

# General Education Review Committee Agenda

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October 27, 2006  
ADM 201  
12:00 p.m. – 1:45 p.m.

I. Special GERC Session with Gary Rice on OPRA GER Topic Paper (pg. 27-35)

II. Roll

( ) Doug Parry	CAS	Oral Communication
( ) Ben Curtis	Mat-Su/ <b>UAB</b>	Natural Sciences
( ) Caedmon Liburd	<b>UAB</b>	
( ) Patricia Fagan	CAS	Humanities
( ) Dan Schwartz	COE	
( ) Jack Pauli	CBPP/ <b>UAB</b>	
( ) Jeane Breinig	CAS	Written Communication
( ) Len Smiley	CAS/ <b>UAB</b>	Quantitative Skills
( ) Robin Wahto	CTC	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	Guest
( ) Vacant	CHSW	
( ) Grant Baker	SOENGR	
( ) Vacant	Student	

III. Approval of the Agenda (pg. 1-2)

IV. Approval of Meeting Summary for October 20, 2006 (pg. 3-4)

V. Chair's Report

VI. Course Action Requests

**A. CAS – HIST/INTL/PS**

Chg HIST A325 Northeast Asia in 21<sup>st</sup> Century (3 cr) (3+0) (pg. 5-11)

Chg INTL A325 Northeast Asia in 21<sup>st</sup> Century (3 cr) (3+0) (pg. 11-16)

Chg PS A325 Northeast Asia in 21<sup>st</sup> Century (3 cr) (3+0) (pg. 17-22)

VII. Old Business

A. GER CCG Updates

1. Final Revisions to Curriculum Handbook (pg. 23)
2. Revised Memo for updated GER CARs/CCGs (pg. 24)
3. Hybrid template model for review of GER courses (pg. 25-26)

VIII. New Business

IX. Informational Items and Adjournment

# General Education Review Committee Summary

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October 20, 2006  
ADM 201  
12:45 p.m. – 1:45 p.m.

## I. Roll

( ) Doug Parry	CAS	Oral Communication
(x) Ben Curtis	Mat-Su/ <b>UAB</b>	Natural Sciences
( ) Caedmon Liburd	<b>UAB</b>	
(x) Patricia Fagan	CAS	Humanities
( ) Dan Schwartz	COE	
(x) Jack Pauli	CBPP/ <b>UAB</b>	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/ <b>UAB</b>	Quantitative Skills
(x) Robin Wahto	CTC	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	Guest
( ) Vacant	CHSW	
(x) Grant Baker	SOENGR/ <b>UAB</b>	
( ) Vacant	Student	

## II. Approval of the Agenda (pg. 1-2) **Approved**

## III. Approval of Meeting Summary for September 29, 2006 (pg. 3-4) **Approved**

## IV. Chair's Report Ben Curtis- Last Friday gave GER status report at Curriculum Convocation Goals and objectives are attached in back of agenda packet Entire presentation is on governance website Gary Rice called would like an hour to discuss GER topic paper Next Friday GER will meet with Gary at 12:00 and then continue GER meeting

## V. Course Action Requests

### A. CTC- CM

Add CM A422 Sustainability in Construction (3 cr) (3+0)  
(pg. 5-10)

**Approved unanimously**

Add CM A450 Construction Management Professional Practice (3 cr)  
(2+2) (pg. 11-16)

**Approved unanimously**

**B. CAS – HIST/INTL/PS**

Chg HIST A325 Northeast Asia in 21<sup>st</sup> Century (3 cr) (3+0)  
**Tabled/** No revisions received

Chg INTL A325 Northeast Asia in 21<sup>st</sup> Century (3 cr) (3+0)  
**Tabled/** No revisions received

Chg PS A325 Northeast Asia in 21<sup>st</sup> Century (3 cr) (3+0)  
**Tabled/** No revisions received

VI. Old Business

A. GER CCG Updates

1. Final Revisions to Curriculum Handbook (pg. 17-21)
3. Revised Memo for updated GER CARs/CCGs (pg. 22)
4. Proposed Hybrid template model for review of GER courses:  
(Tom Miller's Template) plus specific outcomes (Review Template  
for GER Natural Sciences (pg. 23-24)

VII. New Business

- A. GERC meeting with Gary Rice on GER topic paper 12:00 on 10/27
- B. New GER website
- C. Summary of 10/13/06 Faculty Convocation GER Status report (pg.  
25-32)

VIII. Informational Items and Adjournment

**Meeting Adjourned**



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division HUM		1c. Department HIST	
2. Course Prefix HIST	3. Course Number A325	4. Previous Course Prefix & Number		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Northeast Asia in 21 <sup>st</sup> Century <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status      # of Repeats      Max Credits		
<small>(mark appropriate boxes)</small> <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other GER Capstone Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2007      To: Spring/9999		
			12. <input checked="" type="checkbox"/> Cross Listed with PS A325, INTL A325 <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course International Studies, History, Political Science					
14. Coordinate with Affected Units: International Studies North Pacific RIm Minor, Faculty Listserve Department, School, or College _____ Initiator Signature      Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Junior standing. Completion of all GER tier 1 (basic college level skills) courses. Six credits of Tier 2 GEOG, HIST, or PS courses.			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Seeking Intergrated GER Capstone status.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## Course Content Guide (Revised 9/9/06)

School/College: College of Arts & Sciences

Course Subject: International Studies

Course Number and Title: HIST A325, Northeast Asia in the 21<sup>st</sup> Century

Credits: 3

Contact Hours: 3 + 0

Degree Program: Major in History

Grading Basis: A-F

Fees Required: Yes

Prerequisites: None

Registration Restrictions: Junior standing. Completion of all GER Tier 1 (basic college level skills) courses. Six credits of Tier 2 GEOG, HIST, or PS courses.

