General Education Requirement Committee
Agenda

April 28, 2006
LIB 302
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 21, 2006 (pg. 2-4)

IV. Chair’s Report

V. Course Action Requests

A. CBPP – CIS

Chg CIS A376 Management Information Systems (3 cr) (3+0)
(pg. 5-11)

B. CHSW - CEL

Add CEL A450 Civic Engagement Capstone (3 cr) (1+4)
(pg. 12-21)

C. CAS – ART

Add 360A History of Non-Western Art I (3 cr) (3+0) (pg. 22-30)
Add 360B History of Non-Western Art II (3 cr) (3+0) (pg. 31-39)

VI. Old Business

A. GER Catalog Updates (pg. 40-43)

VII. New Business
I. Roll

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

II. Approval of the Agenda (pg. 1)

Approved.

III. Approval of Meeting Summary for April 14, 2006 (pg. 2-3)

Approved.

IV. Chair’s Report

Have received nothing from anyone on GER 2 Descriptors.

V. Course Action Requests

A. CBPP – CIS

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

(Developed under grant from last Spring.)

Caedmon: What is the deal with “ethical dilemmas”, we don’t understand.

A: Deals with other cultures.
Q: We don’t know what traditional legal framework means in regards to ethical dilemmas. Take out and say “ethical, global and legal dilemmas related to cultural norms.”

Outline: Also need to add separate sections for cultural, ethical, legal issues, which should reflect the course descriptions.
Also add material under “suggested reading” to reflect the ethical, legal, global, cultural.

Add a line item for each section. (passed out a one page GER copy) made a motion on it.

IS THERE A VOTE ON THIS: Don’t need to go to UAB with it. Proposal: Motion to approve as is? Motion not passed. Will put on agenda for next week.

B. CAS – CHSW

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

Caedmon: Concerned about advisory board, that it is too narrow.

CHSW: We had a primary emphasis with Alaska natives about two years ago. Should the program move forward, we will pay attention to that concern.

CHAIR: The advisory board is too concentrated of Anchorage UAA. There really should be others of outlying regions. I really urge change to this discrepancy.

Ben: “Knowledge integration” of the three areas of the CCG – specify that the final product is meeting the criteria in evaluation.

Caedmon: Doesn’t like the program because it doesn’t show that the student is engaged outside campus.

What service learning is about from an academic perspective. Need more wording that shows partnership with outside agency/mentor. Use more wording defining generically, a true engagement with a community partner.

Len: Q: Would it function like an internship?
A: it will grow out of an internship. It complements the internship.

General Q’s: There is a problem with the number of Lecture/Lab hours 135 hrs. per 3 cr. Course. It has been identified as a lab. 120 hrs in the field.
Q: Shouldn’t there be more structured in class accountability?
Discussion: This is not general ed as an outside agency has no interest in the academic side of the student from a general ed standpoint, but they will be concerned with their end product, what satisfies their needs - from the student.
Q: Would 0 + 9 meet the criteria?

Q: OUTCOME #4: can you work on changing that, as the focus appears to be more scholarly.

Q: How are you going to say that the student has met the capstone requirements?

A: You will have to have students come in and have their projects reviewed. Their projects will be so vastly different that it will be harder to assess if they are following the capstone.

Final product #4. Definition: Creative activity vs. civic engagement.

Where we aren’t clear is will this project meet the outcomes if you call it a GER capstone and the student needs to meet the outcomes of the program which needs to be articulated more clearly.

Q: Do you want to come back next week with revisions and move to second reading?

A: Yes.

VI. Old Business

A. GER Tier 2 Descriptors – memo sent out to CAS by Gail Holtzman (pg. 20-22) Gail has not heard back from anyone on this. Neither has the Governance Office.

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

Tom to update and send copy to GER members for review.

