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

I. Roll

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

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

III. Approval of Meeting Summary for October 13, 2006 (pg. 3-4)

IV. Chair’s Report

V. Course Action Requests

A. CTC- CM

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

Add CM A450 Construction Management Professional Practice (3 cr) (3+0) (pg. 11-16)

B. CAS – HIST/INTL/PS – Request for Integrative Capstone Status

Chg HIST A325 Northeast Asia in 21st Century (3 cr) (3+0) No revisions received

Chg INTL A325 Northeast Asia in 21st Century (3 cr) (3+0) 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 11:45 am 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
General Education Review Committee
Summary

September 29, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

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

II. Approval of the Agenda (pg. 1-2)
Meeting called to order
Approved

III. Approval of Meeting Summary for September 22, 2006 (pg. 3-4)
Approved

IV. Chair’s Report
Welcome Doug Parry (Oral Communication) & Jeane Breinig (Written Communication)
Revisions to GER section of handbook are included in agenda packet
Assistant Provost Miller sent memo for Fall 2006 convocation of academic leadership
Ben Curtis will be providing GER information at convocation

V. Course Action Requests

A. CAS – HIST/INTL/PS – Request for Integrative Capstone Status

Chg HIST A325 Northeast Asia in 21st Century (3 cr) (3+0)
Tabled

Chg INTL A325 Northeast Asia in 21st Century (3 cr) (3+0)
Tabled

Chg PS A325 Northeast Asia in 21st Century (3 cr) (3+0)
Tabled
Chg PS A492 Senior Seminar in Politics (3 cr) (3+0) (pg. 5-14)
Approved w/ small changes

VI. Old Business

A. GER CCG Updates
   1. GER Course List with Implementation Dates (pg. 15-18)

   2. Revisions to Curriculum Handbook (pg. 19-23)
      • Departments are responsible for offering courses that are approved
        by UAB and if course is not offered over 4 semesters, it gets purged,
        then needs to come back for approval
      • Departments come up with cycle and submit to UAB, if they violate
        the ten year period we have the right to request the material
      • Would be useful if Academic Affairs was aware of the department
        schedule
      • Updated revisions to Curriculum Handbook will be submitted to UAB

   3. Resulting Memo for updated GER CARs/CCGs (pg. 24-25)
      • Provost needs to be involved in process of contacting departments to
        notify them of what needs to be updated
      • Memo is post implementation of catalog copy change
      • Needs Faculty Senate approval
      • Everything have 2000 or later date, let department handle it
      • Should we suggest priorities (out dated courses, without assessable
        outcomes, ones taken by largest number of students)
      • Obvious next step is to bring courses into alignment
      • Leave priority discussion out of memo, let Provost direct Deans to
        talk to faculty

   4. Template for Review of GER Courses - Tom Miller (pg. 26)

   5. Review Template outcomes for GER Natural Sciences (pg. 27)

VII. New Business

A. Meeting Start Time

B. Goals and objectives for the new academic year

C. GER Assessment
   1. BIO102 GER Assessment Cycle (pg. 28-32)
   2. BIOL A102 Outcome Survey (pg. 33-34)
   3. BIOL A102 CCG (pg. 35-38)

VIII. Informational Items and Adjournment
# Curriculum Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTC</td>
<td>ACDT</td>
<td>CM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM</td>
<td>A422</td>
<td>N/A</td>
<td>3 credits</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course/Program Title

**Sustainability in Construction**

Abbreviated Course for Transcript (30 character)

### 7. Type of Course

- Academic
- Non-credit
- CEU
- Professional Development

### 8. Type of Action

- Add
- Change
- Delete

### 9. Repeat Status

- N/A Limit
- N/A Max Credits

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

From: Fall/07  To: 9999

### 12. Cross Listed with

- N/A

### 13. Coordinate with Affected Units

CTC, ENVI, AET, CBPP, CHSW, ENGR, KO, KPC, MSC, UAF, UAS, Listserv

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

BS in Construction Management

### 15. General Education Requirement

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

### 16. Course Description

Examines sustainability concepts and the implementation of sustainability principles in the design and construction of the built environment. Evaluates human-constructed development and resource preservation challenges in the context of the local and global natural environment.

### 17. Course Prerequisite(s)

- Prefix and number
- Test Score(s)
- Corequisite(s)
- Other Restriction(s)

### 18. Mark if course has fees

- N/A

### 19. Justification for Action

Required course for new BSCM degree program created in response to Alaska construction industry’s documented need for professional-level construction managers. This course is available to other majors and satisfies Tier 3 GER criteria. The BSCM program was developed in accordance with American Council for Construction Education criteria.

