General Education Review Committee
Agenda

October 12, 2007
ADM 201
12:30 p.m. – 1:30 p.m.

I. Roll
( ) Erik Hirschman  Mat-Su/UAB
( ) Caedmon Liburd  UAB
( ) Patricia Fagan  CAS  Humanities
( ) Bob Capuozzo  COE
( ) Jack Pauli  CBPP/UAB
( ) Jeane Breining  CAS  Written Communication
( ) Len Smiley  CAS/UAB  Quantitative Skills
( ) Suzanne Forster  CAS
( ) Robin Wahto  CTC
( ) Walter Olivares  CAS  Fine Arts
( ) Tom Miller  OAA  Guest
( ) Gail Holtzman  CHSW
( ) Grant Baker  SOENGR/UAB
( ) Karl Wing  USUAA

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Chair’s Report

V. Course Action Requests
   Chg  HIST A101  Western Civilization I (3 cr) (3+0)  (pg. 4-8)
   Chg  HIST A102  Western Civilization II (3 cr) (3+0)  (pg. 9-13)
   Chg  GEOL A111  Physical Geology (4 cr) (3+3)  (pg. 14-17)
   Chg  GEOL A115  Environmental Geology (3 cr) (3+0)  (pg. 18-20)
   Chg  GEOL A115L  Environmental Geology Laboratory (1 cr) (0+3)  (pg. 21-23)
   Chg  ENGL A212  Technical Writing (3 cr) (3+0)
   No revisions received
   Chg  ENGL A301  Literature of Britain I (3 cr) (3+0)
   No revisions received
   Chg  ENGL A302  Literature of Britain II (3 cr) (3+0)
   No revisions received

VI. Old Business
   A. Letter from Assistant Provost Miller on GER updates (pg. 24-25)

VII. New Business

VIII. Informational Items and Adjournment
I. Roll
(x) Erik Hirschman Mat-Su/UAB
(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
( ) Suzanne Forster CAS
( ) Robin Wahto CTC
(x) Walter Olivares CAS Fine Arts
(x) Tom Miller OAA Guest
( ) Gail Holtzman CHSW
( ) Grant Baker SOENGR/ UAB
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1)
Approved

III. Approval of Summary (pg. 2-3)
Approved

IV. Chair’s Report
CAS Assistant Dean sent out email to faculty about updating GERs
Have memo from chair to UAB and OAA stating, curriculum is current, we do not at this point see the need for revisions.
Packet would include CAR and covering memo
CAR justification should say in compliance with GER quantitative skills outcomes
Should same dispensation should be given to 2005-2007
May want to create a list with a header instructing to submit revisions that reflect the current descriptors
Send out a memo suggestion that the department chair send out a memo suggesting that their courses meet the descriptors (if your course implementation date is before 2000 and it complies with outcomes)
If they feel that they meet these requirements, they can submit a memo and a CAR
The GERC can take a look at these and if GERC agree, the new CAR with new implementation date can be posted online (without signatures)

V. Course Action Requests
Chg ENGL A434 History of Rhetoric (3 cr) (3+0) (pg. 4-11)
Approved

Chg GEOL A111 Physical Geology (4 cr) (3+3)
Tabled- No revisions received

Chg GEOL A115 Environmental Geology (3 cr) (3+0)
Tabled- No revisions received

Chg GEOL A115L Environmental Geology Laboratory (1 cr) (0+3)
Tabled- No revisions received
VI. Old Business
   A. Revisit updating of GER courses (pg. 12-15)
      Should w have memo from chair to UAB and OAA stating, curriculum is current, we do not at
      this point see the need for revisions.
      Packet would include CAR and covering memo
      CAR justification should say in compliance with GER quantitative skills outcomes
      Should same dispensation should be given to 2005-2007
      May want to create a list with a header instructing to submit revisions that reflect the current
      descriptors
      Send out a memo suggestion that the department chair send out a memo suggesting that their
      courses meet the descriptors (if your course implementation date is before 2000 and it complies
      with outcomes)
      If they feel that they meet these requirements, they can submit a memo and a CAR
      The GERC can take a look at these and if GERC agree, the new CAR with new implementation
      date can be posted online (without signatures)