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  
CB CBPP  
1b. Division  
ADBP  
1c. Department  
Computer Information Systems

2. Course Prefix  
CIS

3. Course Number  
A376

4. Previous Course Prefix & Number  

5a. Credits/CEU  
3

5b. Contact Hours  
(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  
☐ Add  
☑ Change  
☐ Delete

☐ Prefix  
☐ Credits  
☐ Title  
☑ Course Description  
☐ Test Score Prerequisites  
☐ Other Restrictions  
☐ Class  
☐ College  
☐ Level  
☐ Other Capstone GER

9. Repeat Status No  
# of Repeats  
Max Credits

10. Grading Basis  
☑ A-F  
☐ P/NP  
☐ NG

11. Implementation Date  
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. Ethical dilemmas that arise as new technologies challenge cultural norms and the traditional legal framework. Focus 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 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:

Approved  
Disapproved:

Approved  
Disapproved:

Approved  
Disapproved:

Approved  
Disapproved:

Dean/Director of School/College  
Date

Approved  
Disapproved:

Approved  
Disapproved:

Approved  
Disapproved:

Provost or Designee  
5Date
I. Date Initiated: April 25, 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. Ethical dilemmas that arise as new technologies challenge cultural norms and the traditional legal framework. Focus 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. Importance of MIS knowledge for non-IS professionals
   2. Using MIS to solve problems and support decisions
   3. Raising awareness of constant changes in technology
   4. Using MIS to build and sustain competitive advantage
   5. Social problems of the digital divide

B. Hardware and Software
   1. Impact of the hardware and software selection on IS performance
   2. Processing and memory devices
   3. Secondary storage, input devices, and output devices
   4. Computer system types
   5. Systems and application software
   6. Programming languages

C. Organizing Data and Information
   1. Philosophical foundations of Database Management Systems
   2. Data management and data modeling
   3. Database development
   4. Database security
   5. Legal and ethical implications of public and private databases

D. Telecommunications and Networks
   1. Organizational policies regarding the use of PC’s the Internet
   2. Role of government and private sector in the evolution of the Internet and telecommunications services
   3. Using Intranets and extranets for integration across business functions and for competitive advantage
   4. Network security and privacy issues

E. Electronic Services and Transactions Processing Systems
   1. Applications of E-commerce
   2. E-Commerce technology components
   3. Culturally-sensitive strategies for successful E-commerce
   4. Transaction Processing Systems as the foundation for company-wide data collection, planning and reporting
   5. Using Enterprise Resource Planning to integrate information across business functions and for competitive advantage

F. Information and Decision Support Systems
   1. Functional and cross-functional aspects of MIS
   2. Ego-centric vs. empathetic thinking
   3. Decision Support Systems
   4. Group Decision Support Systems
   5. Executive Support Systems
G. Specialized Business IS
   1. Technology and ethical implications of Artificial Intelligence
   2. Legal impact of developing and using Expert Systems
   3. Societal repercussions of Virtual Reality

H. Systems Development
   1. Systems Development Life Cycle (SDLC)
   2. Interdependent relationship between information systems and organizations
   3. Focus on business needs and competitive strategies
   4. Role of non-information technology staff in IS development
   5. Human resistance to change
   6. Considerations of differing cultures, religions, languages, politics, laws and regulations
   7. Advantages and disadvantages of outsourcing
   8. Alternative systems development approaches

I. IS Security, Privacy, Legal and Ethical Issues in Today’s Society
   1. Organization response to computer waste, mistakes, computer crime, privacy issues, and health concerns
   2. Importance of individual and global perspectives in thinking and communicating in a highly connected world
   3. How business pressures can motivate unethical and illegal behavior
   4. Disaster preparedness for IS

VII. Suggested Text

VIII. Bibliography
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, date, 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:**

<table>
<thead>
<tr>
<th>1. Knowledge Integration</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>a. Describe why businesses use IS and how IS has evolved to meet changing business needs, considering technological, economical, geographic, and cultural reasons.</td>
<td>a. Homework, class discussions, research paper, and written exam</td>
</tr>
<tr>
<td>b. Describe the interaction of hardware, software, people, database, and network components of the information processing systems in support of business value creation.</td>
<td>b. Homework, class discussion, and written exam</td>
</tr>
<tr>
<td>c. Explain the central role people play in the planning, development and operation of IS.</td>
<td>c. Homework and class discussion</td>
</tr>
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<tr>
<th>2. Effective Communication</th>
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<tbody>
<tr>
<td>a. Debate implications of emerging technologies and globalization on businesses and on IS.</td>
<td>a. Homework, class discussion, and written exam</td>
</tr>
<tr>
<td>b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology.</td>
<td>b. Research paper and presentation</td>
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<tr>
<th>3. Critical Thinking</th>
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<tbody>
<tr>
<td>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.</td>
<td>a. Homework, class discussion, and written exam</td>
</tr>
<tr>
<td>b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society.</td>
<td>b. Group project presentation and class discussion</td>
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<th>4. Information Literacy</th>
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<tbody>
<tr>
<td>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.</td>
<td>a. Homework, class discussion, and written exam</td>
</tr>
<tr>
<td>b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer.</td>
<td>b. Homework, class discussion, and written exam</td>
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<td><strong>c.</strong> 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>
<td><strong>c.</strong> Research paper and presentation</td>
</tr>
<tr>
<td><strong>d.</strong> Engage in library research involving online resources.</td>
<td><strong>d.</strong> Homework</td>
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<tr>
<th><strong>5. Quantitative Perspectives</strong></th>
<th>Homework and class discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop analysis and database tools to support quantitative decision making.</td>
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### Curriculum Action Request