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**Initiator Signature**: Date

**Dean/Director of School/College**: Date

**Department Chairperson**: Date

**Academic Board Chairperson**: Date

**Curriculum Committee Chairperson**: Date

**Provost or Designee**: Date
Course Content Guide
University of Alaska Anchorage
Community and Technical College

Program: Construction Management
Date: October 15, 2006
Course Number: CM A422
Course Title: Sustainability in Construction
Credits: 3

I. Course Description:

Examines sustainability concepts and the implementation of sustainability principles in the design and construction of the built environment. Evaluates human-constructed development and resource preservation challenges in the context of the local and global natural environment.

II. Course Design:

A. This course is designed for junior-level students in any major.

B. 3.0 credits. (3 + 0)

C. Total time of student involvement: 135 hours
   1) Lecture: 45 hours
   2) Lab: 0 hours
   3) Outside: 90 hours

D. This course is required for the Bachelor of Science in Construction Management degree.

E. Lab fees will not be assessed for this course.

F. Course may be taught in any time frame, but not less than three weeks.

G. Course coordinated with: CTC, AET, ENVI, TECH, ENGR, KC, KPC, MSC, UAF, UAS, Listserve.

H. Course level justification: Builds upon a foundation of knowledge established by completion of the Tier 1 GER and lower-division courses of the Tier 2 GER and/or the student's major.

III. Course Activities

Class sessions will consist of lecture/discussion, individual or team research and writing projects, oral presentations/demonstrations and debate.
IV. Course Prerequisites:

Completion of Tier 1 GER (Basic College-level skills), junior standing, one Social Sciences Tier 2 GER course, and one Humanities Tier 2 GER course.

V. Course Evaluation

Grades will be A – F based on written examinations; written, team and computer assignments; oral presentations, and class participation.

VI. Course Outline

1.0 Safety Procedures
   1.1 University policies
   1.2 Course and lab procedures
   1.3 Emergency egress review

2.0 Sustainability
   2.1 Sustainability principles
      2.1.1 Brundtland Report
      2.1.2 Hannover Principles
      2.1.3 The State of the World (The Worldwatch Institute)
      2.1.4 Ceres principles
   2.2 Global environmental and resource issues
   2.3 History of sustainable development
   2.4 Human development indices

3.0 Environmental ethics and justice
   3.1 Environmental ethics principles
   3.2 Environmental justice principles
   3.3 The Biophilia Hypothesis

4.0 Sustainable development and economics
   4.1 Ecological economics and environmental valuation
   4.2 Alternatives to GNP as a measurement
   4.3 Alternative tax policies
   4.4 Bionomics

5.0 Tools to achieve sustainability
   5.1 Environmental Management Systems
   5.2 Social Accountability Standard 8000
   5.3 The Natural Step Framework
   5.4 Sustainable development principles
   5.5 Life cycle assessment

6.0 The built environment
   6.1 Evolution of development
   6.2 How buildings work
   6.3 Movement toward a sustainable built environment
   6.4 Biomimicry
   6.5 Design for the Environment (DfE)

7.0 Resources
   7.1 Energy resources and the atmosphere
   7.2 Water resources
   7.3 Material resources
   7.4 Land resources
8.0 Sustainable design
   8.1 Building assessment: Leadership in Energy and Environmental Design (LEED)
   8.2 Design for high-performance (green) buildings
9.0 Green building systems
   9.1 Sustainable sites
   9.2 Energy use
   9.3 Building hydrologic systems
   9.4 Closing materials loops
   9.5 Indoor environmental quality
   9.6 Construction operations
   9.7 Building commissioning
10.0 Economic analysis of green buildings
11.0 Deconstruction
12.0 The future of green building

VII. Suggested Texts

VIII. Bibliography


## IX. Outcomes and Assessment

### A. Instructional Goal: The integration of learning from across the general education and applied major curricula to develop interdisciplinary knowledge of current sustainability issues and the interaction of the built environment with the natural environment.