VII. New Business

VIII. Informational Items and Adjournment
      A. CAFÉ Curriculum Workshop Oct. 12 8:30-10:30

Meeting Adjourned
### 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>
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<tr>
<td>CAS</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>13. Coordinate with Affected Units:</th>
<th>14. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>All CAS Departments, UAA Schools and colleges, and extended sites</td>
<td>CAS BA/Cultural Heritages; HISTORY/Major, 49th State Fellows</td>
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<th>15. General Education Requirement</th>
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<tr>
<td>A survey of the developments in Western Civilization from its origins in the ancient Near East to 1650. The major social, political, economic, intellectual and cultural characteristics will be emphasized.</td>
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<th>17b. Test Score(s)</th>
<th>17c. Corequisite(s) (concurrent enrollment required)</th>
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Approved

Disapproved
Course Content Guide
University of Alaska Anchorage
Department of History: HIST A101: Western Civilization I

I. Initiation Date: February 2007

II. Course Information:
A. College: College of Arts and Sciences
B. Department: History
C. Course Title: Western Civilization I
D. Course Subject/Number: HIST A101
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: A survey of the developments in Western Civilization from its origins in the ancient Near East to 1650. The major social, political, economic, intellectual and cultural characteristics will be emphasized.
I. Course Prerequisites: None
J. Course Fees: None

III. Instructional Goals and Student Outcomes:

**Instructional Goals.** The Instructor will instill in students an understanding of:

- Content and Chronological Framework
- Historical Context

**Outcomes.** Students will be able to:

- Demonstrate competent understanding of the significance of key individuals, groups, events, and institutions and their impact on Western Civilization within an accurate chronological framework.
- Demonstrate the capacity for identifying texts, placing them in proper historical context and evaluating them for historical significance.
Historical change and continuity over time
Identify and discuss the factors affecting change and continuity in Western society and culture to 1650.

Historical Causation and Effect
Demonstrate a competent understanding of cause and effect in the evolution of Western Civilization to 1650.

Communicating and explaining
Write essays and papers which demonstrate knowledge of historical content, applicable writing conventions, interpretative and analytical ability, conceptual clarity, organizational coherency, and stylistic competency.

Demonstrate the ability for reasoned discourse in the classroom.

IV. Guidelines for Evaluation:
Students will be evaluated on the above outcomes through attendance and participation in classroom discussions, performance on essay, short answer and objective exams, and analytical essays based on assigned readings of both primary and secondary sources. Assignments will emphasize critical reading, writing and historical thinking skills. Below are examples of the types of assignments used to assess student performance.

1. Problem Analysis: summary and content, and comparison/contrasts essays

2. Source Identification and Analysis, including:
   a. primary and secondary sources;
   b. book critique and monograph/article analysis
   c. film and visual sources

3. Examinations (primarily essay and short answer).

V. Course Level Justification:
The course seeks to develop student capacity to analyze and evaluate historical data and texts, and to apply both written and oral skills that demonstrate these abilities. It provides the necessary knowledge base and skills to fulfill the goals of 100 level general education courses in the Humanities and provides foundational skills and content for the History major.
VI. **Topical Course Outline:**

The Ancient Near East: Mesopotamia and Egypt  
The Contribution of the Hebrews  
The Rise of Greek Civilization  
Greek Legacy  
The Hellenistic Age  
The Rise of Rome  
The Roman Empire  
Early Christianity  
The Decline of Rome and Fall of Rome  
Successor Civilizations: Byzantium, Islam  
Early Medieval Europe: Gender and Sexuality  
The Age of Charlemagne  
The Middle Ages  
The Feudal Order  
Cities and The Rise of the Middle Class  
The Late Middle Ages  
The National Monarchies  
The Renaissance  
Europe and the New World: Encounter, Exchange and Conquest  
The Reformation  
The Wars of Religion