Cross Listed With: INTL A325, PS A325

### I. Course Description

An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.

### II. Instructional Goals and Student Outcomes

#### **Instructional Goals**

The instructor(s) will:

**Provide a Platform for Knowledge Integration:** By the very nature of the course students will be exposed to a variety of disciplines and their distinct sets of source materials and analytical approaches. Synthesizing these materials is necessary to gain understanding of the contemporary societies of Northeast Asia and for envisaging the future of the region. They will have the opportunity to take advantage of visiting speakers on the region brought to Anchorage by such community organizations as the Alaska World Affairs Council and the World Trade Center Alaska.

**Facilitate Effective Communication:** Students will demonstrate their success in mastering and synthesizing the various materials through written and oral presentation.

**Encourage Critical Thinking:** Students will be introduced to Northeast Asia from a variety of disciplinary perspectives drawing on the expertise of faculty team members, who will introduce them to the intellectual standards and associated problems specific to each discipline. Students must then integrate these standards and approaches in order to develop a layered understanding of the

complex societies of Northeast Asia, their cultures, peoples and social systems. Specific assignments and projects will require them to analyze the differences between the societies of Northeast Asia.

Stress Information Literacy: The ability to carry on research across disciplines will be necessary for the completion of the major research project an in class presentation.

### **Student Outcomes**

Students will integrate their knowledge of the physical and social composition of Northeast Asia and of its several societies.

Develop an appreciation of complex issues related to the region that are inherently interdisciplinary. Students will be able to analyze Northeast Asia from the perspectives of geography, anthropology, history, economics and political science. They will be able to understand the similarities and differences between the arts and literature of the various societies.

Students will communicate their understanding of the forces that have, are and shall impact the region through research and oral communication.

Students will use their capacity for critical thinking to interpret the different responses of China, Japan and the Koreas to shared issues.

Students will become proficient in the use of modern research tools for information collection, analysis, communication and presentation.

### III. Guidelines for Evaluation

Requirements for papers or projects, and written exams will assess knowledge integration, critical thinking, information literacy, and effective communication (listening, reading, writing). Participation and presentation assignments will gauge communication skills (listening and speaking) in addition to assessing knowledge integration and critical thinking.

The specific assignments for this assessment may include:

Exams

Project/paper and presentation

Comparative statistical analysis and report on a topic using an international database (UN Quality of Life Indicators, Microsoft Explorit, NationMaster)

Speech/book/article/film reports and analysis

Discussion questions and participation

Working knowledge of Haiku forms and styles

The course will depend on – and will test – students' ability to listen and to read, and will require them to demonstrate their ability to speak and write in discussions and presentations, papers and exams, and in the writing of haiku. Ability to think critically will be called upon for responding to questions and issues in both oral and written assignments. In their research for their papers or projects, students will demonstrate whether they have attained information literacy.

#### IV. Course Level Justification:

To be able to successfully complete this course requires students to already have mastered basic study and presentation skills. The variety of disciplinary perspectives brought to bear on the subject matter in the brief span of one term requires students to have a considerable degree of academic sophistication. The range of subject matter will be demanding. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. This course requires the application of a variety of disciplines to the analysis of the subject matter.

#### V. Course Outline

##### **Themes**

The socially constructed self and the significance of family and groups

Cultures of Authority in Confucian societies, their continuing significance and impact

Northeast Asia in a globalizing world

##### **Topical Outline**

Introduction and approach: Northeast Asia on its own terms

Geography and framework: location and spatial relations

Early societies: peoples, cultures, languages (including writing, characters)

Ideas and philosophies: Confucianism, Daoism, Buddhism

Art & Image in Northeast Asia



Pre - 19<sup>th</sup> Century Northeast Asia

Northeast Asia in the 19<sup>th</sup> and 20<sup>th</sup> Centuries: China, the Koreas, Japan

Literary representation

Political authority in 21<sup>st</sup> Century Northeast Asia

East Asia in the globalized 21<sup>st</sup> century: How significant for the US, Alaska?

#### VI. Suggested Texts

Schirokauer, C., Clark, D., *Modern East Asia: A Brief History* (Wadsworth, 2004)

*Global Studies: Japan & the Pacific Rim*, 6e, McGraw-Hill/Dushkin, 2001. (J&PR)

T.R. Reid, *Confucius Lives Next Door*, Vintage, 1999

Faubion Bowers, *The Classic Tradition of Haiku: An Anthology*, Dover, 1996

Miyuki Miyabe, *All She was Worth*, Mariner Books, 1992

#### VII. Bibliography

Tommy Bengtsson, Cameron Campbell, James Z. Lee, et al., Life Under Pressure: Mortality and Living Standards in Europe and Asia (Cambridge: MIT Press, 2004).

Mark T. Berger, The Battle for Asia: From Decolonization to Globalization (London: Routledge/Curzon, 2004).

Robert Bickers, Christian Henriot, eds., New Frontiers: Imperialism's New Communities in East Asia, 1842-1953 (Manchester: Manchester University Press, 2000).