<table>
<thead>
<tr>
<th>Student Outcomes - Students will:</th>
<th>Relation to GER Capstone requirements</th>
<th>Assessment Strategies and Student Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluate the basic concepts and guiding principles of sustainability and their affect on development practices.</td>
<td>Utilize critical thinking and written and oral communication skills to define sustainability principles clearly and identify opportunities for application in the built environment.</td>
<td>Written report and oral presentation to class.</td>
</tr>
<tr>
<td>2 Analyze the effects of human-constructed development in the context of moral and justice standards.</td>
<td>Integrate knowledge of social science and the humanities to evaluate the effect of human development practices in a sustainability framework.</td>
<td>Team Project: Assigned topics or positions will be researched and defended through in-class debate.</td>
</tr>
<tr>
<td>3 Formulate strategies for sustainable development by utilizing systems that manage and assess sustainability.</td>
<td>Integrate knowledge from across the GER and critical thinking skills to create tools that predict and measure the effects of sustainability.</td>
<td>A written plan to assess sustainability principles for a given construction project scenario.</td>
</tr>
<tr>
<td>4 Examine construction methods, systems and technology in current use.</td>
<td>Utilizes information literacy and written communication skills.</td>
<td>Records of class discussions, and written reflection/observation</td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
<td>Utilizes critical thinking skills and applies knowledge from the natural sciences and computational skills GER. Demonstrates informational literacy skills.</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Compile a list of construction materials using sustainability and life-cycle economic criteria.</td>
<td>Utilizes critical thinking skills and applies knowledge from the natural sciences and computational skills GER. Demonstrates informational literacy skills.</td>
</tr>
<tr>
<td>6</td>
<td>Explore energy use, water use, waste recycling, and deconstruction (resource conservation) options for the Alaskan built environment.</td>
<td>Utilizes critical thinking skills and applies knowledge from the natural sciences and computational skills GER. Demonstrates informational literacy skills.</td>
</tr>
<tr>
<td>7</td>
<td>Create and present to a critical audience a sustainable land use and development plan.</td>
<td>Integrate natural and social sciences knowledge and sustainability principles to assess the impact of development on socio- ecological systems. Utilizes written and oral communications skills.</td>
</tr>
<tr>
<td>8</td>
<td>Analyze sustainability goals and practices in current building design and construction (LEED). Present and support analysis along with commendations for useful innovations and recommendations for improvements</td>
<td>Utilizes information literacy and critical thinking skills and applies knowledge from the natural sciences and computational skills GER. Utilizes written and oral communications skills.</td>
</tr>
</tbody>
</table>
### 1. School or College
CTC

### 2. Course Prefix
CM

### 3. Course Number
A450

### 4. Previous Course Prefix & Number
N/A

### 5. Credits/CEU
3 credits

### 6. Contact Hours
(Lecture + Lab) (2+2)

### 6. Complete Course/Program Title
Construction Management Professional Practice

### Abbreviated Title for Transcript (30 character)

### 7. Type of Course
- [x] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action
- [x] Course
- [ ] Program

### 9. Repeat Status
N/A

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

### 11. Implementation Date
From: Fall/07
To: /9999

### 13. Coordinate with Affected Units:
CTC, AET, CBPP, CHSW, ENGR, KO, KPC, MSC, UAF, UAS, Listserv
Department, School, or College

### 14. List any programs or college requirements that require this course
- BS in Construction Management

### 15. General Education Requirement
- [x] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [x] Integrative Capstone

### 16. Course Description
Integrates educational and construction management principles using case studies. Emphasizes teamwork and professional competency. Includes the evaluation of project goals, conditions, and design documents to produce a plan for delivery and control.

### 17a. Course Prerequisite(s) (list prefix and number)
CM A301 and CM A495

### 17b. Test Score(s)
N/A

### 17c. Corequisite(s) (concurrent enrollment required)
N/A

### 17d. Other Restriction(s) N/A
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 17e. Registration Restriction(s) (non-codable)
Completion of Tier 1 GER (Basic College-level Skills) requirements

### 18. Mark if course has fees

### 19. Justification for Action
Required course for new BSCM degree program created in response to Alaska construction industry’s documented need for professional-level construction managers. The BSCM program was developed in accordance with American Council for Construction Education criteria.

---

**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:**

**Provost or Designee Date**
I. Course Description:

Integrates educational and construction management principles using case studies. Emphasizes teamwork and professional competency. Includes the evaluation of project goals, conditions, and design documents to produce a plan for delivery and control.

II. Course Design:

A. Integrates the knowledge and skills acquired in GER and major requirements for the BSCM with the application of construction technology and management principles for students nearing graduation.