**University of Alaska Anchorage**

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

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1a. **School or College**
   - HW CHSW

1b. **Division**

1c. **Department**

2. **Course Prefix**
   - CEL

3. **Course Number**
   - A450

4. **Previous Course Prefix & Number**

5a. **Credits/CEU**
   - 3

5b. **Contact Hours**
   - (Lecture + Lab) (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**
   - [ ] Add
   - [ ] Change
   - [ ] Delete

   (mark appropriate boxes)

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

10. **Grading Basis**
    - [ ] A-F
    - [ ] P/NP
    - [ ] NG

11. **Implementation Date**
    - From: fall/2006
    - To: 9999

12. **Cross Listed with**
    - [ ] Stacked

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

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.

17a. **Course Prerequisite(s)**
    - (list prefix and number)
    - CEL A292, CEL A395

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

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

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

**Dean/Director of School/College**

Date

**Department Chairperson**

Date

**Undergraduate or Graduate Academic Board Chairperson**

Date

**Curriculum Committee Chairperson**

Date

**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: 2 + 2  
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, demonstrating integration of GER, major, and Certificate knowledge):

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. Final product (e.g., report, paper, or creative activity), including public presentation of product to University and/or Community Partner groups, submitted with a final reflection in which student explicitly justifies how project a) demonstrates knowledge integration across GER, major, and Certificate areas and b) meets identified GER outcomes (*knowledge integration, critical thinking, effective communication, information literacy*).

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

Most teaching and learning activities focus on the production of the required senior project, a major piece of scholarship that demonstrates the ability to integrate information, skills, and concepts from multiple disciplines for personal development, professional enhancement, and civic engagement. The final product reports the results of original research, field or laboratory work; comments on the creation of original art, music, theater, performance, fiction, or other forms; and analyzes the significance of their community involvement or social action—accompanied in each case by a review of relevant literature and an original written text that places the work in pertinent contexts.

Assessment of the final project will include the student’s (a) knowledge integration by accessing, judging, and comparing diverse fields of knowledge and evaluating critically their own views in relation to these different fields of knowledge, (b) critical thinking by defining issues clearly, identifying problems accurately, describing situations precisely, bringing material of appropriate relevance, depth, and breadth; analyzing them logically, and conceptualizing reasoned solutions, and (c) information literacy by practicing the responsible, legal, and ethical uses of information from various media (including print sources).

Regular seminars provide a forum in which to apply intellectual standards to students’ quality of reasoning about a problem, issue, or situation. Students will practice and share with faculty and peers the process of writing, revision, and research; advanced bibliographic instruction; assistance in organizing the tasks of a major paper; peer editorial and rhetorical oversight; and practice in public presentation of results. The seminar culminates in a public presentation where results of the capstone project are presented. Assessment will evaluate students’ communication, critical thinking, and information literacy skills drawn from the form and content of their seminar discussions, presentations, and reflection assignments.
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, consisting of approximately 60 hours outside the seminar over the semester. Students will meet with faculty and community mentors regularly. All students taking this class will meet for 30 hours in seminar during the semester. Community-based work requires 30 hours on site plus 15 hours off-site. [This conforms to the UAA Curriculum Handbook (2005) example on page 35: (2+2) = A combined lecture and laboratory course. Equivalent to a 3 credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).]

Regular class meetings will revolve around core thematic topics and questions based on student projects. A typical range of topics includes:

- Project design and evaluation criteria, with emphasis on GER outcomes
- 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.