Martin Collcutt, Marius Jansen, and Isao Kumakura, Cultural Atlas of Japan (New York: Facts on File, 1988)

John Dower, Timothy S. George, Japanese history and culture from ancient to modern times: seven basic bibliographies (Princeton: Markus Wiener Publishers, 1995)

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Charles Holcombe, The Genesis of East Asia, 221 B.C.-A.D. 907 (Honolulu: Association for Asian Studies and University of Hawai'i Press, c2001)

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Denis Twitchett and John K. Fairbank, general editors, The Cambridge history of China (Cambridge [Eng.]: New York: Cambridge University Press, 1978-1998)

#### VIII. Internet Resources

A Virtual Tour of Asia: <http://artsedge.kennedy-enter.org/nso/asian/artsedge.html>

Internet East Asian History Source Book: <http://www.fordham.edu/halsalleastasia/eastasiabook.html>

Asian Art Museum of San Francisco: <http://www.asianart.org/>

Ancient Japan: <http://www.wsu.edu:8080/~dee/ancjapan/contents.htm>

China, A country Study: <http://lcweb2.loc.gov/frd/cs/cntoc.html>

Japan, A country Study: <http://lcweb2.loc.gov/frd/cs/jptoc.html>

Edo Japan: <http://www.us-japan.org/edomatsu/>

AsiaSource: <http://www.asiasource.org>

Asianow: <http://www.cnn.com/asianow>

UCLA Asian Studies Resources: <http://www.isop.ucla.edu/eas.web/site-resources.htm>

East Asia WWW Virtual Library <http://ea-vl.sbc.edu/>

Ancient East Asia: <http://www.Ancient.East.Asia.org>

Chinese Art Online <http://www.chinese-art.com>

Visual Sourcebook for Chinese Civilization: <http://depts.washington.edu/chinaciv/>



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School/College: College of Arts & Sciences

Course Subject: International Studies

Course Number and Title: INTL A325, Northeast Asia in the 21<sup>st</sup> Century

Credits: 3

Contact Hours: 3 + 0

Degree Program: Minor in North Pacific Studies, Major in International Studies

Grading Basis: A-F

Fees Required: Yes

Prerequisites: None

Registration Restrictions: Junior standing. Completion of all GER Tier 1 (basic college level skills) courses. Six credits of Tier 2 GEOG, HIST, or PS courses.

Cross Listed With: HIST A325, PS A325

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Art & Image in Northeast Asia

Pre - 19<sup>th</sup> Century Northeast Asia

Northeast Asia in the 19<sup>th</sup> and 20<sup>th</sup> Centuries: China, the Koreas, Japan

Literary representation

Political authority in 21<sup>st</sup> Century Northeast Asia

East Asia in the globalized 21<sup>st</sup> century: How significant for the US, Alaska?

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Asian Art Museum of San Francisco: <http://www.asianart.org/>

Ancient Japan: <http://www.wsu.edu:8080/~dee/ancjapan/contents.htm>

China, A country Study: <http://lcweb2.loc.gov/frd/cs/cntoc.html>

Japan, A country Study: <http://lcweb2.loc.gov/frd/cs/jptoc.html>

Edo Japan: <http://www.us-japan.org/edomatsu/>

AsiaSource: <http://www.asiasource.org>

Asianow: <http://www.cnn.com/asianow>

UCLA Asian Studies Resources: <http://www.isop.ucla.edu/eas.web/site-resources.htm>

East Asia WWW Virtual Library <http://ea-vl.sbc.edu/>

Ancient East Asia: <http://www.Ancient.East.Asia.org>

Chinese Art Online <http://www.chinese-art.com>

Visual Sourcebook for Chinese Civilization: <http://depts.washington.edu/chinaciv/>





## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division HUM		1c. Department PS	
2. Course Prefix PS	3. Course Number A325	4. Previous Course Prefix & Number		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Northeast Asia in 21 <sup>st</sup> Century <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status      # of Repeats      Max Credits		
<small>(mark appropriate boxes)</small> <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other GER Capstone Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2007      To: Spring/9999		
			12. <input checked="" type="checkbox"/> Cross Listed with HIST A325, INTL A325 <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
13. List any programs or college requirements that require this course International Studies, History, Political Science					
14. Coordinate with Affected Units: International Studies North Pacific RIm Minor, Faculty Listserve Department, School, or College _____ <span style="float: right;">Initiator Signature      Date</span>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Junior standing. Completion of all GER tier 1 (basic college level skills) courses. Six credits of Tier 2 GEOG, HIST, or PS Courses.			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Seeking Intergrated GER Capstone status.					

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Department Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Curriculum Committee Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Dean/Director of School/College      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Undergraduate or Graduate  
Academic Board Chairperson      Date

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee      Date

## Course Content Guide (Revised 9/9/06)

School/College: College of Arts & Sciences

Course Subject: International Studies

Course Number and Title: PS A325, Northeast Asia in the 21<sup>st</sup> Century

Credits: 3

Contact Hours: 3 + 0

Degree Program: Major in Political Science

Grading Basis: A-F

Fees Required: Yes

Prerequisites: None

Registration Restrictions: Junior standing. Completion of all GER Tier 1 (basic college level skills) courses. Six credits of Tier 2 GEOG, HIST, or PS courses.

Cross Listed With: HIST A325, INTL A325

### I. Course Description

An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.