B. 3.0 credits. (2 + 2)

C. Total time of student involvement: 135 hours
   1) Lecture: 30 hours
   2) Lab: 30 hours
   3) Outside: 75 hours

D. This course is required for the Bachelor of Science in Construction Management degree.

E. Lab fees are assessed for this course.

F. Course may be taught in any time frame, but not less than three weeks.

G. This is a new course.

H. Course coordinated with: CTC, AET, TECH, ENGR, KC, KPC, MSC, UAF, UAS, Listserve.

I. Course level justification: Integrates knowledge from GER courses and the construction management principles from CM and other required courses.

III. Course Activities

Class sessions will consist of lecture/workshops, and team-oriented laboratory sessions for construction project management simulation.
IV. Course Prerequisites:

Completion of GER Tier 1 (Basic college-level skills), CM A301, and CM A495.

V. Course Evaluation

Grades will be A – F based on written examinations; written, team and computer assignments; and class participation.

VI. Course Outline

1.0 Safety Procedures
   1.1 University policies
   1.2 Course and lab procedures
   1.3 Emergency egress review
2.0 Project Introduction and Orientation
   2.1 Review of deliverables
   2.2 Review of presentations
   2.3 Prequalification submittal
3.0 Preconstruction Services
   3.1 Program/functional evaluation of design
   3.2 Project delivery options
   3.3 Parametric cost estimates
   3.4 Completion date and milestone schedule
4.0 Design Development
   4.1 Systems cost estimate
   4.2 Gantt chart schedule
   4.3 Project operations/systems plan
5.0 Construction
   5.1 Work breakdown structure
   5.2 Contract administration plan
      5.2.1 Organization, staffing, and personnel responsibilities chart
      5.2.2 Documents and recordkeeping (logs)
      5.2.3 Change management
      5.2.4 Meetings and communication procedures
   5.3 Site-specific safety plan
   5.4 Detailed cost estimate
   5.5 Detailed construction schedule
   5.6 Site utilization/logistics plan
6.0 Project Proposal Presentation
   6.1 Written proposal package
   6.2 Oral presentation
7.0 Project Problem Simulation
   7.1 Request for change proposal
   7.2 Project schedule update
   7.3 Project budget update
8.0 Project Solution Presentation

VII. Suggested Course Documents

Construction documents (contracts, drawings and specifications) from actual projects.
VIII. Bibliography

IX. Outcomes and Assessment

A. Instructional Goal: To provide construction management students with applied knowledge through integration of GER and construction management skills.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Relation to GER Capstone requirements</th>
<th>Assessment Strategies and Student Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply management principles to plan and organize a professional service that will meet the customer needs to include efficiency and effectiveness of the construction service within desired financial and time constraints.</td>
<td>Integrate skills and knowledge gained in written and oral communication, social science, science, and math GER courses with construction management principles to evaluate project owner’s goals and analyze project program to determine a management approach for preconstruction services.</td>
<td>Comprehensive construction management simulation team project. Deliverables include: Narrative evaluation of design; assessment of project delivery options; parametric cost estimate; prequalification submittal package.</td>
</tr>
<tr>
<td>2 Apply technical skills and knowledge to evaluate construction designs. Develop interpersonal skills critical to team success including cultural competence.</td>
<td>Integrate skills and knowledge gained in written and oral communication, social science, science, and math GER courses with construction management principles to critique architect’s/engineer’s design development documents to verify compliance with project goals and program.</td>
<td>Comprehensive construction management simulation team project. Deliverables include: Systems cost estimate; Gantt chart project schedule; project operations/systems plan.</td>
</tr>
<tr>
<td>3 Apply management principles to plan and organize a project delivery strategy that will meet the goals of the project, the technical and administrative requirements of the contract documents, and preserve the health and safety of project personnel and the general public.</td>
<td>Integrate skills and knowledge gained in written and oral communication, social science, science and math GER courses with construction management principles to develop effective project administration and operations plans.</td>
<td>Comprehensive construction management simulation team project. Deliverables include: Work breakdown structure; contract administration, site-specific safety and labor plan; detailed cost estimate; detailed network schedule (critical path method); and site utilization/logistics plan.</td>
</tr>
<tr>
<td>4 Develop teamwork strategies and oral presentation skills by developing a written and oral presentation of proposed const. project management plans.</td>
<td>Integrate skills and knowledge gained in written and oral communications GER courses.</td>
<td>Team Final Project: Project team presentation to the class and/or a broader audience of industry professionals.</td>
</tr>
<tr>
<td>5 Evaluate impact of change on project goals or challenge to project outcomes. Assess technical options and operational challenges to mitigate unintended consequences and reduce conflicts.</td>
<td>Utilizes analytical and critical thinking skills and applies knowledge gained through the integration of written and oral communications GER courses with construction management principles to develop effective project control.</td>
<td>Final Project Challenge: Simulated unexpected event or major project change. Deliverables include: Narrative presentation of solution to challenge during Team Final Project presentation.</td>
</tr>
</tbody>
</table>
Fee Request Form