VII. **Suggested Text and Readings:**


VIII. **Select Bibliography:**


# Curriculum Action Request

**University of Alaska Anchorage**

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

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**Abbreviated Title: Western Civilization II**

**Abbreviated Title for Transcript: Western Civilization II**

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<td>❑ Social Sciences</td>
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Course Content Guide
University of Alaska Anchorage
Department of History: HIST A102: Western Civilization II

I. Initiation Date: February 2007

II. Course Information:
A. College: College of Arts and Sciences
B. Department: History
C. Course Title: Western Civilization II
D. Course Subject/Number: HIST A102
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: A survey of the developments in Western Civilization from 1650 to the present. The major social, political, economic, intellectual and cultural characteristics will be emphasized.
I. Course Prerequisites: None
J. Course Fees: None

III. Instructional Goals and Student Outcomes:

<table>
<thead>
<tr>
<th>Instructional Goals, The Instructor will instill in students an understanding of:</th>
<th>Outcomes. Students will be able to:</th>
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<tbody>
<tr>
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<td>Demonstrate competent understanding of the significance of key individuals, groups, events, and institutions and their impact on Western Civilization within an accurate chronological framework.</td>
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<td><strong>Historical Context</strong></td>
<td>Demonstrate the capacity for identifying texts, placing them in proper historical context and evaluating them for historical significance.</td>
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<td><strong>Historical change and continuity over time</strong></td>
<td>Identify and discuss the factors affecting change and continuity in Western society and culture since 1650.</td>
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**Historical Causation and Effect**

Demonstrate a competent understanding of cause and effect in the evolution of Western Civilization since 1650.

**Communicating and explaining**

Write essays and papers which demonstrate knowledge of historical content, applicable writing conventions, interpretative and analytical ability, conceptual clarity, organizational coherency, and stylistic competency.

Demonstrate the ability for reasoned discourse in the classroom.

**IV. Guidelines for Evaluation:**

Students will be evaluated on the above outcomes through attendance and participation in classroom discussions, performance on essay, short answer and objective exams, and analytical essays based on assigned readings of both primary and secondary sources. Assignments will emphasize critical reading, writing and historical thinking skills. Below are examples of the types of assignments used to assess student performance.

1. Problem Analysis: summary and content, and comparison/contrasts essays

2. Source Identification and Analysis, including:
   a. primary and secondary sources;
   b. book critique and monograph/article analysis
   c. film and visual sources

3. Examinations (primarily essay and short answer).

**V. Course Level Justification:**

The course seeks to develop student capacity to identify and evaluate historical data and texts, and to apply both written and oral skills that demonstrate these abilities. It provides the necessary knowledge base and skills to fulfill the goals of 100 level general education courses in the Humanities and provides foundational skills and content for the History major.

**VI. Topical Course Outline:**

1.0 The Western World at 1650
2.0 The 17th Century Search for Order: State Building, Science and Commerce
3.0 The Enlightenment: For Whom, By Whom
4.0 The French Revolution and Napoleonic Europe
5.0 Industrialization and Industrial Society
6.0 Ideologies and Daily Life in the 19th Century
7.0 Nation Building and Realpolitik
8.0 Imperialism and Mass Society at the Turn of the Century
9.0 Modernity and Its Discontents: Culture, Gender, Race and Science
10.0 War, Peace and Revolution
11.0 Dictatorship, Totalitarianism and Democracy
12.0 World War II: Individual, State and Society during Global Total War
13.0 The Cold War and Decolonization: Politics, Society and Culture
14.0 Globalization and Homelands