### II. Instructional Goals and Student Outcomes

#### **Instructional Goals**

The instructor(s) will:

**Provide a Platform for Knowledge Integration:** By the very nature of the course students will be exposed to a variety of disciplines and their distinct sets of source materials and analytical approaches. Synthesizing these materials is necessary to gain understanding of the contemporary societies of Northeast Asia and for envisaging the future of the region. They will have the opportunity to take advantage of visiting speakers on the region brought to Anchorage by such community organizations as the Alaska World Affairs Council and the World Trade Center Alaska.

**Facilitate Effective Communication:** Students will demonstrate their success in mastering and synthesizing the various materials through written and oral presentation.

**Encourage Critical Thinking:** Students will be introduced to Northeast Asia from a variety of disciplinary perspectives drawing on the expertise of faculty team members, who will introduce them to the intellectual standards and associated problems specific to each discipline. Students must then integrate these standards and approaches in order to develop a layered understanding of the

complex societies of Northeast Asia, their cultures, peoples and social systems. Specific assignments and projects will require them to analyze the differences between the societies of Northeast Asia.

Stress Information Literacy: The ability to carry on research across disciplines will be necessary for the completion of the major research project an in class presentation.

### **Student Outcomes**

Students will integrate their knowledge of the physical and social composition of Northeast Asia and of its several societies.

Develop an appreciation of complex issues related to the region that are inherently interdisciplinary. Students will be able to analyze Northeast Asia from the perspectives of geography, anthropology, history, economics and political science. They will be able to understand the similarities and differences between the arts and literature of the various societies.

Students will communicate their understanding of the forces that have, are and shall impact the region through research and oral communication.

Students will use their capacity for critical thinking to interpret the different responses of China, Japan and the Koreas to shared issues.

Students will become proficient in the use of modern research tools for information collection, analysis, communication and presentation.

### III. Guidelines for Evaluation

Requirements for papers or projects, and written exams will assess knowledge integration, critical thinking, information literacy, and effective communication (listening, reading, writing). Participation and presentation assignments will gauge communication skills (listening and speaking) in addition to assessing knowledge integration and critical thinking.

The specific assignments for this assessment may include:

Exams

Project/paper and presentation

Comparative statistical analysis and report on a topic using an international database (UN Quality of Life Indicators, Microsoft Explorit, NationMaster)

Speech/book/article/film reports and analysis

Discussion questions and participation

Working knowledge of Haiku forms and styles

The course will depend on – and will test – students' ability to listen and to read, and will require them to demonstrate their ability to speak and write in discussions and presentations, papers and exams, and in the writing of haiku. Ability to think critically will be called upon for responding to questions and issues in both oral and written assignments. In their research for their papers or projects, students will demonstrate whether they have attained information literacy.

#### IV. Course Level Justification:

To be able to successfully complete this course requires students to already have mastered basic study and presentation skills. The variety of disciplinary perspectives brought to bear on the subject matter in the brief span of one term requires students to have a considerable degree of academic sophistication. The range of subject matter will be demanding. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. This course requires the application of a variety of disciplines to the analysis of the subject matter.

#### V. Course Outline

##### **Themes**

The socially constructed self and the significance of family and groups

Cultures of Authority in Confucian societies, their continuing significance and impact

Northeast Asia in a globalizing world

##### **Topical Outline**

Introduction and approach: Northeast Asia on its own terms

Geography and framework: location and spatial relations

Early societies: peoples, cultures, languages (including writing, characters)

Ideas and philosophies: Confucianism, Daoism, Buddhism

Art & Image in Northeast Asia

Pre - 19<sup>th</sup> Century Northeast Asia

Northeast Asia in the 19<sup>th</sup> and 20<sup>th</sup> Centuries: China, the Koreas, Japan

Literary representation

Political authority in 21<sup>st</sup> Century Northeast Asia

East Asia in the globalized 21<sup>st</sup> century: How significant for the US, Alaska?

#### VI. Suggested Texts

Schirokauer, C., Clark, D., *Modern East Asia: A Brief History* (Wadsworth, 2004)

*Global Studies: Japan & the Pacific Rim*, 6e, McGraw-Hill/Dushkin, 2001. (J&PR)

T.R. Reid, *Confucius Lives Next Door*, Vintage, 1999

Faubion Bowers, *The Classic Tradition of Haiku: An Anthology*, Dover, 1996

Miyuki Miyabe, *All She was Worth*, Mariner Books, 1992

#### VII. Bibliography

Tommy Bengtsson, Cameron Campbell, James Z. Lee, et al., Life Under Pressure: Mortality and Living Standards in Europe and Asia (Cambridge: MIT Press, 2004).

Mark T. Berger, The Battle for Asia: From Decolonization to Globalization (London: Routledge/Curzon, 2004).

Robert Bickers, Christian Henriot, eds., New Frontiers: Imperialism's New Communities in East Asia, 1842-1953 (Manchester: Manchester University Press, 2000).

Martin Collcutt, Marius Jansen, and Isao Kumakura, Cultural Atlas of Japan (New York: Facts on File, 1988)

John Dower, Timothy S. George, Japanese history and culture from ancient to modern times: seven basic bibliographies (Princeton: Markus Wiener Publishers, 1995)

John K. Fairbank, Edwin O. Reischauer, China: tradition & transformation (Boston: Houghton Mifflin, 1978)

Don Farber, Visions of Buddhist Life (Berkeley: University of California Press, 2002).