1. School/College: CTC

2. Course Prefix and Number: CM A450

3. Title: Construction Management Professional Practice

4. Lab Fee Account Number: Org 11924 Obj 9159 Fund 104110

5. Type of Action: Add ☑ Deletion ☐ Change ☐ (☐ Increase or ☐ Decrease)

6. Fee Amount: $ 15 If a Change, please indicate the current approved lab fee $50

7. Anticipated Student enrollment per class section: 12

8. Projected costs of material per class section: $ (see Justification below) (Provide details under #10 Justification for lab fee)

9. Implementation Date: Fall/07

10. Justification for fee: (include materials/supplies used and the cost per item). A one-time (per semester) lab fee is charged to all students enrolled in AET and CM courses ($30). Additionally, special lab fees are charged for specific classes calculated in accordance with the following schedule:

   Fee per credit for all classes without a lab component: $0 per credit.
   Fee per credit for all classes with a lab component: $ 5 per credit.
   Fee per credit for all classes with a drafting lab component: $10 per credit.

   NOTE: Drafting course lab fees are higher due to the expenses of CAD software licenses and plotter maintenance and support.

   This is a new course.

       ☑ Approved
       ☐ Disapproved

       Department Chair
       Date

       ☑ Approved
       ☐ Disapproved

       Dean/Director of School/College
       Date

       ☑ Approved
       ☐ Disapproved

       Provost
       Date
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 (1st reading)
3) GER Committee of UAB
4) UAB Agenda (2nd 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);
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.
Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding Summer Sessions. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Membership

Pursuant to the December 2002 Faculty Senate Resolution #1, the membership of the GERC shall consist of:

- Five (5) to seven (7) members of UAB, no two of whom represent the same College or the extended campuses. One must be an extended campuses’ UAB member.
- At least one faculty member from a discipline represented in each of the General Education Categories: Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts. Members from these categories will be added if and only if they are not represented among the UAB members selected above.
- At least one faculty representative from each of the UAA colleges: CAS, CBPP, CHSW, Engineering, COE, CTC. Members from these colleges and schools will be added if and only if they are not represented among the UAB members or General Education Category members selected above.
- A student representative.

All membership terms are for two academic years.

The UAB GERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. The Category discipline representatives, as needed, will be selected by the Faculty Senate Executive Board after a call for nominations is made at the first Faculty Senate meeting. The College representatives, as needed, will be chosen internally at the College(s) otherwise lacking membership. The UAB Chair will notify the college(s) promptly after the Faculty Senate Executive Board selections are made, if they must supply a member to GERC.

A quorum is constituted by a majority of UAB members of the GERC. All other regulations of UAB apply to the General Education Review Committee.

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 culminates with an Integrative Capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design.

Tier 3 (Integrative Capstone) courses may be taken only after the student has completed all Tier 1 (Basic College-Level Skills) requirements.

GER Advising Note: All students should consult a faculty or academic advisor for appropriate course selections.

• Baccalaureate students are required to complete 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits.
• 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.
GER Category Descriptors

Tier 1: Basic College-Level Skills

Oral Communication Descriptor:
Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

Written Communication Descriptor:
Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

Quantitative Skills Descriptor:
Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.

Tier 2: Disciplinary Areas

Fine Arts and General Education Descriptor:
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.

Humanities Descriptor:
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 Descriptor:
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.

Social Sciences Descriptor:
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.

Tier 3: Integrative Capstone

Integrative Capstone:
The GER experience culminates with the Integrative Capstone, which includes courses from across the university that require students to synthesize across GER domain. 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. Integrative Capstone courses should 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.
For GERC Discussion Only

To: Deans, Chairs, and Curriculum Committees:

GER Category Descriptors developed by UAA faculty were published in the current 2006-2007 UAA Catalog. The following changes in the Curriculum Handbook in regards to the review of existing GER courses were approved by UAB/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.

Governance has prepared the attached list of GER courses, where the OAA approval date and CCG date are indicated.