Readings will draw from civic engagement core themes, including

- Civic Responsibility
- Poverty
- Community Building and Public Policy
- Diversity
- Ethics and Social Justice
- Sustainability

and methodological techniques for

- Participatory Action Research and Analysis
- Community-based Project Designs and Management
- Community Organizing and Asset Enhancement
- Deliberative Dialogue and Public Negotiation
- Public Policy Advocacy
Bibliography


Example of Required Readings for a Senior Project working with Habitat for Humanity in Veracruz, Mexico:

Mexico and its Culture

Habitat for Humanity International. n.d. “Habitat for Humanity: Mexico.” Americus, GA: Partner Service Center (URL: http://www2.habitat.org/intl/).


After the revolution of 1910-17, many Mexicans forged new identities, notions of citizenship, & conceptions of social justice. As an example of how this process took shape in urban areas, this essay examines how rent protesters during a housing strike in the port of Veracruz used antiforeign rhetoric as an effective means to mobilize nearly 75% of the local population. Comparing the discourse of the tenants with the available property record, the author argues that charges of foreign "monopoly" were overly generalized. Nevertheless, in detailing specific aspects of the housing situation, the author is able to identify certain elements in the port - namely, those responsible for the administration of tenements - against which tenant claims were well substantiated. From this it can be seen how militants constructed a powerful set of charges that not only identified a common enemy against which strikers could rally, but also helped to articulate their own brand of locally based popular nationalism. Adapted from the source document.

Volunteerism and Housing


Habitat for Humanity®, a grassroots house-building ministry founded in 1976 by evangelical Christians, is one of the best-known and most widely popular nonprofit organizations in operation today. With approximately 1500 local Habitat affiliates in the United States and more than 250 abroad in fifty countries, the organization has constructed more than 85,000 homes primarily by mobilizing concerned citizens, who include about 250,000 American volunteers each year.

The author tells the story of Habitat’s development and the special fervor it evokes among volunteers and those for whom it builds houses. Through interviews with staff, he also provides a look into the organizational dynamics of Habitat, a non-profit whose religious mission for social change is inevitably affected by the instrumental, bottom-line orientation of the state and the market.

Baggett argues that Habitat is an example of a particular social form of religion, the paradenominational organization, that is uniquely adapted to the climate of the modern world. It is one of the vital forms that voluntarism takes today.


Similarities & differences among 7 different neighborhood types in the city of Oaxaca de Juarez, Mexico, are assessed via social & cultural area analysis techniques drawing on data gathered in 1987 from 604 households (Murphy, Arthur D., "City in Crisis.") Comparison with data gathered in 1977 (Murphy, A. D., "Studying Housing Areas in a Developing Nation: Lessons from Oaxaca City, Mexico," Housing & Society, 1987, 14, 143-160) indicates that differences among the neighborhoods are less pronounced than they once were. Specifically, the highest-income neighborhoods enjoy the highest standard of living according to virtually all measures of socioeconomic status, higher than either middle-class neighborhoods or the central city. Adapted from the source document.


The work of Habitat for Humanity International - an ecumenical Christian housing organization that originated in GA in the 1960s-is described. Habitat’s philosophy is that decent shelter is a matter of conscience, & emphasizes the principals of self-help, partnership, & the "theology of the hammer." It relies on voluntary labor in construction & administration, & works with donated materials to build houses that are affordable to low-income families; selected case studies of projects across the US & in 26 other nations are described. Habitat’s
relationship with the government, home builder associations, & low-income clients is explored.


Building Global Cooperation


“Ethical Globalization” by John D. Clark
“Transnational Civil Society” by Ann M. Florini
“Global Citizen Action” John Gaventa


Tools for Civic Engagement


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

1a. School or College
   CAS

1b. Division
   AFAR

1c. Department
   ART

2. Course Prefix
   ART

3. Course Number
   A360A

4. Previous Course Prefix & Number

5a. Credits/CEU
   3

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

6. Complete Course/Program Title
   History of Non-Western Art I

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

8. Type of Action
   ☒ Add
   ☐ Change
   ☐ Delete

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

9. Repeat Status No

10. Grading Basis
    ☒ A-F
    ☐ P/NP
    ☐ NG

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

12. ☐ Cross Listed with
    ☐ Stacked with

13. Coordinate with Affected Units:
    with UAA, & Undergraduate Affairs Board.
    Department, School, or College

14. List any programs or college requirements that require this course
    Applies to the BA in Art and BFA in Art degrees (selective), and GER Fine Arts & Humanities requirements.

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

16. Course Description
    Emphasis on a comparative approach to non-western civilizations including Indian Art, Tibetan and Southeastern Art, Chinese Art, and Japanese Art.