John W. Hall, et al, eds., The Cambridge history of Japan (Cambridge [England]; New York: Cambridge University Press, 1988-<1993>)

Charles Holcombe, The Genesis of East Asia, 221 B.C.-A.D. 907 (Honolulu: Association for Asian Studies and University of Hawai'i Press, c2001)

Colin Mackerras, ed., Eastern Asia: an introduction (New South Wales, Australia: Longmans, c2000)

Rhoads Murphey, East Asia: a new history (New York: Longman, c1997)

Edwin O. Reischauer, Albert M. Craig, Japan, tradition & transformation (Boston: Houghton Mifflin, c1989)

Conrad Totman, A history of Japan (Malden, Mass: Blackwell Publishers, 2000)

Denis Twitchett and John K. Fairbank, general editors, The Cambridge history of China (Cambridge [Eng.]: New York: Cambridge University Press, 1978-1998)

#### VIII. Internet Resources

A Virtual Tour of Asia: <http://artsedge.kennedy-enter.org/nso/asian/artsedge.html>  
 Internet East Asian History Source Book: <http://www.fordham.edu/halsalleastasia/eastasiabook.html>

Asian Art Museum of San Francisco: <http://www.asianart.org/>

Ancient Japan: <http://www.wsu.edu:8080/~dee/ancjapan/contents.htm>

China, A country Study: <http://lcweb2.loc.gov/frd/cs/cntoc.html>

Japan, A country Study: <http://lcweb2.loc.gov/frd/cs/jptoc.html>

Edo Japan: <http://www.us-japan.org/edomatsu/>

AsiaSource: <http://www.asiasource.org>

Asianow: <http://www.cnn.com/asianow>

UCLA Asian Studies Resources: <http://www.isop.ucla.edu/eas.web/site-resources.htm>

East Asia WWW Virtual Library <http://ea-vl.sbc.edu/>

Ancient East Asia: <http://www.Ancient.East.Asia.org>

Chinese Art Online <http://www.chinese-art.com>

Visual Sourcebook for Chinese Civilization: <http://depts.washington.edu/chinaciv/>

## Section 8 - General Education Requirement (GER)

### Review of New and Existing GER Courses

When an action involves a change in General Education Requirements (GER), the UAB will refer the action, preferably with recommendations, to the GER Review Committee.

When an action involves a change in the GER, the initiator must communicate with all effected Faculty in school/colleges, community campuses (including Prince William Sound Community College), Deans, and their assistants.

All GER courses must have instructional goals and assessable student outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Outcomes (see pages - - ).

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the Departments and approved by the colleges, which must not exceed ten years.

The General Education Review Committee (GERC) is a standing committee of the Undergraduate Academic Board (UAB) reporting to the Undergraduate Academic Board.

The GERC Review Process is as follows:

- 1) Department/School/College prepare proposal and coordinate
- 2) UAB Agenda (1<sup>st</sup> reading)
- 3) GER Committee of UAB
- 4) UAB Agenda (2<sup>nd</sup> reading)
- 5) Faculty Senate (approved actions of UAB only)
- 6) Administration (approved actions of the UAA Faculty Senate only)

The Committee shall: (with respect to course actions and reviews)

- 1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria (see [http://governance2.uaa.alaska.edu/ger/tier3\\_model.pdf](http://governance2.uaa.alaska.edu/ger/tier3_model.pdf));
- 2) review all requests to add to, delete from, or substantively modify the courses in the General Education curriculum;
- 3) recommend course actions to the Board based on the criteria;
- 4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;
  - 4b. expedite the review of course action requests currently on hold (with respect to policy)
- 5) review all requests to modify General Education Requirements or policies;
- 6) recommend actions to the Board based on the review; (other)
- 7) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

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***DRAFT***

***For GERC Discussion Only***

To: Deans, Chairs, and Curriculum Committees:

GER Category Descriptors developed by UAA faculty were published in the 2006-2007 UAA Catalog. The following changes in the Curriculum Handbook with regards to the review of existing GER courses were approved by the Faculty Senate on (date).

**All GER courses must have instructional goals and assessable student outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Outcomes.**

**All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the Departments and approved by the colleges, which must not exceed ten years.**

**The Committee shall: (with respect to course actions and reviews)**

**1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria.**

The Curriculum Office has prepared the attached list of GER courses, where the Office of Academic Affairs (OAA) approval date and Course Content Guide (CCG) date are indicated.

OAA will issue requests to Deans for GER course revisions and, together with the Departments and Colleges, arrange a process and a timeline for completion of GER course revisions through the normal Governance process.

GER revisions will continue to be submitted to the Undergraduate Academic Board (UAB). After first reading, UAB forwards all GER courses to the General Education Review Committee (GERC) for review. To assist faculty in GER course revision and the GERC in review of new and existing GER courses, the GERC would like to have stakeholders participate in developing a course Review Template for each GER category. These would be similar to the template currently in use for the review and approval of GER Tier 3: Integrative Capstone courses, and would also be published on the GER website (<http://www.uaa.alaska.edu/governance/ger/index.cfm>). The GERC is sending a rough draft of each GER category's course Review Template to the appropriate Deans and Department Chairs and requests stakeholder review and revision of these templates prior to their use by the GERC for GER course review.



## Template for Review of Tier 2: Natural Sciences GER Courses

### **GER STUDENT OUTCOMES (All GER courses should address one or more of these)**

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.