The Office of Academic Affairs (OAA) has informed the GERC that they would like GER CAR/CCG revisions for outdated courses (that will have completed a ten year cycle by the next NWCCU accreditation visit in 2010) completed by the end of the current academic year.

The Office of Academic Affairs (OAA) will issue requests to Deans for GER revisions and, together with the Departments and Colleges arrange a process and a timeline for completion of revisions.

To assist in the preparation and GERC review of new and existing GER courses we would like to have stakeholders participate in developing a GER Category Course Review Template similar to that currently in use for the review and approval of GER Tier III Integrative Capstone courses.(web address). As a starting point, the GERC has attached a (rough) draft of these review templates by extracting the published outcomes from each GER category descriptor, and would request stakeholder review and revision of these templates prior to their use by the GERC for course review.

?The GERC is charged by UAB with anticipating a timeline and supporting faculty in GER revision and assessment that produces a completed assessment cycle for representative GER courses by the next the next NWCCU accreditation visit in 2010. Assessment requires that GER CCGs have assessable outcomes that match the GER category descriptors and support the GER Preamble Student Outcomes.
Template for Review of 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.

Template for Humanities Courses: (All Humanities GER courses should address one or more of these)

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 (1) 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 (2) 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 (3) use a formal technique to determine the validity of simple deductive arguments and to (4) evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should (5) demonstrate proficiency in listening, speaking and writing.

<table>
<thead>
<tr>
<th>Crs. Prefix:</th>
<th>Crs. #</th>
<th>Date of Review:</th>
<th>Reviewer Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (outside the major) 6 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate for this course – circle all that apply

**Delivery modes:** Lecture, Lab, practicum, correspondence, Video broadcast, video tapes, on-line, other

Please list the student learning outcomes for this course and the means used for assessing and analyzing student performance. Identify the outcomes that relate to the 9 overall GER outcomes and those that relate to the Humanities GER outcomes (five highlighted above).

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Artifacts collected</th>
</tr>
</thead>
</table>

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:__________________________
### Draft

For GERC discussion only

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**Template for Review of GER Natural Science Courses by GERC**

Course:

Date:

Topics, activities and references current?  Yes____  No____

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<table>
<thead>
<tr>
<th>The GER CCG includes assessable Student Outcomes that indicate at the completion of the course the student will be able to:</th>
<th>Outcomes Included in course</th>
<th>Outcomes Assessed with Appropriate tools</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.</td>
<td>Yec</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the fundamentals of the courses' scientific discipline.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.</td>
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</tbody>
</table>

**For Lab Courses the student will be able to:**

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.

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**CCG Includes assessable & appropriate GER Student Outcomes**

| 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 |  |
| 2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions |  |
I. Implementation of 12 credits of Basic Skills before 60 credits

   A. **Degree-applicable credits**: If a student wants to take more than 60 credits and has not completed the Basic College-Level Skills, he/she must register as a Non-Degree-Seeking Student.

   B. This impacts the student’s financial aid, if it requires that the student be degree-seeking.

      (Pell Grants, Federal Supplemental Educational Opportunity Grant, FAFSA-Stafford Loan, Veterans Assistance)

   C. Concern: Are there Sufficient Tier 1: Oral Communication, Written Communication, and Quantitative Skills course sections to meet student needs?

      If not, then impact on time for degree completion and student service

II. Faculty Senate GER Motions GER Tier 2

   D. Board of Regents (BOR) “General Humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.

   E. GER Committee recommended and UAB approved, that if a GER Art course meets BOTH the Humanities and Fine Arts category descriptors it can be in both categories

   F. Art Courses in Tier 2: Fine Arts and Humanities

      i. ART A261 & ART A262: Taking both fulfills the CAS Language/Humanities requirement, Tier 2 Art and 3 credits of Tier 2 Humanities

      ii. ART A360A & ART A360B

      iii. MUS A221, MUS A222, THR A311, THR A312, THR A411, THR A412 are listed in Fine Arts and Humanities, but they have not been reviewed and approved for double listing.
III. GER Tier 1, Tier 2, and Tier 3 Courses CCGs should be consistent with category descriptor & preamble outcomes

A. Now that all GER courses are placed in the 2006-2007 UAA catalog under a category descriptor with a specified set of student outcomes......