VII. Suggested Text and Readings:

VIII. Select Bibliography:
Blanning, T.C. *The Culture of Power and the Power of Culture: Old Regime Europe*
Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
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<tr>
<th>1a. School or College</th>
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6. Complete Course/Program Title  
Physical Geology  
Abbreviated Title for Transcript (30 character)

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

8. Type of Action  
☐ Add  ☒ Change  ☐ Delete  
(mark appropriate boxes)

9. Repeat Status No  # of Repeats  0  Max Credits

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

11. Implementation Date  semester/year  
From: SP/08  To: /9999

12. ☐ Cross Listed with  
☐ Stacked with  
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course  
Bachelor of Science, Geologic Sciences

14. Coordinate with Affected Units:  
CAS, UAA faculty list-serv, extended campuses  
Department, School, or College  
Initiator Signature  Date

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

16. Course Description  
Introduction to physical geology. Study of earth, its materials, and processes affecting changes on and within. Laboratory training in use of topographic maps, and recognition of common rocks and minerals.

17a. Course Prerequisite(s) (list prefix and number)  
MATH A055  
17b. Test Score(s)  
17c. Co-requisite(s) (concurrent enrollment required)

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

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

18. ☒ Mark if course has fees

19. Justification for Action  
To update the course to reflect the new GER category descriptions published in the 06-07 catalog.

Approved  Disapproved:
Initiator (faculty only)  Date  Dean/Director of School/College  Date

Approved  Disapproved:
Department Chairperson  Date  Undergraduate or Graduate Academic Board Chairperson  Date

Approved  Disapproved:
Curriculum Committee Chairperson  Date  Provost or Designee  14 Date
I. Date of Initiation: Fall 2007

II. Course Information:
   A. College or School: CAS
   B. Course Subject: Geological Sciences
   C. Course Number: A111
   D. Number of Credits: 4.0 (3+3)
   E. Course Title: Physical Geology
   F. Grading Basis: A-F
   G. Course Description: Introduction to physical geology. Study of earth, its
   materials, and processes affecting changes on and within. Laboratory training in
   use of topographic maps, and recognition of common rocks and minerals.
   H. Course Prerequisites: MATH A055
   I. Restrictions: none
   J. Fees: yes

III. Instructional Goals and Student Outcomes:

   A. Instructional Goals. The instructor will:
      1) Present briefly the background of the study of the Earth including
         formation and structure.
      2) Discuss the unifying theory of plate tectonics and present models that
         assess geologic processes using plate tectonic theory.
      3) Discuss atomic structure and the formation of Earth materials (minerals
         and rocks).
      4) Identify the internal and external processes that have shaped the Earth
         and apply the relevant information in order to make appropriate personal
         and professional decisions
      5) Adopt critical perspectives for understanding geological processes in the
         context of geologic time
   B. Student Outcomes. The students will:
      1) Identify the ways in which theory of plate tectonics has advanced the
         overall understanding of Earth's processes.
      2) Demonstrate what is currently known about Earth processes and the
         factors that affect them and develop hypotheses related to these systems.
      3) Integrate geologic knowledge and employ laboratory skills to synthesize
         creative thinking, critical judgment, and personal experience regarding
         the development and modification of the Earth.
      4 ) In  laboratory, students will (1) demonstrate the ability
to identify minerals and rocks in the settings encountered by professionals in the discipline, and (2) will critically observe geologic processes and will accurately record and analyze their observations.

IV. Course Evaluation and Assessment

Students will be evaluated based on lecture mid-term and final examinations, laboratory rock and mineral examinations, lab exercises, and a final lab project. These will be used as assessment tools to judge student performance.

V. Course Level Justification

This course requires little to no knowledge of geological sciences. However, it does require some basic math skills.