### **Tier 2: Natural Sciences Courses: (All Natural Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)**

#### **Natural Sciences** (must include a laboratory course) 7 credits

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 **(1) apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.** They will also **(2) demonstrate an understanding of the fundamentals of one or more scientific disciplines, (3) a knowledge of the discoveries and advances made within that discipline and 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 (1) demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline, (2) will critically observe materials, events or processes, and will accurately record and analyze their observations.**

## Template for Review of Tier 2: Natural Sciences GER Courses

<b>Course:</b>	<b>Crs. #</b>	<b>Date of Review:</b>	<b>Reviewer Name:</b>					
For each of the below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG. All modifications to a previous CAR/CCG, other than bibliography updates, require UAB approval.								
<b>CAR</b>	<b>CCG date within 10 years</b>	<b>Course Description</b>	<b>Course Outline</b>	<b>Bibliography</b>				
CCG has Instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes								
<b>Student Outcomes At the completion of the course the student will be able to:</b>			<b>Outcome included In course</b>		<b>Outcome Assessed with Appropriate Tools</b>		<b>Assessment Artifacts collected</b>	
<b>Category Descriptor Outcomes for Lecture courses</b>			<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
1. Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.								
2. Demonstrate an understanding of the fundamentals of the courses' scientific discipline.								
3. Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.								
<b>Category Descriptor Outcomes for Lab courses</b>								
1. Demonstrate the ability to work with the tools and in settings of the discipline.								
2. Critically observe events or processes and accurately record and analyze observations.								
<b>Appropriate numbered GER preamble Student Outcomes</b>								
<b>Must Include:</b> 6. Identify ways in which science has advanced the understanding of important natural processes.								
<b>May include:</b>								
7. Locate and use relevant information to make appropriate personal and professional decisions.								
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.								
Your answers below will help to track the availability of GER courses								
Average sections offered per year	Average annual number of sections closed by capacity	Average enrollments per section at semester open						

*Signature and date:*

Approved \_\_, Not approved \_\_ **Dept:** \_\_\_\_\_ Approved \_\_, Not approved \_\_ **College:** \_\_\_\_\_

Approved \_\_, Not approved \_\_ **UAB:** \_\_\_\_\_ Approved \_\_, Not approved \_\_ **Provost:** \_\_\_\_\_

# **SUPPORTING UAA'S INSTRUCTIONAL MISSION**

## **GER COURSES--Example**

DRAFT

(A SIX-YEAR RETROSPECTIVE PROFILE)

Topic Paper 2006-04

Prepared by:

Office of Institutional Planning, Research & Assessment

Principal Researchers:

Dr. Gary Rice  
Yuan Fang Dong  
Hongmei Zhu

October 2006

## TABLE OF CONTENTS

### EXECUTIVE SUMMARY

### INTRODUCTION

The Provost (Instruction), Vice Provost for Research and Graduate Studies (Research), Vice Chancellor for Community Partnerships (Service) and OPRA have jointly embarked on a comprehensive examination of “Contributions to the UAA Mission”. Each segment design and analysis will follow a basic common format so all contributions can ultimately be profiled in a somewhat standard way. When the segments are combined, the Gestalt will be greater than the sum of its three parts. This simple statement masks a very complex and challenging design that seeks to describe the history trend, explore for underlying relationships and patterns, hypothesize about uncovered causal factors for subsequent research, and assess the impact on university resources (time, personnel, money, facilities, etc.) relative to outcomes achieved. Once the three-segment design is operationalized, it is planned to be integrated into regular scheduled updates for the future.

This topic paper—General Education Requirement (GER) Courses—is one of eight in a series to examine the impact of curriculum components in support of UAA’s instructional mission. The eight types of curriculum component courses are:

Student Readiness (Developmental and College Preparatory)

**General Education Requirements (GER)—Tiers I, II, and III**

Major Core—Courses that all students in a particular degree program must take

Professional Development Courses

Electives—Community Interest, Job Skill Development, Personal Enrichment etc.--

(Including Selectives-Student selects from required options)

Graduate Courses

Non-Credit Courses

Honors Courses

UAA has established its curriculum to support the Instructional portion of its tripartite mission: Instruction, Research, and Service. The topic paper series takes a separate but integrated comprehensive 5-year retrospective look at each of these instructional components. A common format will be followed to facilitate comparisons between components but some component-unique dimensions will also be incorporated. It seeks

to provide some insight into the following question: **“Does completing a course(s) make the difference intended by the university and/or expected by the student?”** As the reader brings the component findings together, a Gestalt should show the resources put into each component’s contribution, the impact it is having on the university’s instructional mission, and the level of significance one can place whether the impact is statistically real or the result of chance.

This entire series is a particularly challenging project because (1) UAA has established each course in its curriculum to fulfill one of the eight functions but that decision has not always been conscious and deliberate. Note: OPRA and the Deans/Directors have created master crosswalk tables for this purpose. In some instances the primary function is quite clear and easily identified, e.g. graduate courses are designed to meet the advanced knowledge needs of students and are clearly identified by course number (600-699). Professional development courses are delineated by a defined sequence of courses (500-599). In other areas a particular course has been designated to meet more than one primary function e.g. ART A261 and A262 will satisfy either a Fine Arts or a Humanities Tier II GER requirement but it is not clear which one the student is meeting by sitting in the class.