B. The 2010 NWCCU UAA Accreditation review should find the all GER courses have Course Content Guides (CCGs) with assessable student outcomes consistent with the UAA catalog category descriptor outcomes

C. Tier 3: Integrative Capstone
All Tier 3: Integrative Capstone courses have student outcomes consistent with the Tier 3 category descriptor because this was one of the criteria for their approval by the GER Committee prior to their approval by the Undergraduate Academic Board (UAB)

IV. GER Revision and Assessment: Role of General Education Review Committee (GERC) & Undergraduate Academic Board (UAB)

A. Contingent upon Faculty Senate passage and administrative approval of the aforementioned three policies

B. The GERC will send a memo to Deans, Chairs, and college Curriculum Committees informing them of the new policies published in the revised Curriculum Handbook

C. The GERC only reviews and approves new and any needed revisions of existing GER courses prior to UAB approval.

D. The GERC and UAB recommend action to be taken to update GER courses and ensure alignment with general Student Outcomes and Category Descriptor outcomes. The Office of Academic Affairs (OAA) will issue requests to Deans for GER revisions and, together with the Departments and colleges, arrange a process and a timeline for completion of revisions.
V. How many GER Tier 1, Tier 2, & Tier 3 courses would need revision & review by 2010 Accreditation to be consistent with category/student outcomes and ten year approval cycle?

Linda Kay Davis prepared list of all GER courses with their last Office of Academic Affairs (OAA) approval date and the date of most current Course Content Guide (CCG), available in the GER handout.

Tier 1: Basic College-Level Skills, 7 of 22 total GER courses

Tier 2: Disciplinary Areas, 94 of 154 GER courses

Tier 3: Integrative Capstone, 0 courses

VI. GER Course Revision: Proposed Program Management Plan

A. By 2010 Accreditation a large number of GER courses would need revisions to their CCGs to include instructional goals and in particular assessable student outcomes the are consistent with the category descriptors and appropriate GER Preamble Student Outcomes

B. Timely completion of the revisions to so many GER courses requires a Program Management Plan

C. A Program Management Plan may include process adjustments to expedite GER course revision and GERC review while retaining a reflective evaluation and a proper movement through the normal Governance process.

D. Records of course review should be kept, even if no revisions are proposed.

E. Departments → Curriculum Committees → UAB → GERC → UAB

F. Implemented by Office of Academic Affairs (OAA) with participation of Colleges, Deans, Departments, and Faculty

G. The GERC provides no specific prescriptions but provides assistance by publishing tools and templates on the GER website

http://www.ualaska.edu/governance/ger/index.cfm
VI. GER Course Revision: Proposed Program Management Plan

H. OAA would like all GER revisions ASAP

I. There is still much work to be done in assessment of student outcomes in GER areas. The revision and alignment of GER courses must precede much of that work.

J. An ambitious target has been set to complete GER course revisions this academic year.

K. Deans will work with Department Chairs to assign the revisions and supply the resources

What can be accomplished this year?

L. There are 176 Tier 1 and 2 GER courses on the list. 61 have a 2000 or later approval date.

M. It should be possible to complete the needed revisions to all of the other GER courses this academic year.

N. Departments and Faculty should provide appropriate input to Administration for needed resources, and to GERC as we develop tools and templates

VII. GER Category Review Templates

A. The GERC would develop GER course Review Templates for each Tier 1 and Tier 2 GER category

B. The primary review criteria would be that the student outcomes are consistent with the category descriptors and appropriate Preamble

Student Outcomes

C. These templates, in draft form, would be sent to Departments and other stakeholders for revision and approval before use to assist faculty with revision and the GERC with review
VIII. Proposed Program Management Plan: What is the timeline for GER Course Revision?

A. For NWCCU 2010 Accreditation in addition to GER revision…… Demonstration that students have achieved the GER category descriptor and appropriate Preamble Student outcomes.

B. Representative GER courses from each category should have a completed an assessment cycle

C. NWCCU 2.B.3 “The institution provides evidence that its assessment activities lead to the improvement of teaching and learning”

IX. Proposed GER Assessment: Representative Course Assessment Cycle for Each GER Category by 2010?

A. An idea I present for this Convocation

B. Chairs & Faculty could identify GER courses that already have assessable student outcomes consistent with category descriptors, and submit these courses for template-based review to GERC

C. After GERC approval these courses could begin assessment cycles with assistance of models and templates provided by GERC

X. GER Program Assessment

The GER program and courses must be able to demonstrate through assessment that students have achieved the nine GER Preamble Student Outcomes examples:

1. Communicate effectively in a variety of contexts and formats
Assessment: Student achievement of Tier 1: Oral and Written Communication Course outcomes that are consistent with category descriptor and GER Preamble Student Outcomes & Tier 3: Integrative Capstone outcomes