17a. Course Prerequisite(s) (list prefix and number)
    Engl A111, and (Art A261, OR Art A262)

17b. Test Score(s)
    NA

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

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

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

18. ☒ Mark if course has fees

19. Justification for Action
    New survey course to expand curriculum opportunities in Art History focusing on multi-cultural diversity.

Approved
Disapproved:
Initiator (faculty only)
Date

Approved
Disapproved:
Dean/Director of School/College
Date

Approved
Disapproved:
Department Chairperson
Date

Approved
Disapproved:
Undergraduate or Graduate
Academic Board Chairperson
Date

Approved
Disapproved:
Curriculum Committee Chairperson
Date

Approved
Disapproved:
Provost or Designee
Date
I. Initiation Date: March 2006

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: History of Non-Western Art I
C. Course Subject/Number: ART A360A
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Emphasis will be on a comparative approach to non-western civilizations including Indian Art, Tibetan and Southeastern Art, Chinese Art, and Japanese Art.
H. Status of course relative to degree or certificate program
   Course required for BA and BFA in Art and applies to the GER Fine Arts and Humanities Requirements
I. Lab Fees: YES
J. Coordination: Undergraduate Academic Board
K. Course Prerequisites: ENGL A111 Methods of Written Composition and (ART A261 History of Western Art I or ART A262 History of Western Art II)

III. Course Activities
Lecture course. Readings and written work as assigned including brief research papers.

IV. Evaluation
Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting. Interpretative analysis focusing on the formal and contextual aspects of works of art based on a comparative approach.

V. Course Level Justification
This course satisfies the need for a non-western art history class to meet the General Education requirements in the Fine Arts and Humanities as well as an art history requirement for a B.A., B.F.A., or elective in the visual arts.
VI. Outline

A. INDIAN ART
   1. Indus Valley Civilization (Harappan Civilization)
   2. The Vedic & Maurya Periods
   3. The Period of the Shungas and Early Andhras: Stupas, Buddhist Rock-Cults, Buddhist Art, Early Buddhist Art & Figurative Buddhist Sculpture
   4. The Kushan and Later Andhra Period, The Gandhara, Mathura, & Amaravati Schools
   5. The Gupta & Post-Gupta Periods
      a. Buddhist Sculpture & Painting
      b. The Early Northern Temple
      c. Monumental Narrative Reliefs
      d. The Early Southern Temple
   6. The Early Medieval Period
      a. The Monumental Northern Temple
      b. The Monumental Southern Temple
      c. The Bhakti Movement in Art
   7. Architectural Elements: Stupas and Temples
   8. Late Medieval Period
      a. Buddhist Art, Jain Art, Hindu Art
      b. Images of Hindu Deities
      c. The Hindu Temple
   9. Mughal Period
      a. Mughal Painting & Architecture
         Indian Painting on Paper
      b. Rajput Painting
   10. Modern Period
      a. Colonialism, Extrication from the Colonial Yoke
      b. British and European Connections
      c. Contemporary Indian Identity in the Arts

B. TIBETAN AND SOUTHEASTERN ASIAN ART
   1. Tibet: Shamanism & The Tanka
   2. Java: Buddhist Stupas: Borobudur
   3. Cambodia: Khmer, Angor Thom and Angor Wat, & Hindu Connections
   4. Thailand
      a. Buddhist Sculpture
      b. Hinayana & Mahayana Buddhism

