General Education Review Committee
Agenda

12:30-1:30
April 27, 2012
ADM 204

I. Call to Order

Roll
( ) Vacant UAB/COH Social Sciences
( ) Utpal Dutta UAB/SOE
( ) Kevin Keating UAB/Library
( ) Kathryn Hollis-Buchanan UAB
( ) Vacant UAB
( ) Suzanne Forster CAS Humanities
( ) Len Smiley CAS Quantitative Skills
( ) Marcia Stratton CAS Oral Communication
( ) Walter Olivares CAS Fine Arts
( ) Robert Capuozzo COE
( ) Sandra Pence CTC/COH/Chair
( ) Kyle Hampton CBPP Social Sciences
( ) Deborah Fox Mat-Su Written Communication
( ) Hilary Davies UAB Ex officio/UAB Chair
( ) Bart Quimby UAB Ex officio/OAA
( ) Vacant Student

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair’s Report – Sandra Pence
   a. GERC Membership for 2012-2013

VI. Course Action Requests
    Chg ENGL A201 Masterpieces of World Literature I (3 cr)(3+0)(pg. 3-7)
    Chg ENGL A202 Masterpieces of World Literature II (3 cr)(3+0)(pg. 8-12)
    Chg PHIL A305 Professional Ethics (1-3 cr)(1-3+0)(pg. 13-20)

VII. Old Business
    A. General Education Assessment (pg. 21)

VIII. New Business
    A. Review of GER Templates

IX. Informational Items and Adjournment
I. Call to Order

Roll

- Vacant
- Utpal Dutta UAB/SOE
- Kevin Keating UAB/Library
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- Vacant UAB
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- Deborah Fox Mat-Su Written Communication
- Hilary Davies UAB Ex officio/UAB Chair
- Bart Quimby UAB Ex officio/OAA
- Vacant Student

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2)

Add ‘of’ before more in the chairs report
Mark who was present/excused on the roll call
Approved as amended

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

Posted all presentations on the e-portfolio website
Got the Hanover report back which had suggestions regarding general education

V. Chair’s Report – Sandra Pence

VI. Course Action Requests

Chg PHIL A305 Professional Ethics (1-3 cr)(1-3+0)(pg. 3-9)
Accepted for first reading

VII. Old Business

A. General Education Assessment (pg. 10)

Sandy revised the assessment process and took out the second motion in hopes of getting it passed at Faculty Senate next month

VIII. New Business

A. Review of GER Templates

IX. Informational Items and Adjournment
1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities  

1c. Department  
English  

2. Course Prefix  
ENGL  

3. Course Number  
A201  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3.0  

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

6. Complete Course Title  
Masterpieces of World Literature I  

Abbreviated Title for Transcript (30 character)  
Masterpieces of World Lit I  

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

8. Type of Action:  
☐ Add  
☐ Change  
☐ Delete  

If a change, mark appropriate boxes:  
☑ Prefix  
☐ Course Number  
☐ Credits  
☐ Title  
☐ Grading Basis  
☐ Cross-Listed/Stacked  
☑ Course Description  
☐ Course Prerequisites  
☑ Other Restrictions:  
☐ Class  
☐ Level  
☐ College  
☐ Major  
☑ Other Updating CCG (please specify)  

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
semester/year  
From: Spring/2013  
To: 9999/9999  

12. ☐ Cross Listed with  
Stacked with  

13a. Impacted Courses or Programs:  List any programs or college requirements that require this course. 
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance. 

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
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Initiator Name (typed): Toby Widdicombe  
Initiator Signed Initials: __________  
Date: __________  

13b. Coordination Email  
Date: 02/24/12  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 02/24/12  

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☑ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ Integrative Capstone  

15. Course Description  
(suggested length 20 to 50 words)  
Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the early-modern period.  

16a. Course Prerequisite(s)  
(list prefix and number)  
ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C  

16b. Test Score(s)  
EAEN 30; SATC 620; SATV 620  

16c. Co-requisite(s)  
(concurrent enrollment required)  
N/A  

16d. Other Restriction(s)  
☐ College  
☐ Major  
☐ Class  
☐ Level  

16e. Registration Restriction(s)  
(non-codable)  
N/A  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
To bring the prerequisite into line with the other 200-level literature and/or writing courses. To update the nomenclature. To update the CCG.  

