homework, class discussion, and written exam b. Homework, class discussion, and written exam

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. d. Engage in library research involving online resources.	c. Research paper and presentation d. Homework
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

1a. School or College	1b. Division	1c. Department		
HW CHSW				
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
CEL	A450		3	(1+4)

6. Complete Course/Program Title
Civic Engagement Capstone

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☒ Add
☐ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☐ Other

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

9. Repeat Status Yes # of Repeats 1 Max Credits 6

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
Certificate in Civic Engagement

14. Coordinate with Affected Units: Social Work, Human Services, Public Affairs, Philosophy, Psychology, Sociology, Nursing, Political Science, History, Languages, Biology, English
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
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.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CEL A292, CEL A395		

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

17e. Registration Restriction(s) (non-codable)
formal enrollment in Certificate program; completion of GER Tier I (basic college-level skills) courses

18. ☐ Mark if course has fees

19. Justification for Action
This class provides students the opportunity to integrate and extend previously gained knowledge, skills, and values.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

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

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

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

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.

Driskell, D. (2002). *Creating better cities with children and youth: A manual for participation*. Paris: UNESCO.

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 Civic Engagement Capstone

3. Course Prefix CEL

4. Course Number A450

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.

☒ 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

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 **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

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	**Credits**
7. **Social Sciences** (outside the major; from 2 different disciplines)	6

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 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