C. CHINESE ART
   Chinese Art Before 1280
   1. The Middle Kingdom
   2. Neolithic Cultures: Painted Pottery & Beyond the Yellow River Valley
   3. Bronze Age China: Shang & Zhou Dynasties
   4. The Chinese Empire: Qin Dynasty
   5. Han Dynasty
      a. Taoism and Confucianism
      b. Confucianism and the State
c. Architecture
6. Six Dynasties: Painting, Calligraphy & Buddhism
7. Sui and Tang Dynasties: Buddhist Art and Architecture & Figure Painting
8. Song Dynasty: Neo-Confucianism, Landscape Painting, Southern Song, Northern Song
9. Materials and Processes
   a. Three-Dimensional Media: Ceramics, Bronze and Piece-Mold Casting, Wood & Jade
   b. Painting: Materials and Methods, Early Painting through the Tang Dynasty, Monochrome Ink Painting, Son through Qing
   c. Architecture: Pagodas
10. Mongol Invasions
11. Yuan Dynasty
12. Ming Dynasty
   a. Court and Professional Painting
   b. Gardens and Decorative Arts
   c. Architecture and City Planning
   d. Literati Painting
13. Classifications of Chinese Painting: handscrolls, hanging scrolls, albums
14. Qing Dynasty
   a. Orthodox Painting
   b. Individualists
15. The Modern Period
   a. European Connections and Western Influence
   b. Rise of Communism: Mao Tse Tung - Art in Service of the State
   c. Contemporary Art: Postmodern Developments
D. JAPANESE ART
1. Japanese Art Before 1392
   a. Prehistory Japan; Jomon Period, Yayoi and Kofun Periods, & Shinto
   b. Asuka Period
   c. Nara Period
   d. Buddhist Influences
   e. Heian Period: Esoteric Buddhism, Pure Buddhism, Poetry and Calligraphy, Secular Painting
   f. Kamakura Period
      • Pure Land Buddhist Art
      • Zen: Painting, The Arts of Tea
      • Garden Design
   g. Joined-wood Sculpture
   h. Screen Painting
   i. Woodblock Prints
   j. Emperors and Warriors
2. Japanese Art After 1392
   a. Muromachi Period: Ink Painting & Ryoan-ji
   b. Momoyama Period: Architecture, Decorative Painting & Tea
   c. Edo: Tea, Rimpa School, Nanga School, Zen, Maruyama-Shijo School, &
Ukiyo-e Pictures of the Floating World

<table>
<thead>
<tr>
<th>d. The Meiji and Modern Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contact with Western Europeans</td>
</tr>
<tr>
<td>• Modernism</td>
</tr>
<tr>
<td>• Contemporary Art (Postmodernism and Japanese Identity)</td>
</tr>
</tbody>
</table>

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor Will:

1. Develop and examine the contextual background from which non-western art works emerge within their cultural and historical settings.
2. Develop student’s historical, critical, aesthetic, and analytical written and oral communication skills as they apply to non-western art.
3. Develop an understanding of the various historical approaches and methodologies allowing the student to effectively construct viable comparative paradigms, research techniques and interpretive approaches relevant to non-western art by using application, classification and reasoned argumentation.

B. Student Outcomes. The student will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze primary and secondary research materials, theoretical approaches and interpretive models pertaining to non-western art</td>
<td>research paper.</td>
</tr>
<tr>
<td>Develop analytical, written and oral skills</td>
<td>tests, papers and in-class presentations</td>
</tr>
<tr>
<td>Demonstrate an understanding of the various methodologies, significant texts, and theoretical approaches presented in course Materials relevant to non-western art</td>
<td>tests and papers</td>
</tr>
<tr>
<td>Develop a body of concepts and ideas that will effectively embody non-western art course material.</td>
<td>tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Assess from a comparative perspective the similarities and differences across the non-western cultures presented.</td>
<td>tests, papers, in-class presentation</td>
</tr>
</tbody>
</table>
VIII. Suggested Text:

IX. Bibliography and Resources

India: Before 1100

India: After 1100
Asher, Catherine B. Architecture of Mughal India. New York: Cambridge Press,

**China Before 1280**


**China After 1280**


**Japan: Before 1392**


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

1a. School or College
CAS

1b. Division
AFAR

1c. Department
ART

2. Course Prefix
ART

3. Course Number
A360B

4. Previous Course Prefix & Number

5a. Credits/CEU
3

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

6. Complete Course/Program Title
History of Non-Western Art II

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

8. Type of Action
☑ Add
☐ Change
☐ Delete

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

9. Repeat Status No
☐ Limit
☐ Max Credits

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

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

12. ☐ Cross Listed with
☐ Stacked with

13. Coordinate with Affected Units:
with UAA, & Undergraduate Affairs Board.
Department, School, or College
Initiator Signature
Date

14. List any programs or college requirements that require this course
Applies to the BA in Art and BFA in Art degrees (selective), and GER Fine Arts & Humanities requirements.

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

16. Course Description
Emphasis on a comparative approach to non-western civilizations including Islamic Art, African Art, Art of Pacific Cultures, and Art of the Americas.

17a. Course Prerequisite(s) (list prefix and number)
Engl A111, and (Art A261, OR Art A262)

17b. Test Score(s)
NA

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

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

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

18. ☐ Mark if course has fees

19. Justification for Action
New survey course to expand curriculum opportunities in Art History focusing on multi-cultural diversity.