Initiator (faculty only)  
Date  

Toby Widdicombe  
Initiator (TYPE NAME)  

☐ Approved  
☐ Disapproved  

Dean/Director of School/College  
Date  

☐ Approved  
☐ Disapproved  

Undergraduate/Graduate Academic  
Date  

☐ Approved  
☐ Disapproved  

Board Chairperson  
Date  

☐ Approved  
☐ Disapproved  

Provost or Designee  
Date  

Initiator Signed Initials: __________  
Date: __________  

Initiator Signed Initials: __________  
Date: __________  

Initiator Signed Initials: __________  
Date: __________  

Initiator Signed Initials: __________  
Date: __________
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<th>Catalog Page</th>
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I. Revision Date: February 24, 2012

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Masterpieces of World Literature I
C. Course Subject/Number: ENGL A201
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the early-modern period.
H. Status of course relative to degree or certificate program:
   Core course for the BA in English. GER (Humanities). Prerequisite for most upper-division English courses.
I. Lab Fees: None
J. Coordination: Yes
K. Course Prerequisites: ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C
L. Test Prerequisites: EAEN 30; SATC 620; SATV 620
M. Registration Restrictions: None

III. Course Activities
Lecture; discussion; group work; literary analysis.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on some or all of the following: class projects, essays, research papers, exams, journals, quizzes, attendance and participation.

V. Course Level Justification
As a course satisfying a Humanities GER and as a gateway to the English major, this course is best suited to the sophomore year (that is, after a student has taken at least one course in academic writing).

VI. Outline
Note: This course proceeds historically from the earliest literary works to literature of the seventeenth century CE. It includes a selection of significant texts from the Middle East, Asia, and Europe. Instructors’ specific selections vary from semester to semester. Coverage includes the following possible areas.

A. Cultural Origins
   1. *The Epic of Gilgamesh*
   2. The Hebrew Bible
   3. Homeric Epics
   4. *Classic of Poetry (The Book of Songs)*
   5. *Ramayana*
   6. *Bhagavad Gita*

B. Successor Cultures
   1. Greek Tragedy
   2. Greek philosophy
   3. Chinese philosophy
   4. Latin epic and lyric
   5. The New Testament

C. Cultural dispersion and development
   1. The Middle East
      a. The Quran
      b. *The Thousand Nights and the One Night*
   2. Asia
      a. T’ang Poetry
      b. Japanese poetry and fiction
   3. Europe
      a. *Beowulf*
      b. Dante
      c. Montaigne
      d. Milton
      e. Shakespeare

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The Instructor will:
   1. relate texts to the historical contexts in which they developed and the human problems they address.
   2. introduce terminology necessary to discuss these texts with precision.
   3. relate older texts to each other thematically and formally and demonstrate their relevance to issues of the present day.

B. Student Learning Outcomes. Student will be able to:
   1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of older texts in their cultures and periods of origin.
   2. apply technical terminology appropriately to diverse texts.
   3. compare texts from different cultures and “translate” concerns of older texts into contemporary equivalents.
VIII. Suggested Texts

IX. Bibliography
Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>English</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>6. Complete Course Title</th>
<th>7. Type of Course</th>
<th>8. Type of Action: Add or Change or Delete</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
<th>10. Grading Basis</th>
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<td>☐ Professional Development</td>
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<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
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<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>☐ Oral Communication</td>
<td>Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the early-modern period to the present.</td>
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<td>☐ Integrative Capstone</td>
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<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<td>17. ☐</td>
<td>18. ☐ Mark if course is a selected topic course</td>
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<td>Tobe Widdicombe</td>
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<tr>
<th>21. Initiation of Action</th>
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<tr>
<td>Toby Widdicombe</td>
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<th>23. Approval Status</th>
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<td>Board Chairperson</td>
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<td>Provost or Designee</td>
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# Program Impacts

**examples:** requirement, selective, program credit total

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I. Revision Date: February 24, 2012

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Masterpieces of World Literature II
C. Course Subject/Number: ENGL A202
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the early-modern period to the present.
H. Status of course relative to degree or certificate program:
   Core course for the BA in English. GER (Humanities). Prerequisite for most upper-division English courses.
I. Lab Fees: No
J. Coordination: Yes
K. Course Prerequisites: ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C
L. Test Prerequisites: EAEN 30; SATC 620; SATV 620
M. Registration Restrictions: None

III. Course Activities
Lecture; discussion; group work; literary analysis.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on some or all of the following: class projects, essays, research papers, exams, journals, quizzes, attendance and participation.

V. Course Level Justification
As a course satisfying a Humanities GER and as a gateway to the English major, this course is best suited to the sophomore year (that is, after a student has taken at least one course in academic writing).

VI. Outline
Note: This course proceeds historically from the literature of the early-modern period to the present. It includes a selection of significant texts from the Middle East, Asia, Europe, and the Americas. Instructors’ specific selections vary from semester to semester. Coverage includes the following possible areas.