6. Identify ways in which science has advanced the understanding of important natural processes
Assessment: Student achievement of Tier 2 Natural Sciences category descriptor outcomes and appropriate GER Student Preamble Outcomes
X. GER Assessment

A. Assessments can take multiple forms, but should include a direct assessment of achievement of student outcomes

B. For example: assessment of student exam or written assignment for demonstration of achievement of student outcomes

C. A goal of the GERC is to develop and publish assessment tools, templates, and rubrics on the GER website

XI. GER Program must demonstrate through assessment that students have achieved the GER Student Outcomes in GER Preamble

GER Tier 3: Integrative Capstone

A. The Integrative Capstone courses are designed to serve as the culminating GER experience, and are currently an important instrument for assessment of GER program success defined as producing students that are able to meet the nine GER Student Outcomes

B. Capstone courses are required to generate student artifacts the demonstrate achievement of GER Student Outcomes

XII. Approved Tier 3: Integrative Capstone Courses

A. Two more Integrative Capstone Courses have been approved by GERC and UAB this semester

B. PS A492 Senior Seminar in Politics and ANTH A354 Culture and Ecology

C. There are now 23, Tier 3: Integrative Capstone Courses

D. Capstone courses for students in:

   CAS Majors: Art, Anthropology, Biological Sciences, Computer Science, Geological Sciences, History, Mathematics, Languages (Russian), Political Science, Psychology, Sociology

   College of Business: CIS A376, ECON A488
XII. Approved Tier 3: Integrative Capstone Courses

D. Capstone courses for students in:

   - College of Education: EDFN A300
   - CHSW: BS Nursing Science, NS A411; BSW, SWK A431
   - CTC BS degrees: MEDT A302, PEP A384, TECH A453
   - University Honors Program: HNRS A490
   - Certificate in Civic Engagement: CEL A450
   - For Science Majors STAT A308 Intermediate Statistics for the Sciences

E. Capstone Courses For potentially any Major

   - HIST A390A Themes in World History (Prerequisites GEOG A101 (Social Sciences GER) and any HIST humanities GER)
   - HIST A427 Post-Soviet Culture and Society (Prerequisite HIST A102)
   - PEP A384 Cultural and Psychological Aspects of Health & Physical Activity (Prerequisites PSY A111 or PSY A150 (Social Sciences GER)

XIII. Tier 3: Integrative Capstone Courses: Implementation

A. 2006-2007 UAA Catalog Implementation
   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.

B. Concern: Will there be enough sections and variety of Tier 3: Integrative Capstone courses to allow efficient student degree completion for any UAA Baccalaureate degree or major within a degree after September 2008?

C. Are there sufficient general interest Tier 3: Capstone courses?

D. How many UAA degrees/majors still need a specific Tier 3: Capstone course for their students?
XIII. Tier 3: Integrative Capstone Courses: Implementation

E. Concern: Does OAA need to request, or fund the development of more Tier 3: Integrative Capstone courses?

F. Concern: Who determines and requests that sufficient sections of Capstone courses are offered by September 2008?

XIV. GERC & Capstone Assessment

A. This year a possible goal for the GERC would be to work toward developing a Tier 3: Integrative Capstone assessment rubric/model

B. GERC could produce procedures and templates that facilitate faculty evaluation of student achievement of knowledge integration and two of the three other GER Student Outcomes in their Capstone courses using collected assessment artifacts

XV. A Proposed GER Assessment Plan

A. A proposed GER assessment plan to prepare for 2010 Accreditation would include:

B. Tier 3: Integrative Capstone assessment of the GER Preamble Student Outcomes

C. The assessment of student outcomes in Tier 1 and Tier 2 GER courses which are consistent with their category descriptor outcomes and the appropriate GER Preamble Student Outcomes.

XVI. GER Status: Conclusion

A. We need Faculty acceptance that GER revision in particular and course assessment in general is not merely for accreditation, but is an integral component of teaching improvement and enjoyment GERC website with all agendas http://www.uaa.alaska.edu/governance/ger/ger.cfm

B. GERC is committed to providing resources on its web page that assist faculty in revising GER Course Content Guides to be consistent with category descriptors and Student Outcomes

C. On the UAA Governance page, http://edit.uaa.alaska.edu/governance/ on the left side there is a GER link to the GERC web site for faculty information http://www.uaa.alaska.edu/governance/ger/index.cfm and on the right side there is a link to the Curriculum Handbook