In some cases the university has used the same course number block to meet different purposes e.g. the 050-099 courses are primarily used to refer to Student Readiness type courses but there are also courses in this same block that are considered to be community interest e.g., ACCT A051, BIOL A075, NURS A055, etc. English offers A109 (Intro to Writing in Academic Contexts) and A110 (Approaches to Academic Study) which are lower division for college credit yet both are considered Developmental in terms of primary function. There are certain courses that programs consider to be “Selectives” e.g. courses that are considered required courses for graduation in that program but the student can select which ones to take from such a list. They are considered to be “required optional” courses which sounds contradictory. Apart from noble purposes for creating a class, the course may become part of the curriculum because of a particular faculty member’s personal desire, competition for students from other internal disciplines or institutions, or branching into areas outside the university’s mission.

Course outcomes are both short- and long-term (years) in both appearance and duration. Some have currently recognizable and acceptable quantitative performance metrics while others are mostly qualitative and intuitive. In many cases there is no clear consensus of what constitutes valid and reliable criteria for assessing instructional outcome attainment. Assessment needs to occur both during (formative) and at completion of the experience (summative). Courses can satisfy both academic and institutional outcomes. Some outcomes are accomplished at another institution after taking necessary coursework at UAA. The ability to identify, isolate, and control multiple variables influencing course performance and outcomes is particularly difficult to accomplish.

On the other side, students enroll for a variety of reasons that are not always what the university considers to be the primary course purpose. Elective courses in this project are

those remaining after those with fairly restricted purposes have been identified. The student can “elect” or opt to take such courses but they are typically not required. Students may be in a course to fulfill requirements for one program only to find the primary function of that course is not counted when he/she changes major. Students may have been previously exposed to requisite background for a particular function but may/may not have sufficient recollection or knowledge to necessarily profit from repeating it. Finally, apart from noble purposes for taking a class, some students may enroll in a particular course for reasons that have nothing to do with the educational goal they seek, e.g. it fit into a particular time slot in a class schedule, a friend was taking it, or the grapevine said it was an “easy A”.

It is this context that the project seeks to provide some information order and clarity. It has the modest goal of describing each curriculum component, determining student successful/unsuccessful course performance, identifying the characteristics of students who take such courses, cost to offer such courses, student assessment of instructional effectiveness, and a preliminary comparison of subsequent course performance by those who completed requisite prerequisite background vs. those who did not in selected areas. It is designed to raise awareness and stimulate as many questions for further research as those it answers. We are heuristically allowing the analysis in each curriculum category to lead us in multiple directions within this framework as findings unfold so unintended consequences are not lost.

## **DEFINITIONS, METHODOLOGY, ASSUMPTIONS**

### **DEFINITIONS**

**NOTE: For definitions refer to OPRA Glossary of Terms on the OPRA limited access website**

### **METHODOLOGY**

Each profile is a stand-alone portrait of a curriculum component. It contains an unduplicated headcount of individuals. A UAA Total is not prepared because courses have been created to serve multiple primary functions and, while each stand-alone profile accurately presents a picture of that curriculum component, a UAA summary would contain duplicate counts of enrollment, student credit hours, class sections, faculty workload, etc.

This analysis employed official opening and closing UAA datasets from Summer 2000 through Spring 2006. All course offerings (credit and non-credit) by semester and AY are segmented into the 7 primary function categories using a master curriculum lookup table that was created with assistance by the college deans/campus directors. Courses that are identified as having more than one primary function are placed in each category where appropriate. Any course section completely cancelled prior to opening census was

excluded. Late-starting courses with active enrollment at opening census are included even if the course is subsequently cancelled. All courses, both group and individual, are included. The academic year is considered to be Summer, Fall and Spring e.g. AY 2000-01 includes Summer 2000, Fall 2000, and Spring 2001. Note: The letter designation part of each table number merely categorizes tables into groupings so subsequent tables can be added or deleted with minimal disruption to the entire report during preparation.

The organization and presentation of findings throughout this summary will proceed from global to specific, with each subsequent level revealing important specifics that are masked in larger aggregate numbers. Only a few dominant highlights revealed in each table will be cited to keep the volume of information manageable. However the reader is encouraged to examine each table in greater detail for many additional and important relationships. The summary report will be organized around a series of simple questions with tables and analysis seeking to provide some insight into answers and hypotheses for further inquiry. Where appropriate tests of statistical significance will be performed to establish whether the probability of obtained differences is real or the result of chance.

## **ASSUMPTIONS**

**Assumption**--Every student in a particular course, regardless of their implicit intent, will be receiving exposure to the fundamental purpose for which the course was created and university resources expended to offer it. It is known that students have multiple reasons for taking a particular course but UAA has no reliable and valid electronic mechanism to identify and track each individual's enrolling intention. For example, the same student could well be taking one GER course to fulfill a GER requirement and, in the same semester, enroll in another GER course for a personal enrichment reason. Many non-degree seeking students take GER courses which looks, on the surface, like a mismatch between curriculum purpose and student intent. However, other research has documented that 7-8% of NDS students (2,000+) change their mind and eventually earn a degree or certificate. What is a mismatch at one point is a requirement at another point. What is known is the individual is officially enrolled in the course and this is the only documentable evidence to approximate why the student is most likely taking the course.

**Assumption**—the final grade symbol assigned to a student in each class by the instructor is a proxy outcome of (1) level of student performance against course standards/instructor expectations.

**Assumption**—Non-admitted students are non-degree seekers.

**Assumption**—Students have met course prerequisite qualifications during advising and registration if they are officially enrolled in the course. This recognizes some students are enrolled with Instructor Permission but that act is assumed to be tacit recognition by the instructor that the student possesses necessary background.