Approved
Disapproved:
 Initiator (faculty only) Date

Approved
Disapproved:
Dean/Director of School/College Date

Approved
Disapproved:
Department Chairperson Date

Approved
Disapproved:
Undergraduate or Graduate Date
Academic Board Chairperson

Approved
Disapproved:
Provost or Designee Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: March 2006

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: History of Non-Western Art II
C. Course Subject/Number: ART A360B
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Emphasis on a comparative approach to non-western civilizations including Islamic Art, African Art, Art of Pacific Cultures, and Art of the Americas.
H. Status of course relative to degree or certificate program
   Course required for BA and BFA in Art and applies to the GER Fine Arts and Humanities Requirements
I. Lab Fees: YES
J. Coordination: Undergraduate Academic Board
K. Course Prerequisites: ENGL A111 Methods of Written Composition and (ART A261 History of Western Art I or ART A262 History of Western Art II)

III. Course Activities
Lecture course. Readings and written work as assigned including brief research papers.

IV. Evaluation
Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting. Interpretative analysis focusing on the formal and contextual aspects of works of art based on a comparative approach.

V. Course Level Justification
This course satisfies the need for a non-western art history class to meet the General Education requirements in the Fine Arts and Humanities as well as an art history requirement for a B.A., B.F.A., or elective in the visual arts.
VI. Outline

A. ISLAMIC ART: THE GATEWAY TO THE WEST AND EAST
   1. Islam and Early Islamic Society
   2. Art During the Early Caliphates: Architecture, Calligraphy, Ceramic and Textile Arts
   3. Later Islamic Art: Architecture, Portable Arts, Manuscript, Illumination and Calligraphy
   5. Contemporary Islamic Art: Politics and the Continuity of Life

B. AFRICAN ART
   1. Art of Ancient and Medieval Africa
      a. Saharan Rock Art
      b. Sub-Saharan Civilizations: Nok Culture, Ife, & Benin
      c. Nilotic Cultures
      d. Islamic Africa
      e. Urban Centers: Djenné, & Great Zimbabwe
   2. Colonial Africa: Asanti, Yoruba, Dogon, Luba, Kuba, & Kota
   3. Art of Africa: The Modern Era
      a. Traditional and Contemporary Africa
      b. Children and the Continuity of Life
      c. Initiation Rites
      d. the Spirit World
      e. concepts of Leadership
      f. Death and Ancestors
      g. Contemporary Art: Postmodernism and the African Diaspora

C. ART OF PACIFIC CULTURES
   1. Australia: Australian Aboriginal Art
   3. Micronesia: Nan Mandol
   4. Polynesia: Easter Island, Marquesas Islands, Islands, New Zealand
   5. Pacific Rim Contemporary Developments

D. ART OF THE AMERICAS
   1. Art of the Americas Before 1300
      a. Mesoamerica: The Olmec, Teotihuacan, The Maya, & Western Mexican Ceramics
      b. Central America: Diquis Culture
      c. South America: The Central Andes
         1.1 Chavin Culture: Sculpture
         1.2 The Paracas Culture: Textiles
         1.3 Nazca Culture
         1.4 Moche Culture: Ceramics
         1.5 Chimú Culture: Metals
         1.6 Inca Culture: Inka masonry
   2. Art of the Americas After 1300
a. Indigenous American Art
b. Mexico and South America: The Aztec Empire, The Inka Empire
   1.1 The Aftermath of the Spanish Conquest
   1.2 Modernism and Postmodernism in Mexico and South America
c. North America
   1.3 Ancient Period, before first contact
   1.4 Eastern Woodlands
   1.5 Southwest: Basketry
   1.6 Historic Period, after first contact
   1.7 Northwest Coast, Eastern Woodlands, Great Plains & Southwest
   1.8 Contemporary Native American Art

VII. Instructional Goals and Defined Outcomes
A. Instructional Goals. The Instructor Will:
   1. Develop and examine the contextual background from which non-western art
      works emerge within their cultural and historical settings.
   2. Develop student’s historical, critical, aesthetic, and analytical written and oral
      communication skills as they apply to non-western art.
   3. Develop an understanding of the various historical approaches and
      methodologies allowing the student to effectively construct viable
      comparative paradigms, research techniques and interpretive
      approaches relevant to non-western art by using application, classification
      and reasoned argumentation.