A. Vernacular Literature in China and Japan (1550-1800)
   1. Monkey
   3. Saikaku, Basho, and Akinari
B. The Enlightenment in Europe
   1. Moliere, Racine, and Voltaire
   2. Swift and Pope
C. Revolution and Romanticism in Europe and America
   1. Rousseau, Lamartine, and Hugo
   2. Blake, Wordsworth, Coleridge, Shelley, and Keats
   3. Goethe, Holderlin, and Heine
   4. Pushkin
   5. Douglass, Whitman, Melville, and Dickinson
D. Realism, Naturalism, and Symbolism in Europe
   1. Flaubert, Madame Bovary
   2. Dostoevsky, Notes from Underground
   3. Tolstoy, “The Death of Ivan Ilyich”
   4. Ibsen, Hedda Gabler
   5. Chekhov, “The Lady with the Lap Dog”
E. The Twentieth Century to the Present
   1. The Americas: The Navaho Night Chant; Stevens, Zuni Ritual Poetry, Inuit Songs, Eliot, Faulkner, Neruda, Borges, Wright, Marquez, Silko
   2. Europe: Freud, Yeats, Pirandello, Proust, Mann Rilke, Joyce, Woolf, Kafka, Akmatova, Brecht, Lorca, Beckett, Camus, Solzhenitsyn, Lessing, Rushdie

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The Instructor will:
   1. relate texts to the historical contexts in which they developed and the human problems they address.
   2. introduce terminology necessary to discuss these texts with precision.
   3. relate older texts to each other thematically and formally and demonstrate their relevance to issues of the present day.
B. Student Learning Outcomes. Student will be able to:
   1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of earlier texts in their cultures and periods of origin.
   2. apply technical terminology appropriately to diverse texts.
3. compare texts from different cultures and “translate” concerns of older texts into contemporary equivalents.

VIII. Suggested Texts

IX. Bibliography
Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.
Briggs, Julia, Virginia Woolf: An Inner Life. Orlando, FL: Harcourt, 2005
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<td>A305</td>
<td>PHIL A405</td>
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6. Complete Course Title  
Professional Ethics

Abbreviated Title for Transcript (30 character)

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

8. Type of Action:
- Add
- Change
- Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- Class
- College
- Major
- Level
- Other

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

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

11. Implementation Date
- semester/year

From: Spring/2013  
To: 9999/9999

12. Cross Listed with
- Stacked with

Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

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13b. Coordination Email
- Date: ________

Initiator Signed Initials: _________  Date: ____________

13c. Coordination with Library Liaison
- Date: 1/17/2012

14. General Education Requirement

Mark appropriate box:
- Oral Communication
- Written Communication
- Fine Arts
- Social Sciences
- Quantitative Skills
- Natural Sciences
- Humanities
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

Focuses on the duties of professionals towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. Uses case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions.

16a. Course Prerequisite(s) (list prefix and number)
- ENGL A111 with a minimum grade of C.

16b. Test Score(s)

16c. Co-requisite(s) (concurrent enrollment required)

16d. Other Restriction(s)
- College
- Major
- Class
- Level

16e. Registration Restriction(s) (non-codable)

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

19. Justification for Action

Course provides excellent philosophical background in the history and applicability of ethical theories. The course excels in satisfying GER outcome 3: relate knowledge to the historical context in which it developed and the human problems it addresses, GER outcome 5: investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics, and GER outcome 7: locate and use relevant information to make appropriate personal and professional decisions and GER outcome 9: integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner. There currently is no GER humanities class that adequately addresses outcome 7 in its entirety. By exploring a variety of ethical theories and their application, this course will examine important features of the characteristics of reality and the purpose of human existence. The course will focus on persons in their professional setting, both as practitioners and clients. In this way, the course will study the problems of right conduct in personal, social and political life.
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<th>Dean/Director of School/College</th>
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<td>email aug. 2011</td>
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I. Revision Date
   Date of course revision: January 17, 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Subject: Philosophy
   C. Course Number: PHIL A305
   D. 3 credits/3 lecture hours per week
   E. Course Program: CAS Bachelor of Arts in Philosophy
   F. Course Title: Professional Ethics
   G. Grading Basis: A-F
   H. Course Description: Focuses on the duties of professionals towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. Uses case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions.
   I. Prerequisites: ENGL A111 with a minimum grade of C.
   J. Registration Restriction: none
   K. Course Fee: No.