VI. Topical Course Outline

1. Introduction to geology
2. Earth formation
3. Earth structure
4. Plate Tectonics
5. Atomic Structure
6. Minerals
7. Igneous rocks
8. Sedimentary rocks
9. Metamorphic rocks
10. Geologic time
11. Physical and chemical weathering
12. Mass movement
13. Streams
14. Coastal processes
15. Groundwater
16. Glaciers
17. Structural geology
18. Earthquakes and seismology

VII. Suggested Text(s)


VIII. Bibliography


### 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>
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<tr>
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<th>4. Previous Course Prefix &amp; Number</th>
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**Abbreviated Title for Transcript (30 character)**

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| Change | | | |
| Delete | | | |

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<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>An introduction to the study of applied environmental geology with a focus on geologic processes and linkages to environmental hazards and risks. Both internal and external Earth processes and related topics such as earthquakes and volcanic eruptions as well as coastal processes and mineral and energy resources will be included.</td>
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<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<th>18. Mark if course has fees</th>
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</table>

| 19. Justification for Action | To update the course to reflect the new Natural Science GER category descriptions published in the 06-07 catalog. |

---

Initiator (faculty only) | Date | Dean/Director of School/College | Date |
---|---|---|---|
| Approved | Disapproved: | |

Department Chairperson | Date | Undergraduate or Graduate Academic Board Chairperson | Date |
---|---|---|---|
| Approved | Disapproved: | |

Curriculum Committee Chairperson | Date | Provost or Designee |
---|---|---|
| Approved | Disapproved: | |

18 Date
I. Date of Initiation: Spring 2008

II. Course Information:
   A. College or School: CAS
   B. Course Subject: Geological Sciences
   C. Course Number: A115
   D. Number of Credits: 3.0 (3+0)
   E. Course Title: Environmental Geology
   F. Grading Basis: A-F
   G. Course Description: An introduction to the study of applied environmental geology with a focus on geologic processes and linkages to environmental hazards and risks. Both internal and external Earth processes and related topics such as earthquakes and volcanic eruptions as well as coastal processes and mineral and energy resources will be included.
   H. Course Prerequisites: MATH A055
   I. Restrictions: none
   J. Fees: yes

III. Instructional Goals and Student Outcomes:
   A. Instructional Goals. The instructor will:
      1) Introduce basic internal and external geological processes and cycles (oceans, geosphere, tectonics, atmosphere and hydrosphere) that affect the geologic environment on Earth.
      2) Present basic concepts dealing with how humans interact with the geologic environment.
      3) Design critical thinking exercises that require the students to use the scientific method and form hypotheses.
   B. Student Outcomes. The students will:
      1) Demonstrate a basic knowledge of earth environmental processes and modern environmental geology problems.
      2) Make connections between human interactions and the geologic environment to begin the process of comprehending the role of human impacts on the planet.
      3) Apply their knowledge through problem solving, critical thinking exercises, and formulating hypotheses as applied to environmental geology.
      4) Discover advances in environmental geology and their applications to the modern environment.

IV. Course Evaluation and Assessment
Students will be evaluated based on problem set assignments, several exams, and summaries of guest speaker lectures. These will be used as assessment tools to judge student performance.

V. Course Level Justification

This course is designed as a GER natural science option for the non-science major and is intended to be an introduction of basic environmental geology concepts and requires some basic math skills.

VI. Topical Course Outline

1. Population growth
2. Plate Tectonics
3. Earth materials
4. Volcanoes and volcanic hazards
5. Earthquakes and earthquake hazards
6. Streams and flooding
7. Coastal processes
8. Mass wasting
9. Earth and climate change
10. Water resources and pollution
11. Soils and weathering
12. Mineral resources
13. Fossil fuel energy sources
14. Alternative energy sources
15. Air pollution
16. Land-Use

VII. Suggested Text(s)


VIII. Bibliography


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

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| 14. Coordinate with Affected Units: |
| CAS, UAA faculty list-serv, extended campuses |
| Department, School, or College |