B. Student Outcomes. The student will be able to:

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<td>tests, papers, in-class presentation</td>
</tr>
</tbody>
</table>
VIII. Suggested Text:


IX. Bibliography and Resources

Islamic Art


Grube, Ernest J. Architecture of the Islamic World: Its History and Social
Khatibi, Abdelkebir, and Mohammed Sijelmassi. The Splendour of Islamic
Raby, Julian, ed. The Art of Syria and Jazira, 1100-1250. Oxford Studies in
Islamic Art Rizzoli, 1977.
University Press, 1983.

African Art
General and Nilotic
Aldred, Cyril. Egyptian Art in the Days of the Pharoahs, 3100-320 BC. World of
Art. London: Thames and Hudson, 1980
Anderson, Richard I. Art in Small Scale Societies. 2nd ed. Englewood, Cliffs,
Berlo, Janet Catherine and Lee Ann Wilson. Arts of Africa, Oceania, and the
Blocker, H. Gene. The Aesthetics of Primitive Art. Lantham, Md.: University
Breasted, James Henry. A History of Egypt from the Earliest times to the Persian
Coote, Jeremy, and Anthony Shelton, eds. Anthropology, Art, and Aesthetics.
D’Azevedao, Warren L. The Traditional Artist in African Societies.
Drewall, Henry, and John Pemberton III. Yoruba: Nine Centuries of African Art
The Egyptian Book of the Dead: The Book of Going Forth by Day Being the
Guidoni, Enrico. Primitive Architecture. Trans. Robert Eric Wolf, History of
James, T.G.H. and W. V. Davies. Egyptian Sculpture. Cambridge: Harvard
University Press, 1983.
Leiris, Michel, and Jacqueline Delange. African Art. Arts of Mankind. London:
Thames and Hudson, 1968.
Leuzinger, Elsy. Africa: The Art of the Negro Peoples. 2nd ed. Art of the
Mannichel, Lise. City of the Dead: Thebes in Egypt. Chicago: University of


**Ancient Africa**


**Art of Africa: Modern Era**


**Art of Pacific Cultures**


**Art of the Americas: Before 1300**


Donnan, Christopher B. *Ceramics of Ancient Peru.* Los Angeles: Fowler


Art of the Americas: After 1300


GENERAL UNIVERSITY REQUIREMENTS FOR ALL BACCALAUREATE DEGREES

1. Students must earn at least 120 credits at the 100 level and above. Some degree programs require completion of additional credits.
2. Students must earn at least 42 upper-division credits, including 24 upper-division credits in residence. Some degree programs require completion of additional upper division credits.
3. Students must earn at least 30 credits in residence. In addition, transfer students must earn in residence at least 8 credits in each major field and, where applicable, at least 3 credits in each minor field. Additional residency credit requirements, to meet program accreditation standards, may be established.
4. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. They must also earn a cumulative GPA of at least 2.00 (C) in all courses required for each major and each minor. Some degree programs may require higher GPAs.
5. Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree or the catalog in effect at the time of graduation.
6. If the requirements for a baccalaureate degree, as specified in the entry-level catalog, are not met within seven (7) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
7. Students must follow established UAA procedures for declaring a major and for changing a major or degree. Students who change their major or degree must satisfy the catalog requirements for the new major or degree in effect at the time of the change.
8. No more than 30 military credits can be applied to a baccalaureate degree.

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 synthesize across GER domains. Integrative Capstone courses include knowledge integration 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.
• 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.

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).

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**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses completed at UAA must be selected from the following:

- COMM A235 Small Group Communication
- COMM A237 Interpersonal Communication
- COMM A241 Public Speaking

**Tier 2: Disciplinary Areas**

<table>
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<tr>
<th>Classification</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Written Communication Skills</td>
<td>6</td>
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<tr>
<td>Fine Arts**</td>
<td>3</td>
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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*

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:

### Humanities

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.

### Natural Sciences

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.
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<th>Classification</th>
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<tr>
<td>7. Social Sciences</td>
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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:
- ASTR A104 Introductory Astronomy II
- BIOL A102 Introductory Biology
- BIOL A103 Introductory Biochemistry 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 Lab
- 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

**TIER 3: INTEGRATIVE CAPSTONE**

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<th>Classification</th>
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<td>8. Integrative Capstone***</td>
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Integrative capstone courses focus on practice, study, and critical evaluation; and include in their student outcomes an emphasis on the evolving realities of the 21st century.

Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

Courses completed at UAA must be selected from the following:
- 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).