III. Instructional Goals and Student Outcomes
   Instructional Goals. The instructor will:
   • Provide instruction in and historical background to central ethical theories.
   • Provide meaningful connections between ethical theories and various professions.
   • Provide techniques and methodologies for critical thinking about ethical dilemmas.
Student Outcomes. Students will be able to:

<table>
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<tr>
<th>Student Outcomes</th>
<th>Assessment Procedure</th>
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<tr>
<td>Articulate the nature and historical development of the professions and how the professional-client relationship gives rise to asymmetry</td>
<td>Essay exam, paper, argument analysis, or presentation</td>
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<tr>
<td>Explain the duties that professionals have towards their clients and society and why they have such duties</td>
<td>Essay exam, paper, argument analysis, or presentation</td>
</tr>
<tr>
<td>Identify conflicts of interest and conflicts of obligation and understand how to evaluate such conflicts and their ethically appropriate resolutions</td>
<td>Essay exam, paper, argument analysis, or presentation</td>
</tr>
<tr>
<td>Apply ethical theory to resolve controversies within the professions</td>
<td>Essay exam, paper, presentation, or argument analysis</td>
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IV. Guidelines for Evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification

The course satisfies all the criteria for an upper division course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1).

VI. Topical Course Outline

1) Normative Ethical Theory
   - Virtue Theory, Utilitarianism, Deontology, Feminism

2) Professional Ethics
   a) The Nature and Historical Development of the Professions
   b) Models of the Agent-Principal Relationship
   c) Professional Ethics vs. Ordinary Morality
   d) The Normative Foundation of Professional Ethics
   e) The Role of Codes of Ethics in the Professions

3) Ethics in the Workplace
   a) Fair Treatment of Employees
   b) Discrimination
c) Workplace Hazards and Safety
   i) Cases and Controversies

4) Professional Ethics and Information Technology
   a) Intellectual Property Rights
   b) Freedom of Expression
   c) Computer and Internet Crime

5) Beneficence and Non-malfeasance
   a) The Nature of the Duty
   b) Standards of Care
   c) Values, Safety and Risk Assessment
      i) Cases and Controversies

6) Autonomy
   a) The Nature of the Duty
   b) Professional Paternalism
   c) Veracity, Information and Consent
      i) Cases and Controversies

7) Confidentiality
   a) The Nature of the Duty
   b) Client Privacy
   c) Whistle Blowing
      i) Cases and Controversies

8) Justice: Environmental Ethics
   a) Anthropocentrism vs. Extensionism
   b) Externalities
      i) Cases and Controversies

9) Justice: International Professional Practice
   a) Human Rights
      i) Cases and Controversies

10) Multiculturalism
    a) Applying the Duties in Multicultural Contexts
    b) Conscientious Objection
       i) Cases and Controversies

11) Conflicts of Duty

12) Resolving Conflicts Between Professional Duties
    a) Cases and Controversies

13) Conflicts of Interest
a) Identifying and Resolving
   i) Cases and Controversies

VII. Selected Textbooks


VIII. Bibliography


In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment:

**MOTION:** To recommend formation of a one-year General Education Requirements Assessment Task Force (GER Task Force) to develop an assessment plan for General Education Requirements at UAA, including a chair that is a Faculty Fellow with a half-time workload release. This task force should be funded through the Office of Academic Affairs (OAA) and have administrative assistance provided by OAA. The composition should be of the same nature as the GERC (refer to Faculty Senate Bylaws), but also include the Chair of the Associate of Arts Assessment Committee and a member of the Faculty Senate Academic Assessment Committee. Members of GERC may also serve on the GER Task Force as GER discipline area representatives or unit representatives.

The Task Force should consult with faculty involved in general education as it develops the assessment plan. The Faculty Fellow Chair will lead the development of a General Education Assessment Plan, be the primary investigator/researcher, and serve as a liaison between the Task Force and general education faculty. *The assessment plan should specify the mode of leadership* (e.g. full-time administrative position, Faculty Fellow, Committee) that will implement the plan and *also empower enforcement of the assessment process.* The Task Force should consider close alignment with the Associate of Arts degree assessment plan as an option to conserve university resources.

Preferred qualifications for the position of Faculty Fellow include:
- Substantial/significant experience in General Education
- Substantial/significant experience in Institutional Accreditation
- Substantial/significant experience in Curriculum Development
- Substantial/significant experience in Assessment

General education assessment at UAA is challenging because of decentralized general education involving numerous disciplines/programs across all colleges. According to the 2011/2012 UAA Catalog, p. 18, a center serves to coordinate the participation of several academic disciplines or programs in a unified endeavor. *The GERC supports formation of a “Center for General Education,” or similar administrative unit, that would coordinate GER assessment participation between all stakeholders.*