*Initiator Signature: Date*

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<th>15. General Education Requirement</th>
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<th>16. Course Description</th>
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<tr>
<td>Investigation of problems in environmental geology related to volcanic and earthquake hazards, surface and groundwater pollution, landslides, coastal processes, and waste disposal with emphasis on the Anchorage area and Alaska. Several local field trips are included.</td>
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</table>

| 17a. Course Prerequisite(s) (list prefix and number) |
| GEOL A115 or concurrent enrollment |
| MATH A055 |

| 17b. Test Score(s) |

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

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

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

| 18. Mark if course has fees |

| 19. Justification for Action |
| To update the course to reflect the new Natural Science GER category descriptions published in the 06-07 catalog and to change the course to a 1 credit lab instead of a 1-2 credit lab option. |

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**Initiator (faculty only):**

**Approved:** [Signature] [Date]

**Disapproved:** [Signature] [Date]

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

**Approved:** [Signature] [Date]

**Disapproved:** [Signature] [Date]

**Department Chairperson:**

**Approved:** [Signature] [Date]

**Disapproved:** [Signature] [Date]

**Academic Board Chairperson:**

**Approved:** [Signature] [Date]

**Disapproved:** [Signature] [Date]

**Undergraduate or Graduate:**

**Approved:** [Signature] [Date]

**Disapproved:** [Signature] [Date]

**Provost or Designee:**

**Approved:** [Signature] [Date]

**Disapproved:** [Signature] [Date]

---

**Curriculum Committee Chairperson:**

**Approved:** [Signature] [Date]

**Disapproved:** [Signature] [Date]
I. **Date of Initiation:** Spring 2008

II. **Course Information:**
   A. College or School: CAS
   B. Course Subject: Geological Sciences
   C. Course Number: A115L
   D. Number of Credits: 1 (0 + 3)
   E. Course Title: Environmental Geology Laboratory
   F. Grading Basis: A-F
   G. Course Description: Investigation of problems in environmental geology related to volcanic and earthquake hazards, surface and groundwater pollution, landslides, coastal processes, and waste disposal with emphasis on the Anchorage area and Alaska. Several local field trips are included.
   H. Course Prerequisites: GEOL A115 or concurrent enrollment and MATH A055
   I. Restrictions: none
   J. Fees: yes

III. **Instructional Goals and Student Outcomes:**
   A. Instructional Goals. The instructor will:
      1) Briefly review basic internal and external geological processes and cycles (oceans, geosphere, tectonics, atmosphere and hydrosphere) that affect the geologic environment on Earth.
      2) Provide guidance for hands-on laboratory exercises to complement the lecture material in GEOL A115 Environmental Geology.
      3) Lead field trips in the Anchorage area so that students can practice what they have learned in the field, implement the scientific method, and learn about the local geologic environment they live in.
   B. Student Outcomes. The students will:
      1) Demonstrate a basic knowledge of earth environmental processes and modern environmental geology problems.
      2) Solve basic environmental geology problems through hands-on laboratory exercises and critical thinking exercises with an emphasis on human interactions with the geologic environment.
      3) Attend several field trips in the local Anchorage area to apply their knowledge in the field, use the scientific method, form their own hypotheses about environmental problems where they live, and pursue discoveries of the science in this environment.
IV. Course Evaluation and Assessment

Students will be evaluated based on several laboratory exercises and preparatory exercises for field trips. These will be used as assessment tools to judge student performance.

V. Course Level Justification

This course is designed as a GER natural science laboratory course for the non-science major and is intended to be an introduction of basic environmental geology concepts and requires some basic math skills.

VI. Topical Course Outline

1. Population growth
2. Maps
3. Plate Tectonics
4. Earth materials
5. Volcanoes and volcanic hazards
6. Earthquakes and earthquake hazards
7. Streams and flooding
8. Coastal processes
9. Mass wasting
10. Water resources and pollution
11. Soils and weathering
12. Alternative energy sources
13. Land-Use
14. Field trips to the Anchorage Landfill, Tsunami Warning Center, and various locations in Anchorage to study geologic hazards and land-use.