**Assumption**—All individual course grading philosophies are normalized when aggregate attrition statistics are presented. The intent is not to identify grading practices of a single individual but rather to search for underlying patterns of attrition in each of the category courses over time.

## **PROJECT DESIGN**

I propose a design organized around answering some common straight-forward questions anticipated one would be asking about any course in the UAA curriculum. It follows the journalist's list of Who, What, When, Where, Why, and How queries. Beneath each question are some suggestions about the types of information that would help inform decisions. (**Bold = Tables Completed**)

### **What is the category/course primary purpose?**

- Overview—component contribution to total curriculum
- Definition of course category purpose
- Contribution to UAA priorities and institutional outcomes
- Contribution to core programs

### **Course Primary Function Alignment to Instructional Mission by Campus Campus Alignment to UAA Instructional Mission By Course Primary Function**

### **Who offers the course(s)?**

- Campus, college, discipline profiles
- Sections, enrollment, SCH FTES, semester
- Course availability (fill rates)-benchmarks
- Average class size and % capacity

**Sect, Enrollment, SCH, FTEF by Course Primary Function by Term Within Year**

**Sect, Enrollment, SCH, FTEF by Course Primary Function by Campus by Year**

**Sect, Enrollment, SCH, FTEF by Course Primary Function by College by Year**

**GER Enrollment, % Capacity by Course Primary Function by Term by Year**

**Attrition Rates by Class Size—GER Group Courses**

**GER Course Fill Rates by Course Primary Function—Fall 2005**

**GER Attrition by Discipline Within Course Primary Function**

### **Who takes the course(s)?**

- Student cohort profiles (characteristics and performance)
- Transfers in students
- Student need & demand (historical, current, projected)
- 'At Risk' student course performance



## **GER Enrollment & Attrition Rate by Student Characteristics**

### **Who teaches the course(s)?**

- Faculty effort and productivity ratios
- Faculty type (regular & adjunct) and academic rank—Includes Bipartite and Tripartite
- Instruction strategies and effectiveness

### **GER Attrition Rate by Faculty Type and Rank**

### **GER Attrition by Instruction Modality by Course Primary Function by Campus**

### **GER Enrollment, Workload and Attrition by Bipartite-Tripartite Faculty**

### **When is the course(s) taken?**

- Time-of-day
- Weekday vs. Weekend
- Point in student's pursuit of educational goal

### **Attrition by Start Time by Course Primary Function by Start Time**

### **GER Weekend vs. Week Day Attrition by Course Primary Function**

### **When GER Courses Taken in undergraduate Student's Program (In Progress)**

### **Where is the course(s) taken?**

- On vs. Off-Campus
- Distance Delivery

### **Attrition Rates for GER Distance Delivery Courses**

### **How well are students prepared/performing in the course(s)?**

- Success, Stasis, and Attrition grade performance
- Prerequisites and criterion course performance
- Repeat courses and success level

### **GER Attrition and Repeat Courses by Course Primary Function**

### **GER Course Enrollment (Including Repeaters) by Course Primary Function**

### **GER Course Prerequisites and Attrition**

### **GER Grade Performance by Course Primary Function**

### **GER Successful & Unsuccessful Repeats**

### **How effectively is the course(s) accomplishing its primary purpose?**

- Student evaluation of instruction
- Employer followup of student job performance
- Student performance in subsequent UAA courses

## **Student Evaluation of Instructional Effectiveness by Course Primary Function (In Progress)**

### **What does it cost to offer the course(s)?**

Total and Unit Costs

### **Total and Unit Instructional Costs—Unrestricted & All Funds (In Progress)**

### **How successful are students in meeting their academic expectations?**

Persistence rates

Graduation rates

Attrition rates

Transfers out before completing academic goal at UAA

### **GER Proportion (Ave Credit Hours) at Transfer Out**

### **How do findings compare with UAA comparator peers?**

## **WHAT IS THE GER CATEGORY/COURSE PRIMARY PURPOSE?**

**PRIMARY FUNCTION:** The GER provides (Baccalaureate Seeking) 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. Note: A copy of the current individual courses comprising each of the following three tiers appears in the Appendix of this summary report. Source: UAA 2005-06 Catalog, pg 90.

**TIER I—BASIC COLLEGE-LEVEL SKILLS:** A component of the GER program that is designed to promote an elevation of the student's level of basic college-level skills. The enhancement is focused in written communication, oral communication, and quantitative skills.

**TIER II—DISCIPLINARY AREAS:** A component of the GER program that is designed to provide a breadth of exposure to traditional academic disciplines. There are four required disciplinary areas designed to guarantee a breadth of academic experience: Fine Arts, Humanities, Natural Science, and Social Science.

**TIER III—INTEGRATIVE CAPSTONE:** A component of the GER program that is designed to provide experience in applying one's education in understanding and responding to the evolving state of knowledge and the world in the 21<sup>st</sup> Century.

**GER STUDENT OUTCOMES:** After completing the GER requirement, UAA students shall be able to:

Communicate effectively in a variety of contexts and formats.

Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.

Relate knowledge to the historical context in which it developed and the human problems it addresses.

Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.

Identify ways in which science has advanced the understanding of important natural processes.

Locate and use relevant information to make appropriate personal and professional decisions.

Adopt critical perspectives for understanding the forces of globalization and diversity.

Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner. Source: UAA 2005-06 Catalog, pg 90.