VII. Suggested Text(s)


VIII. Bibliography


October 2, 2007

To: Deans and Directors
    Department Chairs and Faculty

From: Caedmorn Liburd, Chair of UAB
      Tom Miller, Assistant Provost

Subject: General Education Requirements

There are five significant issues that we are calling to your attention at this time. All five mandate advising or curricular action that must occur within your colleges. Please take time to review these and ensure that they are being properly addressed. They are presented here with discussion following. Actions required are underlined in the discussion.

1. Baccalaureate majors who will graduate after the summer semester 2008 must have completed 37 GER credits
2. Baccalaureate majors who will graduate after the summer semester 2008 must have completed a course from the Integrative Capstone category.
3. All students with a declared baccalaureate major must complete their GER Basic Skills (Oral Communications, Written Communications and Quantitative Skills) prior to completing 60 credits toward their majors.
4. GER course content guides must be updated with course outcomes aligned with GER outcomes in each category.
5. The University this semester will be assessing Capstone courses for effectiveness in achieving their stated outcomes.

Discussion

1. While many programs have modified their major requirements to accommodate the 37 credit general education requirement, there are many others who have not. The General Education Requirements listed in the current catalog will apply to students in all majors. Departments need to determine if these requirements affect student credits or schedules in their programs and advise students appropriately.

2. Students may complete the Integrative Capstone general education requirement by completing any listed course for which they meet the prerequisites. Faculty should be counseling students to enroll in appropriate integrative capstone courses at this time. Since the fall semester is underway those who will graduate in December 2008 have only three semesters remaining in which to complete the capstone. The list of approved capstone courses from the 2007-08 catalog appears below. Many of these have significant prerequisites in the major and all require the completion of the general education basic skill requirements.

AY 2007-08 GER Capstone Courses in UAA Catalog

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<tr>
<th>Course Code</th>
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<td>BIOL/CHEM/PHYS A456</td>
<td>Nonlinear Dynamics and Chaos</td>
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<td>BIOL 452</td>
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<td>Philosophical and Social Context of American Education</td>
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<td>GEOL A456</td>
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<td>Northeast Asia in 21st Century</td>
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24
3. Faculty in the departments and academic advisors should be advising baccalaureate students to complete their GER basic skills courses prior to completing 60 credits toward their baccalaureate major. At this time there is no registration block or other enforcement for this requirement. The successful implementation of the policy and the resulting effect on the students’ performance in upper-division coursework depends on effective academic advising.

4. The GER Committee and the Undergraduate Academic Board are requiring that courses that intend to remain on the GER list for each category be updated so that their Curriculum Action Requests and Course Content Guides comply with current standards and formats, and incorporate outcomes that are shown to align with the established UAA GER outcomes for each category. The revision of many courses was begun last semester. Any GER courses that were not revised and accepted by the GER Committee and the UAB last semester must be completed as soon as possible.

5. All GER Integrative Capstone courses must include approved course outcomes and incorporate assessment of those outcomes into their design. Furthermore, evidence of student performance on outcomes must be collected and retained for further analysis. This evidence is very important since these courses are the primary means by which the university evaluates the effectiveness of the GER offerings. Students who have practiced the GER skills as they have proceeded through their majors should show a high level of proficiency in the outcomes for capstone courses.

The Office of Academic Affairs and the GER Committee will collaborate in the initial analysis of the evidence collected from Integrative Capstone courses that have been offered thus far. This will begin with the collection of the evidence and any preliminary analysis that has been accomplished by faculty in the offering discipline. Please be prepared to respond to requests to provide that evidence and analysis. Review of these materials will lead to recommendations for continuing assessment of student performance in GER outcomes using the Capstone courses.

CC: Linda Lazzell
    Rick Weems
    John Allred